

**Unit K.6: Let's Go Outside**  
**English as a Second Language**  
**4 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student learns about weather, seasons, and how to identify appropriate clothing and activities for the different seasons and types of weather.
<b>Transversal Themes:</b>	Knowledge, Skills and Competencies, Cultural Diversity, Environment
<b>Integration Ideas:</b>	Math, Science

**Essential Questions (EQ) and Enduring Understandings (EU)**

- EQ1.** What knowledge do I bring to school?  
**EU1.** Knowledge gained from family and life experiences teaches us to connect with our community and to grow as learners.
- EQ2.** How can I use words to improve my relationship with others?  
**EU2.** When I listen to understand, I can build a better relationship with others.
- EQ3.** What do I like to do outside?  
**EU3.** When I can communicate my opinion appropriately, I can share my feelings and ideas with others.
- EQ4.** How does the weather change?  
**EU4.** The weather changes because Earth is closer or farther away from the sun.
- EQ5.** How does the weather affect my life?  
**EU5.** Seasonal changes are reflected in the way we dress and the outdoor activities we can enjoy.

**Transfer (T) and Acquisition (A) Goals**

**T1.** The student will be able to use appropriate English vocabulary, details, sentence structure, and conventions to describe seasonal changes in terms of clothing, activities, scenery, and how to prepare for varying weather conditions.

*The student acquires skills to...*

- A1.** Listen and interact while asking and answering instructions and routine questions.
- A2.** Engage in conversations by asking and answering questions using simple statements and appropriate vocabulary to describe personal experiences or familiar topics.
- A3.** Recognize and use the letters and sounds of the alphabet (consonants and vowels) as well as rhyming words.
- A4.** Express preferences and opinions in writing and write his/her name.

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Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>K.L.1</b>	Listen and interact with peers and teachers during read-alouds, social interactions, group activities, and informal oral presentations.
<b>K.L.1a</b>	Ask and answer basic instructions and routine questions appropriate to the topic.
<b>K.L.1e</b>	Listen and participate in simple rhymes, songs, chants, etc.
<b>K.L.1f</b>	Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language.
<b>Speaking</b>	
<b>K.S.1</b>	Engage in conversations and relate personal experience or story information by asking and answering simple <i>yes-no</i> and <i>wh-</i> questions using gestures, words, and simple phrases.
<b>K.S.4a</b>	Produce simple statements or beliefs using sentence starters or language models.
<b>K.S.5</b>	Describe personal experiences and familiar topics, using vocabulary and details appropriate to the situation and filling in gaps in oral English with first language.
<b>Reading</b>	
<b>K.R.2I</b>	Identify key details of an informational text read aloud.
<b>K.R.4I</b>	Ask and answer questions about unknown words in an informational text and use illustrations to determine the meaning of unknown words.
<b>Reading Foundational Skills</b>	
<b>K.R.FS.11a</b>	Recognize, generate, and produce rhyming words, including nonsense words.
<b>K.R.FS.12</b>	Know and apply phonics and word analysis skills to decode words.
<b>K.R.FS.12b</b>	Identify vowels and consonants; associate the sounds.
<b>K.R.FS.13c</b>	Recognize and name all upper- and lowercase letters of the alphabet.
<b>Writing</b>	
<b>K.W.1</b>	Use a combination of drawing and labeling to express preferences and opinions (e.g., My favorite book is...).
<b>K.W.7</b>	Remember information about experiences or gather information from various sources (e.g., word wall, book talks, weather charts, routine tasks) to answer a question.
<b>Writing Foundational Skills</b>	



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<b>K.W.FS.10</b>	Know and apply phonics and word analysis skills to decode words.
<b>K.W.FS.10a</b>	Write the letters that represent first name.
<b>K.W.FS.10b</b>	Attempt to write letters using print techniques.
<b>Language</b>	
<b>K.LA.1</b>	Demonstrate command of English grammar and usage when writing or speaking.
<b>K.LA.1c</b>	Develop phonemic awareness and the alphabetic principle when participating in listening and speaking activities.
<b>K.LA.4b</b>	Identify and blend compound words.
<b>K.LA.6</b>	Use words and phrases acquired through conversations and read-alouds.

