

Winter

Utica UPK: Week 2

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Suggested Centers for Week 2

1. Math/Puzzles/Games: Mitten and Snowflake Matching

Objective:

- The students will match mittens with corresponding capital and lower-case letters.
- The students will pair matching snowflakes.
- The students will become familiar with the vocabulary words: pair, match

Materials: capital and lower-case mitten cards (mitten template provided), snowflake cards (template provided), colored tag-board or construction paper, alphabet chart with capital and lower-case letters

Develop:

- Copy snowflake cards, and mitten alphabet cards on construction paper or colored tag-board.
- Students can use their prior knowledge or the provided alphabet chart to practice matching capital with lower-case letter mittens to make pairs.
- Students will recognize details of snowflakes to match snowflake cards.

Reflect/Assess:

- Which snowflakes are alike and different?
- What capital and lower-case letters match?

2. Library: Dress for Winter Reading

Objective: Students will get bundle up and snuggle on a sled while enjoying

winter literature.

Materials: hats, mittens, scarves, blanket, sled, snow-goggles, books about winter

Develop:

- Teacher models for the students how to dress for winter, pick a good book, snuggles in on a sled and enjoy Winter reading.

Reflect/Assess:

- Which book is your favorite? Why?
- What are some of the characters in the book?
- Where does the story take place (setting)?

3. Art - Winter Window Snowflakes

Objective: Students will create a Winter Window Snowflake using prepared art materials to reinforce Ww and Ss letter development for the week.

Materials: mixed noodles, wax paper, permanent marker, Elmer's glue, string

Extension: You can pre-paint your mixed noodles white by placing them in a large zip-lock bag, drop in paint, mix paint and noodles in the bag until the noodles are mostly covered, place on a tray and separate to dry over night.

Develop:

- Pre-make a Winter Window Snowflake ahead of time so you know how it works and you can show the students the final product before you demonstrate the procedure.
- Using Permanent marker, pre-draw a 1-circle web with 4 intersecting lines on wax paper for each student.
- Demonstrate for students how to trace the wax paper web with Elmer's glue - use LOTS of glue. Then place noodles in the glue. Let dry over night.
- When dry, adults peels noodles off the wax paper (you may need to reinforce some noodles with more glue and let dry over night again). Tie a hanging string around the center circle.
- Display students' Winter Window Snowflakes in the classroom windows or send home.

Reflect/Assess:

- What letter does Winter start with? Window? Snowflake?
- What materials did you use to make your snowflake?
- What did you do first, next, last?

4. Sensory/Discovery - Winter Wonderland

Objective: Students will enjoy playing in the “snow” in the sensory table while also practicing the concepts: size, positioning.

Materials: Gather real snow in the morning (and afternoon), or watered-down sand, or use play dough, clothesline with clothespins, carrots, rocks and/or craft materials, buckets, shovels, winter items - mittens, scarves, hats

Develop:

- Fill the sensory table with real snow, watered-down sand, or play dough.
- Provide listed materials.
- Demonstrate for students how to make a snowman: 1) put on mittens, 2) pack snow in large bucket or make a big ball - medium - small, 3) dress/decorate snowman.
- When finished, reinforce fine-motor skills by hanging wet mittens to dry on clothesline with clothespins.

Reflect/Assess:

- Which size ball was on the bottom, middle, top?
- What did you use to decorate your snowman? How many?
- Why did you have to hang your mittens when you were done?

5. Building/Blocks: Block Snowmen

Objective: Students will create a snowman using various types of blocks while also practicing the concepts: size, positioning.

Materials: variety of building materials and blocks.

Develop:

- Demonstrate for students how to build a snowman using a variety of building materials in the block center, while reinforcing math vocabulary : bottom - big, middle - medium, top - small.
- Invite students to create their own snowman using the blocks and building materials during center time.

Reflect/Assess

- Which blocks did you choose and why?
- What size block is on the bottom, middle, top?

Day 1 Seasonal Clothes

Literacy Objectives:

- The students will identify winter clothing items.
- The students will identify the difference between seasonal clothing items.
- The students will understand which clothing items are appropriate for each season.

