Science

___Show interest in investigating unfamiliar objects, organisms and phenomena during shared stories, conversations and play (e.g., "Where does hail come from?). S11

___Investigates natural laws acting upon on object S20

___Records, represents and communicates observations and findings through a variety of methods S11

___Offers ideas and explanation through various means of objects, organisms, and phenomena (may be correct or incorrect) ELA 10d, S10d

___Participates in simple, spontaneous scientific explorations with others(e.g. digging to bottom of sand box) S 9

___Demonstrate understanding of fast and slow relative to time, motion and phenomena. S18

___Observe and use language or drawings to describe changes in the weather. S12

___Identify the intended purpose of familiar tools S4

English Language Arts

___Recognize and name some upper and lower case letters in addition to those in first name. 1a-g

___Recognize that words are made up of letters (e.g. c-a-t) 1 h-j

___ Understand the meaning of new words from context of conversations, cues from adults, the use of pictures that accompany text or the use of concrete objects. 6e

___Determines the meaning of unknown words with assistance or cues from adults (e.g. providing a frame of reference, context or comparison). 6e

Child/Children:_____

DOCUMENTATION

Teacher Reflection:

The children used grocery bags to catch air. Through this experience the children were able to offer the explanation that air is everywhere and invisible. After observing the raining weather outside, we decided to experiment wind using a fan. The children chose either ribbon or streamers. Some children chose shorter and some chose longer pieces. They discovered that the streamers blew the most especially when they were shorter. During this experiment the children discovered that wind moves objects and the direction in which the object blows is the wind direction.

Observer:

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Child/Children:_____

DOCUMENTATION

Teacher Reflection:

The children also experimented more with wind. By using their mouth they were able to push air through a straw to move paint on paper. They used a straw to move various objects in a tray such as pompoms, feathers, dominos, bottle caps, and flower petals. Through this experience they discovered how to move objects in different ways and that lighter objects are easier to move.

Observer:

Science

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Child/Children:_____

DOCUMENTATION

Teacher Reflection:

While investigating weather the children participated in an experiment to create a cloud. The children tried to create a cloud by placing warm water under ice cubes in hopes that the warm air would rise to cooler air and condense therefore forming a cloud above the pop bottle.

Observer:

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Child/Children:_____

DOCUMENTATION

Teacher Reflection:

The children created observational drawings of the sky with blue paper and white chalk. They discovered that the clouds are made of different shapes, sizes, and move.
While investigating clouds through our weather project the children observed and drew representational drawings of the clouds in the sky. During this experience the children predicted the weather based on their observations of the clouds and observed changes in the weather.

Observer:

Math

___ Count 10 naturally M1

___ Demonstrate one-to-one correspondence naturally. M2

___Use the language of comparison:

___ fewer ___ more___ equal M 4

___Write numerical representations (e.g., scribbles, reversals) or numerals in meaningful context (e.g., play situations) M6

___ Identify and name numerals 0-9. M5

___ Gather, sort and compare objects naturally ACTS M 15

___ Graph according to one attribute (MV2)* ACTS M 18

___ Read a floor or table graph constructed as a group (MV3)*
ACTS M 19

___ Recognize that various devices measure time (e.g., clock, timer, calendar) M 10

Social Studies

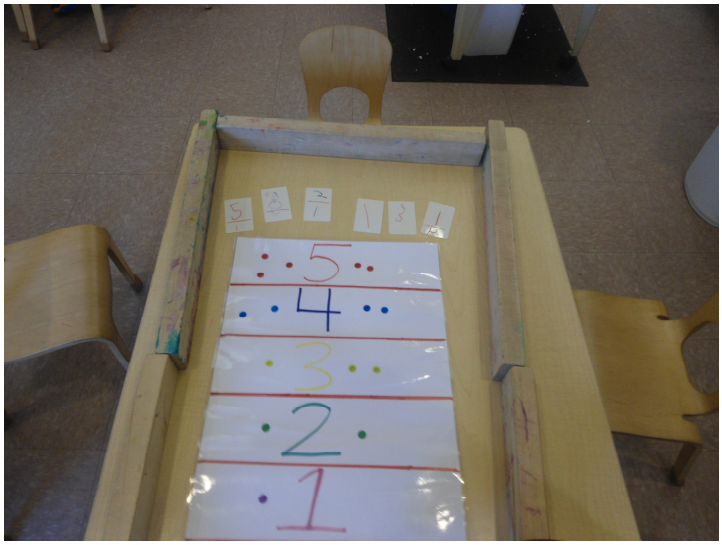
___Makes predictions S 11

___Gain information through participation in experiences with objects, media, books and conversations with peers S 11

___Represents ideas in multiple forms of language S 11

Child/Children:_____

DOCUMENTATION



Teacher Reflection:

During our weather investigation, the children blew air through a straw to represent wind to push cotton. Before they blew, they recorded their predictions with dry erase crayons. Through this experience children were able to explore force and wind direction moving objects and refine their number writing skills.