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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b> K.L.1 K.L.1a K.L.1e K.LA.1 K.LA.4b K.R.4I K.S.1 K.S.5 K.W.7</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ3/EU3 EQ5/EU5</p> <p><b>T/A:</b> A1 A2 T1</p>	<ul style="list-style-type: none"> <li>Words (vocabulary) and expressions to describe the weather and temperature.</li> <li>That different places have different seasons.</li> <li>The characteristics of weather and seasonal changes.</li> <li>Months of the year.</li> <li>Differences between climate (seasonal patterns) and weather (everyday weather).</li> </ul>	<ul style="list-style-type: none"> <li>Climate (Tropical, Temperate)</li> <li>Island</li> <li>Seasons (wet, dry, spring, summer, fall, winter)</li> <li>Temperature (hot, cold, warm)</li> <li>United States</li> <li>Weather (windy, rainy, sunny, stormy, foggy, snowy)</li> </ul>	<p><b>Integrated Assessment K.3</b></p> <ul style="list-style-type: none"> <li>Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: "Integrated Assessment K.3").</li> </ul>	<p><b>Create a Venn Diagram With Pictures</b></p> <ul style="list-style-type: none"> <li>The student compares the similarities and differences of weather in Puerto Rico and the United States using a Venn diagram.</li> <li><b>The teacher continues observations using attachment K.6 Other Evidence – Checklists for Literacy</b> to note the oral and writing development of each student during classroom activities.</li> </ul>	<p>For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.</p> <p><b>Weather and Seasons</b></p> <ul style="list-style-type: none"> <li>The teacher asks the student, "What do you like to do outside?" The student shares what activities he/she does outside and the teacher adds the vocabulary to the individual word list. With a partner, the student uses the words to act out being outside and draws pictures of him/herself doing his/her favorite activities using the vocabulary in the target language, such as, "I like to _____ outside." During this activity and throughout the unit, the teacher identifies compound words related to outdoor activities, weather, and clothing and models how to identify and blend the words with the student. The teacher encourages the student to identify compound words that they hear and from shared reading opportunities to add to the class word wall or vocabulary list. Such words include, but are not limited to: outside, outfit, raincoat, raindrops, rainbow, sunshine, sunlight, thunderstorm, basketball, skateboard, etc.</li> <li>The teacher asks, "Does the weather change outside?" The teacher discusses types of weather and if the student notices that there</li> </ul>