Literacy Vocabulary:

weather, warm, hot, cold, Fall, Winter, Spring, Summer

Focus Literacy Activity:

- Introduce the song, "*Hat, Mittens, Scarf, and Boots*" (sung to the tune of "*Head, Shoulders, Knees and Toes*")
- Tell the students we will be learning about all the things you need to wear to keep warm in the Winter.

Develop Literacy Activity:

- Gather a basket of seasonal clothing items - warm and cold.
- With the students, pick one item out of the basket at a time and sort the items for "warm weather" and "cold weather".
- Discuss for each item why you would or would not wear it in the winter.

Practice Literacy Activity:

- Invite the students to dress up for winter weather using the seasonal clothes.
- Give students a person template. Using magazines, have the students cut-out winter clothing items to dress their person.

Reflect/Assess

- What would you wear to keep you warm in the winter?
- Why wouldn't you wear shorts and flip-flops?

Literacy Circle:

Storytime 1: Read, Caps, Hats, Socks, and Mittens: A Book About the Four Seasons by Louise Borden

- Gather seasonal clothing items for Fall, Winter, Spring and Summer and put them in a basket.
- While reading, have the students sort the clothes as they correlate with the seasons of the story. Provide seasonal pictures to assist with sorting.
- Invite the students to use the seasonal clothes to sort during center time.

Storytime2: Read, The Hat by Jan Brett

- Read/model the story, The Hat, while using story clothing props.
- Invite the students to sequence props with you throughout the story by hanging them on a clothesline.
- When finished, mix up the clothing items and ask the students to sequence the animals and clothing items in the story. Use the clues in the margins of the pages of the story to assist the students with sequencing.
- Invite the students to use the story props and book during their center time.

Letter Knowledge: W is for Winter

- Have the students trace a W on white paper, cut it out, and glue on fake snow.

Second Language Learners:

- Have the students pick out a few seasonal clothing items from the basket.
- Name the items and the season they are intended for.
- Sort the items based on seasonal picture cards.

Music/Movement:

- Play "Hot Potato" with the winter clothing items. Whoever ends up with an item puts it on.
- Sing "*Hat, Mittens, Scarf, and Boots*" (to the tune of "*Head, Shoulders, Knees and Toes*").
- Put a winter clothing item in a mystery bag and describe it for the students to guess what's inside.

Materials for Day 1:

Seasonal Clothing Items: Fall, Winter, Spring, Summer

Person template

Seasonal clothing magazines

Seasonal picture cards: Fall, Winter, Spring, Summer

The Hat character cards,
tag-board

String

Clothespins

hat, socks, gloves, scarf, vest, stockings, sweater that correspond with The Hat

The Hat by Jan Brett

Caps, Hats, Socks, and Mittens: A Book About the Four Seasons by Louise Borden

I'm Not Feeling Well Today by Shirley Neitzel

Content Connections - Health/Safety

Dressing for the Weather

Objective: The students will understand how to dress for all types of weather in order to be healthy and safe.

Vocabulary: Fall, Winter, Spring, Summer, health, safety

Materials: seasonal clothing items, person template, seasonal clothing magazines

Activity 1:

- Discuss with the students the different types of weather.
- Ask the students how they think they would dress for each season.
- Have the students choose a season, cut-out corresponding clothing items from magazines, glue them to a person template.
- Display the students' work and compare the differences between the clothes for the seasons.

Activity 2:

- Discuss with the students what they think may happen if they did not wear the right kind of clothes for the weather.
- Have the students reflect on a time that they didn't have the proper clothing, and how they felt - too hot, too cold, etc. Did they get sick or sunburned?
- Read, I'm Not Feeling Well Today by Shirley Neitzel.

Content Connections - Music

"Song of Seasons"

Objective: Students will learn the seasons and their climate through music.

Vocabulary: Winter, Spring, Summer, Fall, cold, warm, hot, cool

Materials: *"Song of Seasons"*, seasonal picture cards

Activity 1:

- Introduce the *"Song of Seasons"* using the seasonal picture cards.
- Invite the students to sing along with you.