Observer:

Science

___Show interest in investigating unfamiliar objects, organisms and phenomena during shared stories, conversations and play (e.g., "Where does hail come from?). S11

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Child/Children:_____

DOCUMENTATION

Teacher Reflection:

They also explored the concept of evaporation by filling cups with water and marking the water line with a marker. The children will continue to check their cups to see if the water changed. During this experience the children had the opportunity to offer explanations about the water and learn new words.

The children also drew observational drawing of the evaporation experiment. They discovered that the water was lower than the line that they drew and that the water went into the air through the process of evaporation. Through this experience the children were able to identify where rain comes from.

Observer:

Math

___ Count 10 naturally M1

___ Demonstrate one-to-one correspondence naturally. M2

___Use the language of comparison:

___ fewer ___ more___ equal M 4

___Write numerical representations (e.g., scribbles, reversals) or numerals in meaningful context (e.g., play situations) M6

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ACTS M 19

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___Makes predictions S 11

___Gain information through participation in experiences with objects, media, books and conversations with peers S 11

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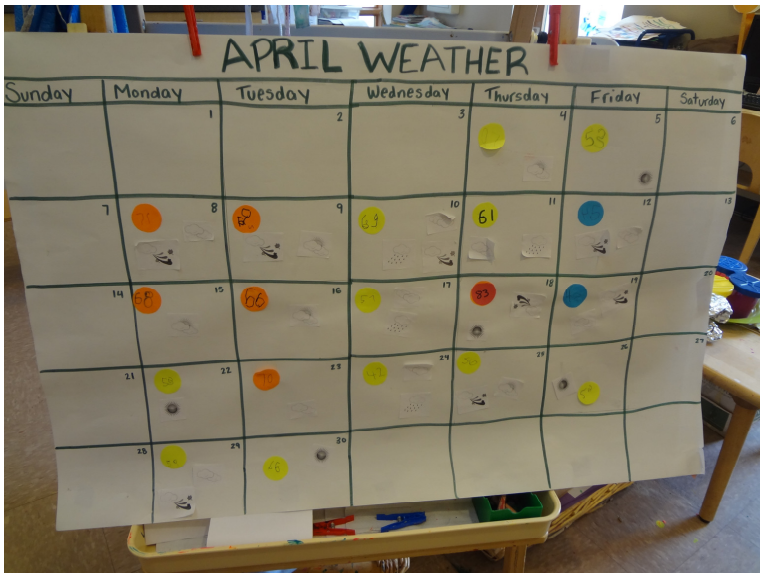
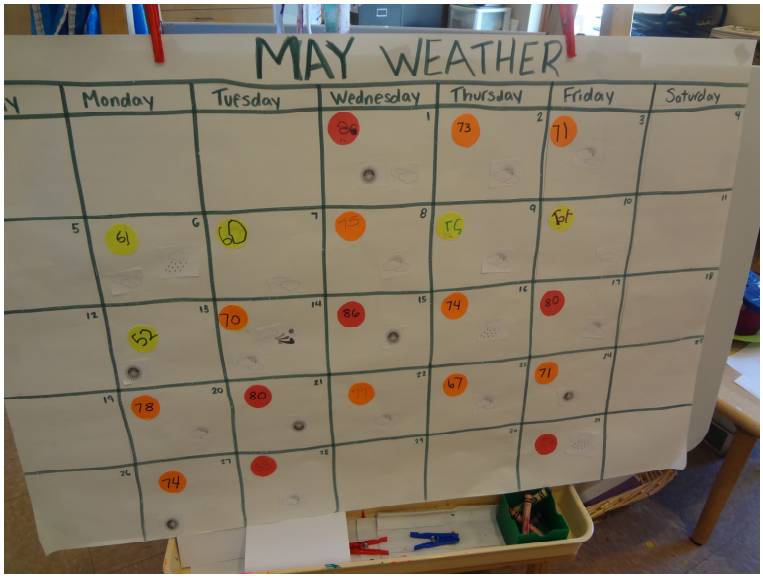
Child/Children:

DOCUMENTATION





Teacher Reflection:

The children also documented temperature for the month of April using a bar graph. Through this experience the children discovered how to construct a graph and read a graph.

They constructed another bar graph comparing temperatures for the month of May. The children were able to compare and contrast temperature changes by reading their bar graphs.