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					<p>is a time when it rains more or less. The teacher talks about how Puerto Rico is a tropical island because it is near the middle of Earth and so it stays warm all year.</p> <ul style="list-style-type: none"><li>• The teacher sings songs about the weather to teach both vocabulary and alphabet letters (especially weather Bingo!) <a href="http://mrsjonesroom.com/themes/weather.html#songs">http://mrsjonesroom.com/themes/weather.html#songs</a> .</li><li>• The teacher reads aloud <i>Snowy Day</i> by Ezra Keats. The teacher asks, “Does it snow in Puerto Rico? Why not? What does the boy wear to stay warm? Does the student have clothes like the boy? Why or why not?” The teacher introduces the concept of seasons and shares how different parts of the world have different types of seasons (e.g., tropical: dry season, wet season, temperate, spring, summer, fall and winter). The teacher uses attachment K.6 Learning Activity – Seasons to show pictures.</li><li>• The teacher invites family members who lived in the US (colder climates) to come in and share their stories about adjusting to the weather change. The teacher has them share what it was like to experience their first winter and how they prepared and acclimated to the change in climate.</li><li>• The teacher reinforces the months of the year with the seasons, and shares what seasons in Puerto Rico are dry and what seasons are wet. The teacher asks, “What are the different months in the four seasons in the United States?”</li><li>• The teacher sings songs to reinforce</li></ul>
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					<p>vocabulary (watch videos to learn lyrics and tune and write them down on chart paper). The student sings songs on four seasons/activities/clothes and songs to reinforce the months of the year.</p> <ul style="list-style-type: none"> <li>• The teacher introduces weather vocabulary by reading aloud, <i>Weather Words and What They Mean</i> and <i>The Season of Arnold's Apple Tree</i> by Gail Gibbons and discusses what type of weather happens in Puerto Rico and what type does not. The teacher uses the attachment K.6 Learning Activity – Weather Sorts, to sort what type of weather occurs in Puerto Rico and what type of weather does not.</li> <li>• The teacher illustrates the cycles of seasons in a tropical location (like Puerto Rico) and a temperate location (like New York) and uses the illustrations to compare and contrast the climates and to reinforce patterns:  <a href="http://files.havefunteaching.com/worksheets/graphic-organizers/sequencing/sequence-cycle-graphic-organizer.pdf">http://files.havefunteaching.com/worksheets/graphic-organizers/sequencing/sequence-cycle-graphic-organizer.pdf</a></li> <li>• During the entire unit, the teacher writes a class weather diary to reinforce the days of the week and the types of weather. The teacher assigns the job of “weather reporter” to a student on a weekly basis so the student can come in and tell what the weather will be for the weather diary activity: <a href="http://www.kizclub.com/Topics/holiday/weather.pdf">http://www.kizclub.com/Topics/holiday/weather.pdf</a></li> <li>• The teacher creates a weather graph over the unit from the data collected by the daily</li> </ul>
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					<p>weather reporters: <a href="http://www.superteacherworksheets.com/weather/weather-graph.pdf">http://www.superteacherworksheets.com/weather/weather-graph.pdf</a></p> <ul style="list-style-type: none"><li>• The teacher selects a read-aloud text for different seasons and weather (e.g., beach book to represent tropical climate, book for fall, winter, and rain for the wet season). For each read aloud, the student creates his/her own travel diary where he/she writes where he/she goes in the story (e.g., The United States, or the country, or city) and draws and writes what the weather was like in each story. The teacher can scaffold by having sentence starters (e.g., Today we went to _____. The weather was _____. I would wear a _____ to be prepared.)</li></ul>
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Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b> K.L.1 K.L.1a K.LA.1 K.LA.6 K.R.2I K.R.4I K.S.1 K.S.5</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ2/EU2</p> <p><b>T/A:</b> A1 A2</p>	<ul style="list-style-type: none"> <li>The differences between night and day.</li> </ul>	<ul style="list-style-type: none"> <li>Day, night, Earth, Sun, moon, stars</li> <li>Lighter, darker</li> </ul>		<p><i>Oral Word List</i></p> <ul style="list-style-type: none"> <li><b>The teacher continues with Word List and Individual Word List Oral Assessments</b> (see attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition).</li> <li><b>For every illustration, the teacher has the student sign his/her name and write a description.</b> The teacher uses attachment K.6 Other Evidence – Checklists for Literacy to note growth of student's writing.</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.</i></p> <p><b>Day and Night</b></p> <ul style="list-style-type: none"> <li>To connect with the question, “What knowledge do we bring to school?” the teacher asks if the student notices if the day changes. If he/she notices sunrise and sunset, the teacher asks him/her what happens to the sun and encourages him/her to come up with ideas for why there is day and night. The teacher describes how the Earth turns away from the sun to create night (he/she shows with a globe and a picture of a sun). The teacher reads <i>Goodnight Moon</i> to talk about what we do at night. The teacher asks the student, “What happens to the moon in the book?” and talks about how the moon gives light. The teacher asks, “Does it get lighter or darker?”</li> <li>The student shares with a partner what his/her routines are in the morning and at night. The teacher writes them down for the student's individual word list. The student finds similarities and differences between what the student does and what his/her partner does.</li> <li>The teacher reads aloud a non-fiction text about what creates night and day like <i>What</i></li> </ul>





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					<i>Makes Day and Night (Let's-Read-and-Find-Out Science 2) by Franklyn M. Branley. The student creates drawings to show the change of day to night and explains it using vocabulary (e.g., day, night, Earth, Sun, stars, etc.).</i>
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<p><b>PRCS:</b> K.L.1 K.L.1a K.R.4I K.S.1</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ5/EU5</p> <p><b>T/A:</b> A1 A2 T1</p>	<ul style="list-style-type: none"> <li>Clothes and travel vocabulary (see list below).</li> </ul>	<ul style="list-style-type: none"> <li>Clothes, hat, shirt, shorts, shoes, jacket, sweater, cap, gloves, swimsuit</li> <li>Travel, suitcase, airport</li> </ul>	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p><b>My Suitcase</b></p> <ul style="list-style-type: none"> <li>Overview: The student creates a suitcase (using a box) to prepare for travel in Puerto Rico and a suitcase for travel in the United States. What kind of clothes does he/she need?</li> <li>Step 1: The student brings in real clothes, or creates clothes out of construction paper.</li> <li>Step 2: The student role-plays that he/she is traveling to different places. The teacher makes the classroom into an airport and pretends to help check the student in and asks, "Where are you going?" and "What do you need there?"</li> <li>The teacher uses attachment K.6 Other Evidence – Theme Rubric to see the progression of</li> </ul>		<p><i>For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.</i></p> <p><b>Clothes</b></p> <ul style="list-style-type: none"> <li>The teacher assists the student to make a graph about what clothes the student is wearing and infer why (e.g., Is it hot outside? Is it rainy?) How can we prepare for weather? How does weather affect what we wear? The teacher introduces the English words for the clothes he/she wears (e.g., shirts, shorts, pants, shoes, hat, cap, socks, jacket) and umbrella).</li> <li>The teacher teaches clothing vocabulary by bringing in examples of clothes from selected words on the word wall and the student uses the cards to quiz a partner on vocabulary (see attachment K.6 Learning Activity – Clothing Flashcards).</li> <li>The teacher reads <i>Caps for Sale</i> and discusses the clothes worn by the characters. Why wear a cap? How does it protect us from the weather?</li> <li>The teacher and student create a class graph that tallies the type of clothes seen in different read alouds (e.g., hats, jackets, gloves, shirt, pants, shorts, boots, and sandals).</li> <li>After hearing books read about different seasons (spring, summer, fall, winter) the student matches clothes to seasons: <a href="http://www.montessoriforeveryone.com">http://www.montessoriforeveryone.com</a></li> </ul>



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			the student's understanding of weather, clothing, and seasons throughout the unit and then after the project.		<a href="/assets/PDF/Seasons_and_Clothing_Matching.pdf">/assets/PDF/Seasons_and_Clothing_Matching.pdf</a>
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<p><b>PRCS:</b> K.L.1 K.L.1f K.LA.1c K.R.FS.11a K.R.FS.12 K.R.FS.12b</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ2/EU2</p> <p><b>T/A:</b> A3</p>	<ul style="list-style-type: none"> <li>That vowels are special letters that have their own sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Vowel, consonant</li> </ul>		<p><i>Phonemic Awareness Oral Assessment</i></p> <ul style="list-style-type: none"> <li>The teacher assesses if the student can identify the beginning letter (see attachment: K.6 Other Evidence – Phonemic Awareness Assessment).</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Vowels</b></p> <ul style="list-style-type: none"> <li>The teacher shares how some letters in English are extra special because every word needs them and that these letters are called vowels. The teacher introduces them (a, e, i, o, u, and sometimes y) and the sounds for them. The student gives the teacher any word in English and Spanish. The teacher writes down the word and asks, “Can you find a vowel?” and the volunteer circles it on the board and tries to say the sound it makes. With a partner, the student uses words from the word wall to find vowels. The student guesses what the most popular vowel is and then, as a class, the student tallies how many vowels are found and makes a graph.</li> <li>The student plays letter listening bingo by listening for the letter as the initial sound. The teacher focuses on words with consonants and words with vowels. <a href="http://prekinders.com/2010/11/letter-sounds-listening-games/">http://prekinders.com/2010/11/letter-sounds-listening-games/</a></li> <li>The student finds vowels in his/her name, in the names of his/her classmates, and around the room (e.g., on posters of songs, poems,</li> </ul>



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					nursery rhymes, in story books). <ul style="list-style-type: none"><li>• The student listens to the teacher reread <i>Goodnight Moon</i> to find the rhymes and vowels.</li></ul>
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Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b> K.LA.1 K.R.FS.12 K.R.FS.12b K.R.FS.13c K.W.FS.10 K.W.FS.10a K.W.FS.10b</p> <p><b>EQ/EU:</b> EQ1/EU1</p> <p><b>T/A:</b> A3</p>	<ul style="list-style-type: none"> <li>That letters are made up of a variety of lines and curves.</li> <li>That lowercase and uppercase letters represent the same letter.</li> </ul>	<ul style="list-style-type: none"> <li>Line, curve</li> <li>Trace, write</li> </ul>	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p><b>Me in All Seasons</b></p> <ul style="list-style-type: none"> <li>Step 1: The student creates a poster drawing of him/herself in the seasons in Puerto Rico and in the United States (two posters) or creates paper dolls for each season:</li> <li><a href="http://www.makingfriends.com/friends/f_seasonal.htm">http://www.makingfriends.com/friends/f_seasonal.htm</a></li> <li>Step 2: For each doll or picture, the student says what season it is and why the doll or drawing is dressed in a certain way (e.g., I wear a hat. It is cold.).</li> <li>The teacher uses attachment K.6 Other Evidence – Theme Rubric to see the progression of the student's understanding of weather, clothing, and seasons throughout the unit and then after the project.</li> </ul>	<p><b>Alphabet Assessment</b></p> <ul style="list-style-type: none"> <li>The teacher assesses the student's ability to name alphabet letters in uppercase and lowercase letters (see attachment: K.6 Other Evidence – Alphabet Assessment).</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.</i></p> <p><b>Alphabet</b></p> <ul style="list-style-type: none"> <li>The teacher creates various activities with the alphabet such as: matching lowercase to uppercase letters, matching letters with tails, crosses, curved and straight lines, filling in missing letters in the alphabet, <i>Chicka Chicka Boom Boom</i>, center with coconut tree and letters, finding letters for student's name and classmate's name, tracing letters in shaving cream, finger paint or sand.</li> <li>The student plays Alphabet Egg Matching game with a partner. The student matches lowercase and uppercase letters and plays with eight pairs at a time: <a href="http://www.kizclub.com/Activities/eggmatch.pdf">http://www.kizclub.com/Activities/eggmatch.pdf</a></li> <li>The student practices making horizontal lines, vertical circles, tails and diagonal lines in paint or another wipeable surface and then, once comfortable, practices writing out letters in his/her name.</li> <li>Once comfortable with making lines with finger-paints and paint brushes, the student practices the types of lines he/she needs to work on: <a href="http://www.kidzone.ws/">http://www.kidzone.ws/</a></li> </ul>



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					<ul style="list-style-type: none"><li>• <a href="http://www.kidzone.ws/prek_wrksht/dynamic.htm">prek_wrksht/dynamic.htm</a>. The student selects the letters in his/her name and uses those to complete traceable worksheets of his/her name: <a href="http://www.kidzone.ws/prek_wrksht/learning-letters/index.htm">http://www.kidzone.ws/prek_wrksht/learning-letters/index.htm</a></li></ul>
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**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- **Bill Martin**
  - *Chicka Chicka Boom Boom*
- **G. Andreae**
  - *K is for Kissing a Cool Kangaroo*
- **Blake A. Hoena**
  - *Weather ABC*
- **Gail Gibbons**
  - *Weather Words and What they Mean*
- **Gail Gibbons**
  - *The Season of Arnold's Apple Tree*
- **Judy Barrett**
  - *Cloudy with a Chance of Meatballs*
- **Anne Rockwell**
  - *Apples and Pumpkins*
- **Ezra Keats**
  - *Snowy Day*
- **Esphyr Slobodkina**
  - *Caps for Sale*
- **Marie Hall Ets**
  - *Gilberto and the Wind*
- **James Rumford**
  - *Rain School*
- **Karen Hesse**
  - *Come on Rain*
- **Brigitte Luciani**
  - *How Will We Get to the Beach?*
- **Anne Rockwell**
  - *At the Beach*



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- **Pam Munoz Ryan**
  - *Hello Ocean*
- **Julia Donaldson and Anna Curry**
  - *Rosie's Hat*
- **Margaret Wise Brown**
  - *Goodnight, Moon*
- **Franlyn M. Branley**
  - *What Makes Day and Night (Let's-Read-and-Find-Out Science 2)*
- **Jane Yolen**
  - *Owl Moon*
- **Cynthia Rylant**
  - *A Night in the Country*
- **Marilyn Singer**
  - *Good Day, Good Night*
- **Julia Donaldson**
  - *Night Monkey Day Monkey*

**Additional Resources**

- "All About the Weather" by Deborah Ellemyer and Jo Ellen Moore
- Springtime themed Alphabet: [http://curry.virginia.edu/go/wil/Spring\\_Alphabet.pdf](http://curry.virginia.edu/go/wil/Spring_Alphabet.pdf)

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## Performance Tasks

### *Me in All Seasons*

- Step 1: The student creates a poster drawing of themselves in the seasons in Puerto Rico and in the United States (two posters) or creates paper dolls for each season: [http://www.makingfriends.com/friends/f\\_seasonal.htm](http://www.makingfriends.com/friends/f_seasonal.htm)
- Step 2: For each doll or picture, the student says what season it is and why the doll or drawing is dressed in a certain way (e.g., I wear a hat. It is cold.).
- The teacher uses attachment K.6 Other Evidence – Theme Rubric to see the progression of the student's understanding of weather, clothing, and seasons throughout the unit and then after the project.

### *My Suitcase*

- Overview: The student creates a suitcase (using a box) to prepare for travel in Puerto Rico and a suitcase for travel in the United States. The teacher asks, "What kind of clothes do you need?"
- Step 1: The student brings in real clothes or creates clothes out of construction paper.
- Step 2: The student roleplays that he/she is traveling to different places. The teacher makes the classroom into an airport and pretends to help check the student in and asks, "Where are you going?" and "What do you need there?"
- The teacher uses attachment K.6 Other Evidence – Theme Rubric to see the progression of the student's understanding of weather, clothing, and seasons throughout the unit and then after the project.



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**Suggested Sample Lessons**

- Ten lessons on weather changes: [http://www.coreknowledge.org/mimik/mimik\\_uploads/lesson\\_plans/152/Weather%20or%20Not%20Seasons%20Change.pdf](http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/152/Weather%20or%20Not%20Seasons%20Change.pdf)
- Learn about weather: <http://www.scholastic.com/teachers/lesson-plan/let39s-learn-about-weather>
- Color, cut, and paste seasons: [http://www.kidzone.ws/prek\\_wrksht/cutpaste-seasons.htm](http://www.kidzone.ws/prek_wrksht/cutpaste-seasons.htm)
- Apples and pumpkins: [http://curry.virginia.edu/go/wil/Apples\\_and\\_Pumpkins\\_Lesson.pdf](http://curry.virginia.edu/go/wil/Apples_and_Pumpkins_Lesson.pdf)
- Gilberto and the Wind: [www.liveoakmedia.com/client/guides/91682.pdf](http://www.liveoakmedia.com/client/guides/91682.pdf)
- *Goodnight Moon*: [http://www.hubbardscupboard.org/goodnight\\_moon.html](http://www.hubbardscupboard.org/goodnight_moon.html)