Activity 2:

- Demonstrate the pattern of the *"Song of Seasons"* using musical instruments.
- Hand out instruments and have the students join you by singing and pantomiming the song.

Day 2 Dressing for Winter

Literacy Objectives:

- The students will be able to identify winter clothing items.
- The students will be able to dress themselves properly with winter clothing items.
- The students will be able to understand why they wear warm winter clothing.

Literacy Vocabulary:

Scarf, hat, mittens, gloves, snowsuit, coat/jacket, boots, zipper

Focus Literacy Activity:

- Introduce the song *"When It's Winter In Our Town"*
- Ask the students: How do we dress for the cold winter weather?
- Tell the students we will learn how to dress for winter weather.

Develop Literacy Activity:

- Have the students gather their outdoor winter clothing (send home a note a day ahead of time to bring snow pants, boots, gloves, etc.).
- Ask the student what they would put on first, second, next, last.

Practice Literacy Activity:

- Assist the students in sequencing how to dress for the outdoor winter weather.
- Teach/Assist the students to dress themselves with zippers, buttons, etc.

Reflect/Assess:

- What did you put on first, second, next, last?
- Why do you wear all these clothes outside in the winter?

Literacy Circle:

Storytime 1: Read, Thomas' Snowsuit by Robert N. Munsch

- Explain that we will be making a class book of ourselves in our snowsuits (template enclosed).
- Demonstrate for the students where to write their name, glue in their face picture, color in their snowsuit with detail, and add details with various art materials.
- When finished the students can either cut them out to make a snowsuit shaped book, or the teacher can insert them into plastic covers to put into a binder book.
- Model reading the snowsuit book to the class - left to right sweep, turning pages, parts of the book (front cover, back cover, spine, pages)
- Place book in the classroom library center or circulate home.

Storytime 2: Read, The Jacket I Wear In The Snow by Shirley Neitzel

- Have each student wear their jacket for this story.
- Display winter clothing items as they appear in the story.
- Review the sequencing of the items in the story (first, second, next, last).
- At the end of the story have each student practice zipping his/her coat.

Letter Knowledge: W is for Winter

- Have the students cut-out winter items/symbols from magazines and glue them on a "W is for Winter" collage.

Second Language Learners:

- Have the students hold and put on winter clothing items one at a time and repeat the item name.

Music/Movement:

- Play "Hot Potato" with the winter clothing items. Whoever ends up with an item puts it on.
- Sing "*Head, Shoulders, Knees and Toes*" with winter clothing items: "Hat, Mittens, Scarf, and Boots".
- Put a winter clothing item in a mystery bag and describe it for the students to guess what's inside.

Materials for Day 2:

Snowsuit Pattern template copied

student face pictures

Crayons

Scissors

Glue

Art materials - pom poms, buttons, lace, etc.

Winter magazines

Winter clothing items - hat, mittens, gloves, boots, scarf, snow pants, coat

"*When It's Winter In Our Town*" song

The Jacket I Wear In The Snow by Shirley Neitzel

Thomas' Snowsuit by Robert N. Munsch

Content Connection - Social Studies

Travel

Objective: Students will practice what they would pack in their luggage if traveling to a different climate.

Vocabulary: luggage, climate, temperature, travel, equator, north, south

Materials: luggage, seasonal clothing items, map or globe, mini-sun tags & mini-snowflake tags (template provided)

Activity 1:

- Using a map or globe, review with the students the vocabulary words from the "Children Around The World" unit: equator, north pole, south pole.
- Show the students where we are located on the map or globe and refer to our location in proximity to the equator and north pole.
- Pretend you are traveling to another part of the country. Locate where it is in proximity to the equator and north/south pole.
- Using the seasonal clothing items, pack a luggage bag for your travels.
- Repeat this process for a few locations with varying climates.

Activity 2:

- Using a map or globe, review with the students the vocabulary words from the "Children Around The World" unit: equator, north pole, south pole.
- Using the sun and snowflake tags, have the students tag different locations on the map/globe based on the climate.

Content Connections - Physical/Social Development

Fine-Motor Skills

Objective: The students will be able to use their fine-motor skills to manipulate their winter clothing items.

Vocabulary: snap, zipper, button, Velcro, tie

Materials: students' winter clothing items

Activity 1:

- Demonstrate for the students how to zip, snap, button, Velcro, tie, etc. their winter clothes exercising their fine motor skills.
- Invite students to practice using their fine-motor skills to dress independently.

Activity 2:

- Model for students how to ask a friend or adult for help to dress for winter if they are having trouble.
- i.e. " _____ can you please zip my coat?"

Day 3

Mittens/Gloves

Literacy Objectives:

- The students will be able to identify the difference between a mitten and a glove.
- The student will understand the warmth difference between a mitten and a glove.

Literacy Vocabulary:

Mittens, gloves, warm, numb, fingers, pinkie, thumb

Focus Literacy Activity:

- Hold up a mitten and hold up a glove. Ask the students to name each item.
- Ask the students if they know the difference between a mitten and a glove.
- Tell the students they will be learning the difference between a mitten and a glove.

Develop Literacy Activity:

- Introduce the finger-play, "*Warm Mittens*".
- Introduce the vocabulary word: numb.
- Ask the students why their hands don't get numb when they wear mittens.
- Explain to the student the difference between wearing mittens and gloves and how hands stay warmer with mittens.
- Repeat the finger-play, "*Warm Mittens*".

Practice Literacy Activity:

- Gather students' mittens and gloves. Mix them up in a basket. Sort them by shape - mittens, gloves.
- Teach the students how to shape their hands into mittens (thumb and four fingers together), and gloves (five fingers apart).

- Chant: Mittens (hold-up hands like mittens) clap, clap, clap.
Gloves (hold-up hands like gloves) tap, tap, tap, (on your lap).

Reflect/Assess

- What keeps your hands warmer, mittens or gloves?
- Show me with your hands the shape of a mitten.
- Show me with your hands the shape of a glove.

Literacy Circle:

Storytime 1: Read, The Mitten by Jan Brett

- Prepare character puppet cards ahead of time by copying onto tag-board and adhering a popsicle stick to each character card, or gather correlating stuffed animals
- Using the animal characters from the story, demonstrate for the students how to retell the story in sequence by following the pages of the book.
- Encourage the students to use the puppet stage and book to re-tell and sequence the story.

Storytime 2: Read, The Mitten Tree by Candace Christiansen

- Prepare mitten templates ahead of time: copy both mittens (front and back templates) on tag-board, pre-cut, and mark where holes will be punched on mittens. Pre-cut strands of yarn.
- Model for the students where to hole-punch (pre-marked) on the mittens.
- Model for students how to sew the mitten weaving in and out of the holes.

Letter Knowledge: M is for mitten, G is for glove

- Glue marshmallows on a Mitten cut-out
- Make Glittering Gloves (trace hands or use a hand template)

Second Language Learners:

- Have students put on mittens and repeat vocabulary words - thumb, fingers, mittens.
- Repeat above with gloves.

Music/Movement

- *Where is Thumbkin?* finger-play
- *Three Little Kittens Lost Their Mittens* - story acted-out

Materials for Day 2:

Marshmallows
Mittens
Mitten template (2)
Glitter
Hole-punchers
Elmer's glue
Small zip-lock bags
The Mitten character templates
The Mitten Tree by Candace Christiansen
"Warm Mittens" finger-play
"Three Little Kittens Lost Their Mittens" - DLM Anthology p 255, or a children's songs CD

Mitten cut-outs
Gloves
Yarn
Tag-board
Popsicle sticks
Sheep template
Cotton balls
The Mitten by Jan Brett

Content Connections - Math

Graphing and Matching Mittens

Objective:

- Students will be able to sort by attributes - size/shape/color - and graph mittens.
- Students will be able to match and pair mittens.

Vocabulary: same, more, less, size, shape, color, mittens, match, pairs

Materials: mittens, floor graph

Activity 1:

- Sort mittens by size, shape and/or color.
- Graph the mittens by sorted attributes
- After graphing ask - Which has more, less, same?

Activity 2:

- When finished graphing, match the mittens to make pairs.

Content Connection - Science

Warm as Wool

Objective: Students will understand that mittens are made from yarn which originated from sheep wool.

Vocabulary: wool, sheep

Materials: cotton balls, zip-lock sandwich baggies, gold coins or pennies, sheep tracers (template enclosed), yarn

Activity 1:

- Students sit in a circle with bags full of cotton balls.
- Play the game “Black sheep, Black sheep have you any wool?” “Yes, sir. Yes, sir, ____ bags full.”
- The teacher hands the student a coin and collects his/her bag and adds it to the basket.

Activity 2:

- Students trace a sheep on white tag-board, cut it out, and spread glue all over the sheep.
- Starting in the center of the sheep, students take a strand of yarn and circle the yarn around to fill the sheep.

Day 4 Snowmen

Literacy Objectives:

- The students will learn how to build a snowman using shape, size and positioning concepts.
- The students will understand what materials are needed to make a snowman.
- The students will understand what climate is needed to build a snowman.

Literacy Vocabulary:

Snowman, circle, top, middle, bottom, big, medium, small

Focus Literacy Activity:

- Display a picture of a snowman.
- Introduce the poem “*Snowman*”.
- Ask the student what they think happened to the snowman in the poem.
- Tell the students we will be learning how to make a snowman, and what climate a snowman is made in.

Develop Literacy Activity:

- Gather the students around the sensory table (filled with wet sand, lots of play-dough, or real snow).
- Demonstrate/model putting on mittens to build a snowman.
- Ask the students how to build a snowman focusing on positioning, shape, and size concepts.
- Follow the students’ instructions on how to build a snowman. Even if it fails, discuss what went wrong and how to fix it.
- Provide snowmen decorating materials.
- When finished, model for students how to hang mittens to dry on the clothesline.

- Ask the students what will happen to my snowman if he stays inside?
- Ask them why he will melt?

Practice Literacy Activity:

- Making snowmen: Rotate students through centers:
 Art - provide different sized circle tracers or paper plates
 Construction - provide different sized blocks
 Computer - use drawing tools create a snowman
 Sensory - provide different sized sand-pails
 Imagination - dress like a snowman, provide a white sheet and winter clothing items
 Math - use pattern blocks to create a snowman
 Writing - draw a snowman and label it with letter S
- Invite students to continue to make snowmen during center time.

Reflect/Assess:

- How did you make your snowman?
- What materials did you use?
- Will your snowman melt?
- What size is on the bottom, top, middle?

Literacy Circle:

Storytime 1: Read the picture book, The Snowman by Raymond Briggs

- Explain to the students that this book has no words - it is a picture book.
- Invite the students to narrate the story with you as you go through the picture frames and pages.
- Ask the student what happened to the snowman and why.
- Ask the students if this story is real or make-believe.
- Painting project: Make "Puffy Snowmen" by mixing equal parts of glue and shaving cream.

Storytime 2: Read, The Snow Child - DLM Anthology p.202

- Ask the students what happened to the snow child.
- Why did he melt?
- Ask the students what will happen to their snowman when the Spring

weather comes.

- Ask the children if there is a way they can save him - no.
- What can they do instead? - Build it again next winter just like the old lady and old man.
- Have the students make the Snowman S'more (recipe included).
- What happened when you ate the snowman? He's gone just like the melted snow child.
- How can you have another Snowman S'more ? Make another one just like the snow child.

Letter Knowledge: S for snowman

- Have the students trace or write a letter S in red marker, then using different colors turn their S into a snowman.

Second Language Learners:

- Let the students feel snow and use describing words - cold, wet, soft, hard.

Music/Movement:

- "*Frosty the Snowman*" song
- "*Five Little Snowmen*" finger-play in DLM Anthology p.129
- "*The Snowman*" song by Dr. Jean ~ Happy Everything

Materials for Day 4:

Wet sand, play-dough or snow in sensory table

Picture of a snowman

"Snowman" poem

Different sized sand-pails

Shovels

Snowmen decorating materials

Mittens

Clothesline

Clothespins

White sheet

Circle tracers

Paper plates

Pattern blocks

"snowman" word strips

Sentence strips

Glue

Scissors
Crayons
Markers
Shaving Cream
Various sized and shaped blocks
Snowman S'more - recipe enclosed
The Snowman by Raymond Briggs
The Snow Child - DLM Anthology p. 202
"Frosty the Snowman" song
"Five Little Snowmen" finger-play in DLM Anthology p. 129
"The Snowman" song by Dr. Jean ~ Happy Everything

Content Connection - Literacy

Activity 1:

- Display the word "snowman" in a noticeable location(s) in the room.
- Give each student a "snowman" word strip (template enclosed).
- Have them cut the letters into strips.
- Arrange the letters to make the word "snowman".
- Glue the letters in order on a sentence strip to spell "snowman".
- Draw a snowman on at the end of the sentence strip to make a word card.

Activity 2:

- Explain compound words to the students.
- Ask them if they know the 2 words in "snowman" that make up a compound word: snow, man.
- Have them trace the word "snow" in red, and the word "man" in blue.

Content Connection - Social Studies

Snowman Territories

Objective: The students will identify which countries or states they would be able to build a snowman.

Vocabulary: North Pole, South Pole, equator

Materials: map/globe

Activity 1:

- Review your marked map/globe with snowflake or sun tags.
- Review the North Pole, South Pole and equator climates on the map/globe.
- Ask the students to identify which areas they would be able to build a snowman.

- Discuss with the students why they wouldn't be able to build a snowman in a country or state by the equator or tagged with a sun (from previous lesson).

Activity 2:

- Show the students picture cards of the different regions on the map/globe that represent their weather/climate this time of year.

Day 5 Snowflakes

Literacy Objectives:

- Students will be able to identify that no two snowflakes are the same, just like no two people are same.

Literacy Vocabulary:

Snowflakes, unique, same, different

Focus Literacy Activity:

- Introduce the song, "*We Are All Very Different*".
- Look around the room and compare the differences among all of us - not one of us is the same even though we have similarities.
- Introduce the vocabulary word: unique.
- Tell the students the same is true about snowflakes.

Develop Literacy Activity:

- Pre-cut a few paper snowflakes.
- Ask the children to look closely at the snowflakes. What is the same? Different?
- Ask the students if any one of the snowflakes are exactly the same.
- Reinforce the vocabulary word: unique.

Practice Literacy Activity:

- Model for students how to make paper snowflakes
- Assist students in making paper snowflakes
- When complete, have students work in pairs and compare snowflakes reinforcing the vocabulary word: unique.

Reflect/Assess:

- What does it mean to be unique?

- How are snowflakes unique?
- How are we unique?

Literacy Circle:

Storytime 1: Read, We Are All Alike, We Are All Different by Cheltenham Elementary School Kindergartners

- While reading involve students with how they are alike and different.
- When finished, have students complete the enclosed page (photocopy on blue paper):
 - Kids are like snowflakes - no two are the same!
 - Each of us is different, starting with our names.
 - My name is _____.
- Paint students hands white and make a handprint snowflake (palms placed on top of each other and fingers going in opposite directions).
- Explain to the students how the lines and fingerprints in our hands are all unique, no two are the same.

Storytime 2: Snow Family by Daniel Kirk

- Introduce the finger-play "*Five Little Snowmen*"
- Read, Snow Family
- Ask the students if this story is real or make-believe.
- Compare how the snow family in this book is the same or different from their family.
- Have each student draw a snowman family that resembles their family.
- Display the students' pictures or make into a class book.
- Compare the similarities and differences of the class snow families.

Letter Knowledge: S for snowflake

- Have the students glue craft snowflakes on a pre-cut S.

Second Language Learners:

- Show the students pictures using the vocabulary words: same, different

Music/Movement:

- "*Five Little Snowmen*" finger-play in DLM Anthology p.129
- "*We Are All Very Different*" song

Materials for Day 5:

Pre-cut paper snowflakes

Craft snowflakes

Scissors

"*We Are All Very Different*" song

"Kids are like snowflakes" page photocopied on blue paper

White paint

"Five Little Snowmen" finger-play - DLM Anthology p.129

We Are All Alike, We Are All Different by Cheltenham Elementary School Kindergartners

Pre-cut S

crayons

white paper

Snow Family by Daniel Kirk

Content Connections - Science

Frosted Windows

Objective: Students will observe frosted crystals/snowflakes on windows.

Vocabulary: frost, crystals

Materials: pictures of formed frost crystals on glass

Activity 1:

- Show the students pictures of frost crystals on glass.
- Compare the shapes that frost crystals make on the glass.

Activity 2:

- If you don't have frost on your windows in or near your classroom, create your own frost crystals by freezing water on a clear tray.
- Give students magnifying glasses to observe the frost crystals that were formed.

Content Connection - Social Studies

Martin Luther King Jr.

Objective: Students will understand the differences between people and how they are all special and unique.

Vocabulary: special, unique, unity

Materials:

Martin Luther King book, old puzzle pieces, safety pins, brown and tan paint, glue

Activity 1:

- Read a Martin Luther King book.
- Make a T-chart of the similarities and differences between our country in the 1960's and today.

Activity 2:

- Make a unity pin:
 - Paint 2 puzzle pieces - 1 brown, 1 tan
 - Place the pieces so they look like people (example enclosed)
 - Glue them together like they're holding hands
 - Glue a safety pin on the back

When It's Winter In Our Town

(Sung to the tune: "If You're Happy and You Know It")

When it's winter in our town, it is cold.
When it's winter in our town, it is cold.
When it's winter in our town, we see snowflakes falling down.
When it's winter in our town, it is cold.

Song of Seasons

(Sung to the tune: "If You're Happy and You Know It")

When it's fall in our town, it is cool.
When it's fall in our town, it is cool.
When it's fall in our town, we see leaves falling down.
When it's fall in our town, it is cool.

When it's winter in our town, it is cold.
When it's winter in our town, it is cold.
When it's winter in our town, we see snowflakes falling down.
When it's winter in our town, it is cold.

When it's spring in our town, it is warm.
When it's spring in our town, it is warm.
When it's spring in our town, we see rain falling down.
When it's spring in our town, it is warm.

When it's summer in our town, it is hot.
When it's summer in our town, it is hot.
When it's summer in our town, we see the sun beaming.
When it's summer in our town, it is hot.

Warm Mittens

I wiggle my left hand,
I wiggle my right,
Inside of my mittens,
So warm and so tight.
(Squeeze fingers together)

I wiggle my pinkie.
I wiggle my thumb,
So when I make snowballs,
(pretend to make a snowball)
My hands don't get numb.

Snowman

Snowflakes falling thick and fast.
Build a snowman make him last.
Snowflakes falling, swirling, slow.
My snowman melted. Where did he go?

We Are All Very Different

(Sung to the tune: She'll Coming 'Round the Mountain)

We are all very different, yes, we know.
Yes, we know ! (shout)
We are all very different, yes, we know.

Yes, we know ! (shout)
From our heads down to our toes -
Like the little flakes of snow -
We are all very different, yes, we know.
Yes, we know ! (shout)

Kitchen Concoctions

1) Snowman S'more: Recipe and Recipe Cards attached

2) Snowflake Brownie Squares or Chocolate Cupcakes:

- Place a doily on top of the baked good.
- Sift confectionary sugar over the doily.
- Lift the doily and see your snowflake!

Literature List

- Caps, Hats, Socks, and Mittens: A Book About the Four Seasons by Louise Borden
- The Hat by Jan Brett
- I'm Not Feeling Well Today by Shirley Neitzel
- Thomas' Snowsuit by Robert N. Munsch
- The Jacket I Wear In The Snow by Shirley Neitzel
- The Mitten by Jan Brett
- The Mitten Tree by Candace Christiansen
- The Snowman by Raymond Briggs
- The Snow Child - DLM Anthology p.202
- We Are All Alike, We Are All Different by Cheltenham Elementary School Kindergartners
- Snow Family by Daniel Kirk

Resources

The DLM Early Childhood Express; Teacher's Resource Anthology; 2003

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