Observer:

Science

___Show interest in investigating unfamiliar objects, organisms and phenomena during shared stories, conversations and play (e.g., "Where does hail come from?). S11

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___Demonstrate understanding of fast and slow relative to time, motion and phenomena. S18

___Observe and use language or drawings to describe changes in the weather. S12

___Identify the intended purpose of familiar tools S4

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Child/Children:_____

DOCUMENTATION

Teacher Reflection:

The children participated in a simple spontaneous experiment with candy on black and white paper. The children made predictions on which items will melt faster. They discovered that the first day was too cool for any items to melt. They found that the second day was warmer and the chocolate chip melted. They will continue to place the items outside to see if they melt.

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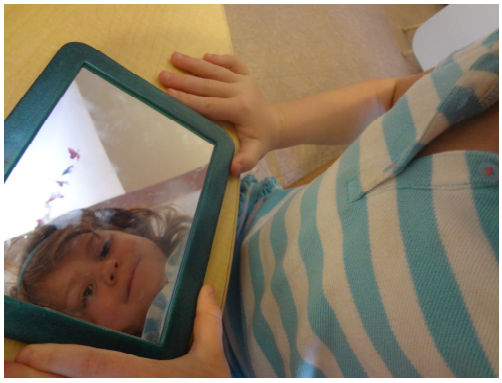

Through our weather investigation, the children explored clouds in various ways. One way they studied clouds was to blow air on spoons. First the children blew into their hand to feel the warmth and moisture of the air coming from their mouth. Through this experience the children were able to discover warm air from their mouth condensing on the cold spoon to create a cloud. They also discovered that the same phenomenon happens when blowing on a mirror.

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Child/Children:_____

DOCUMENTATION

Teacher Reflection:

While exploring weather changes, the children created a terrarium. They filled a large plastic container with dirt, plants, and decorations. Then they placed the lid back on the container. Through this experience the children will be able to observe how an ecosystem works. They will be able to discover moisture from the soil evaporate into the the air and condense to water droplets on the inside walls of the container and drip to the soil and be reused by the plants.

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Child/Children:_____

DOCUMENTATION

Teacher Reflection:

The children used the Ipad to research various types of clouds. They focused on four clouds: cirrus, cumulus, stratus, and alto. During this experience they discovered that clouds form in different sizes and shapes. They were also able to predict weather conditions based on their cloud observations. Each child drew an observational representation of each type of cloud. While exploring weather the children explored different types of clouds. They created the four types of clouds and labeled them. They discovered that the wind makes some clouds look wispy; some are big, fluffy and white; some are low, gray, and cover the sky; and the high clouds form in little cotton ball shapes all over the sky. The children also used shaving cream and white/black paint to create various types of clouds. The white shaving cream created cumulus, cirrus, or alto clouds. The paint mixed together created gray stratus clouds. They also used textured scissors to create clouds out of white paper. During our weather investigation the children predicted weather based on cloud formation. Some of the children discovered that cumulus clouds predict fair weather unless the clouds grow vertically and then a thunderstorm is predicted. They found that the wispy cirrus clouds predict wind. The children stated that the a storm or precipitation will form with stratus clouds and alto clouds predict a change in weather.

Then they chose one cloud that they could form using various items on the table. Some of them chose string, feathers, or straw to create wispy cirrus clouds. Other children chose crinkled up tissue paper to create fluffy cumulus clouds. Some chose packing peanuts to create alto clouds and some chose large pieces of tissue paper to create low gray stratus clouds. Another experience was to create clouds with paint. The children picked one of the four types of clouds to create with paint by looking at various pictures of clouds. A few children wanted to make stratus clouds and asked if they could have some black paint to create gray clouds. The children also had the opportunity to label their cloud creation from the previous day using a model. Through this experience children continued to build a wealth of vocabulary words, refine their letter formation skills, and practice letter identification. The children used their gray painting to create stratus clouds by cutting them into cloud shapes. During our weather investigation the children worked in groups to create large cloud murals. They used sponges with white paint to form clouds on blue paper. Each group created a different type of cloud: cirrus, cumulus, or alto.

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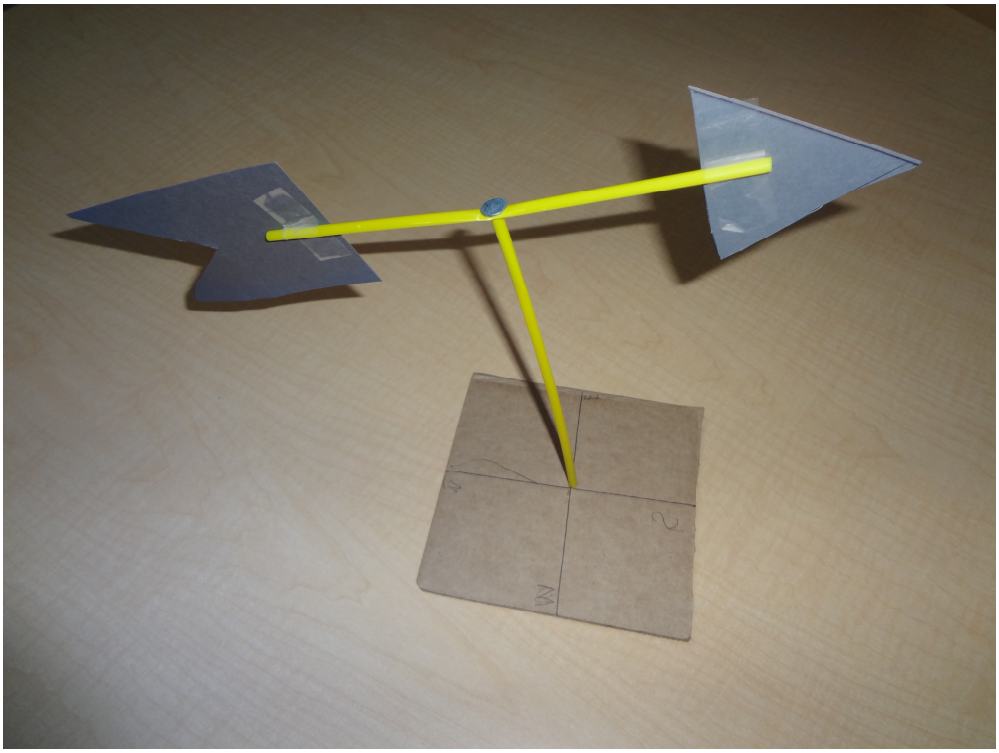

Teacher Reflection:

During our weather investigation the children explored wind direction by working collaboratively to create a wind vane. They blew with their mouths to experiment with wind direction. Through this experience the children were able to refine their writing skills by writing the letter of the direction on the wind vane and observe changes in weather.

They also discovered that air is inside a bubble during an experience where children blew bubbles into large plastic tubs. Through this experience they were able to use safety goggles as a tool to protect their eyes.

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Child/Children:_____

DOCUMENTATION

Teacher Reflection:

The children had the opportunity to test their weather vanes to test the wind direction. They discovered that the arrow pointed in the direction of the wind.

They also experienced a compass on the Ipad to learn about direction words and correct placement of the weather vane. The children used an anemometer to determine the wind speed. They were able to refine their one to one correspondence skills by counting the number of times it went around to find the wind speed.

Observer:

Math

___ Count 10 naturally M1

___ Demonstrate one-to-one correspondence naturally. M2

___Use the language of comparison:

___ fewer ___ more___ equal M 4

___Write numerical representations (e.g., scribbles, reversals) or numerals in meaningful context (e.g., play situations) M6

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___ Recognize that various devices measure time (e.g., clock, timer, calendar) M 10

Social Studies

___Makes predictions S 11

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Child/Children:_____

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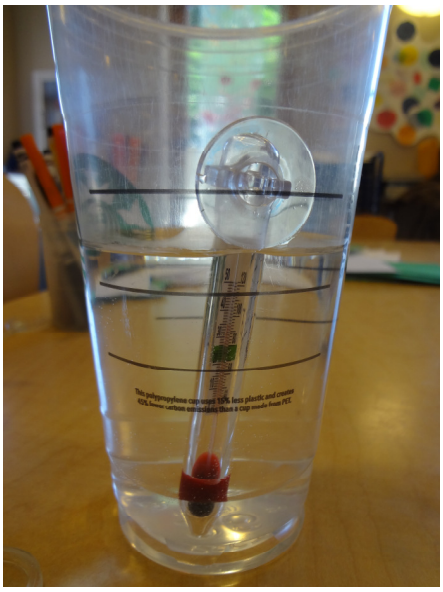

Teacher Reflection:

They used simple tools such as magnifying glasses and thermometers to test the temperature of various temperatures of water. Through this inquiry based experiment children were able to refine their number writing skills, number recognition, and record/analyze data.

Observer:

Science

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Child/Children:_____

DOCUMENTATION

The children also wrote and drew pictures of new vocabulary words that we have used throughout this investigation to refine their letter formation, letter recognition and to learn new vocabulary words.

The children refined their skills of letter identification and sound identification by placing letters together to form the four cloud types we have discussed. Through this experience they practiced learning new vocabulary words.

Using duplicate pictures of the weather, the children played a matching game. Once they found two pictures that matched, they determined which weather word described the pictures. The use of pictures and words helps develop and extend children's understanding of new words.

Observer: