



# Module 3: We All Live Somewhere



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## INTRODUCTION

The Preschool Curriculum Modules for Lowell Public Schools were developed through funding from the Board of Higher Education, Title II, in collaboration with the University of Massachusetts Boston. Funding was provided for a group of early educators including Lowell Public Schools, Community Team Work Inc. and Little Sprouts to meet on a regular basis for over two years to develop units of study relevant to the students of Lowell.

Evidence-based practices such as Dialogic Reading, explicit and embedded instruction in phonemic awareness, concepts of print, and mathematics were embedded in units of study. Topics in science & technology, social & emotional learning, history & social sciences are also central to each curriculum unit, covering the scope of standards in the *Massachusetts Curriculum Frameworks*. Through these units of study, as children explore rich content over a prolonged period of time, they build on their background knowledge and develop new vocabulary and academic language as they construct new understandings of the world around them.

### ***Guiding Principles***

The following guiding principles were established to guide educators work as they developed these units.

1. *Differentiated Instruction*: ALL children are capable of learning and must have access to a high quality, rigorous curriculum to foster learning.
2. *Intentional Teaching*: Preschool teachers provide intentional instruction, through carefully sequenced lessons that expose children to new learning, facilitate exploration, and assist children in mastering new skills and knowledge.
3. *Resources*: Educators model academic concepts and social-emotional skills by deliberately choosing and presenting resources to support children's learning in the classroom across a variety of settings - whole group, small group, and center time.
4. *Equity for All*: Preschool teachers recognize, celebrate, and build upon differences among students, drawing upon each individual's culture, background knowledge, and language, to intentionally plan instruction to support all students in developing new skills and knowledge.
5. *Progress Monitoring & Assessment; Curriculum Planning and Program Evaluation*: Preschool teachers use formative and summative data to reflect on children's progress in academic and social-emotional skills and to reflect on their own teaching practices that impact outcomes for all learners.
6. *Promoting Positive Classroom Environments*: Educators establish an enthusiastic learning environment that stimulates connections between and among children and adults while cultivating students' approaches to learning, social-emotional well-being, and academic success.
7. *Family and Community Engagement*: Families, the community, and schools are partners in collaboratively fostering all students' growth.

### ***Curriculum Map***

The process of designing the curriculum modules included development of a grade level map in which the *Massachusetts' Curriculum Frameworks* in English Language Arts, History & Social Sciences, Science, Comprehensive Health, and the Arts are used to guide student learning. Within each module, these standards are shown in bold italics.

The scope and sequence of *Building Blocks*®, and *Handwriting without Tears*® were integrated to provide instruction in mathematics, fine motor development, and handwriting.

In Module 0 there is a strong focus on the *Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning* [see: <http://www.doe.mass.edu/kindergarten/SEL-APL-Standards.pdf>] as well as guidance from the Center for Social Emotional Foundations for Early Learning (CSEFEL) [see: [http://csefel.vanderbilt.edu/resources/training\\_preschool.html](http://csefel.vanderbilt.edu/resources/training_preschool.html)]. This guidance sets the stage for creating supportive classroom environments that promote and build relationships in the classroom. Subsequent modules provide opportunities for children to develop executive functioning skills and social-emotional skills such as self-regulation, focusing attention, and persistence, while establishing friendships and learning how to be a member of a group. Teachers are encouraged to revisit Module 0 and the resources for social and emotional learning throughout the year,

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### ***Daily Schedule***

The following components are expected to be part of the daily schedule. The following recommendations are for implementation in a **half-day program** (two and half to three-hours).

- First Circle/Dialogic reading: 20-30 minutes
- Introduction to Centers: 10-15 minutes
- Centers: 60 minutes
- Small Groups: 15 minutes in Fall; 20 minutes in Spring (held during center time twice a week for English Language Arts and Mathematics)
- Outdoor Play or Gross Motor and Movement: 30 minutes
- Routines (including breakfast, snack, lunch and transitions): 30 minutes
- Second Circle - science, phonemic awareness, concept of print, social emotional learning, and community building: 30 minutes

The following recommendations are for implementation in a **full day program** (six hours or longer).

- First Circle/Dialogic Reading: 20-30 minutes
- Introduction to Centers: 10-15 minutes
- Centers: 60 minutes
- Small Groups Mathematics: 15 minutes in Fall/20 minutes in Spring [four times a week - two groups with adult support and one group engaged in independent, low support activity]
- Small Groups English Language Arts: 15 minutes in Fall/20 minutes in Spring [four times a week; two groups with adult support and one group engaged in independent, low support activity]
- Outdoor play or Gross Motor & Movement: 30 minutes
- Routines including breakfast, snack, lunch, transitions, and rest time: 3 hours
- Second Circle: Science, phonemic awareness, concept of print, social emotional learning, and community building: 30 minutes

### ***Learning Centers***

Child choice and accessible material that promote learning must be made available for a minimum of 30 minutes per day for half day and 60 to 90 minutes for full-day programs. Intentionally planned and implemented learning centers/opportunities must be provided daily, including:

- Art Studio
- Easel
- Writing
- Manipulatives
- Blocks
- Math
- STEM (Science)
- Discovery (Sensory)
- Library
- Drama (Dramatic Play)
- Music/Movement
- Outdoor or active gross motor play
- Computer or listening center

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## ***Supporting Early Language and Literacy***

Each of the modules includes resources for teachers for supporting early language and literacy:

- **Book Sheets:** Each module includes book sheets that provide suggestions for prompts and vocabulary development that adults can use with the various books highlighted in the module.
- **Tiered Vocabulary Lists:** Each module includes an extensive list of vocabulary words, categorized as “tier 1, 2, or 3” that have been drawn from the books used in the module. Key words can be defined before and during reading. It can also be useful to insert synonyms to extend thinking and learning (e.g., to extend the word problem, you might add words such as mistake, disaster, catastrophe, emergency, etc.). The meaning of words can also be highlighted using gestures or by varying the tone of voice or pacing of reading.

## **Dialogic Reading**

Dialogic reading is a research-based strategy that has been proven effective. It expands interaction between the adult and child. It can be done by teachers or parents, and is simply about children and adults having a conversation about a book.

Typically, when adults share a book with children, the adult reads and the child listens. In dialogic reading, the adult helps the child become the storyteller. The child takes an active role while the adult listens and asks meaningful questions, and scaffolds the child’s processing of the story. The key to an effective and productive read-aloud is stimulating the child’s active engagement and making it fun.

This engagement involves interaction between the adult and the child, using various prompts. There are two sequences of prompts that the adult uses in dialogic reading, described by the acronyms PEER and CROWD. These sequences were developed by Grover J. (Russ) Whitehurst. A detailed explanation of these acronyms may be found in “Dialogic Reading: An Effective Way to Read to Preschoolers” which may be accessed at:

<http://www.readingrockets.org/article/dialogic-reading-effective-way-read-preschoolers>.

**The PEER sequence** is a short interaction when the adult:

- Prompts the child to say something about the book,
- Evaluates the child's response,
- Expands the child's response by rephrasing and adding information to it, and
- Repeats the prompt to make sure the child has learned from the expansion.

**The CROWD sequence** describes five types of prompts used by the teacher:

- **Completion prompts:** Leave a blank at the end of a sentence and get the child to fill it in. These are easy to use in books with rhyme or repetitive phrases (e.g., “Jack and Jill went up the \_\_\_\_”).
- **Recall prompts:** These are questions about what happened in a book a child has read or listened to (e.g., “Can you tell me what happened to \_\_\_ in this story?”). These help children in understanding plot and describing sequences of events. They can be used at the end of a book, or at the beginning of a book a child has heard before.
- **Open-ended prompts:** These prompts focus on illustrations in books (e.g., “Tell me what’s happening in this picture.”). They help children increase their expressive fluency and attend to detail.
- **Wh- prompts:** These prompts usually begin with “what, where, when, why, and how” questions, and usually focus on the pictures in books (e.g., “What’s the name of this?”). These prompts teach children new vocabulary.
- **Distancing prompts:** These prompts ask children to relate the pictures or words in the book to experiences outside the book (e.g., “Remember when we went to the farm? Which of these animals did you see there?”). Such prompts help children connect books to the real world and also help with verbal fluency, conversational abilities, and narrative skills.

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## **Repeated Interactive Read-Alouds**

The most effective use of children's literature relies on intentional planning and follow-up, including introducing and defining new vocabulary before and during reading, and reinforcing and extending it after a read-aloud. Book reading is most effective when it is not limited to a single reading.

Repeated interactive read-alouds allow teachers to scaffold children's understanding of the book. They model strategies for making inferences, describing things and events, explaining reasons for their thinking. They also teach new vocabulary and concepts. These techniques have shown to be effective in increasing children's engagement, understanding, and appreciation of literature in preschool and kindergarten settings. There are three levels of interactive read-alouds:

1. *First reading*: The main goal of a the first read-aloud is to enjoy a story by focusing on its meaning. The teacher introduces the plot with a sentence or phrase (e.g., "This story is about..."). The teacher reads the story using vocal and facial expression, gestures and dramatic pauses, variations in the pace of reading, and eye contact to capture and maintain children's interest and enjoyment,
2. *Second reading*: Second readings occur a day or two after first reads. The purpose is to enrich children's comprehension of the story. The teacher encourages children to remember things from the book, provides vocabulary explanations, and asks inference and explanation questions. the second read might focus on the other characters' motivations or thoughts.
3. *Third reading*: children are guided in retelling the story as the teacher reads some of the text. Teacher comments and questions are intended to generate children's explanations about the causes of events and what characters are thinking or feeling (e.g., "What does he think?" "How do you think she's feeling?"). These questions allow children to use analytic thinking to explain why events occurred.

### *After-reading Discussions*

Each reading is followed by a "why" question that requires children to make inferences about and explain several story events. Then we use follow-up probing questions to support children's ability to answer broader explanation questions.

This process is explained in detail in an article "Repeated Interactive Read-Alouds in Preschool and Kindergarten" by Lea M. McGee and Judith Schickedanz found at: <http://www.readingrockets.org/article/repeated-interactive-read-alouds-preschool-and-kindergarten>.

## **Motor and Neurosensory Development**

One area of development that is often overlooked or not directly planned for in early childhood programming is motor and neurosensory development, yet it is critically linked to learning, especially reading and writing.

Scientific research has shown a strong connection between physical activity/movement and brain circuitry. The early years, from birth to age five, are a critical period for both brain and body development. Sensory-motor activities can be embedded throughout the child's daily experiences. These include large motor activities that build strength, control, and coordination, as well as experiences that support smaller muscles in the hands and fingers.

While these kinds of activities are referenced throughout the curriculum modules, they can be further supported on an ongoing basis within the classroom, as well as through planned and facilitated outdoor play.

The Appendix for each module includes a section entitled "Supporting Motor and Neurosensory Development," which includes suggestions for activities, and teachers are encouraged to share this information with families.

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**Module 3 Theme: We All Live Somewhere**

**Module Overview:** During weeks 13-20, children will be engaged in learning that we all live somewhere. This module will focus on the concepts of culture, traditions, where we live, winter, and animal homes. Throughout this module children will learn that everyone has a place in the world. In this unit children will continue to think of themselves as part of a bigger picture. Children and teachers will identify traditions and how people use traditions to celebrate their culture. Children will discuss how changes in the seasons mean changes in the weather. Children will become observers of weather, and the properties of water as they relate to snow and ice. How people and animals respond to seasonal change, and where people and animals live will also be discussed.

**Essential Questions:**

1. What is a tradition?
2. Why do we have traditions?
3. What celebrations does your culture have?
4. How are your traditions the same as or different from others?
5. How do symbols represent traditions?
6. What is unique about your culture?
7. What makes you proud about your culture or traditions?
8. How does your family keep your culture alive?
9. Where do we live?
10. What makes up a home?
11. What are the types of homes?
12. What are the parts of a home?
13. How do we use our homes?
14. What is unique about living in Lowell, Massachusetts?
15. How do we keep warm?
16. How does the weather change?
17. How does water change?
18. How do animals stay warm?
19. Where do animals live?
20. How do people and animals adapt to changes in the weather?

**Key Understandings:**

1. Celebrations are important to understanding our cultures.
2. Animals and people make changes based on where they live.
3. Animals and people make changes based on the seasons.
4. Weather changes during the seasons.
5. There are many types of homes around the world.
6. Homes provide shelter for people and animals.
7. Asking questions promotes better understanding.
8. Numbers can be represented in many different ways.
9. Multiple dialogic readings of a text provide a deeper understanding.
10. Information or learning occurs through observations.
11. Saying and listening to initial sounds in words is one way to identify what letter a word starts with.

**Module 3 Objectives: Students will...**

1. Identify national holidays and why we celebrate them.
2. Name their address.
3. Name their school and city.
4. Engage in discussions.
5. Identify different homes for different animals.
6. Recognize and identify weather changes.
7. Understand the way weather impacts where students and animals live.
8. Identify the title of a book.
9. Recognize initial letters in name/print.
10. Recognize rhyming words in songs/books listened to and said aloud.
11. Identify the initial sound of pictured objects.
12. Brainstorm the many ways people communicate with one another using technology and communication.
13. Ask and answer questions to identify who, what, where & when.
14. Act out stories that are read aloud.
15. Demonstrate empathy for others.
16. Demonstrate respect for the classroom environment and one another.
17. Counting objects up to 10
18. Count to 10 and beyond
19. Recognizing numerals and the quantities they represent
20. Comparing amounts and numbers
21. Sorting and classifying
22. Ordering numbers and lengths
23. Recognize the core unit of patterns
24. Shape identification and matching
25. Find and describe shapes in the environment
26. Adding and subtracting small numbers
27. Producing (count out) items
28. Name the total number of items in a group quickly
29. Recognize shapes and their attributes

## **Differentiation, Modification/Accommodations, Sheltered Instruction for All**

Strategies designed to support children with disabilities or exceptional learning needs are likely to benefit all children with a range of abilities or background experiences. Some children may have Individual Education Plans (IEPs), but for many children, especially those who have not previously have been in group settings with peers, their developmental or learning needs may not yet have been diagnosed. It is therefore critical that teachers and caregivers observe children carefully and plan experiences with a broad perspective.

*What could you do to support dual language learners and children with disabilities or exceptional learning needs in accessing the curriculum?*

- Model tiered vocabulary using visual and physical cues, picture word charts; extend processing time/wait time.
  - Talk and move: Repeat and restate in own words using single words, phrases or complete sentences; use movement to illustrate definition of words.
  - Highlight key vocabulary for DLLs throughout the day.
  - Provide students with structures to use new vocabulary (e.g., use sentence frames and sentence stems, etc. to facilitate children’s use of oral language). This should be done in the context of conversations and authentic activities in which children are actively engaged.
  - Engage children in conversations during routines and meals to reinforce new vocabulary.
  - Use engaging informational texts as a platform for intensive vocabulary instruction, limit to a few academic terms for intensive vocabulary instruction.

Resources: Each module’s Appendix will include information about WIDA Standards.

- WIDA Standards: The *Early English Language (E-ELD) and Early Spanish Language (E-SLD) Development Standards* (2014) are designed for use by early childhood practitioners, including child care, Head Start, preschool/prekindergarten educators, and caregivers. These can be accessed at <https://www.wida.us/standards/EarlyYears.aspx>. The purpose of these E-ELD standards is to provide a developmentally sound framework for supporting, instructing, and assessing dual language learners (DLLs), ages 2.5-5.5 years.
- WIDA “CAN DO” descriptors: These descriptors highlight what language learners *can do* at various stages of language development as they engage in teaching and learning in academic contexts. These can be accessed at [https://www.wida.us/standards/CAN\\_DOs](https://www.wida.us/standards/CAN_DOs)
- The website for the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) provides resources on supporting children with challenging behaviors. See: [http://csefel.vanderbilt.edu/resources/training\\_preschool.html](http://csefel.vanderbilt.edu/resources/training_preschool.html).

*What adaptations and modifications must be made to support children in your class?*

- Ensure that the environment supports inclusion of children with diverse learning needs. See “Building Supportive Environments: Companion Document to the Massachusetts Standards for Preschool and Kindergarten for Social and Emotional Learning and Approaches to Play and Learning” at <http://www.doe.mass.edu/kindergarten/SEL-APL-Env.pdf>
- Adapt the physical or social/emotional environment to match the learners in your class. For students with vision or hearing impairments, students with physical disabilities, and/or cognitive/language delays, such as:
  - providing preferred seating
  - scaffolding directions/activities
  - providing visual supports for communication (using illustrations to communicate needs and ideas)
  - providing visual supports for multiple steps
  - modeling by peers/adults
  - providing resources/manipulatives accessible to learners
  - using frequent check-ins for understanding
  - using practice/repetition; connecting new learning to prior knowledge/experience
  - promoting peer tutoring
  - simplifying choice boards
  - providing activities that build and support all children’s motor and neurosensory development, including gross and fine motor skills (e.g., strength, balance, agility, position in space, visual perception, visual discrimination, hand strength and coordination, finger dexterity, scissor skills). Also see Appendix section on Supporting Motor and Neurosensory Development.

*How will you use observation and assessment to inform instruction to promote each child’s development of social skills and relationships, communication, and concepts & skills?*

- Plan to observe and document specific learning skills each week.
- Develop systems to ensure that data is collected on all children.
- Use data to inform small groups and establish timelines for regrouping based on data.
- Provide “Response to Intervention” groups at least weekly for children needing additional support in language/literacy and/or mathematics.

*How can you make the curriculum accessible to ALL children?*

- Apply the seven principals of Universal Design for Learning (UDL).
  - Incorporate multiple engagement opportunities for children to engage in whole and small group activities and to practice them in centers.
  - Provide multiple means for children to communicate their ideas through gestures, pictures, words, and print.
  - Pair students with peers with similar abilities in small group activities; pair students with stronger skills with children that need more assistance during centers.
  - Consider a variety of ways for students to interact with content presented in various instructional learning formats.
  - Use photographs or video to provide background knowledge in advance of the lesson.
  - If available, use an interactive white boards or other technology to generate students' excitement.
  - Use hands-on, active engagement strategies to support learners (e.g., while describing characteristics of a triangle, point to sides and corners and allow students to touch and count the sides the corners; when using positional words, support learners by using a template that models the correct position; use physical demonstration to define and illustrate action words).

*Other suggestions:*

- Equitable use: Enable all users equal access to avoid segregation. Consider flexibility in use to accommodate a wide range of individual preferences and abilities.
- Ensure that curriculum is easily understood by all language levels.
- Adjust the complexity of presentation based on progress monitoring.
- Use multiple means of presentation to engage children (pictures, verbal, tactile, movement).
- Focus on success and engagement; eliminate barriers; provide a supportive environment that provides ongoing assistance, builds on background knowledge, and scaffolds instruction to teach “Big Ideas” through tolerating errors.
- Accommodate student perspective, comfort, motivation, and engagement based on children’s responses and progress monitoring data.
- Ensure that the environment is appropriate and organized to allow physical and cognitive access to instruction, environment, and grouping.
- Incorporate student interests into centers and activities.
- Promote the processes of exploration, investigation, and discovery.
- Provide students with choices for engaging with the curriculum by offering multiple activities that incorporate the same objective.
- Provide adjustable levels of challenge.
- Allow sufficient time for children to fully explore and practice.
- Choose books, materials and activities that are sensitive and responsive to diversity.

*Center Connections:*

- Library Center: Include books that reinforce and extend concepts presented in each module (e.g., have students search for triangles and non-triangles using obvious and not so obvious shape books).
- Create a center/space where children can practice skills and concepts highlighted in the module.
- Provide extensions or challenges for students who are working above grade level, such as encouraging them to trace objects.
- Create opportunities for children to use key vocabulary words in the classrooms and they are actively engaged.

### *Teacher Reflection*

Effective teaching means teaching intentionally, and reflecting constantly – both planning ahead and looking back. Teacher reflection impacts the next level of planning and teaching intentionally. If all the children did not have the necessary skills or knowledge for an activity, consider what could have been done differently to prepare for the activity. When an activity is over, consider the following questions:

- Did all the children have the necessary skills/knowledge for this activity?
- Were all the children engaged?
- Who was not? Why?
- What did you observe about the group? Individual children?
- What needs to happen next?
- How will we accomplish it?

See Appendix in each module for additional information on supporting Dual Language Learners/English Language Learners.

**Tiered Vocabulary for Module 3**

<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<i>(Position words)</i> above behind below between down in in front of next to off on under up winter animals celebrate season ceiling fresh air snowstorm cap snap earmuffs fuzzy	circle corner different face group match model roll round shape size “the same” “the same, but...” cookbook dashing glum scene snooze splendid maid waste trimmed snug hummed oversized needles	tunnel stocking ridiculous walnuts knit enormous slush sink moan heap snooze whispered angry huge grin sniffle ache stroll cool delicious fancy knob scrub bunch numerals (1, 2, 3, 4, 5) number words (one, two, three, four, five) rectangle side slide sort square stack straight triangle hibernation snout lanterns bobtail sleigh soaring tour folks journey peace dreidel menorah hover bow parlor haste glee padding den nook titmice chickadee sap trembled wounded huddled twine burrow thistledown woolen clothesline hedgehog gander barn cat brambles startled magnificent cardinal bottle cap fanny pack folktale adapted admire jostled commotion swooped glinty lumbered swelled despair soggy doze sore wheezes ice floe dog team dog sled igloo sleeping bench mound oil lamp adrift mantel pitcher cushion sunroom bedpost stand spread hunk trunk frosty sack scampered mush blob flickered drowsily scattered

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<b>Week 13</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>First Circle</b>	<p>Song/poem: Who Took the Cookie from the Cookie Jar?</p> <p>Write words on chart paper. Change names to children in class. Have children read peer's names.</p> <p>1<sup>st</sup> Read: <i>The Gingerbread Baby</i> Jan Brett (See Resources)</p> <p><b>Standards:</b> <b><i>RL.PK.MA.8.A</i></b></p>	<p>1<sup>st</sup> Read: <u>Green is a Chile Pepper</u> Roseanne Thong</p> <p><b>Building Blocks-</b> pp. 166, Warm up: Number Jump and How Many Now?</p>	<p>2<sup>nd</sup> Read: <u>The Gingerbread Baby</u> Jan Brett</p> <p>Game: Which Character is Missing? Put 3-5 characters from the story on flannel board. Children name characters. Teacher removes one character and children name which one is missing.</p> <p><b>Standards: <i>RL.PK.MA.10</i></b></p>	<p>2<sup>nd</sup> Read: <u>Green is a Chile Pepper</u> Roseanne Thong</p> <p><b>Building Blocks-</b> pp 174, Warm Up: Number Jump and How Many Now? (hidden version)</p>	<p>3<sup>rd</sup> Read: <u>The Gingerbread Baby</u> Jan Brett</p> <p>(3<sup>rd</sup> read - act out) get masks at <a href="http://www.janbrett.com/gingerbread_baby_masks_main.htm">http://www.janbrett.com/gingerbread_baby_masks_main.htm</a> (See Resources)</p> <p><b>Standards:</b> <b><i>RL.PK.MA.3</i></b></p>
<b>Second Circle</b>	<p>1<sup>st</sup> Read: <u>Jingle Bells</u> Iza Trapani</p>	<p>Children share some of the traditions of their families during the holidays.</p> <p><b>Standards:</b> <b><i>SEL6</i></b></p>	<p>2<sup>nd</sup> Read: <u>Jingle Bells</u> Iza Trapani</p>	<p>1<sup>st</sup> Read: <u>Sammy Spider's First Hanukkah</u> Sylvia A. Rous</p> <p>What are a menorah, dreidel and latkes? Use pictures or objects.</p>	<p>2<sup>nd</sup> Read: <u>Sammy Spider's First Hanukkah</u> Sylvia A. Rous</p> <p>Review what are a menorah, dreidel and latkes.</p>
<b>Handwriting without Tears</b>	<p><b>Counting &amp; Numbers</b> Wet-Dry-Try for 3, pp.174-175</p>	<p>Letters &amp; Number Play for 3 and H Stamp and See Screen, p. 103</p>	<p>I know my numbers. 3 booklet 2 weeks to complete, p. 196</p>	<p>Letter Play H and T A-B-C Touch &amp; Flip Cards, p. 104</p>	<p><b>Alphabet Knowledge</b> Name That Capital, p. 53</p>
	<p><b>Counting &amp; Numbers</b> That Would Be Me, p. 182</p>	<p><b>Counting &amp; Numbers</b> Three - 3, p. 183</p>	<p><b>Writing</b> Draw-Rectangle, p. 124</p>	<p><b>Writing</b> Letter H, p. 125</p>	<p><b>Writing</b> Letter T, p. 126</p>

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<b>Introduction to Centers</b>	<p>Introduce new center materials and rules. Introduce Fishing for Gingerbread Men – game          Talk about decorating gingerbread at easel and collage – talk about how borders or trim might be a pattern.          Talk about role of people in the bakery – customer, baker, cashier, pastry chef- decorates          Brainstorm list of items to be sold at the bakery with children.</p>		
<b>Mathematics Small Group 2 times per week</b>		<p><i>Building Blocks</i> – pp. 169 How many now? and Number Choice</p> <p><b>Standards:</b>  <i>PK.CC.MA.1</i>  <i>PK.CC.MA.3</i>  <i>PK.CC.MA.4</i></p>	
<b>Language Literacy Small Group 2 times per week</b>	<p>Cookie letter matching game.</p> <p><b>Standards:</b>  <i>MA.RF.3.a.</i></p>		
<b>Discovery</b>	<p>Add cooking measuring tools to table such as measuring cups, spoons, pretend eggs, and bowls.</p> <p>Have a pretend recipe books in the area.</p>	<p>Make ice in different size containers. Add containers of warm water with food coloring. Children use eyedroppers and squeeze colored water onto ice. What happens to ice? What is ice?</p> <p><b>Standards:</b>  <i>PreK-PS1-1</i></p>	
<b>STEM</b>	<p>Using your senses activities. (See Resources)</p>		
<b>Math/ Manipulatives</b>	<p>Fishing for gingerbread men.          Story pictures for sequencing, fishing rods, gingerbread men.</p> <p><i>Building Blocks</i> (dot and numeral cards) Memory Number pp. 166</p>	<p>String and beads for bracelets. Children can make a story bracelet or necklace, retelling the story as they add the beads. Place the book near bead help children retelling. (See Resources)</p> <p><b>Standards: <i>RL.PK.MA.2</i></b></p>	
<b>Art Studio</b>	<p>Decorating gingerbread baby at easel with paint.</p>	<p>Children decorate paper gingerbread people with collage materials</p>	
<b>Gross Motor</b>	<p>Set up an obstacle course inside or outside. Tell the children that they need to get away from the characters in the story, but need to follow directions and go through the obstacle course.</p>		

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<b>Writing</b>	Stock writing center with cards, envelopes and stickers. Have children's name cards in the center. Children can write a note to a friend. Have children write their name on it and if possible write their friend's name on it. Children deliver card to friend. Talk about how people send cards to each other during this time of year. (Also see Letter to Families)				
<b>Book Area</b>	Display different gingerbread man stories on shelf for teacher to read with children during Choice Time.				
<b>Conversations during routines and meals</b>	Have you ever helped a family member bake? What did you make?	What is your favorite baked good?	Do you like hot chocolate? What do you put in your hot chocolate?	How would you build a gingerbread house? What ingredients would you use?	What is your favorite holiday treat to eat? Who makes it? Why do you like it?
<b>Drama</b>	Hot chocolate stand, or bakery You can find visuals for these themes at: <a href="http://www.pre-kpages.com/dramatic-play-printables/">http://www.pre-kpages.com/dramatic-play-printables/</a>				
<b>Blocks</b>	Make a paper gingerbread man out of felt. Have children build a house for him.				
<b>Computer &amp;/or Listening Center</b>	Daniel Tiger's Neighborhood Clean-up <a href="http://pbskids.org/daniel/stories/neighborhood-clean-up/#">http://pbskids.org/daniel/stories/neighborhood-clean-up/#</a>  <b>Standards:</b> <b>Pre-K-ESS3-2</b>				
<b>Other</b>	Lining up. Give children pictures of rhyming words. Pick a child and ask what their picture is of. Ask "Who has pictures that rhyme with that?" Children whose pictures that rhyme join the line. Continue until all children line up. Pictures can be downloaded from: <a href="http://www.prekinders.com/rhyming-match-games-2">http://www.prekinders.com/rhyming-match-games-2</a>  <b>Standards:</b> <b>MA. RF.2a</b>	Hide paper gingerbread men around the classroom. Ask children to find them and use positional words to describe where they found them.  <b>Standards:</b> <b>PK.G.MA.1</b>	Make cinnamon ornament with children. (See Resources)		

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<b>Week 14</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>First Circle</b>	1 <sup>st</sup> Read: <u>Mr. Willowby's Christmas Tree</u> Robert Barry  Jack Be Nimble	1 <sup>st</sup> Read: <u>The Littlest Evergreen</u> Henry Cole	1 <sup>st</sup> Read: Teacher Choice	2 <sup>nd</sup> Read: <u>The Littlest Evergreen</u> Henry Cole	2 <sup>nd</sup> Read: <u>Mr. Willowby's Christmas Tree</u> Robert Barry
<b>Second Circle</b>	<b><i>Building Blocks</i></b> – pp.184, Warm Up: Read Makayla's Magnificent Machine and Mr. Mix Up – counting wrong order  "5 Little Evergreens" (See Resources)  <b>Standards:</b> <b><i>PK.CC.MA.1</i></b>	Talk about life cycle of an evergreen tree. Discuss what words "ever" and "green" mean. Define evergreen tree. Picture of evergreen trees can be found on Google images.	Revisit the life cycle of an evergreen tree. Discuss what words ever and green mean. Define evergreen tree. Picture of evergreen trees can be found on Google images.	"Jack Be Nimble" Give each child a block to pretend that is their candlestick. Substitute the word over with other positional words as the children act out the rhyme. (See Resources)	<b><i>Building Blocks</i></b> – pp.186, Warm Up: Ten Little Birdies, Numeral 10, and Mr. Mix Up – counting wrong order  "5 Little Evergreens"  <b>Standards:</b> <b><i>PKCCMA1</i></b>
<b>Handwriting without Tears</b>	<b>Counting Numbers</b> Wet-Dry-Try for 3, pp. 174-175	Letter & Number Play for 3 and I	Sing Along CD "The Ant, the Bug & the Bee"	Letter Play: I and U	Favorite Activity
	<b>Drawing</b> Build, Sing & Draw Mat Man, pp. 36-39	<b>Alphabet Knowledge</b> Letter & Picture Match, p. 54	<b>Writing</b> Letter I p. 127	<b>Writing</b> "The Rain Song", p, 128	<b>Writing</b> Letter U, p. 129
<b>Introduction to Centers</b>	What changes did we make in our centers? What are the rules regarding these new materials? Place tangrams out in math center – make pictures using shapes (challenge children to copy putting shapes together to make pictures in writing area mid-week) Compare and discuss different measures of tree in Manipulatives? Ask children to figure out why children are getting different measurements of for the same trees?				

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<b>Mathematics Small Group 2 times per week</b>		<i>Building Blocks</i> – pp. 188 Mr. Mix Up and Dinosaur Store Shop
<b>Language Literacy Small Group 2 times per week</b>	Retell the story of Mr. Willowby’s Christmas tree. (See Resources)  <i>Standards:</i> <b>RL.PK.MA.2</b>	
<b>Discovery</b>	Place evergreen branches and pinecones in sensory table. Children pull off pine needles with tweezers or fingers using pincer grasp.	Make green play dough. Children use tree cookie cutters to make trees or mold play dough to make a tree.
<b>STEM</b>	How do pinecones open and close? (See Resources)	Put out magnifying glasses and different types of evergreen seeds/pinecones, branches, needles and their bark for children to examine.
<b>Math/ Manipulatives</b>	Provide different size construction paper trees. Have children measure their length using different manipulatives. (Unifix cubes, block cubes, and chain link)	Puzzles: Change puzzles. Add a new floor puzzle.
<b>Art Studio (choose one)</b>	Painting with evergreen branches. OR Pine cone painting on paper OR Paint pine cones and decorate with color glue and glitter	Triangle trees: Children cut out different size triangles. Glue on paper to create a tree. What size goes on top? What size goes on the bottom? Be sure to place out various types of triangles to be used isosceles, isosceles obtuse, or right angle  
<b>Gross Motor</b>	Make different size trees out of construction paper. Write letters on the trees. Put out a few letters at a time. Have children throw a beanbag on a tree and name letter. You could also call out a letter and have children throw a beanbag on specific tree.	Have children pretend to be different size trees. Have children hold hands. They put hands pointing high above head for a tall/big tree, bending knees and stooping for a medium size tree, or squatting to floor for a small tree. Vary the speed and order or call out different size trees.
<b>Writing</b>	Name Trees: Provide pre-cut small triangles. Children count letters in their name. Use that number of triangles to create a tree. Write one letter on each triangle to make their name. Compare heights of trees. (See Resources)	Put seasonal stickers and cards in writing center. Add children’s name cards to center for children to copy friend’s names on a card. Choose someone to be the letter carrier and deliver to children.
<b>Book Area</b>	Change to seasonal books about winter.	

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<b>Conversations during routines and meals</b>	Come up with a rhyming word and see if children can come up with a rhyming word.	Do you like to drink hot chocolate? Do you like whipped cream or marshmallows on it?	What do you like to eat or drink that is hot?	What do you do on a cold day?	Do you bake with your family?
<b>Drama</b>	Hot chocolate stand or bakery. Use chocolate boxes to sort pastry orders – similar to dinosaur shop (math)				
<b>Blocks</b>	Cut out a large tree out of paper. Challenge children to cover the tree with blocks, leaving no spaces or overlapping.		Add pine branches to block area for children to use to create a forest.		
<b>Computer &amp;/or Listening Center</b>	Daniel Tiger’s Neighborhood Clean Up. <a href="http://pbskids.org/daniel/stories/neighborhood-clean-up/#">http://pbskids.org/daniel/stories/neighborhood-clean-up/#</a>		Record someone reading <u>Mr. Willowby’s Christmas tree.</u>		
<b>Other</b>					

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<b>Week 15</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>First Circle</b>	1 <sup>st</sup> Read: <u>When Winter Comes</u> Nancy Van Laan	1 <sup>st</sup> Read: <u>The Hat</u> Jan Brett	2 <sup>nd</sup> Read: <u>When Winter Comes</u> Nancy Van Laan	2 <sup>nd</sup> Read: <u>The Hat</u> Jan Brett	3 <sup>rd</sup> Read: <u>When Winter Comes</u> Nancy Van Laan
<b>Second Circle</b>	<u>When Winter Comes</u> Robert Maas	Sing: “Snow Person” Song (See Resources)  <i>Building Blocks</i> – pp. 198, Warm Up: Count and Move and Build Cube Stairs  <i>Standards:</i> <i>PK.CC.MA.1</i> <i>PK.CC.MA.5</i> <i>PK.MD.MA.1</i> <i>PK.MD.MA.2.</i>	<u>When Winter Comes</u> Robert Maas	Sing: “The Winter Song” (See Resources)  <i>Building Blocks</i> – pp. 202, Order Cards  <i>Standards:</i> <i>PK.CC.MA.1</i> <i>PK.CC.MA.2</i>	Act out: <u>The Hat</u> Jan Brett  <i>Building Blocks</i> – pp 206, Read: <u>Victor Diego Seahawk’s Big Red Wagon</u>
<b>Handwriting without Tears</b>	<b>Alphabet Knowledge</b> Sign In Please!, p. 55	<b>Alphabet Knowledge</b> Name of the Day, p. 57	<b>Alphabet Knowledge</b> ABC Sing & Point, p. 49	<b>Pre-Writing</b> Door Tracing, p. 107	Letter Play
	<b>Writing</b> Name, pp. 170-171	<b>Writing</b> Name, pp. 170-171	<b>Writing</b> Name, pp. 170-171	<b>Writing</b> Name, pp. 170-171	<b>Writing</b> Name, pp. 170-171
<b>Introduction to Centers</b>	Children will be learning about cold weather/winter in the different centers.				
<b>Mathematics (Whole Group Throughout week before math small group)</b>	<b>Eureka PKM1 Lesson 28:</b> Count 1, 2, 3, 4, 5 with stories.  <i>Standards:</i> <i>PKM1</i>				

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<b>Mathematics Small Group 2 times per week</b>			<b>Building Blocks –</b> pp. 200 Build Cube Stairs & How Many Now? Hidden Version – Unifix cubes  <b>Standards:</b> <b>PKCCMA4</b> <b>PKMDMA1</b> <b>PKMDMA2</b>	
<b>Language Literacy Small Group 2 times per week</b>	Create a Class Book: “Where do you go when it snows?” Children illustrate their individual books, then try to print out the 1 <sup>st</sup> few letters of what they do or where they go.			
<b>Discovery</b>	“Ice Fishing” with alphabet letters. Make “fishing holes” in the sensory table. Cover the table with white paper or cloth. Add magnetic letters. Children identify the letters and give the correct sound.		Animal Tracks with Play Dough (See Resources)	Practice writing words in vanilla pudding or shaving cream (snow).
<b>STEM</b>	Melt Ice with Salt (See Activity )		Track Temperature What is a thermometer used for? How does the air feel to us? (See Resources)	Observing Temperature Changes Use a real thermometer using hot and cold water. (See Resources)
<b>Math/ Manipulatives</b>	Winter Wonderland Winter theme cards and number cards. Count and Match (See Resources)	Add cotton (snowballs) to the sensory table and colored pom poms with bowls, spoons and tongs. Pick up the materials and transfer them to a bowl, and count them.	Winter Puzzles	
<b>Art Studio (provide a variety of art materials)</b>	Winter Mural (see resources) Make a mural about what was read in the book. Ask children to think about making the sky, ground, underground, and water. (Use positional words).		Make different shaped snowflakes with the children. Discuss how no two are alike	Paint a winter picture and add a mixture of Epsom salt and water when finished.

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<b>Gross Motor</b>	Put winter clothing in two piles. Have the children split up into two teams. See who can get dressed the fastest.		Make a large snowman and do a beanbag toss.		
<b>Writing</b>	Have students write their names on a coffee filter and then show them how to cut it to turn it into a snowflake.		Identifying Letters & Sounds Activity: Magic Appearing Letters (See Resources)		
<b>Book Area</b>	Add books about winter and animals that hibernate during winter.				
<b>Conversations during routines and meals</b>	Tell me about the forest animals we read about.	What did you wear to school? How's the weather?	How do the animals protect themselves in the snow?	What kind of animals do you have at home? What do they do in the winter?	What do you like to do in the winter?
<b>Dramatic Play</b>	Add winter clothing to the dramatic play areas so that children may dress themselves and dolls appropriately for the cold weather. Include pictures of people doing winter activities: Skiing, snowshoeing, shoveling, scraping snow off their cars, building a snowman or igloo, etc. (See Resources)			Winter animal puppet show: "Why am I so cold today?" (See Resources)	
<b>Blocks</b>	Winter animals in the forest. Add animals to the block center. Have students build them homes.			Use batting for snow to add to block area. Take pictures of children dressed in winter clothes attach to blocks.	
<b>Computer &amp;/or Listening Center</b>	Animal tracks in snow video. Link: <a href="https://mass.pbslearningmedia.org/resource/lps07.sci.life.oate.cgtracks/finding-animal-tracks/#.WmeEr5M-et8">https://mass.pbslearningmedia.org/resource/lps07.sci.life.oate.cgtracks/finding-animal-tracks/#.WmeEr5M-et8</a>		Winter Educational Games at ABC YA.com <a href="http://www.pbslearningmedia.org/resource/8124b510-0271-4226-b8cf-c1aa2d699b1b/its-snowing-daniel-tigers-neighborhood/">http://www.pbslearningmedia.org/resource/8124b510-0271-4226-b8cf-c1aa2d699b1b/its-snowing-daniel-tigers-neighborhood/</a>		Winter books on tape at the listening Center
<b>Other</b>	What does it do? (See Resources)		Put <b>non</b> -menthol shaving cream in a cup. Mix in a few drops of paint. Pour in an equal amount of school glue. Mix and paint. It dries hard like puffy paint. Children could use small plastic model animals to make tracks in the "snow."		

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<b>Week 16</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>First Circle</b>	1 <sup>st</sup> Read: <u>The First Day of Winter</u> Denise Fleming	<u>One Winter's Day</u> M. Christina Butler	2 <sup>nd</sup> Read: <u>The First Day of Winter</u> Denise Fleming	Teacher Choice	Teacher Choice
<b>Second Circle</b>	Sing: "Build a Little Snowman" (See Resources)	A Chubby Little Snowman (See Resources)  <i>Building Blocks</i> – pp.214 Warm-Up: Shape Flip Book and Trapezoids	Sing: "Frosty the Snowman" (See Resources)	<i>Building Blocks</i> – pp. 218, Read <u>Building Shapes</u>  Introduce trapezoids Shape Sets form <b>Teacher Guide</b> on page 174 and 177	Teacher Choice
<b>Handwriting without Tears</b>	Choice Play for 4	Wet-Dry-Try for 4	I Know My Numbers 4 booklet, 2 weeks to complete, p. 196	<b>Writing</b> Make a Magic C Bunny, p. 130	Letter Play for C
	Sing Along CD "Animal Legs," p.184	<b>Counting &amp; Numbers</b> Four - 4, p. 185	<b>Pre-Writing</b> Door Tracing, p. 107	<b>Writing</b> Pre-Stroke for C, p. 132	<b>Writing</b> Letter C, p. 133
<b>Introduction to Centers</b>	Introduce winter weather and some activities you can do that are fun and special				
<b>Mathematics Small Group 2 times per week</b>	<i>Building Blocks</i> – pp. 216, Feely Box (Match and Name)  <i>Standards:</i> <i>PK.G.MA.1</i> <i>PK.G.MA.2</i>				

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<b>Language Literacy Small Group 2 times per week</b>					Have the children clap out syllables for each piece that is added to the snowman.
<b>Discovery</b>	Ice cube game Have the children predict what will happen to an ice cube as it gets passed around the circle. Post their predictions on a large white snowball shaped paper.				
<b>STEM</b>	A Melting Snowman (See Resources)				
<b>Math/ Manipulatives</b>	Collage materials, glue. Create their own paper snowman collages. Use different media. Dictate a story about the finished snowman using math language to describe the number, location and attributes of the trimmings they selected. Roll-A-Snowman				
<b>Art Studio</b>	Make snowman windsocks. <a href="http://www.pbs.org/parents/crafts-for-kids/windsock-craft/">http://www.pbs.org/parents/crafts-for-kids/windsock-craft/</a>				
<b>Gross Motor</b>	Ice Skating Freeze Put paper plates under the children’s feet. Have them skate. When the music stops, they freeze.				
<b>Writing</b>	“Print the word” If you were going to receive a gift from your best friend, draw what you would want. Sound out the letters and write the word. Add caption to the paper.				
<b>Book Area</b>	<u>The Biggest Snowball Ever</u> John Rogan		<u>Frozen Noses</u> Jan Carr		
<b>Conversations during routines and meals</b>	Do you like to play in the snow? What do you like to do?	Can you tell me how to build a snowman?	Have you ever skated before? What was it like?	What do you do during school vacation?	What are some things to keep you warm?
<b>Drama</b>	Make a Hot Cocoa Stand Encourage children to fill orders of pastry – to promote counting				

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<b>Blocks</b>	Add ice cubes to the block area. Have the students build ramps with blocks or PVC plastic tubes. How can they make the ice go down the ramps faster/slower?
<b>Computer &amp;/or Listening Center</b>	Winter Educational Games at ABCYA.com <a href="http://www.pbslearningmedia.org/resource/8124b510-0271-4226-b8cfc1aa2d699b1bb/its-snowing-danieltigersneighborhood/">http://www.pbslearningmedia.org/resource/8124b510-0271-4226-b8cfc1aa2d699b1bb/its-snowing-danieltigersneighborhood/</a> Winter books on tape at the Listening Center.
<b>Other</b>	

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Week 17	Day 1	Day 2	Day 3	Day 4	Day 5
<b>First Circle</b>	1 <sup>st</sup> Read: <u>The Mitten</u> Jan Brett	2 <sup>nd</sup> Read: <u>Snowballs</u> Lois Ehlert  <i>Building Blocks</i> – p p. 234, How Many Now?  <i>Standards:</i> <b>PK CC. MA.3</b> <b>PK CC. MA.4</b> <b>PK CC. MA.5</b>	2 <sup>nd</sup> Read: <u>The Mitten</u> Jan Brett	Read: <u>Snowflakes Fall</u> Patricia MacLachlan	Read: <u>Snowflakes Fall</u> Patricia MacLachlan
<b>Second Circle</b>	1 <sup>st</sup> Read: <u>Snowballs</u> Lois Ehlert  <i>Building Blocks</i> – pp 230, Mr. Mix Up Shapes  <i>Standards:</i> <b>PK.G.MA.1</b> <b>PK.G.MA.2</b>	Warm Mittens Poem  Sing “The Mitten Song” (See Resources)	A Chubby Little Snowman (See Resources)  <i>Building Blocks</i> – pp 238, Mr. Mix Up Shapes  <i>Standards:</i> <b>PK.G.MA.1</b> <b>PK.G.MA.2</b>	3 <sup>rd</sup> Read: <u>The Mitten</u> Jan Brett	Write a rhyming poem about winter clothes. Write it on chart paper and hang around the room.
<b>Handwriting without Tears</b>	Wet-Dry-Try for 4	Letter Play for 4 and O	Alphabet Knowledge Letters & Picture Match, p. 54	Favorite activity	Sing, Sound & Count with Me CD "Shape Song"
	Sing Along CD "Animal Legs," p. 184	<b>Writing</b> Pre-Stroke for O, p. 134	<b>Writing</b> Letter O, p. 135	<b>Drawing</b> Build, Sing & Draw Mat Man, pp. 36-39	<b>Writing</b> Shape - Circle, p. 136

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<b>Introduction to Centers</b>	Each day introduce the centers that require explicit instruction to use. Choose 1 center a day to introduce or reinforce.		
<b>Mathematics Small Group 2 times per week</b>		<i>Building Blocks</i> – pp. 232 Guess My Rule & Shape Step  <i>Standards:</i> <b>PK.G.MA.1</b> <b>PK.G.MA.2</b>	
<b>Language Literacy Small Group 2 times per week</b>	<p>Give children positional vocabulary words and winter clothing items (picture cards) to work with. Have children draw or write a story about the words. For example:</p> <ul style="list-style-type: none"> <li>- The mitten is under my bed.</li> <li>- I made a snow angel beside the tree.</li> <li>- I found my hat next to my cat.</li> </ul> <p>After children have had time to practice, use the same technique in a large group to add to the book area. (See Resources)</p>		
<b>Discovery</b>	If there is snow, bring some in and add to the sensory table. If not, prepare ice and add it to the table daily.	Add mittens to the snow. Discuss the word “knit” and look for mittens that have been knitted and some that have not (Fleece, fabric, waterproof)	Add animals and sand toys to make snow sculptures and houses.
<b>STEM</b>	Discuss the term freeze. Explain how water changes into ice. Collect different size and shape containers and put water in them. Freeze them. Display the frozen shapes and observe which ones melt slower or faster. You can also freeze items inside the ice.	Observe the weather as it gets colder. What do children notice? Record the days when it is snowy, or icy.	Ask children to create a presentation of the various types of weather. Using pictures or objects to create a graph of snowy days, or cold days, or icy days.
<b>Math/ Manipulatives</b>	Children will survey each other about their favorite character in <u>The Mitten</u> . Use tally marks to keep track of the amount.	Using the animal masks, have students put the animals in ordinal order as they entered the mitten. Who left the mitten first? Who entered the mitten first? (See Resources)	
<b>Art Studio</b>	Cut and fold snowflakes.	Many book illustrators, like Lois Ehlert, the author and illustrator of <i>Snowballs</i> , use “collage” to create pictures. Place various items in the art center: white circles, tissue paper, buttons, thread, ribbon, seeds, etc. Encourage children to create snowperson collages with the materials.	

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<b>Gross Motor</b>	Parachute play If children have mitten or gloves, have them wear the mittens as they use the parachute. They can crumple up paper and have an indoor snowball contest.	<b>The Mitten</b> Role Play: Use masks and props to retell the story. Choose a narrator (explain the word to the children) and assign roles. The narrator will read the story and the actors will get in the mitten. You can use an old sheet or blanket to represent the mitten. Perform for another group or class.		
<b>Writing</b>	Have illustrations from Jan Brett's books available. Point out the borders on the pages and how they have a clue as to what is happening next in the story. Students can recreate their favorite part and add details to their borders.			
<b>Book Area</b>	Create an "Author Information Center" about Jan Brett. Include her books, pictures of her, props related to the work. (See Resources)	Books should focus on winter, winter animals, and winter sports. <u>Polar Bear, Polar Bear</u> is a good choice for repetition.		
<b>Conversations during routines and meals</b>	What do you like to do when the weather is warm? What do you like to do when the weather is cold?	Do you remember a cold day last winter? Tell me about it.	Have you seen any of the animals from the book <u>The Mitten</u> ? Where did you see them?	Tell me about the clothes you wear for winter.
<b>Drama</b>	Decide as a group what kind of winter activity center that you would like to create. Some ideas include: - Ski Lodge - Ski/snowboard shop - Ice Rink	Add winter clothes to the dramatic play areas so that children may dress themselves and dolls appropriately for the cold weather.  Include pictures of people doing winter activities: Skiing, snowshoeing, shoveling, scraping snow off their cars, and building a snowman or igloo. (See Resources)  Add logs for a fire Hot tea, cocoa, insulated cups or mugs		
<b>Blocks</b>	Add batting to create a snow scene. Build a snow fort. The children can plow the snowdrifts around their buildings, parking lots etc.			
<b>Computer &amp;/or Listening Center</b>	Listen to books on disc such as Polar Bear, Polar Bear  Winter Clothes: <a href="http://www.sesamestreet.org">http://www.sesamestreet.org</a>			
<b>Other</b>				

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<b>Week 18</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>First Circle</b>	1 <sup>st</sup> Read: <u>Hibernation Station</u> Michelle Meadows	1 <sup>st</sup> Read: <u>Don't Wake the Bear!</u> Steve Smallman	2 <sup>nd</sup> Read: <u>Hibernation Station</u> Michelle Meadows	2 <sup>nd</sup> Read: <u>Don't Wake the Bear!</u> Steve Smallman	3 <sup>rd</sup> Read: <u>Hibernation Station</u> Michelle Meadows
<b>Second Circle</b>	Read: <u>All About Hibernation</u> Tori Kosara	Play Hibernation Freeze Dance (See Resources)	<b>Building Blocks</b> – Vol 2 pp. 250, Pattern Strips – vertical/horizontal	Sing: Hibernation Song  Where is Bear? (See Resources)	Read: <u>All About Hibernation</u> Tori Kosara
<b>Handwriting without Tears</b>	Sing, Sound & Count with Me CD "Five Fingers Play," p. 186	I Know My Numbers 6 booklet, 2 weeks to complete, p. 197	Wet-Dry-Try Q, p 105	Letter Play for Q and G	Favorite Activity
	<b>Counting &amp; Numbers</b> Five - 5 p. 187	Choice Play for 5 and Q	<b>Writing</b> Letter Q, p. 167	<b>Writing</b> Pre-Stroke for G, p. 138	<b>Writing</b> Letter G, p. 139
<b>Introduction to Centers</b>	Introduce the centers that need specific instructions. Introduce pattern strips <b>Building Blocks</b> pp. Vol 2 pp. 246 Teacher Resource Guide page 150 and 151 – Stringing beads in manipulatives.				
<b>Mathematics Small Group 2 times per week</b>				<b>Building Blocks</b> – Vol. 2 pp 248 – Pattern Strips Teacher Guide pp 150-151  <b>Standards:</b> <b>PKOAMAI</b> <b>PKGMAI</b>	

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<b>Language Literacy</b> <b>Small Group 2 times</b> <b>per week</b>	Look at the pictures with the children. <ul style="list-style-type: none"> <li>- Ask where they think each animal would make its bed in the winter when it hibernates (in a tree trunk, a log, a cave, in the mud-for snakes).</li> <li>- Have children choose just 1 animal picture.</li> <li>- Encourage children to write their names on their paper. Then instruct them to draw a bed and/or home for the winter for their animal.</li> <li>- As the children are making their pictures, ask each child (individually) where their animal will sleep and write it down. When done, write what they told you on their papers and hang to display. (See Resources)</li> </ul>		
<b>Discovery</b>	Fill the sensory area with cotton balls or packing peanuts to represent snow. Add animal figures, or cars to show children how cars and animals make tracks in the snow.		Make “fake snow” with the children. Add animals and molds.
<b>STEM</b>	Create picture cards of the animals from <u>The Mitten</u> . Create picture cards of real animals in their natural habitats. Match the animals to their tracks. (See Resources)		Observe hibernation items. Children use magnifying glasses to observe items like twigs, berries, straw, grass that might be found in an animal’s den to keep them fed and warm for the hibernation period. Record observations on a class chart.
<b>Math/ Manipulatives</b>	Bear lacing cards. Stringing Bead	Put pictures from the story in numerical, sequential order. (See Resources)	Sort white pompoms of different sizes into jars/bowls or boxes. Children sort small/med/lg.
<b>Art Studio</b>	Children make bear caves from grocery bags that are painted and decorated. These will be for the hibernation celebration. Use cotton balls on top for snow.	Children make bear caves from grocery bags that are painted and decorated. These will be for the hibernation celebration. Use cotton balls on top for snow.	
<b>Gross Motor</b>	Animals-Get to Your Homes! Place the stuffed animals in three piles on one side of the room. Place a large bin, box or basket on the other side of the room. In pairs, have the children run together to a pile, choose an animal and get it to its home on the other side of the room! <i>Building Blocks</i> Vol 2 pp. 246 Dancing Patterns		Play freeze tag. Children stand still when they are tagged.

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<b>Writing</b>	Have students work on pattern books like <u>Polar Bear, Polar Bear</u> or <u>Brown Bear, Brown Bear</u> . They can fill in the words and add pictures. (See Resources)				
<b>Book Area</b>	Add various books about animals in winter for children to explore. Include <u>A Bed for Winter</u> by Karen Wallace, <u>Animals in Winter</u> by Henrietta Bancroft, <u>Animal Homes</u> by Betsy Chessen, and <u>Brown Bear, Brown Bear</u> by Bill Martin Jr., <u>Who's Been Here? A Tale in Tracks</u> by Fran Hodgkins				
<b>Conversations during routines and meals</b>	What do you wear in the summer or winter?	Who can tell me where a rabbit, bear, owl, person lives in the winter?	What animals like the cold weather?	Where are some places you would like to hibernate if you were a bear?	What are some things people do in the winter outside?
<b>Drama</b>	Add winter clothes to the dramatic play areas so that children may dress themselves and dolls appropriately for the cold weather.  Include pictures of people doing winter activities			Have children make a bear cave to read in. Add ice scraper, snow shovel	
<b>Blocks</b>	Add pictures of igloos, cold weather tents, and homes in cold climates. (See Resources)	If possible, suspend a dark colored sheet or piece of fabric over the block area to make it a bit dark. Add small stuffed or other toy animals, snakes, frogs and bees in the block area and encourage the children to make winter homes to sleep in.			
<b>Computer &amp;/or Listening Center</b>	Watch Brown Bear, Brown Bear video: <a href="https://www.youtube.com/watch?v=ek7j3huAApc">https://www.youtube.com/watch?v=ek7j3huAApc</a>			Watch the hibernation video: <a href="https://www.youtube.com/watch?v=FonCq9YJJxw">https://www.youtube.com/watch?v=FonCq9YJJxw</a>	
<b>Other</b>	<p><b>Hibernation Celebration</b></p> <p>This is a special celebration at the conclusion of a unit on hibernation. Students wear pajamas to school and bring their favorite stuffed animal. Using the “caves” created in the art center, students will place their animals in them when they arrive. Afterward, put the bears in their caves and place them around the room.</p>				

<b>Week 19</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>First Circle</b>	1 <sup>st</sup> Read: <u>Llama Llama Home with Mama</u> Anna Dewdney  <b><i>Building Blocks –</i></b> <i>Vol 2. pp. 262 Warm Up:</i> Oh Dear What Can the Pattern Be? And Pattern Strips (The Core)	Picture Walk through: <u>House, Sweet House</u> Judith Bauer Stamper	Make a list of different kinds of homes. Use the picture cards from homes in Lowell. (See Resources)	Make a list of different kinds of homes. Use the picture cards from homes in Lowell. (See Resources)	3 <sup>rd</sup> Read: <u>Llama Llama Home with Mama</u> Anna Dewdney
<b>Second Circle</b>	In advance, make a chart with the children's names down the left side and the different items you want to chart in columns across the top. Each day, chart something different. - How many people live in your home? - How many pets live in your home? - How many rooms are in your home?	Teacher Choice	2 <sup>nd</sup> Read: <u>Llama Llama Home with Mama</u> Anna Dewdney	Play/Act out: "Homes" (See Resources)	Sing "Monkeys on the Bed" or "Ten in the Bed" (See Resources)
<b>Handwriting without Tears</b>	Favorite Activity	Letter & Number Play for 5 and S	Favorite Activity	Letter Play for S and J	Favorite Activity
	Sing Along CD "Five Fingers Play," p. 186	<b>Writing</b> Pre-Stroke for S, p. 140	<b>Writing</b> Letter S, p. 141	<b>Writing</b> Pre-Stroke for J, p. 142	<b>Writing</b> Letter J, p. 143
<b>Introduction to Centers</b>	Introduce new center materials and rules. Introduce Unifix Cubes – encourage children to use to make patterns and identify the core				

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<b>Mathematics Small Group 2 times per week</b>			<b>Building Blocks –</b> Vol 2. pp. 264 Pattern Strips (The Core) Teachers Resource Guide page 150 to 160.
<b>Language Literacy Small Group 2 times per week</b>	Use this week to make Small Groups based on the needs of your students that you have been observing. Plan lessons that focus on the specific needs of your students to support or challenge them.		
<b>Discovery</b>	Sand Castles: Wet sand in the sand table. Provide children with items to make homes and buildings such as shovels, sifters, cans, milk cartons	Sandpaper Rubbing: Discuss and demonstrate use of sandpaper and how smooth pieces of wood are used to build houses. Let children feel the different grains of sand paper. Place paper over the pieces of sandpaper. Use peeled crayons and have the children rub the long sides back and forth over the paper.  VARIATION: Provide sandpaper and draw directly on the sandpaper.	
<b>STEM</b>	Building Materials Exploration: Place building materials such as sandpaper, bricks, screws, shingles in the science area for children to explore with magnifying glasses.		Sprout House: Plant seeds in a baggie and place house shape that is decorated by the children to the baggie. Hang in a sunny window and watch seeds grow over time. Note: grass seed grows quickest.
<b>Math/ Manipulatives</b>	Where Do You Live Graph? - In advance, create a chart. Print the children’s names down the left side of the chart paper. - Create columns and label them with the different types of homes (apartments, houses, condos, mobile homes, etc. ) Discuss and describe different types of homes. Ask children which type they live in. Invite them to color in or place a colored square or house shape under the column of their type of house. - Summarize data on the chart (count and enter total in each total). - Questions over the week: How many live in apartments? Houses? Which column has more? Less?	What’s Missing? Provide home items such as a towel, toothpaste, mixing bowl, and pillow. Show the items to children. Cover them with a blanket and then remove one. Ask them to tell you what is missing.	What Doesn’t Belong? - Provide many items from home and discuss each one. Try to have 4-5 items from each room of a house. - Place items in a box or bag. Reach in and place 4 items in front of you. - Choose 3 from the same room and one from a different room. Ask “Which item does not belong?”

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<b>Art Studio</b>	<p><b>My House:</b> Children paint/draw a picture of where they live; encourage as many details as possible to depict houses, apartments. Also, have children paint any family members and pets that live in their house/apartment.</p>			<p><b>Different Materials for Different Types of Houses:</b> Provide children with various materials to make different homes using the following:</p> <ul style="list-style-type: none"> <li>- straw = real straw or shredded wheat cereal;</li> <li>- sticks = real twigs, pretzel sticks or craft sticks;</li> <li>- bricks = Legos</li> </ul>	
<b>Gross Motor</b>	<p><b>This is the Way We Do Our Chores!</b> Children act out with their bodies and pretend to do chores around the home such as doing dishes, vacuuming, washing windows, ironing, cleaning the bathtub</p>			<p><b>Driving Home Obstacle Course:</b> Encourage children to follow an obstacle course:</p> <ul style="list-style-type: none"> <li>- Sit in the chair and “drive” to your seat.</li> <li>- Walk on the “curb” (balance beam)</li> <li>- Climb the “steps” (toy ladder and slide)</li> <li>- Climb under a chair (going in the door) and hop on foam squares to go from room to room.</li> </ul>	
<b>Writing</b>	<p><b>My Street:</b> Materials include white paper, black crayons, pictures of houses or markers to draw houses. Children draw two long, solid black lines and then a dotted line in-between them. They then glue on or draw on houses to the sides of the road.</p>			<p><b>I Can Help...Home Flyer or Coupon:</b> Have children draw pictures of things they can help at home with. Label the pages “I can help_____” Have children print their names somewhere on the page. Print what they say they can help with at the end of the sentence OR provide word cards with the words they say so they can try and print the word themselves. Suggestions: feed dog, clean, vacuum, laundry.</p>	
<b>Book Area</b>	Add a dollhouse to book area to support books about houses				
<b>Conversations during routines and meals</b>	What color is your house? What color do you want it to be?	What kind of house do you live in? (apartment, 2 family, one floor)	How many people live in your house? Who are they?	What things do you do at home?	What kinds of things are houses made of?

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<b>Drama</b>	A Room a Day or Week Each day/week create a different room in your dramatic play area.				
	Bedroom: provide sleep mats, pillows, books for story time, toys.	Living Room: Provide games, chairs, pretend TV, books	Kitchen: Provide kitchen chairs and table, pretend food, stove and refrigerator	Back Yard: Provide picnic items and perhaps a plastic bowling game to use in their “back yard”. Don’t forget a stuffed puppy or kitty to play outside with them.	
<b>Blocks</b>	Add various types of different blocks. These could be Lincoln Logs, Bristle Blocks, Legos, etc. Show children how to build with these to make houses			Doll House: Add a doll house, people, cars, black paper and chalk for roads	
<b>Computer &amp;/or Listening Center</b>	<a href="http://www.pbslearningmedia.org/resource/45e9ee49-0ec7-4c9f-abff-807640b1ce73/this-isnot-like-my-room-at-home-daniel-tigersneighborhood/">http://www.pbslearningmedia.org/resource/45e9ee49-0ec7-4c9f-abff-807640b1ce73/this-isnot-like-my-room-at-home-daniel-tigersneighborhood/</a>				
<b>Other</b>	House and Home Snacks: Graham Cracker/Cheese House Give each child a graham cracker to use as a house. Next give them a half a piece of cheese (made to form a triangle) for the roof. Finally, provide various other items such as raisins, candy pieces to form doors, windows. Let children be creative making their edible houses.				

<b>Week 20</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>First Circle</b>	1 <sup>st</sup> Read: <u>The Three Snow Bears</u> Jan Brett	1 <sup>st</sup> Read: <u>Teeny, Tiny Mouse: A Book about Colors</u> Laura Leuck	2 <sup>nd</sup> Read: <u>The Three Snow Bears</u> Jan Brett	Read: <u>Home</u> Carson Ellis	Play “Homes” Bingo Children cover the picture of the items from a home in order to win.
<b>Second Circle</b>	Sing “Some People Live In” (See Resources)  <i>Building Blocks</i> – Vol 2. pp. 278 Warm-Up: Number Jump – Numerals and Snapshot.	Read: <u>Home</u> Carson Ellis	Sing “Three Snow Bears” (See Resources)  <i>Building Blocks</i> – Vol 2. Pp. 284 Warm-up: Listen and Copy & Guess My Rule	2 <sup>nd</sup> Read: <u>Teeny, Tiny Mouse: A Book about Colors</u> Laura Leuck	3 <sup>rd</sup> Read: <u>The Three Snow Bears</u> Jan Brett
<b>Handwriting without Tears</b>	Sing Sound & Count with Me CCD "Counting, Counting"	I Know My Numbers 6 booklet, 2 weeks to complete, p. 197	Letter Play for D, P, B, and R	<b>Drawing</b> Mat Man Shapes, p. 41	<b>Alphabet Knowledge</b> Capitals on the Edge, p. 52
	<b>Counting &amp; Number</b> Six - 6 p. 188	<b>Writing</b> Pre-Stroke for D, P, B, R, p. 144	<b>Writing</b> Letter D, p. 145	<b>Writing</b> Letter P, p. 146	<b>Writing</b> Letter B, p. 147
<b>Introduction to Centers</b>	Introduce new center materials and rules.				
<b>Mathematics Small Group 2 times per week</b>			<i>Building Blocks</i> – Vol 2. pp 280, Snapshots		
<b>Language Literacy Small Group 2 times per week</b>	Put the events from <u>The Three Snow Bears</u> in order. Practice retelling the story using the cards and story language. (See Resources)				

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<b>Discovery</b>	<b>Shaving Cream Building:</b> Provide shaving cream for children to explore and build houses such as igloos. Draw homes on tabletops with the shaving cream.		<b>Washing Clothes:</b> Provide children with clothes from the baby dolls in classroom. Add bubbles and water to table. Teach children how to wash the clothes and wring them dry. Provide an area next to table for drying clothes or create a clothesline for drying.  <b>Washing Dishes:</b> Add bubbles, toy dishes, cups, utensils. Add a strainer and dishtowels to dry them.	
<b>STEM</b>			<b>Tools of the Trade:</b> Provide a variety of screws, nails, and tools to build homes. The children can sort them by different attributes such as color, size, smooth, bumpy.	
<b>Math/ Manipulatives</b>	<b>Paint Color Swatch Cards:</b> Gather duplicate samples of paint swatch cards from a hardware store. The children can match the cards. Cut up the color samples and children can create patterns.	<b>Stick Matching:</b> Provide an assortment of craft sticks—small and large, colored and plain—for children to sort by size, color, etc.	<b>Room Sorting:</b> Use pictures of different items from different rooms. Provide bins or boxes with pictures of rooms on them. Children sort the items into the appropriate rooms. (See Resources)	
<b>Art Studio</b>	<b>Paper Bag House:</b> <b>Materials:</b> Brown lunch bags, glue sticks, glue, various arts and crafts materials, scissors, markers and crayons, newspaper. Children decorate the bags as they want by drawing or making doors and windows. When done, crumple newspaper and stuff bags. Staple bags closed. <b>EXTENSION:</b> Give each child a large piece of construction paper and crayons. Ask them to draw a road, sidewalks, trees and place their house on the street.		<b>Clay Building:</b> Provide modeling clay (or play dough) along with small plastic hammers and screws with different ends. The children can build a house, make imprints with the tools.	
<b>Gross Motor</b>	<b>Build a Box House:</b> Provide (ask parents or stores to donate) large boxes (such as refrigerator boxes) and medium ones. Children can use each box as a room in their house.		<b>The Homes I See:</b> (weather permitting) Take a walk. Bring a clipboard. Write down each child’s name on the paper. Write down what they notice about houses while on your walk. Compare the notes by making a chart or list when you come back inside.	
<b>Paint a Box:</b> Let children use big brushes, like those used by house painters, to paint a box. Add photos/pictures of how various artists have painted houses for visuals.		<b>There Were 5 In the Bed</b> (See Resources)		

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<b>Writing</b>	Children can practice tracing, drawing and writing their names, addresses, city using various modalities and tools		Children can trace shapes using stencils to make a house on paper...add street, trees, etc.		
<b>Book Area</b>	<u>Teeny, Tiny Mouse: A Book about Colors</u> Laura Leuck Match the colors to the rooms in the book.				
<b>Conversations during routines and meals</b>	What is/are your address or addresses?	Tell me the shapes that make up a house? Prompt if need door? windows? roof?	If I were to visit you inside your house what would I see? I hear?	If you go outside your house what do you see? Hear?	Tell me where you family eat meals? Where do people play or sleep in your house?
<b>Drama</b>	Add Real Estate Agent role to dramatic play. Include a "For Sale" sign, telephone, clipboard, ads for houses for sale (See Resources)				
<b>Blocks</b>	Add Tools: Add tools in block area for children to pretend to build house structures		Add Maps of Neighborhoods: Children can create neighborhoods with blocks and add streets, houses		
<b>Computer &amp;/or Listening Center</b>	<a href="http://www.pbslearningmedia.org/resource/45e9ee49-0ec7-4c9f-abff-807640b1ce73/this-is-not-like-my-room-at-home-daniel-tigers-neighborhood/">http://www.pbslearningmedia.org/resource/45e9ee49-0ec7-4c9f-abff-807640b1ce73/this-is-not-like-my-room-at-home-daniel-tigers-neighborhood/</a>		Children can play the game: Messy Attic <a href="http://pbskids.org/lions/games/messyattic.html">http://pbskids.org/lions/games/messyattic.html</a>		Children can watch "The Three Snow Bears" read aloud: <a href="https://www.youtube.com/watch?v=-IQYrIJ6jLQ">https://www.youtube.com/watch?v=-IQYrIJ6jLQ</a>
<b>Other</b>	Home/School Connection: How Many in My Home? (See Resources) Each day, graph children's/families' responses about how many doors, windows, people, pets, rooms in their homes				

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# Appendix

## Supporting Motor and Neurosensory Development

The large muscles of the body are critical to supporting the small muscles in the hands and fingers. If we want children to be able to hold a pencil and eventually write words and stories, they need to have the strength, flexibility, and coordination in all the muscles involved in the task. In addition, children need to develop skills that build their perception, in order to understand concepts such as up, down, over, under, beside, right and left, all of which are fundamental to learning to read and write.

Key motor and neurosensory skills include:

- **Crossing the midline:** The ability to cross the midline of the body is related to both reading and writing (moving smoothly from the left side of a page to the right and back again). It can be fostered by providing activities that promote arm movements that smoothly cross the midline, such as using a large chalkboard or whiteboard, or easel paper, to make large movements from left to right. It is also supported by providing two containers on either side of the body and having children transfer objects from one container to the other.
- **Directionality:** Children learn directionality and position in space through their own body experiences. They need to be able to understand and “feel” concepts of up, down, over, under, right and left, in order to be able to distinguish directionality in letters (e.g., the difference between a lower case p, d, b, and q). Spatial knowledge is critical to writing – the positioning of the shapes of specific letters within words can be complex, for example, in a word like “gargoyle” the letters extend above and below the writing line, and there are vertical, horizontal and diagonal components.
- **Visual perception and visual discrimination:** Visual discrimination refers to the ability to differentiate one object from another. For example, there may be two pictures on a page with small differences and a child must be able to distinguish the differences. These skills are supported and reinforced by sorting and matching activities that involve discriminating among a number of elements (e.g., blocks, beads, popsicle sticks, pegs on a pegboard), and reproducing patterns/arrangements. These kinds of activities also support mathematical thinking. The visual arts can be used to build many spatial, visual perception, visual discrimination, and visual motor skills.
- **Visual motor skills:** These skills are also referred to as hand/eye coordination, and include the ability to reproduce/represent shapes on paper. There are many materials and activities that can be used to build visual motor skills, such as:
  - Following a line on paper with a crayon or marker;
  - Pushing a car/train along a “track” (“streets” can be drawn on a long piece of paper);
  - Using tools such as hammering nails;
  - Stringing beads or macaroni on a string to make necklaces;
  - Using blunt plastic needles to “sew” in and out of holes punched around a paper plate or through small squares of plastic needlepoint material;
  - Rolling, tossing, and catching beanbags or foam balls of various sizes;

### Gross Motor Development

As young children move their bodies, learn many concepts through their senses (sensory motor integration), so they need to be provided with many sensory-motor experiences that integrate body movements with the senses (tactile/touch; smell; hearing; taste; sight, and kinesthesia/ movement). These include visual-motor activities that integrate visual information with fine- and gross-motor movements (e.g., tossing, striking, kicking, and catching objects).

It is important to develop the upper body of shoulders and arms in order to support the smaller muscles in the hands and fingers (needed for writing). Physical development and outdoor play using large equipment are prime opportunities for intentionally supporting this development. Movement challenges can also be embedded in indoor activities that involve postural control, coordination of movements, and locomotion (e.g., crawling, creeping, body rolling, jumping).

Use of large equipment can help children to strengthen the upper body (e.g., push-ups and pull-ups, monkey bars, climbing through tunnels, obstacle courses, seat scooters). Upper body strength/control can also be built with pushing/pulling equipment such as wagons, or carrying a tray full of leaves with both arms, or movement activities such as making large, sweeping movements and circles using the entire arm. Using easels or wall-mounted chalkboards or white boards to make designs can also strengthen these muscles.

### Fine Motor Development/Hand Skills

Hand Skills such as strength and dexterity begin with manipulatives. Young children need to spend more time with fine-motor manipulatives than with writing utensils, because their hands may not be ready for such refined activity. Many activities typically found in preschool classrooms are appropriate for building hand strength and dexterity. Examples of manipulative activities include:

- Using a hand hole punch to punch holes in increasingly heavy papers;
- Rolling, molding, squeezing clay and playdough using with hands or fingertips;
- Screwing lids on and off jars, screwing pipe fittings together, or assembling nuts and bolts;
- Building with large Lego blocks (Duplos) or other assembly toys;
- Picking up objects using household tools such as tongs;
- Using tweezers or “strawberry hullers” to pick up small objects such as cotton balls or paper clips and transferring them from one container to another;
- Picking up small objects such as buttons using pincer grasp (thumb and forefinger);
- Scooping small objects such as beans with a spoon and pouring into containers;
- Filling a turkey baster with water, or squeezing water out of sponges in the water table;
- Clipping clothespins around the perimeter of paper plates;
- Using an eyedropper to drop colored paint or water onto paper;
- Playing with toys with small parts such as Lite-Brite or pot holder looms;
- Matching parquetry blocks to fit within outlines.

### Scissor Skills

At the preschool level, it is important to guide children in proper grasp of scissors. When scissors are held correctly, and when they fit a child's hand well, cutting activities will exercise the same muscles needed to manipulate a pencil in a proper grasp. The correct scissor position is with the thumb and middle finger in the handles of the scissors, with the index finger on the outside (under) the handle to stabilize, and the fourth and fifth fingers curled into the palm. Many children hold scissors with the thumb and index finger in the handles, which does not allow for efficient control. Parents and teachers can help to teach appropriate grasp of scissors.

Scissors activities can be adapted to children of varying skill levels, such as:

- Snipping a fringe from a piece of paper;
- Cutting off corners of a piece of paper;
- Cutting along curved lines;
- Cutting along lines with a variety of angles;
- Cutting figures with curves and angles;
- Cutting clay with blunt scissors.

### Work Surfaces

One of the most crucial things that can be done for preschoolers is to provide vertical or inclined surfaces to work on (wall-mounted surfaces or easels). In this position, the wrist is properly positioned to develop stability and skillful use of finger muscles. When working on a flat or horizontal surface, children tend to straighten or flex their wrists, which interferes with proper use of small muscles in the hand. Many activities can be adapted for use on a vertical surface by using book holders on a table, tabletop easels, or floor easels.

### Embedding Neurosensory Activities in Daily Routines

Many fine motor activities can be provided in the form of interest centers that children can revisit on an ongoing basis with self-challenges, in which children are encouraged to constantly better their own previous “records.” When such activities become part of children’s daily routines, children engage in constant practice, further refining their skills.

Keep in mind that it’s not enough to just have materials and tools available. The key is ensuring that the materials are used regularly, facilitating the use of materials, and observing each child to determine how the materials can best be used for individual development.

There is much to be gained by connecting with the occupational therapists in your school, in terms of observing and assessing children’s individual needs, along with providing activities to benefit all children’s developmental skills.

**SUPPORTING THE NEEDS OF DUAL LANGUAGE LEARNERS**

**Module WIDA/MPI:** “At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.” Children at all levels of English language development ANALYZE feelings from transitioning to school and separating from caregivers by pointing to emotion boards, identifying characters in stories with similar emotions, and distinguishing between emotions among peers/adults and characters in stories. *More samples can be found in the WIDA\_2014 EELD document which can be accessed at <https://www.wida.us/standards/EarlyYears.aspx>.*

**WIDA Language Criteria: Linguistic Complexity and Language Usage**

<p><b>Entering: Level 1 Ages 2.5 – 3.5</b></p> <ul style="list-style-type: none"> <li>• Words &amp; repetitive phrases related to daily routines</li> <li>• An idea within simple questions or statements related to self, familiar people, or daily routines</li> <li>• Repetitive phrases associated with daily routines</li> <li>• Yes/no questions related to self, familiar people, and/or daily routines</li> <li>• Words associated with familiar environments</li> </ul> <p><b>Entering: Level 1 Ages 3.5 – 4.5</b></p> <ul style="list-style-type: none"> <li>• Words and phrases related to daily routines</li> <li>• An idea within simple questions or statements related to familiar environments</li> <li>• Repetitive phrases &amp; simple statements associated with daily routines</li> <li>• Yes/no questions related to self, familiar people, and/or daily routines</li> <li>• Words and expressions associated with familiar environments</li> </ul> <p><b>Entering: Level 1 Ages 4.5 – 5.5</b></p> <ul style="list-style-type: none"> <li>• Words and longer phrases related to daily routines and learning activities</li> <li>• An idea within simple questions or statements related to familiar environments</li> <li>• Repetitive phrases &amp; simple statements associated with daily routines</li> <li>• Yes/no questions related to self, familiar people, and/or daily routines</li> <li>• Vocabulary associated with familiar environments &amp; learning activities</li> </ul>	<p><b>Developing: Level 3 Ages 2.5 – 3.5</b></p> <ul style="list-style-type: none"> <li>• Related phrases and simple sentences</li> <li>• An idea with one detail</li> <li>• Short sentences related to daily routines, familiar people, songs, and stories</li> <li>• Repetitive phrasal patterns related to daily routines and familiar stories</li> <li>• General vocabulary related to daily routines and familiar stories</li> </ul> <p><b>Developing: Level 3 Ages 3.5 – 4.5</b></p> <ul style="list-style-type: none"> <li>• Multiple related simple sentences; “wh-questions”</li> <li>• An idea with two details</li> <li>• Short and some compound sentences related to familiar stories and learning activities.</li> <li>• Sentence patterns related to familiar stories and learning activities.</li> <li>• General and some specific vocabulary related to daily routines, familiar stories, and learning activities.</li> </ul> <p><b>Developing: Level 3 Ages 4.5 – 5.5</b></p> <ul style="list-style-type: none"> <li>• Multiple related extended sentences</li> <li>• Related ideas</li> <li>• Compound and some complex sentences related to familiar stories and learning activities</li> <li>• Sentence patterns related to specific learning activities and stories</li> <li>• General and some specific vocabulary associated with familiar environments and learning activities</li> </ul>	<p><b>Bridging: Level 5 Ages 2.5 – 3.5</b></p> <ul style="list-style-type: none"> <li>• Series of simple sentences related to familiar stories or events</li> <li>• An idea with one to two details; one-step direction related to daily routines</li> <li>• Short and compound sentences related to daily routines, familiar people, songs, and stories</li> <li>• General and some specific vocabulary associated with familiar environments and stories (move above heading)</li> </ul> <p><b>Bridging: Level 5 Ages 3.5 – 4.5</b></p> <ul style="list-style-type: none"> <li>• Series of extended sentences related to familiar stories, learning activities, or events.</li> <li>• Related ideas; two-step directions related to daily routines</li> <li>• Compound and some complex sentences related to familiar stories and learning activities.</li> <li>• Specific vocabulary associated with stories, learning activities, and various environments.</li> </ul> <p><b>Bridging: Level 5 Ages 4.5 – 5.5</b></p> <ul style="list-style-type: none"> <li>• Sentences/questions of varying richness and complexity related to familiar stories, learning activities, or events</li> <li>• Expanded related ideas; two to three step directions and some new directions related to daily routines</li> <li>• Complex sentences and language patterns related to familiar stories and instructional activities</li> <li>• Specific and some technical vocabulary associated with various environments and learning activities</li> </ul>
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<b>Assessment Evidence: (TSG Objectives)</b>		
<p><b>Social Emotional</b>            1a. Manages Feelings.            1b. Follows limits and expectations            1c. Regulates own emotions and behaviors            2. Establishes and sustains positive relationships.            3. Participates cooperatively and constructively in group-situations.</p> <p><b>Physical</b>            4. Demonstrates traveling skills.            5. Demonstrates balancing skills.            6. Demonstrates gross-motor manipulative skills.            7. Demonstrates fine-motor strength and coordination.            7a. Uses fingers and hands.            7b. Uses writing and drawing tools.</p> <p><b>Language</b>            8. Listens to and understands increasingly complex language.            8a. Comprehends Language.            8b. Follows directions.            9. Uses language to express thoughts and needs.            9a. Uses an expanding expressive vocabulary.            9b. Speaks clearly.            9c. Uses conventional grammar.            9d. Tells about another time or place.            10. Uses appropriate conversational and other communication skills.            10a. Engages in conversations.            10b. Uses social rules of language.</p>	<p><b>Cognitive</b>            11. Demonstrates positive approach to learning.            11a. Attends and engages.            11b. Persists.            11c. Solves problems.            11d. Shows curiosity and motivation.            11e. Shows flexibility and inventiveness in thinking.            12. Remembers and connects experiences.            12a. Recognizes and recalls.            12b. Makes connections.            13. Uses classification skills.            14. Uses symbols and images to represent something not present.            14a. Thinks symbolically.            14b. Engages in socio-dramatic play.</p> <p><b>Literacy</b>            17. Demonstrates knowledge of print and its uses.            17a. Uses and appreciates books.            17b. Uses print concepts.            18. Comprehends and responds to books and other texts.            18a. Interacts during read aloud and book conversations.</p>	<p><b>Mathematics</b>            20. Uses number concepts and operations.            20a. Counts.            20b. Quantifies.            20c. Connects Numerals and their Quantities,            21a. Understands spatial relationships.            22. Compares and measures.            23. Demonstrates knowledge of patterns.</p> <p><b>Science and Technology</b>            24. Uses Scientific Inquiry Skills.            28. Uses tools and other technology to perform tasks.</p> <p><b>Social Studies</b>            29. Demonstrates Knowledge About Self.</p> <p><b>The Arts</b>            33. Explores the Visual Arts            34. Explores Musical Concepts and Expression.            35. Explores Dance and Movement Concepts.            36. Explores Drama Through Action and Language.</p>

### Links to Teaching Strategies Gold objectives

Teachers authentically observe and document throughout the general curriculum. The list below may assist in identifying when and where to collect data.

<b>MODULE 3 Week 13 activity</b>	<b>TSG connections</b>
Who took the cookie?	Objectives: 12, 17, 18, 34
BB Week 11	Objectives: 11, 20, 22
HWT Week 12	Objectives: 7, 19, 20
Missing character game	Objectives: 11,12
Masks: Retell <i>Gingerbaby</i>	Objectives: 18, 36
Cookie letter matching	Objectives: 16
Measuring cups/spoons	Objectives: 22
Melting ice with eye droppers	Objectives: 7, 24, 26
Using your senses	Objectives: 11
Fishing for gingerbread men	Objectives: 16
Story necklace	Objectives: 18
Obstacle course	Objectives: 6
Notes to friends	Objectives: 2, 7, 19
Dramatic play: Bakery	Objectives: 14, 36
Rhyming picture line up	Objectives: 3, 15
Hiding gingerbread men	Objectives: 21

<b>MODULE 3 Week 14 activity</b>	<b>TSG connections</b>
5 Little Evergreens	Objectives: 20
Life cycle of an evergreen	Objectives: 25
BB Week 12	Objectives: 11, 12
HWT Week 11	Objectives: 7, 16, 19
Jack Be Nimble	Objectives: 34, 35
Branches and pinecones in sensory	Objectives: 7, 25, 26, 27
Play doh with cookie cutters	Objectives: 7
Science-magnifying glasses	Objectives: 24, 25, 26, 27
Measuring paper trees	Objectives: 22
Painting with brances	Objectives: 33
Triangle trees	Objectives: 7, 11, 13
Construction paper trees with letters	Objectives: 6, 15
Kids pretend to be trees	Objectives: 6, 35
Name trees-writing	Objectives: 16, 17
Letters to friends	Objectives: 16, 19

<b>MODULE 3 Week 15 activity</b>	<b>TSG connections</b>
Act out “The Hat”	Objectives: 18, 36
Class book: “Where do you go when it snows?”	Objectives: 9, 15, 17, 19, 33
Ice fishing in sensory	Objectives: 16
BB Week 13	Objectives: 20, 23
HWT Week 14	Objectives: 7, 16, 19
Animal tracks in play doh	Objectives: 24, 25
Write words in shaving cream	Objectives: 15, 16, 17, 19
Melt ice with salt	Objectives: 24, 26
Track temperature	Objectives: 22, 24
Winter mural	Objectives: 7, 18, 33
Make snowflakes	Objectives: 7, 33
Winter clothing dress up	Objectives: 6, 27
Snowman beanbag toss	Objectives: 6
Write name on coffee filter	Objectives: 19
Magic appearing letters	Objectives: 17
Winter animals puppet show	Objectives: 25, 36
Build winter animal house in blocks	Objectives: 21, 25

<b>MODULE 3 Week 16 activity</b>	<b>TSG connections</b>
A Chubby Little Snowman	Objectives: 11
Clap out syllables	Objectives: 15
BB Week 14	Objectives: 11, 14, 21
HWT Week 15	Objectives: 7, 19
Ice cube predictions	Objectives: 1, 3, 22, 24, 26
Snowman windsocks	Objectives: 33
Ice skating freeze	Objectives: 6
Print the word	Objectives: 19
Dramatic play-hot cocoa stand	Objectives: 11, 12, 36
Ramps in block area	Objectives: 21, 22, 24

<b>MODULE 3 Week 17 activity</b>	<b>TSG connections</b>
Winter poems	Objectives: 15
Write/draw a story about winter clothes	Objectives: 9, 17, 19
Snow/ice in sensory	Objectives: 24, 26
BB Week 15	Objectives: 11, 21
HWT Week 16	Objectives: 7, 16, 19
Freeze ice in different containers	Objectives: 24, 26
Weather observations	Objectives: 22, 24
<i>The Mitten</i> survey	Objectives: 20, 22
<i>The Mitten</i> retell with masks	Objectives: 12, 18, 36
Cut and fold snowflakes	Objectives: 7, 23
Collage	Objectives: 7, 33
Parachute Play	Objectives: 6
Draw/write favorite part of <i>The Mitten</i>	Objectives: 18, 19, 33
Dramatic play-winter scene	Objectives: 27, 30, 36
Snow scene in blocks	Objectives: 27, 31

<b>MODULE 3 Week 18 activity</b>	<b>TSG connections</b>
Hibernation freeze dance	Objectives: 6, 35
Hibernation habitats	Objectives: 9, 19, 25
BB Week 16	Objectives: 23
HWT Week 17	Objectives: 7, 19, 20
Snow and animals in sensory	Objectives: 10, 25
Match animals to their tracks	Objectives: 24, 25
Hibernation observation	Objectives: 24, 25
Bear lacing cards	Objectives: 7, 11
Picture sequence	Objectives: 18, 20
Pom Pom sort	Objectives: 13, 21
Freeze tag	Objectives: 1, 6
Writing pattern books	Objectives: 17, 19
Bear cave in dramatic play	Objectives: 27, 36
Pictures of cold climate homes in block area	Objectives: 27

<b>MODULE 3 Week 19 activity</b>	<b>TSG connections</b>
List different types of homes	Objectives: 12, 30
Chart student's homes facts	Objectives: 22, 29, 30
Act out "Homes"	Objectives: 36
BB Week 17	Objectives: 11, 23
HWT Week 18	Objectives: 7, 16, 19
Sand Castles	Objectives: 26, 30
Sand paper rubbing	Objectives: 26, 28
Explore building materials	Objectives: 24, 28
Sprout house	Objectives: 24, 25
Where do you live graph	Objectives: 14, 22, 30
What's Missing?	Objectives: 1, 11, 12
What doesn't belong?	Objectives: 11, 12, 14
Draw pictures of my house	Objectives: 29, 33
Different materials for houses	Objectives: 26
This is the way we do our chores!	Objectives: 14, 36
Obstacle course	Objectives: 5, 6
My street	Objectives: 30, 32
I can help...	Objectives: 19
Create rooms in dramatic play	Objectives: 30, 36
Doll house, build a block house	Objectives: 3, 30

<b>MODULE 3 Week 20 activity</b>	<b>TSG connections</b>
Retell <i>The Three Snow Bears</i>	Objectives: 12, 18
Shaving cream homes	Objectives: 26
Washing clothes and dishes	Objectives: 36
BB Week 18	Objectives: 13, 21
HWT Week 18	Objectives: 7, 16, 19
Tools of the trade	Objectives: 13, 22
Paint color cards	Objectives: 7
Stick matching	Objectives: 22
Room sorting	Objectives: 13, 22
Paper bag house	Objectives: 33
City building	Objectives: 7
Paint a box	Objectives: 33
Build a box house	Objectives: 6, 30
The homes I see	Objectives: 4, 22, 30
There were 5 in the bed	Objectives: 15
Writing names and addresses	Objectives: 19
Trace stencil shapes to make houses	Objectives: 7, 21
Real estate agent in Dramatic play	Objectives: 30, 36
Add tools and maps to blocks	Objectives: 28, 30, 32

# Book Sheets

**Module 3: We All Live Somewhere**  
**Book List**

- Barry, R. (2000). *Mr. Willowby's Christmas Tree*, Doubleday Publishing
- Bauer Stamper, J. (2010). *House, Sweet House*, Teaching Strategies, Inc.
- Bisson, J. (2002). *Celebrate: An Anti-Bias Guide to Enjoying the Holidays*, Redleaf Press.
- Brett, J. (1997). *The Hat*, Putnam's Sons
- Brett, J. (2003). *The Gingerbread Baby*, G.P. Putnam's Sons Books for Young Children
- Brett, J. (2009). *The Mitten*, G.P. Putnam's Sons Books for Young Children
- Brett, J. (2007) *The Three Snow Bears*, G.P. Putnam's Sons Books for Young Children
- Butler, C.M. (2006). *One Winter Day*, Good Books
- Cole, H. (2011). *The Littlest Evergreen*, Katherine Tegen Books
- Dewdney, A. (2011). *Llama Llama Home with Mama*, Viking Books for Young Readers
- Ehlert, L. (1997). *Snowballs*, Scholastic
- Ellis, C. (2015). *Home*, Candlewick
- Fleming, D. (2005). *The First Day of Winter*, Holt & Co.
- Kosara, T. (2011). *All About Hibernation*, Scholastic
- Lee Keenan, D.). *Celebrating Traditions with An Anti-Bias Perspective: Avoiding the Holiday Syndrome*
- Leuck, L. (1998). *Teeny, Tiny Mouse: A Book About Colors*, Troll Communications
- Maas, R. (1996). *When Winter Comes*, Scholastic
- MacLaughlin, P. (2013). *Snowflakes Fall*, Random House Books for Young Readers
- Meadows, M. (2010). *Hibernation Station*, Simon & Schuster Books for Young Readers
- Rous, S. A. (2014). *Sammy Spider's First Hanukkah*, Kar-Ben Hanukkah Series
- Smallman, S. (2012). *Don't Wake the Bear*, Cartwheel Books
- Thong, R. (2014). *Green Is a Chile Pepper: A Book of Colors*, Chronicle Books.
- Trapani, I. (2005). *Jingle Bells*, Charlesbridge
- Van Laan, N. (2000). *When Winter Comes*, Atheneum Books for Young Readers
- York, S. (2002). *Big as Life: The Everyday Inclusive Curriculum*, Redleaf Press

## The Gingerbread Baby

Author and Illustrator: Jan Brett

### Suggested Vocabulary

**Cookbook:** A book that includes recipes or directions on how to cook.

**Snout:** A part of an animal's head that includes nose and jaw.

Purpose	It is a different take on the classic story of the <b><u>Gingerbread Man</u></b> .		
Read the Story	Matti makes a gingerbread baby. The gingerbread baby escapes from the oven and runs away. He meets many characters that cannot catch him. The story ends with the gingerbread baby in a house made by Matti.		
Cover	Tell the children the title of the book is <b><u>The Gingerbread Baby</u></b> . Tell them the author is Jan Brett. Jan Brett is also the illustrator. Ask, "What do you see on the cover of the book?"		
<b>Page Number</b>	<b>1<sup>st</sup> Reading</b>	<b>2<sup>nd</sup> Reading</b>	<b>3<sup>rd</sup> and 4<sup>th</sup> Reading</b>
1-2	A <b>cookbook</b> is a book that includes recipes.	Do you know what a cookbook is?	Have you ever seen someone using a cookbook? Have you used one?
3-4	What word rhymes with pan?	Did Matti wait the full eight minutes.	Why did Matti have to wait?
5-6	Talk about the animals trying to get the gingerbread baby.	Who tried to catch the gingerbread baby?	
7-8	Read	How did the gingerbread baby escape the cat the dog?	
9-10	Read	Who did the gingerbread baby meet?	
11-12	Read	How did Martha and Madeline try to catch the gingerbread baby?	
13-14	What is Matti baking?	What is Matti baking now? Did he wait the full eight minutes?	
15-16	A pig's <b>snout</b> is the pig's nose.	Read	
17-18	Read	How did he escape?	
19-20	Who is chasing the gingerbread baby?	Who is watching the gingerbread baby?	
21-22	Read	Where is the gingerbread baby hiding?	
23-24	What does the gingerbread baby smell?	What do you think the gingerbread baby is going to do?	
25	Read	What did the gingerbread baby find in the woods?	
26-27	Read	Did the people find the gingerbread baby?	
28	Read	Do Matti's parents know that the gingerbread baby is in the gingerbread house?	
29-30	Read	Read	
Discussion Questions	What happened to the gingerbread baby? How did Matti trick the gingerbread baby?	What did Matti do to fix the problem? Why couldn't the other animals catch the gingerbread baby?	What was your favorite part of the story?

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## **Jingle Bells**

Author and Illustrator: Izra Trapani

Suggested Vocabulary

**Bobtail:** A horse with a short tail.

**Dashing:** A quick run.

**Sleigh:** A large, open vehicle that is usually pulled by a horse over snow or ice.

**Soaring:** Fly upwards or high in the sky.

**Celebrate:** A joyful occasion for special festivities to mark some happy event.

**Tour:** A journey through different parts of a country, city, etc....

**Season:** Holidays or times of the year.

**Glum:** Sad.

**Gnome:** An imaginary person resembling a little old man with a beard and a pointy hat.

**Folks:** People.

**Lanterns:** A light that doesn't use electricity.

**Scene:** Looks like a picture.

**Snooze:** To sleep for a short time.

**Journey:** Traveling from one place to another.

**Peace:** When everyone gets along and there is no fighting.

Purpose	This is a beautiful tale of how children around the world celebrate Christmas.		
Read the Story	A pair of children and their dog take a magical sleigh ride around the world during the Christmas season and meet many different children who celebrate the holiday in a unique way.		
Cover	Read the title, <b>Jingle Bells</b> . Tell the children that the book is written and illustrated by Izra Trapani.		
<b>Page Number</b>	<b>1<sup>st</sup> Reading</b>	<b>2<sup>nd</sup> Reading</b>	<b>3<sup>rd</sup> and 4<sup>th</sup> Reading</b>
1-2	A <b>bobtail</b> is a horse with a short tail. <b>Dashing</b> means a quick run. A <b>sleigh</b> is a large, open vehicle that is usually pulled by a horse over snow or ice.	What are the children riding in?	
3-4	<b>Soaring</b> means to fly upwards or high in the sky. <b>Celebrate</b> means a joyful occasion for special festivities to mark some happy event.	Where are the children going?	
5-6	A <b>tour</b> is a journey through different parts of a country, city, etc....	Read	
7-8	<b>Glum</b> means sad.	What are the children doing in Mexico to celebrate?	
9-10	A <b>gnome</b> is an imaginary person resembling a little old man with a beard and a pointy hat.	What are the Swedish children doing?	
11-12	Read	Who is in the sleigh now?	
13-14	<b>Folks</b> are people. <b>Lanterns</b> are lights that don't use electricity. They had a handle to carry them. A <b>scene</b> is something that looks like a picture.	What are the people doing?	

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15-16	Read	Read	
17-18	<b>Snooze</b> means to take a quick nap.	Where do children in Italy find their presents?	
19-20	Read	What are the children in Kenya doing?	
21-22	Read	Read	
23-24	A <b>journey</b> is traveling from one place to another.	Read	
25-26	Peace is when everyone gets along and isn't fighting.	Read	
26-27			
Discussion Questions	What are all of the people doing in this story? How are the celebrations the same or different?	What are some celebrations that you have with your family?	Why are celebrations important? How do celebrations make you feel?

**Green Is a Chile Pepper: A Book of Colors**

Author: Roseanne Greenfield Thong

Illustrator: John Parra

Suggested Vocabulary

**Abuela:** A grandmother

**Abuelo:** A grandfather

**Adornos:** Decorations on your clothing

**Baile Folkorico:** A kind of dancing

**Calaveras:** A representation of a human skull

**Chiles:** Small peppers with very hot flavor

**Churro:** A kind of sweet snack. It has cinnamon and sugar

**Cilantro:** A spice used in cooking

**Dia Le Los Muertos:** Day of the Dead

**Faroles:** Spanish for a light post

**Feria:** A festival.

**Masa:** The dough used to make tortillas

**Marimba:** A musical instrument.

**Ojos do dios:** God's eye

**Palomitas:** Means popcorn

**Pan de muertos:** Day of the Dead bread - a sweet bread eaten during the celebration

**Pinatas:** A decorated figure of an animal containing toys or candy, that is suspended from a height and broken open by children

**Platos:** Plates

**Poncho:** A type of coat

**Ristra:** Drying chili pepper pods

**Serape:** A shawl

**Tamales:** Masa (corn dough) that is cooked and wrapped in leaves

**Tortillas:** Are like thin, flat bread

**Xylophone:** A type of instrument

Purpose	The book talks about traditions in the Hispanic culture.		
Read the Story	This is a concept book that teaches children about color and traditions in the Hispanic culture.		
Cover	Read the title, <b>Green Is a Chile Pepper: A Book of Colors</b> . The book is written and illustrated by Roseanne Greenfield Thong. It is illustrated by John Parra. What do you see on the cover of the book?		
<b>Page Number</b>	<b>1<sup>st</sup> Reading</b>	<b>2<sup>nd</sup> Reading</b>	<b>3<sup>rd</sup> and 4<sup>th</sup> Reading</b>
1-2	<b>Ristra</b> are drying <b>chili pepper</b> pods.	What words rhyme?	
3-4	<b>Baile folkorico</b> is a kind of dancing.	Where are the children doing?	What rhymes?
5-6	<b>Platos</b> are plates.	What rhymes?	
7-8	<b>Masa</b> is the dough used to make tortillas. <b>Tortillas</b> are like thin, flat bread. <b>Tamales</b> are masa that is cooked and wrapped in leaves.	What rhymes?	Invite children to read along.
9-10	<b>Faroles</b> is Spanish for a light post.	What are they celebrating?	What words rhyme?
11-12	An <b>abuelo</b> is a grandfather An <b>abuela</b> is a grandmother.	What is abuela doing?	What rhymes?
13-14	<b>Cilantro</b> is a spice used in cooking.	What rhymes?	

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15-16	What did the children make?	What rhymes?	
17-18	A <b>feria</b> is a festival.	Where are the people?	What rhymes?
19-20	<b>Adornos</b> are decorations on your clothing.	What do you think the people are celebrating?	Which words are rhyming words?
21-22	A <b>churro</b> is a kind of sweet snack. It has cinnamon and sugar.	What rhymes?	Have you ever had a churro? How did it taste?
23-24	Read	What rhymes?	
25-26	<b>Palamitas</b> means popcorn.	What rhymes?	
26-27	<b>Ponchos</b> are a type of coat. A <b>serape</b> is a shawl. A <b>xylophone</b> is a type of instrument.		
Discussion Questions	What are they celebrating? What are some of the things that were special to the celebration?	Why were the people celebrating? What clues helped you know it was a celebration?	What was your favorite part of the story?

## Sammy Spider's First Hanukkah

Author: Sylvia A. Rous

Illustrator: Katherine Janus Kahn

### Suggested Vocabulary

**Ceiling:** Inside surface of top of a room

**Dreidel:** A four-sided top that is played with during the holiday of Hanukkah

**Menorah:** A candelabrum with nine branches; used during the Hanukkah festival

**Shamash:** The candle used to light other candles on a menorah

**Latkes:** A potato pancake

**Hover:** To hang in the air

Purpose	Provides the children some knowledge of the holiday of Hanukkah.		
Read the Story	A spider named Sammy and his mother are watching a family celebrate the traditions of Hanukkah in the ceiling of the families living room.		
Cover	Read the title, <b>Sammy Spider's First Hanukkah</b> . Tell the children that the book is written by Sylvia A. Rous and illustrated by Katherine Janus Kahn.		
Page Number	1 <sup>st</sup> Reading	2 <sup>nd</sup> Reading	3 <sup>rd</sup> and 4 <sup>th</sup> Reading
1-2	A <b>ceiling</b> is the inside part of a room over our heads. Do we have any spiders on our ceiling?	Where is Sammy's web?	Invite children to read with you.
3-4	A <b>menorah</b> holds 9 candles and is used to celebrate the holiday of Hanukkah.	Why shouldn't Sammy get too close to the menorah?	
5-6	The <b>Shamash</b> is the candle use to light other candles on a menorah. A <b>dreidel</b> is a four-sided top that is played with during the holiday of Hanukkah.	What are they doing with the menorah?	Encourage children to read aloud.
7-8	A <b>latke</b> is a potato pancake. <b>Hovered</b> means to hang in the air.	What are they going to eat?	
9-10	Read	Can Sammy have a dreidel? What do spiders spin?	Ask children to fill in the blank of a missing word.
11-12	Read	How many candles did they light? How many dreidels are there and what colors are they?	
13-14	Read	How many dreidels? What did Sammy's mother say when he asked if he could have a dreidel?	Why did Sammy's mother say that?
15-16	Read	How many dreidels?	Children repeat what Sammy's mother replied to asking if he could have a dreidel.
17-18	Read	Read	
19-20	Read	How many dreidels? What colors?	
21-22	Read	What will Sammy miss about Hanukkah?	Why will he miss it?

23-24	Read	When Sammy went to bed what did he find?	
25-26	Read	What was on Sammy's socks? Why?	How many pairs of socks did Sammy get?
Discussion Questions	What happened in Sammy's celebration?	How is Sammy's celebration like anything that you celebrate?	What do you miss after you have a celebration?

**Mr. Willowby's Christmas Tree**

Author: Robert Barry

Illustrator: Robert Barry

Suggested Vocabulary

**Splendid:** Having great beauty

**Bow:** To bend over at the end of a performance

**Parlor:** A living room

**Maid:** A person that comes to clean a house

**Haste:** To hurry or rush

**Waste:** Any materials not wanted or not used

**Glee:** Happy

**Trimmed:** To put decorations on

**Hummed :** Singing with closed lips

**Snug:** Very tight

**Padding:** To walk softly

**Drowsily:** Sleepy

**Hunk:** A large piece of something

**Trunk:** The main part of a tree usually covered with bark

**Frosty:** Icy

**Sack:** A bag

**Scampered:** To run about playfully or to hurry quickly through

**Oversized:** Too big

**Nook:** A corner in a room

Purpose	This is a story in which you could teach about sharing, sizes, and rhyming.		
Read the Story	Mr. Willowby's tree is so big it does not fit in the parlor of his house. The story takes us on an adventure with other people and forest animals.		
Cover	Read the title, <b>Mr. Willowby's Christmas Tree</b> . Tell the children that Robert Barry writes the book. Tell the children that Robert Barry also illustrates the book.		
<b>Page Number</b>	<b>1<sup>st</sup> Reading</b>	<b>2<sup>nd</sup> Reading</b>	<b>3<sup>rd</sup> and 4<sup>th</sup> Reading</b>
1	What do you see in the picture?	How did Mr. Willowby's tree go in his house?	
2-3	<b>Splendid</b> means having great beauty. <b>Parlor</b> is another word for a living room.	Where did Mr. Willowby's tree go in his house?	What do you have in your parlor?
4-5	<b>Bow</b> means to bend over. Usually this happens at the end of a show or performance.	Why did Mr. Willowby make a terrible face?	
6-7	A <b>maid</b> is a person that comes to clean the house.  <b>Haste</b> means to hurry or rush. <b>Glee</b> means to be happy.	Why was the maid rushing?	What words rhyme?
8-9	<b>Trimmed</b> means to put decorations on. <b>Hummed</b> is singing with closed lips. show children how to do this.	What words rhyme?	Have you ever trimmed a tree? What did you use?
10-11	<b>Snug</b> means very tight and cozy.	What words rhyme?	
12-13	<b>Padding</b> means to walk softly.	What words rhyme?	Show me how to pad across the room.

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14-15	<b>Drowsily</b> is when you are sleepy. A <b>hunk</b> is a large piece of something. The <b>trunk</b> is the main part of a tree usually covered with bark.	What are other parts of the tree?	What words rhyme?
16-17	Read	What words rhyme?	Invite children to read along.
18-19	<b>Frosty</b> means icy or covered with ice. <b>Sack</b> is a bag.	What words rhyme?	
20-21	<b>Scampered</b> means to run about playfully or to hurry quickly through. <b>Oversized</b> is when something is too big.	What words rhyme?	Invite children to read along.
22-23	A <b>den</b> is a bear or other animal's cave.	What words rhyme.	
24-25	A <b>nook</b> is a corner in a room.	What words rhyme?	Where do we have a nook in our classroom?
26-27	Read	What words rhyme?	
28-29	Read	Where do the mice live?	
Discussion Questions	What happens to the tree? Have you ever seen this kind of tree? Where?	Make a list of all of the rhyming words.	Is this story like another story we have read? Talk about <b>Something from Nothing</b> .

## The Littlest Evergreen

Author and Illustrator: Henry Cole

Suggested Vocabulary

**Needles:** Pointy "leafs" from an evergreen tree

**Hillside:** The side of a hill

**Titmice:** Small singing birds

**Chickadee:** A small bird with a black "cap"

**Sap:** Sticky stuff that comes from some trees

**Trembled:** Shook

**Wounded:** Hurt

**Huddled:** To get close together

**Twine:** A kind of string

Purpose	It is a great science story about the life of an evergreen tree.		
Read the Story	This story is a wonderful tale of how the littlest tree grows into a Christmas tree and how its life continues after the holiday is over.		
Cover	Read the title, <b>The Littlest Evergreen</b> . Tell the children that book is written and illustrated by Henry Cole.		
<b>Page Number</b>	<b>1<sup>st</sup> Reading</b>	<b>2<sup>nd</sup> Reading</b>	<b>3<sup>rd</sup> and 4<sup>th</sup> Reading</b>
1-2	<b>Needles</b> are like leaves on an evergreen tree. They stick out and are green. <b>Hillside</b> is the side of a hill.	Where did the tree grow up?	
3-4	Read	What kind of animal is a sparrow?	
5-6	Read	What happened during the spring, summer to the littlest evergreen?	
7-8	<b>Titmice</b> and <b>chickadees</b> are both small birds that sing.	Read	Do you have any birds near your house?
9-10	<b>Sap</b> is the sticky stuff that comes from some trees. What animal is in the picture?	Where was the littlest evergreen when it snowed?	
11-12		What season is approaching?	What are the other seasons?
13-14	Read	How did the littlest evergreen feel when the men came with the chainsaw?	
15-16	<b>Trembled</b> means to shake. <b>Wounded</b> means hurt. Like an ouchie.	What are the men doing to the trees? Why are they doing that?	
17-18	Read	Why did the men wrap the littlest Christmas tree in cloth?	
19-20	<b>Huddled</b> means to get close together.	Read	
21-22	Read	Why are the people giving the tree a drink of water?	What would happen if you didn't water the tree?
23-24	<b>Twine</b> is a kind of string.	What did the people do to the tree after Christmas?	Do you decorate a tree? What do you use?
25-26	Read	Read	
27-28	Read	What happened to the tree?	

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Discussion Questions	How did the tree change throughout the story?	Have you ever had a tree in your house? What did you do with it? It is real or not?	
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**When Winter Comes**

Author: Nancy Van Laan

Illustrator: Susan Gaber

Suggested Vocabulary

**Burrow:** To go under

**Dappled:** Marked with spots or round patches

**Tunnel:** An underground place to live

**Thistledown:** A soft fiber that comes from a plant called a thistle, that animals use for a type of bedding

Purpose	To learn about what happens to living things when it becomes very cold. Where do they go?		
Read the Story	What happens to fish, flowers, field mice and other living things when winter comes?		
Cover	Read the title, <b>When Winter Comes</b> . Tell the children that book is written by Nancy Van Laan. Tell the children that the book is illustrated by Susan Gaber.		
<b>Page Number</b>	<b>1<sup>st</sup> Reading</b>	<b>2<sup>nd</sup> Reading</b>	<b>3<sup>rd</sup> and 4<sup>th</sup> Reading</b>
1	Where do all the leaves go?		
2	Discuss leaves tumbling to the ground.	Snow is their blanket.	Their bed is the ground.
3	What happens to the flowers?	What does it mean for petals to wilt? (Let children see the picture of the flowers and describe what they see.)	
4	When seeds <b>burrow</b> down to rest underneath the leaves golden crown. (This means the seeds are hidden under leaves that have fallen from trees.) <b>Burrow</b> means to go under.		
5	What is a caterpillar?	Where do you think they go when it gets cold?	
6	The little boy is looking at a cocoon on a tree. Have you ever seen a cocoon that a butterfly has spun?		
7	Ask the children what the little boy is pointing at.	What does he see?	The nest is empty. Where do they think the birds went?
8	Where do you go (students) when it is warm weather?		What do you lay on outside?
9	What is a field mouse?	Have you ever seen any mice?	Where do you think mice live? What do you think they do to stay warm?
10	A <b>tunnel</b> is underground. Does anyone know what lives in a tunnel? <b>Thistledown</b> is a kind of soft fiber that comes from a plant called a thistle that animals use for bedding.	What does it mean that mice tunnel under the ground?	Mice rest in a nest with thistledown. Can you look at the picture and describe what you think thistledown is? What keeps you warm?

11	Do you know what a deer is? Where do you think they live? Dappled means marked with spots or round patches.	Do deer need to find a place to stay warm or does their fur keep them warm?	What is a dappled deer? Do you think that is the type of deer the book is referring to?
12	Have you ever played a game where you couldn't make a sound?	When deer wander, is that like when you move around the class from center to center?	Deer rest together under trees. Can you tell me where you and your family sleep? Do you sleep all together or separately?
13	Do you think fish swim in winter or is it too cold?	What happens to frozen water? Can anything live in it?	
14	When you are outside and the wind blows cold air in your face, what do you need to do to stay warm?		
15		What does the person that takes care of you do to help you get warm?	Can you tell me some winter activities you do with your family or friends when you are out on a cold winter's day?
Discussion Questions	After you go outside to play and come in the house, what do you feel like? Can you describe it?	Do you have special clothing that you wear? What part of your body does a ... help to keep you warm? What is it made out of?	Can the students think of any ideas where something might live under frozen water? Discuss where they think the fish, etc. go in the ocean.

## **The Hat**

Author and Illustrator: Jan Brett

Suggested Vocabulary

**Woolen:** Warm clothing made of wool

**Fresh Air:** Going outside to get a breath of clean air

**Clothesline:** Piece of rope that hangs outside to dry your clothes

**Stocking:** Another name for socks

**Hedgehog:** A small animal, covered in prickles

**Gander:** A boy goose

**Barn Cat:** A cat that lives in a barn and hunts for its own food

**Snowstorm:** A storm that brings snow

**Brambles:** Prickly plants that have thorns on them

**Ridiculous:** Silly or funny

**Startled:** Surprised

**Den:** An underground home

**Magnificent:** Great or fabulous

Purpose	To talk about winter, winter clothing, and winter animals.		
Read the Story	Lisa hangs her woolen clothes up to prepare for winter and a sock gets stuck on the hedgehog's head. He tells the animals it is a hat and they all want one for winter.		
Cover	Read the title, <b><u>The Hat</u></b> . Tell the children that book is written and illustrated by Jan Brett.		
<b>Page Number</b>	<b>1<sup>st</sup> Reading</b>	<b>2<sup>nd</sup> Reading</b>	<b>3<sup>rd</sup> and 4<sup>th</sup> Reading</b>
Cover	Read the title, <b><u>The Hat</u></b> . Tell the children that book is written and illustrated by Jan Brett.	Can you remember the author's name?	What other books have we read by her?
2-3	Read the text and point out the pictures on the page borders. <b>Woolens</b> are warm clothes made of wool used during cold weather.	What type of warm clothing do you wear when the weather gets cold?	What similarities do you notice to the other Jan Brett books?
4-5	<b>Fresh air</b> is an expression that means going outside to get a breath of fresh air. A <b>clothesline</b> is a piece of rope that hangs outside (sometimes inside) to dry clothes or air them out. <b>Stocking</b> is another name for socks.	Why do you think Lisa was hanging clothes on the clothesline if they were dry? Why did her clothes need fresh air?	Invite children to read the text with you.
6-7	Hedgie is a <b>hedgehog</b> . A <b>hedgehog</b> is a small animal covered in prickles.	Have you seen a hedgehog in another book? Tell me about it.	Why might the stocking have become stuck on Hedgie's head?
8-9		What do you think Mother Hen's idea is?	Invite children to read the text.
10-11	A <b>gander</b> is a male (boy) goose.		

12-13	A <b>barn cat</b> is a cat that lives outdoor in a barn and hunts for its own food. A <b>snowstorm</b> is a storm that brings snow.	Why will Hedgie's ears be warm in a snowstorm?	What keeps your ears warm when the weather is cool, cold, stormy, or windy?
14-15	<b>Brambles</b> are prickly plants that have thorns on them.	Have you ever seen brambles? What do you think Mother Dog was thinking when her ears perked up?	Have you ever felt something prickly? What kinds of things have prickles?
16-17		Where did Mother Pig run off to? Why do you think that?	
18-19	<b>Ridiculous</b> means silly or funny. <b>Startled</b> is another word for surprised.	Hedgie shouted at the horse. What made him feel so upset?	Encourage children to read along with you.
20-21	Hedgie lives in a <b>den</b> or an underground home.		
22-23		Hedgie thinks the girl is laughing at him. She is running after him. Why do you think she might run after him?	
24-25		Have you ever seen animals wear clothes? What animals? What were they wearing?	Invite children to read along with you.
26-27		Her woolens are missing. Where do you think they might me?	
28-29	<b>Magnificent</b> is another word for great or fabulous.	How do you think the animals close their "hats"?	
30-31	How ridiculous they look!	Why do you think animals don't need clothes?	
Discussion Questions	Tell me about your favorite character in the book. Have children write their name on chart paper and draw a picture or write their favorite animal.	Lisa says, "Animals should never wear clothes." Why do you think she says this?	How do animals stay warm in cold weather?

## **The First Day of Winter**

Author and Illustrator: Denise Fleming

Suggested Vocabulary

**First-Tenth:** Numbers that show the order of something

**Cardinal:** A red bird

**Cap:** A hat

**Snap:** Like a button

**Bottle Cap:** Top of a bottle, like a water or soda bottle

**Walnuts:** A large type of nut that comes in a shell

**Earmuffs:** Covers your ears to keep them warm

**Fanny Pack:** A pouch worn around your waist to hold things

Purpose	Increase listening vocabulary, recall the cumulative events in the story.		
Read the Story	The cumulative story is similar to the song, <i>The 12 Days of Christmas</i> . On the first day of winter, my best friend gave to me....		
Cover	Read the title, <b><u>The First Day of Winter</u></b> . Tell the children that book is written and illustrated by Denise Fleming.		
<b>Page Number</b>	<b>1<sup>st</sup> Reading</b>	<b>2<sup>nd</sup> Reading</b>	<b>3<sup>rd</sup> and 4<sup>th</sup> Reading</b>
Cover	<b><u>The First Day of Winter</u></b> by Denise Fleming. Point to the words in the title. There are 5 words in the title.	Can you remember the author's name? How many words in the title?	Why do you think the author gave this book this title?
2-3	A <b>cardinal</b> is a red bird that remains in cold climates during winter months.	What do you see? What do you think the squirrel is doing?	Encourage children to read along with you.
4-5	<b>Cap</b> is another word for hat. A <b>snap</b> is kind of like a button, but it fits together. <b>First</b> means the #1 or at the beginning. The first person born is the family's oldest. The first person in line is at the beginning.	What kinds of clothes do you have that use snaps?	Invite children to read the text.
6-7	<b>Second</b> comes after the first or looks like the number 2.	What did my best friend give me first? Second?	
8-9			Invite children to read the text.
10-11			Encourage children to read along with you.
12-13			Encourage children to read along with you.
14-15	Continue to read the text. <b>Bottle caps</b> are the caps or tops of bottles.	What do you need for a snowman's face? How else might we make a face for the snowman?	Highlight the rhyming words. Ask children to fill in the blank and leave out the rhyming word or name another word that rhymes.
16-17	Continue to read the text.	Why does the carrot go in the middle of the empty space? What else could be used for a snowman's nose?	Encourage children to read along with you.

18-19	Walnuts are large brown nuts that have to be opened with a tool because the shell is so hard. <b>Earmuffs</b> are warm circles on a headband that keep your ears warm. A <b>fanny pack</b> is like a pouch that you wear around your waist.		Highlight the rhyming words. Ask children to fill in the blank and leave out the rhyming word or name another word that rhymes.
20-21	Look at the picture.	Encourage the children to describe the picture.	Highlight the rhyming words. Ask children to fill in the blank and leave out the rhyming word or name another word that rhymes.
22-23	Continue to read the text.	What do you think they are going to do now?	
24-25	And that's all you need for a snowman's friend!		
26-27	The End	Read the word for me.	
Discussion Questions	What do you need to build a snowman? Make a list of items needed to build a snowman.	Count the rhyming words. Make a list of them.	How many rhyming words did we find?

## The Mitten

Adapted and Illustrated by Jan Brett

### Suggested Vocabulary

**Folktale:** A tale told between people over generations, usually orally

**Adapted:** Someone heard the story and told it their own way

**Knit:** To make something by hooking yarn or thread together

**Safe and sound:** An expression that means to be safe and ok

**Mole, Snowshoe Rabbit, Hedgehog, Badger:** Various animals

**Burrowed:** Dug or built a tunnel in the ground

**Tunneling:** Digging a long hole underground

**Admire:** To think something is beautiful

**Jostled:** Tossed around

**Attracted:** Drawn to (you want to be around it)

**Commotion:** A crazy and loud noise

**Swooped:** Flew low through the air

**Glinty:** Shiny

**Snug:** Warm and cozy

**Drowsy:** Sleepy or tired

**Lumbered:** Moved in a heavy or clumsy way

**Swelled:** Grew bigger

**Enormous:** Very big

**Scattered:** Thrown about

Purpose	Increase vocabulary and recall events in a story.		
Read the Story	Nikki wants snow-white mittens. His grandmother warns him that they might get lost in the snow. Animals find the mittens and move in.		
Cover	Read the title, <b>The Mitten</b> . Tell the children that book is adapted and illustrated by Jan Brett.		
<b>Page Number</b>	<b>1<sup>st</sup> Reading</b>	<b>2<sup>nd</sup> Reading</b>	<b>3<sup>rd</sup> and 4<sup>th</sup> Reading</b>
Cover	<b>The Mitten</b> is a Ukrainian folktale adapted and illustrated by Jan Brett.	Can you remember the name of the person who adapted and illustrated the story?	Read me the cover.
2-3	Read or paraphrase the foreword by Jan Brett. Explain how she did not write the story, but adapted the story.	Explain that the word <b>adapted</b> means changed. A <b>folktale</b> is an old story from a long time ago usually told out loud.	What is a folktale?
4-5	Read the text and define unfamiliar vocabulary along the way.		Encourage children to read along.
6-7	<b>Knit</b> means to make something by hooking yarn or thread together.	Do you have anything that is knitted?	What type of things are knitted
8-9	<b>Safe and sound</b> is an expression that means to be safe and ok.	What will Baba do when Nikki comes home?	Invite children to read the text.

10-11	A <b>mole</b> is a small animal that lives underground. <b>Tunneling</b> means digging a long hole underground (this is called a tunnel). <b>Burrowed</b> means dug or built a tunnel in the ground.	How do you think the mole gets around the tunnel?	Do you know any other animals that make tunnels under the ground?
12-13	A <b>snowshoe rabbit</b> is a rabbit that lives in very cold temperatures. Its fur turns white in the winter. <b>Admire</b> means to think something is beautiful.	Have you ever admired anything?	Why do you think the snowshoe rabbit's fur turns white in the winter?
14-15	A hedgehog is a small, prickly animal.	What other animals have prickles.	Have you ever felt something prickly?
16-17	<b>Attracted</b> means drawn to. (You want to be near it.) A <b>commotion</b> is a crazy and a loud noise. <b>Swooped</b> means flew low through the air. <b>Glinty</b> means shiny.	Tell me about a commotion you've seen or heard.	What are some things that are glinty?
18-19	A <b>badger</b> is an animal that digs underground and eats meat.	What other animals in the book burrow?	Why do you think the animals burrow in the ground?
20-21	<b>Snug</b> means warm and cozy. <b>Drowsy</b> means sleepy or tired.	Tell how you feel when you are tucked in snug in bed.	Tell a time you felt drowsy.
22-23	<b>Lumbered</b> means moved in a heavy or clumsy way. <b>Swelled</b> means it grew bigger.		Show me how you might lumber around.
24-25			
26-27	<b>Enormous</b> is very big. <b>Scattered</b> means thrown about.	What happened to the mitten?	Why would the mitten be so stretched?
28-29			
30-31			
32	Look at the picture.	What do you think Baba said when she saw the mitten?	
Discussion Questions	Tell me about your favorite animals in the story. Have children write their own name on chart paper and draw or write their favorite animal.	Why do you think Baba did not want to knit snow-white mittens?	A folktale is a traditional story told orally. What other folktales do you know? Make a list of folktales that children know and have heard.

## Snowballs

Author and Illustrator: Lois Ehlert

Suggested Vocabulary

**Cardinals:** Red birds that love the winter

**Sack:** A bag

**Shrinking:** Getting smaller

**Mush:** Squishy stuff

**Blob:** A spot or blotch

**Slush:** Melting snow that is liquidy and watery

Purpose	To highlight winter activities while increasing vocabulary and recalling events in a text.		
Read the Story	<b>Snowballs</b> is a text about creating a snowman.		
Cover	Read the title, <b>Snowballs</b> . Tell the children that book is written and illustrated by Lois Ehlert.		
<b>Page Number</b>	<b>1<sup>st</sup> Reading</b>	<b>2<sup>nd</sup> Reading</b>	<b>3<sup>rd</sup> and 4<sup>th</sup> Reading</b>
Cover	Read the title, <b>Snowballs</b> . Written and illustrated by Lois Ehlert.	Can you remember the author's name? How many words are in the title?	Read me the cover.
2-3	Do you think birds know when it is going to snow? Both birds are <b>cardinals</b> . <b>Cardinals</b> are red birds that love the winter.		Encourage children to read along with you.
4-5		Where did the seeds go?	
6-7	<b>Sack</b> is another word for bag. The sack in this picture is made of paper.	Have you ever used a sack? What for?	
8-9		What are the birds doing? Why?	
10-11		Look carefully at the snow mom. How would you describe her?	Invite children to read the text.
12-13	And a cool snow boy too!	What is different about the snow boy?	Have you ever built a snow person? Describe it?
14-15	Made a snow girl.	Let's describe the snow girl.	Identify the rhyming words.
16-17	And a round snow baby.		Describe the snow baby.
18-19	Built a cat and at the end of the day ....		
20-21	Made a dog named Spot.	Why do you think his name is Spot?	Let's count the number of spots on the dog?
22-23	<b>Shrinking</b> means to get smaller.	Why is dad shrinking? What does the sun have to do with it?	
24-25	<b>Mush</b> is squishy stuff. A <b>blob</b> is a blotch or spot. <b>Slush</b> is melting snow that is liquidy and watery.	How did it turn into a puddle?	What is causing everyone to turn into mush and slush?

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26-27	So long snowball.		
28-29	Look at the good stuff.	What could we do with this stuff?	
30-31	Read: Snow info		
32-33		What makes snow?	
Discussion Questions	Why do you think the builder made a snow family? If you were making a snow family, who would you make? Chart on paper.	What happened to the snow when the sun came out? Why did this happen?	Make a Venn diagram comparing two of the pictures. what is alike and different?

## **Hibernation Station**

Author: Michelle Meadows

Illustrator: Kurt Cyrus

Suggested Vocabulary

**Fuzzy:** Warm and soft

**Hibernation:** Animals sleeping for the whole Winter

**Fluff:** To make puffy

**Commotion:** Loud and crazy

**Sink:** To fall down into something

**Moan:** to complain

**Review:** To check out something

**Snooze:** Sleeping

**Huddle:** Get close together

**Snug:** Nice and warm

**Heap:** A big pile

Purpose	This text introduces children to the concept of hibernation through a narrative structure.		
Read the Story	Bear and his friends board the "Hibernation Train" to hibernate for the winter. As they arrive at the station, the friends soon discover that the quarters are quite cramped. Bear, the conductor, works to make sure that everyone has a space as they cozy up for the winter's sleep.		
Cover	Read the title, <b><u>Hibernation Station</u></b> . Tell the children that book is written by Michelle Meadows. Tell the children the book is illustrated by Kurt Cyrus.		
<b>Page Number</b>	<b>1<sup>st</sup> Reading</b>	<b>2<sup>nd</sup> Reading</b>	<b>3<sup>rd</sup> and 4<sup>th</sup> Reading</b>
2-3	<b>Fuzzy</b> means warm and soft.	Which words are rhyming words?	Why are the animals wearing their pajamas?
4-5	<b>Hibernation</b> is when the animals sleep for the whole winter.	Where are the animals hibernating?	How did the animals get ready for hibernating?
6-7	Point out and name the different kinds of animals: bear, squirrel, frog, skunk, raccoon, chipmunks, bats, etc.....	Can you name some of the animals?	Which animals are in the middle? Which animals are the smallest?
8-9	<b>Fluff</b> means to make puffy so that the pillow is nice and comfortable.	What are the rhyming words?	"But then...." What do you think is going to happen next?
10-11	<b>Commotion</b> means to get loud and crazy.	Why is the bear roaring?	How would you feel all squished up in the den?
12-13	The animals are complaining.	Why are the animals complaining?	
14-15	Have students look at the pictures and identify the trouble (a storm is coming).	What is the trouble?	What do you think bear is going to do?
16-17	<b>Sink</b> means to fall down into something.	What are the rhyming words?	Why are the animals so upset?
18-19	Moan means to complain.	What are the rhyming words?	Why are the animals so unhappy?

20-21	<b>Review</b> means to look over the maps.	Why would the bears look at the map?	What do you think the bears are going to do?
22-23	<b>Snooze</b> means to sleep.	Where is the bear telling them to go?	How is bear helping the animals?
24-25	<b>Huddle</b> means to get close together.	Why does bear tell them to huddle?	What lullabies do you sing?
26-27	Look at the animals having a snack.	How do you know the animals are eating? (Use the pictures and the sounds).	
28-29	<b>Snug</b> means nice and warm.	The animals are getting comfortable. Is the bear helping?	How do you get comfortable in your bed?
30-31	<b>Heap</b> means a big pile.	Bear asks everyone to get close together. How does this help them?	Who do you like to snuggle with?
32-33	Now they look comfortable.	Do you think they're ready for hibernation now?	How can you tell if they are happy?
34	Review the author's note.	What is the author's note?	
Discussion Questions	How do the animals get ready to hibernate?	How did the bears help solve the problem? What would you do to help the animals?	

## **Don't Wake the Bear**

Author: Steve Smallman

Illustrator: Caroline Pedler

Suggested Vocabulary

**Trembling:** Shaking

**Growling:** A loud roaring sound

**Hollow:** Empty

**Whispered:** Talked quietly

**Enormous:** Very big

**Angry:** Mad

**Tippy-toed:** Walk on the tops of your toes

**Peep:** A small noise

**Wobbling:** Shaky, about to fall over

**Saucers:** Small plates that go under teacups

**Huge:** Very big

**Splat:** Make a big mess

**Stretched:** To extend your arms and legs

**Grumbled:** Made a low, annoyed sound

**Lanterns:** Lights

**Breeze:** Blowing wind

**Groaned:** Made a low, annoyed sound

**Flickered:** Went on and off

**Despair:** Fear and sadness

**Grin:** Smile

Purpose	This narrative supports learning about winter animals and hibernation, as well as friendships.		
Read the Story	The animals are throwing a party to celebrate the end of winter and bear is sleeping still in the tree. They try very hard not to wake him.		
Cover	Read the title, <b><u>Don't Wake the Bear</u></b> . Tell the children that book is written by Steve Smallman. Tell the children the book is illustrated by Caroline Pedler.		
<b>Page Number</b>	<b>1<sup>st</sup> Reading</b>	<b>2<sup>nd</sup> Reading</b>	<b>3<sup>rd</sup> and 4<sup>th</sup> Reading</b>
Cover	Read the title, author, and illustrator.	Ask students to count the number of words in the title.	
2-3	<b>Trembling</b> means shaking. <b>Growling</b> is a loud roaring sound. <b>Hollow</b> means empty.	Why were the animals afraid?	How do you know it is Spring in the picture?
4-5	<b>Whispered</b> means to talk quietly.	What is the problem? Why don't they want to make the bear?	What are the words that rhyme on this page?
6-7	<b>Enormous</b> means very big. <b>Angry</b> means to get mad.	What are the animals going to do?	Why are there "Zzzzzs" all over the page?
8-9	<b>Tippy-toes</b> is when you walk on your toes so you are quiet. <b>Peep</b> means a quiet sound. <b>Wobbling</b> means about to fall over. <b>Saucers</b> are little plates that go under teacups.	How are the animals getting ready? What do they need for the party?	Have you ever had a tea party?

10-11	<b>Splat</b> means to make a big mess. <b>Stretched</b> means to make your arms and legs longer by reaching. <b>Grumbled</b> means to make a low noise.	What happened to Badger's dessert? What did the animals think the bear was going to do?	What are the words that rhyme?
12-13	<b>Lanterns</b> are lights. The <b>breeze</b> is the blowing wind.	Are the animals ready for the party? How do you know?	What do you do to get ready for a party?
14-15	He blew, and blew, and blew, and blew.	What do you think is going to happen to the balloon?	
16-17			
18-19	<b>Groaned</b> means to make a low noise like you are annoyed. <b>Flickered</b> means to open up and close and open up again. Bear flickered his eyes. <b>Despair</b> means fear.	What did the animals do?	Why did the animals think the bear was scary
20-21		Why are these pages turned a different way?	Why was hare afraid?
22-23	A <b>grin</b> is a smile.	Was the bear mean? How do you know?	What words rhyme?
24-25		How was the party? Was bear scary?	What do you do with your friends?
Discussion Questions	Why were the animals so afraid of the bear? Why was he sleeping so long?	How did bear treat the animals? What happened at the end?	What was your favorite part of the story?

**Llama, Llama Home with Mama**

Author and Illustrator: Anna Dewdney

Suggested Vocabulary

**Yucky:** Gross

**Sniffle:** Noise that your nose makes when you are sick

**Achy:** Hurts

**Stuffy:** When your nose feels blocked up

**Gucky:** Full of yucky stuff

**Fuzzy:** Cloudy

**Drippy:** Nose is leaking

**Doze:** Take a short nap

**Sore:** Hurts

**Bore:** Not interesting

**Hacks:** Coughing

**Wheezes:** A weird sound your breathing makes

**Soggy:** Wet

**Fluff:** To make puffy

Purpose	This book shows the different parts of a home where Llama is sick.		
Read the Story	Little Llama is home with his mama because he isn't feeling well.		
Cover	Read the title, <b><u>Llama, Llama Home with Mama</u></b> . Tell the children that book is written and illustrated by Anna Dewdney.		
<b>Page Number</b>	<b>1<sup>st</sup> Reading</b>	<b>2<sup>nd</sup> Reading</b>	<b>3<sup>rd</sup> and 4<sup>th</sup> Reading</b>
Cover	Read the title, author, and illustrator.	Read the title with me. How many words are there in the title? Do you see any letters that repeat?	Read the title with me. What are the words that rhyme?
2-3	<b>Yucky</b> means gross.	What do you see on Llama's face. What does it tell you?	
4-5	<b>Sniffle</b> is a noise your nose makes when you are sick.	How do you think little Llama is feeling?	Have you ever been sick? How did you feel?
6-7	<b>Achy</b> means something hurts. <b>Stuffy</b> is when your nose feels blocked up and you can't breathe very well.	Where is Llama in his house?	Why is Llama going back to bed?
8-9	<b>Gucky</b> is full of yucky stuff.	What room is Llama in? What clues tell you this?	Do you like taking medicine? Why or why not?
10-11	<b>Fuzzy</b> is when it feels cloudy.	How is Llama feeling?	What are the words that rhyme?
12-13	<b>Drippy</b> means your nose is leaking. <b>Doze</b> means to take a short nap.	Mama is taking care of Llama. Who takes care of you when you are sick?	
14-15		How is Llama feeling now? What is Mama making?	What do you like to eat when you are sick?
16-17	What is Mama doing?	What room in the house are they in?	Why does Mama's head not like the noise?
18-19	<b>Sore</b> means hurt. <b>Bore</b> is not interesting.	What is happening to Mama?	Invite the children to read with you.

20-21	<b>Hacks</b> are when someone is coughing a lot. <b>Wheezes</b> is a sound your breathing makes when you aren't feeling well.	What is Mama using? What do you do to feel better when you are sick?	
22-23	<b>Soggy</b> is when something is wet.	Mama is sick now. Poor Mama.	Name the rhyming words.
24-25		How do both Mama and Llama look?	
26-27		Llama has an idea. What is it?	
28-29	<b>Fluff</b> means to puff up so the pillows are nice and comfortable to rest on.	Who is taking care of Mama now?	Invite the children to read along.
30-31		What room are they in now? How can you tell?	
32			
Discussion Questions	How does Mama make Llama feel better? How does Llama make Mama feel better?	Have you ever taken care of someone you love when they are sick? What did you do?	What is your favorite thing to do when you are sick?

## The Three Snow Bears

Author and Illustrator: Jan Brett

### Suggested Vocabulary

**Ice floe:** Large chunk of floating ice

**Dog team:** Group of trained dogs

**Dog sled:** A big sled that dogs can pull over snow or ice

**Stroll:** A slow, relaxed walk

**Cool:** Not so hot

**Igloo:** A house built of snow

**Delicious:** Yummy

**Fancy:** Pretty or decorated

**Sleeping bench:** Kind of bed

**Oil lamp:** Like a candle or light, uses oil

**Mound:** A big pile

**Adrift:** Floating

**Burst outside:** Ran outside very fast

Purpose	To connect the winter theme with different kinds of homes. This home is an igloo.		
Read the Story	A young girl loses her dogs and while looking for them, finds a house. She goes in, tries their food and their clothes, and then becomes sleepy and lies in their beds.		
Cover	Read the title, <b>The Three Snow Bears</b> . Tell the children that book is written and illustrated by Jan Brett. That means that she did the writing and the pictures.		
<b>Page Number</b>	<b>1<sup>st</sup> Reading</b>	<b>2<sup>nd</sup> Reading</b>	<b>3<sup>rd</sup> and 4<sup>th</sup> Reading</b>
Cover	Read the title and author/illustrator.	How many words are in the title? Who is the author/illustrator?	Read the title with the students. Tell me how many words are in the title.
2-3	An <b>Ice floe</b> is a chunk of floating ice that is a few miles across. A <b>dog team</b> is a group of trained dogs that are used to pull a dog sled. A <b>dog sled</b> is a big sled that dogs can pull over snow or ice. The dogs are tied to the sled so they can pull it.	Look at the pictures. What is happening to the dogs? What is the little girl doing?	Look at the pictures. What do you see? What do you think will happen next?
4-5	A <b>stroll</b> is a slow, relaxed walk. We will let the soup " <b>cool</b> " means to wait until it is not so hot.	Where do you think the bear family is going?	Tell me about a stroll you have taken.
6-7	An <b>igloo</b> is a house built of snow.	Where do you think igloos are built?	Invite children to read the text.
8-9	Delicious means yummy.	Aloo-ki smelled something delicious. Let's think about some things that smell delicious.	Does this story sound like another story you've read before?

10-11	Continue to read the text. Be sure to look at the pictures on the sides of the pages. What is happening?	Some of the pictures on the sides tell us things that are happening in the story. What are the three snow bears doing? What other animals do you see in the pictures?	Encourage children to read along with you.
12-13	<b>Fancy</b> means pretty or decorated.	Why do you think she thought one pair of boots was too fancy? What made those fancy?	Encourage children to read along with you.
14-15	A <b>sleeping bench</b> is a kind of bed. An <b>oil lamp</b> is similar to a candle. It creates light using oil and a wick instead of electricity. A <b>mound</b> is a pile.	Do you remember Aloo-ki's dogs are missing? Look at the picture on the border of the page. Where are the dogs?	
16-17	<b>Adrift</b> means floating in the current.		Ask children to read the words with you.
18-19		Does the story seem similar to another story you know?	
20-21		What happened to baby bear's boots?	
22-23	Someone has been sleeping in my bed, someone has been sleeping in my bed! And there she is!		
24-25	Aloo-ki opened her eyes and saw three bears' noses only inches away.	Oh no! What do you think Aloo-ki is thinking?	Have you heard a story like that before?
26-27		Look at the pictures. What animals do you see?	
28-29	Aloo-ki <b>burst outside</b> . That means to run outside very fast.	Why did she run outside?	What would you do if you woke up to three bears' noses inches from your face?
30-31	Aloo-ki looked back to wave thank you to the snow bear.	Why do you think she waved thank you?	
32-33	Bye, bye!		
Discussion Questions	Have you ever heard a story called <b>Goldilocks and the Three Bears</b> ? Does this story seem similar to that story? What things are the same? What things are different?	What kinds of animals did you see in the story? List the animals. What were the animals doing in the pictures?	Create a Venn diagram comparing two stories, if the class is interested.

**Teeny, Tiny Mouse: A Book About Colors**

Author: Laura Leuck

Illustrator: Pat Schories

Suggested Vocabulary

**Tiny:** Very small

**Throughout:** All over the place

**Parlor:** A room in a house (like a living room)

**Mantel:** A shelf on top of a fireplace

**Knob:** The handle on a door

**Pitcher:** A container to holds water or another drink

**Bunch:** A group of something like a bunch of flowers

**Cushion:** A soft pillow you sit on

**Sunroom:** A room with lots of windows that gets a lot of sun

**Bedpost:** The tall pieces at the end of a bed

**Stand:** A dresser or bureau

**Scrub:** To wash with force

**Spread:** The cover on a bed. It is a short word for bedspread

**Roof:** The part of the house that covers it and keeps the inside safe

Purpose	This text draws attention to the various parts of a home while also focusing on color recognition.		
Read the Story	A small mouse and its mother go through their home pointing out the various colors that surround them in their home.		
Cover	Read the title, <b>Teeny, Tiny Mouse: A Book About Colors</b> . Tell the children that book is written by Laura Leuck. Tell the children that the book is illustrated by Pat Schories.		
<b>Page Number</b>	<b>1<sup>st</sup> Reading</b>	<b>2<sup>nd</sup> Reading</b>	<b>3<sup>rd</sup> and 4<sup>th</sup> Reading</b>
Cover	Read the title and author, and illustrator.	Ask the children to point to the words that start with "T".	Ask the children to read the title with you.
2-3	<b>Tiny</b> means very small. The mouse and its mom are going to look for colors all over the house. <b>Throughout</b> the house means all over.	What are the mouse and his mother going to do?	What are the words that rhyme?
4-5	A <b>parlor</b> is a room in the house like a living room.	What do they see?	
6-7	A <b>mantel</b> is the top part of a fireplace. A <b>knob</b> is the handle on the door.	What are some of the brown things in the room?	What words rhyme?
8-9	Do you see the black pot?		Invite the children to repeat the teeny tiny house and teeny tiny mouse parts.
10-11	A <b>pitcher</b> is a container that holds water or another drink. A <b>bunch</b> is a group like the flowers in the picture.	What do you see in the room?	What are the rhyming words?
12-13	A <b>cushion</b> is a soft pillow that you sit on.	What color is your bike?	
14-15	A <b>sunroom</b> is a room with lots of windows that gets a lot of sun.	What are the green things in the room?	Invite the children to read with you.

16-17	<b>Bedposts</b> are the tall parts of a bed that stick up at the ends. A <b>stand</b> is a dresser or bureau.	Does your bed look like this? Do any of the beds in your house look like this?	What are the words that rhyme?
18-19	<b>Scrub</b> means to wash kind of hard so you get it very clean.	What else do you scrub at home?	Repeat the teeny tiny parts.
20-21	A <b>spread</b> is a cover that goes on your bed. It is a short word for bedspread.	What do you notice about the phone? Does it look like the phone at your house?	
22-23	The <b>roof</b> is the part of the house that covers it and keeps the inside safe.	Do you use candles at your house? How do you get light?	What are the rhyming words?
24-25			
26-27	What is the mouse doing?	Point to the objects and ask the children what color the objects are.	Point to the objects and ask the children what room the objects belong in.
28			
Discussion Questions	What are some of the colors in your house? Why were mouse and its mom looking for different things in their house?	What are the rooms in your house? What are some of the colors of your rooms?	What is your favorite color? Name some things in your house that are that same color.

# Resources

**Module 3: We All Live Somewhere**  
**Activities and Resources**  
**\*Bolded items can be found in Resource Packet**

1. Who Took the Cookie from the Cookie Jar?
2. **Characters from The Gingerbread Baby (Gingerbread Baby, Pig, Fox, Mountain Dog, Cat, Dog, Goat) (PRINTED)**
3. 5 Little Gingerbread Men
4. Literacy Small Group Cookie Game
5. Template of Gingerbread Men
6. Cinnamon Ornaments
7. Using Your Senses Science Area Activities
8. Gingerbread Baby Bracelet
9. Writing Center Supplies - Letter to Parents
10. It's a Family Tradition - Letter to Parents
11. 5 Little Evergreens
12. Jack Be Nimble
13. **Evergreen Tree Photos (PRINTED)**
14. **The Pine Cone Experiment (PRINTED)**
15. **Mr. Willowby's Christmas Tree Characters (for retelling) (PRINTED)**
16. Tree Outlines
17. Cover Sheet from the book; Celebrate: An Anti-bias Guide to Enjoying the Holidays, Julie Bisson
18. **Rethinking Holidays from an Anti-Bias Perspective, Julie Bisson**
19. Cover Sheet from the book; Big as Life, Volume 1, Stacey York
20. **Celebrating Traditions with an Antibias Perspective: Avoiding the Holiday Syndrome, Debbie LeeKeenan**
21. The Snow Person
22. **The Winter Song (PRINTED)**
23. Melting ice Science Experiment
24. What is a Thermometer?
25. Thermometer Template, Scholastic (includes instructions)
26. Observing Temperature Changes
27. **Winter Wonderland Count & Match, Lakeshore**
28. Magic Appearing Letters
29. Why Am I So Cold Today?
30. What Does It Do?
31. Winter Mural
32. **Winter Photos (7) (PRINTED)**
33. **Build a Little Snowman (PRINTED)**
34. **A Chubby Little Snowman (PRINTED)**
35. **Frosty the Snowman (PRINTED)**
36. A Melting Snowman Activity
37. Warm Mittens
38. **The Mitten Song (PRINTED)**
39. Winter Clothing Photos (mittens, gloves, boot, scarf, hat, jackets, snowsuit pants) (PRINTED)
40. The Mitten Sequencing
41. Template of animals and mittens from The Mitten (black and white)
42. **Characters from The Mitten (Snowshoe Rabbit, Hedgehog, Owl, Badger, Mole, Fox, Bear, Meadow Mouse) (PRINTED)**
43. **Jan Brett photos (3)**
44. **Cover Sheet from The Mitten, Jan Brett (PRINTED)**
45. **Cover Sheet from The Gingerbread Baby, Jan Brett (PRINTED)**
46. **Cover Sheet from The Three Snow Bears, Jan Brett (PRINTED)**

- 47. Cover Sheet from The Hat, Jan Brett (PRINTED)**
- 48. Science: Frozen Activity
- 49. Sensory: How Animals Survive Winter Activity
- 50. Winter Animals Theme Book Suggestions
- 51. Hibernation Song
- 52. Where is Bear? (song)
- 53. Hibernation Freeze Dance
- 54. **Photos of Hibernating Animals (4) (PRINTED)**
- 55. Gross Motor: Where Are the Animals?
- 56. Winter Animal Tracks
- 57. Field Guide - Animal Tracks (2 pages)
- 58. **Brown Bear, Brown Bear What Do You See? (5 pages)**
- 59. Animal Cards - Set of Two (Fox, Cat, Pig, Chicken, Mouse, Troll, Mole, Bear, Horse, Dog, Hedgehog, Billy Goat, Goose, Rabbit)
- 60. Five Little Monkeys
- 61. Ten in the Bed
- 62. Some People Live In ..... (song)
- 63. Homes (finger play)
- 64. Three Snow Bears (song)
- 65. The Three Snow Bears Sequencing
- 66. **Photos of Household Furnishings (sofa/couch, bed, table & chairs, toilet, dresser/bureau, refrigerator, television, bathtub, stove, chair) (PRINTED)**
- 67. Household Items Cards (iron, chair, lamp, bed, fridge, book shelf, TV, vase of flowers, bicycle, trellis, table & chairs, swing, wheelbarrow & shovel, path, tomato plants, doghouse) (PRINTED)
- 68. Drawing Sheets (We Might See These Things Inside a Home; We Might See These Things Outside a Home) - 2 pages
- 69. Photos of For Sale Signs and Real Estate Listings (3 pages)
- 70. How Many Things in My Home?
- 71. **Rhyming Matching Game - Mat 1, Rhyming Matching Game - Card Set 1, Directions for Rhyming Matching Game 1 (PRINTED)**
- 72. **Rhyming Matching Game - Mat 2, Rhyming Matching Game - Card Set 2, Directions for Rhyming Matching Game 2 (PRINTED)**

## Who Took the Cookie from The Cookie Jar?

Who took the cookie from the cookie jar?

(Name) took the cookie from the cookie jar.

Who me?



Yes you.

Couldn't be.

Then who?

(Name) took the cookie from the cookie jar.

Repeat until all children had a turn.

## 5 Little Gingerbread Men (author unknown)

Use clip art provide or make your own for children to hold and act out.

Source: <http://www.preschooleducation.com/sginger.shtml>

5 Little gingerbread men on the tray,  
One jumped up and ran away.  
Catch me, Oh catch me, Oh catch me if you can!  
I'm pretty fast, I am the gingerbread man!

4 Little gingerbread men on the tray,  
One jumped up and ran away.  
Catch me, Oh catch me, Oh catch me if you can!  
I'm pretty fast, I am the gingerbread man!

Continue to zero...

No little gingerbread men on the tray. I will have to bake more on another day.

(Have 5 children lay down of the floor like it is a tray. When you sing "One jumped up and ran away" a child gets up and joins the group.

You could make paper gingerbread men and put on a cookie sheet for children to act out during Choice Time.



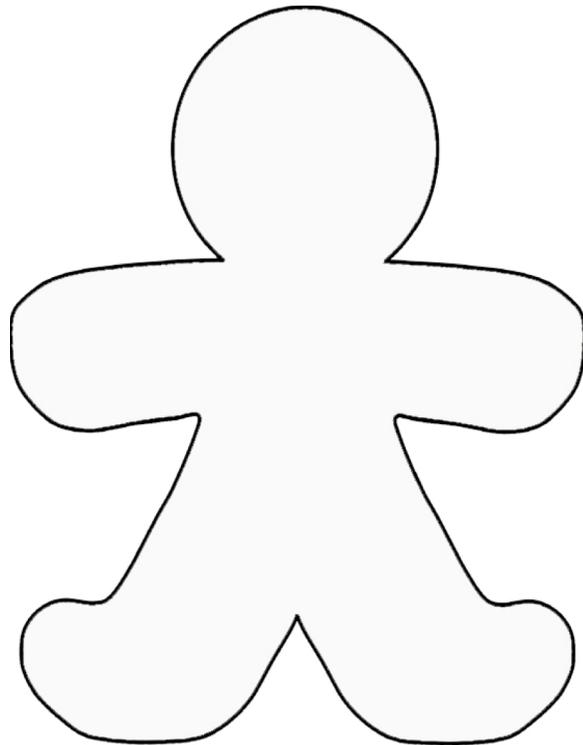
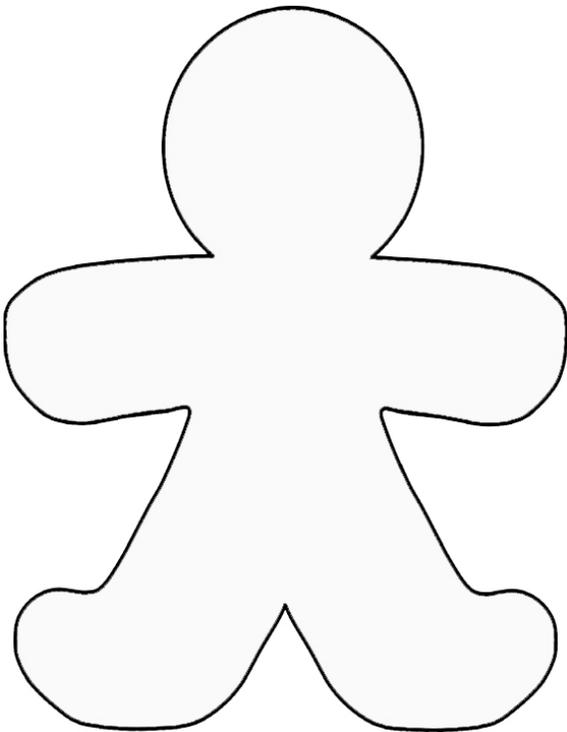
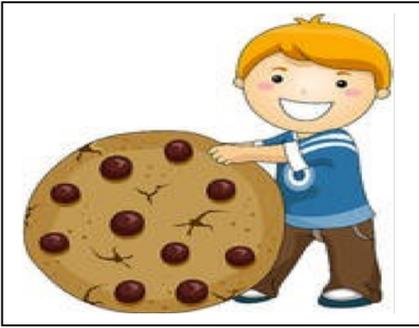
## Literacy Small Groups Cookie Game

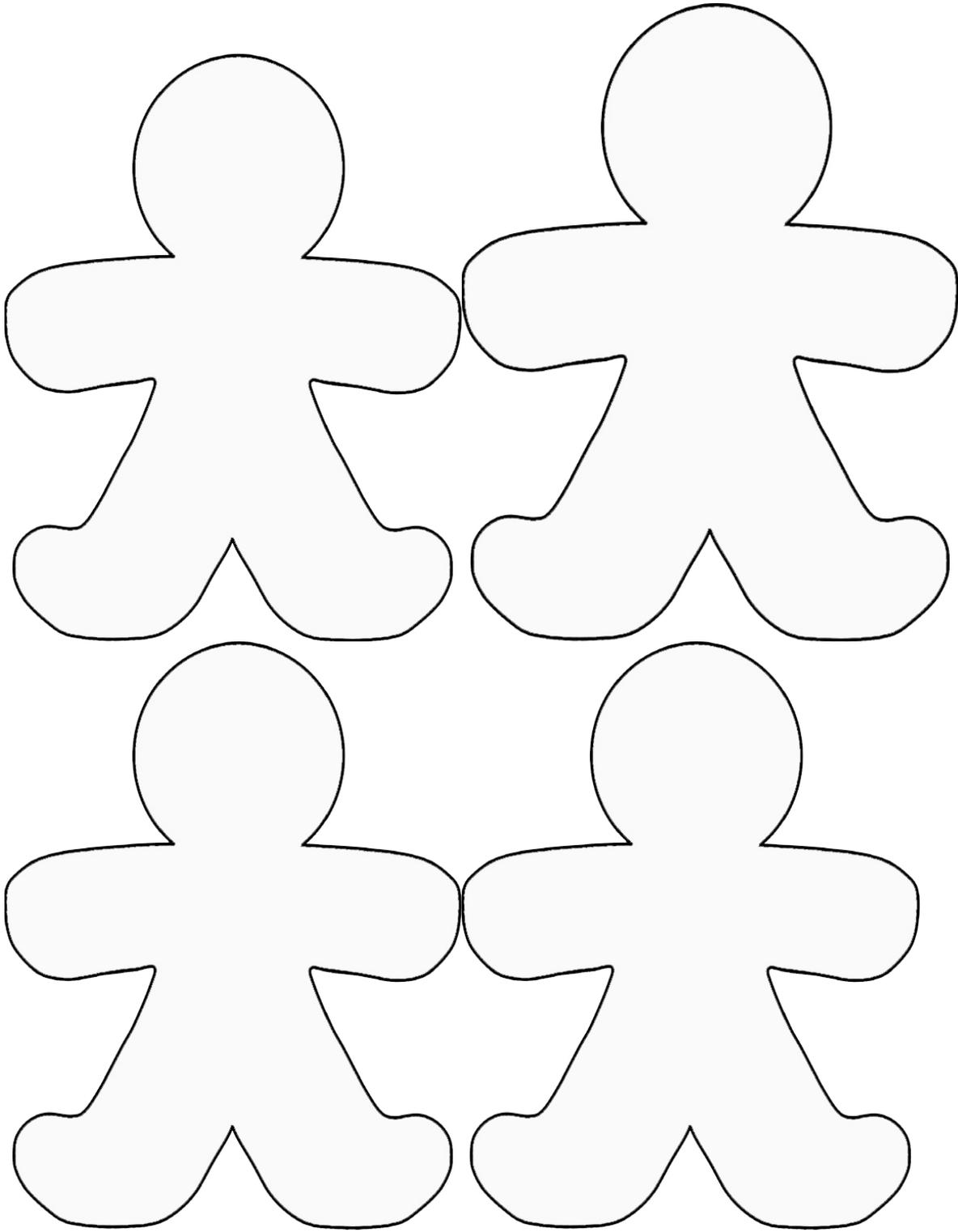
Make cookies out of construction paper. One cookie has a letter. On another cookie have a picture of something that begins with the letter. (match letter/sound)

To differentiate have children match and uppercase letters. Alternative match upper and lowercase letters

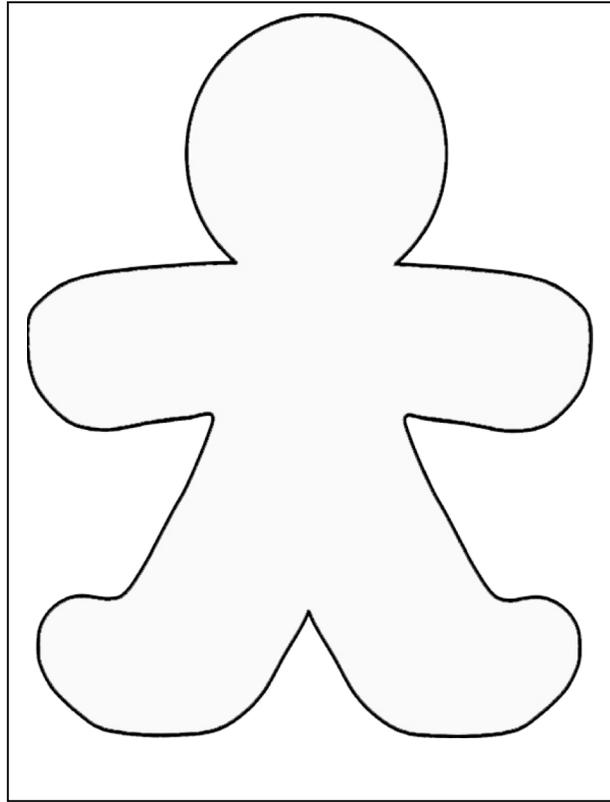
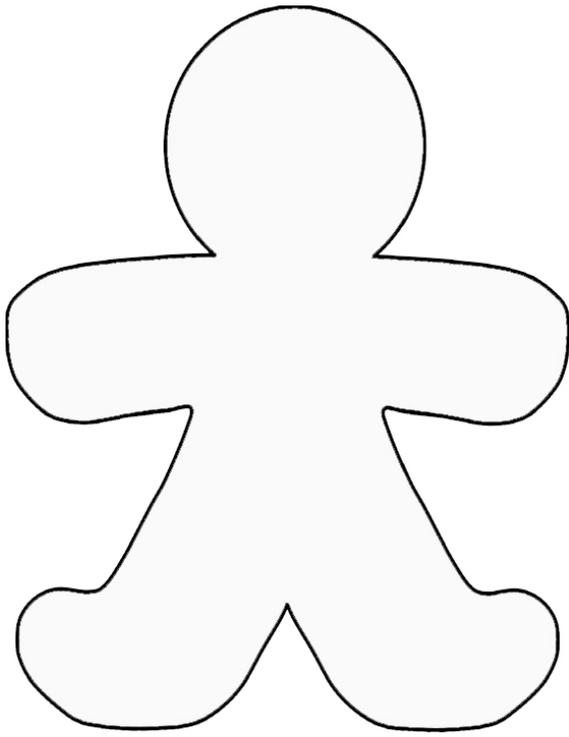
Another variation is to put out all the letters of the alphabet and turn the cookies over. Have children each turn a cookie over. If that letter is in their name they put a chip on that letter in their name. Put each cookie aside after it is turned over.

When all the letters in a child's name is covered have them identify each letter in their name. Ask children to generate a word that starts with the same first sound in their name.





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# Cinnamon Ornaments

Taken from Cooks.com

## APPLESAUCE - CINNAMON ORNAMENTS

2 lbs. cinnamon

70 oz. jar applesauce

4 oz. Elmer's glue

Place cinnamon in large bowl. Add glue and gradually add enough applesauce to get slightly firm dough. Roll out to 3/8" to 1/2". Cut out with cookie cutters. Use a straw to make a hole in top of ornament for ribbon. Let dry at room temperature or bake at 200 degrees for 1 hour and then let dry completely.

## Using Your Senses Science Area Activities



Touch

Cut out a pair of squares from different textures such as sandpaper, fur, cotton, burlap, tinfoil, bubble wrap, sponge. Glue one square from each pair of textures on a file folder or piece of cardboard. Glue or draw a bow on top of each square to resemble a present. Put the remaining squares in a feely box or bag. Children feel a square in the feely box or bag and find the matching texture on the file folder/cardboard. Children should describe the texture or teacher can assist them in finding the word to describe the texture.



Smell

Cut out pairs of gingerbread men from sandpaper. Draw a shape on the back of matching pairs. Draw matching faces on the pairs using sharpies. Pour glue on the pairs. Sprinkle one pair with cinnamon. Sprinkle ground cloves on another and sprinkle ground ginger on another. Mix up the pairs and the children can smell them and find the matching pairs. They can turn the pairs over to look at the shapes and see if they match also. You could do a similar activity by making gingerbread men out of felt. Sew two together and fill the inside with cinnamon, ground, cloves or ground ginger. You can use a sharpie to draw face and draw a shape on the back to each pair to help children identify pairs. These may last for a couple of years.



Hearing

Put out different types of bells. Have the children listen to them and describe them. Some sound louder than others. Which kind of bell does the children think sounds nicer.

# Gingerbread Baby Bracelet



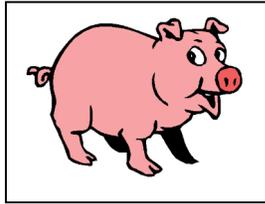
brown bead



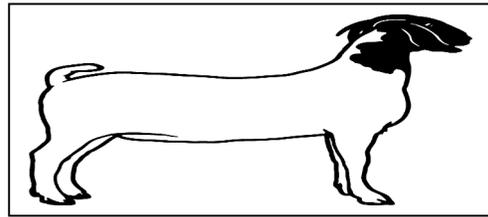
green bead



black bead



pink bead



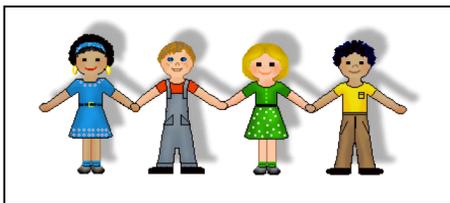
white bead



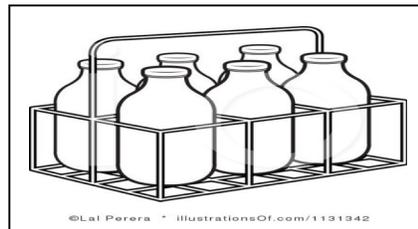
The girls red bead



Fox orange bead



Village people yellow bead



Milk and Cheese man clear beads

## Writing Center Supplies



Dear Families,

We will be making cards for our friends and family in school. We are looking for blank note cards, and/or card stock that we could cut up into cards along with envelopes and stickers. We would appreciate anything you might be able to send along with your child.

Thank you for your donation,



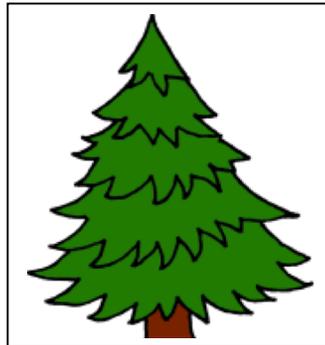
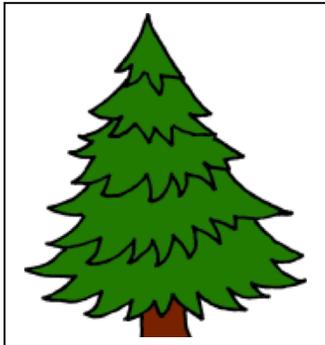
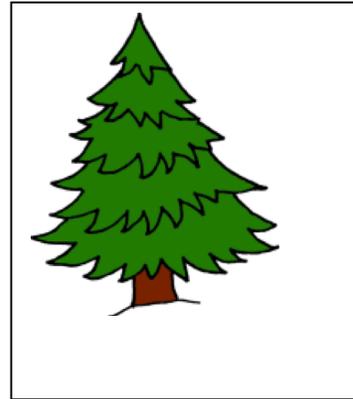
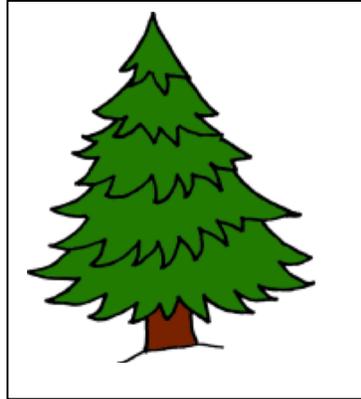
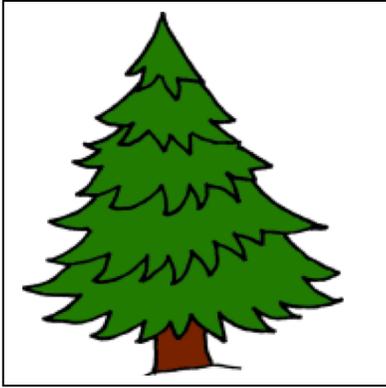
Dear Families,

We are talking about different family traditions in school. We are reading many books about different traditions. We are asking each family to describe some of your family traditions. If possible, please send in some pictures or items related to family traditions for your child to share.

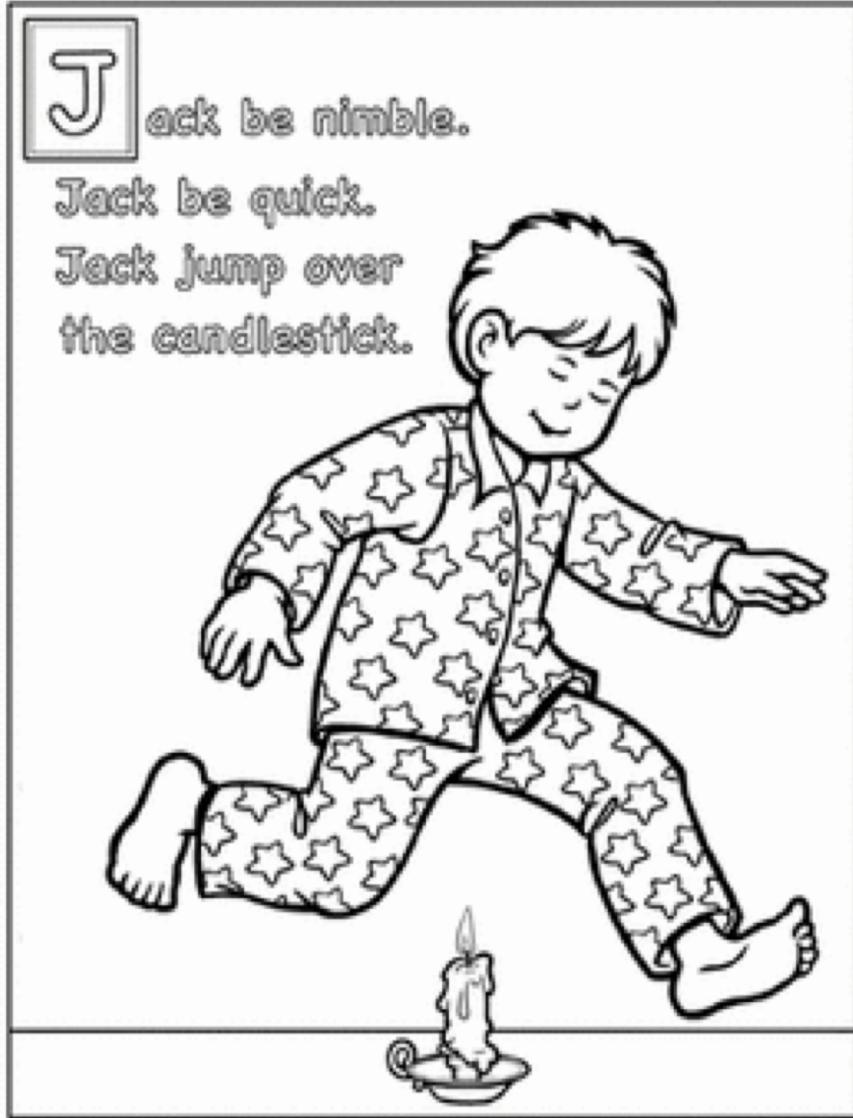
Thank you,

## 5 Little Evergreens (author unknown)

5 little evergreens standing all together.  
The first one said, "I love December weather".  
The second one said, "It's going to snow tonight"  
The third one said, "Then our holiday will be white".  
The fourth one said, "Let's look up at the sky".  
The fifth one said, "Is that a flake I spy?"  
Then down came the snow and covered every tree.  
And the five little evergreen shouted out, "Yippee!"



# Jack Be Nimble



**J**ack be nimble.

Jack be quick.  
Jack jump over  
the candlestick.

## The Pine Cone Experiment

### Materials Needed:

- pine cones, at least 8 - 10
- small kitchen towel
- container with water (we used a plastic storage container)
- magnifying glass (optional)

### Process:

The first thing you need to do is collect your pine cones.

Encourage children to find a variety of pine cones; small to large and closed to open. For the experiment, you really just need open pine cones, but children will get more out of the sorting process if they have a variety with which to work. It is best to do this when there have been a few dry days in a row so that the mature pine cones are open.

Once you have collected your pine cones have children sort them into piles with similar characteristics. Guide them to sorting out the open pine cones (like those on the right in the picture below) from the closed pine cones (like those on the left in the picture below). They could also sort based on other characteristics such as length, color, etc. in addition to the open/closed. If you have picked pine cones from different trees then the cones may help you identify them, along with observations of the number of needles in each cluster, length of the needles or cones (great practice in measurement!), color, etc. (Here's a key [\(pdf\)](#) that may help.) The closed pine cones are ones that are not mature yet; the maturation process takes anywhere from 1 to 3 years depending on the type of pine and weather conditions.

**Pine cone seeds** are found in pairs under each of the scales of the pine cone (except the top and bottom ones, where are too small). They are interesting, often winged seeds (similar to maples) that rely on the wind for seed dispersal.



To get a better idea of the seed, take a kitchen towel and place the pine cone inside. Then, carefully twist the pine cone back and forth a few times. Open the towel and you should see some of the seeds have been released. Have your child examine it (with the magnifying glass if they prefer) and then let it fly so you can also observe how it travels in the air.



Now for the water! Take a few of your open pine cones and place them in a container of water for at least an hour. Have children describe what the pine cones look like at the beginning and/or write it down in their science journal. Encourage children to make a predictions about what they think will happen. Make sure to keep at least one open pine cone nearby (not in the water) so that you can use it as a comparison.



Ta da! The open pine cone has magically become a closed pine cone! Okay, not quite magic - it's science!

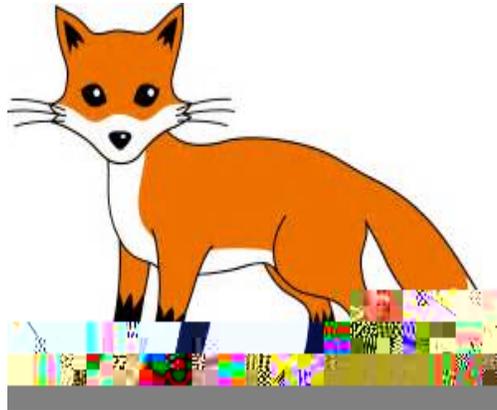


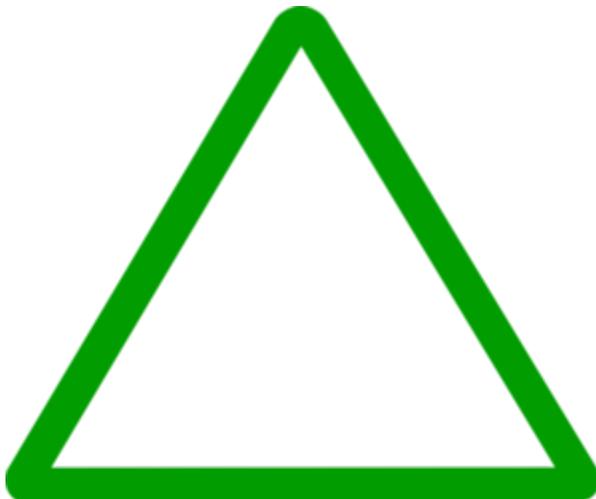
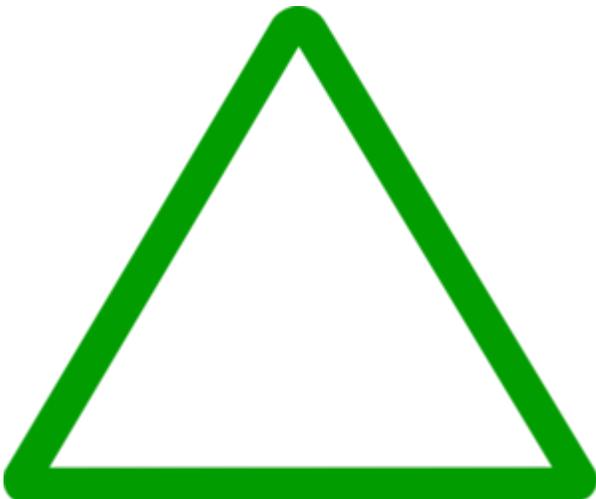
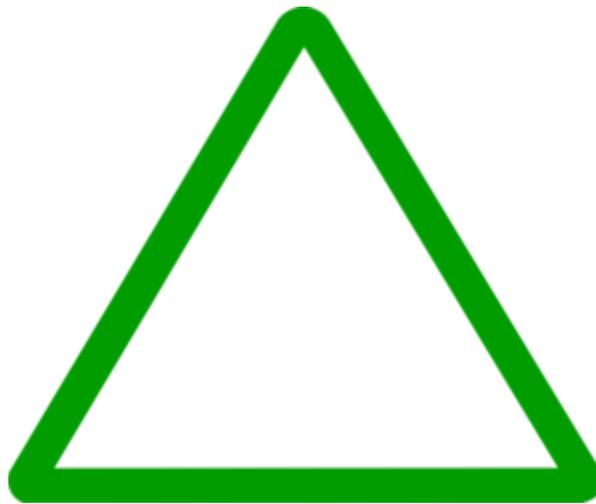
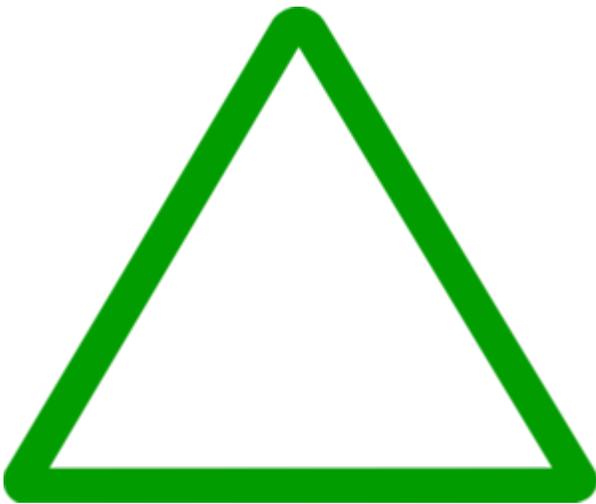
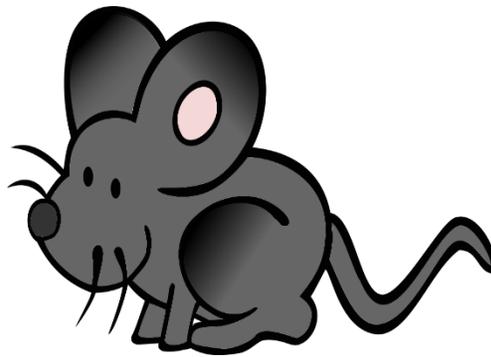
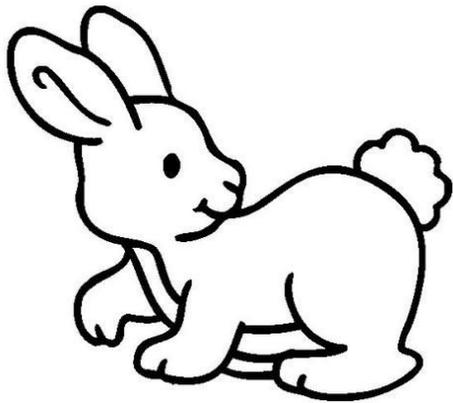
Have children make observations of the pine cone and evaluate their earlier prediction. Also have them infer as to why they think the pine cone closes when exposed to water. You can then take the pine cone out of the water and leave it to dry. Depending on the weather conditions, it may take a few days to dry out - or you can hurry it along by placing it in the sun or even using a hair dryer

# Mr. Willowby's Christmas Tree Characters (for retelling)

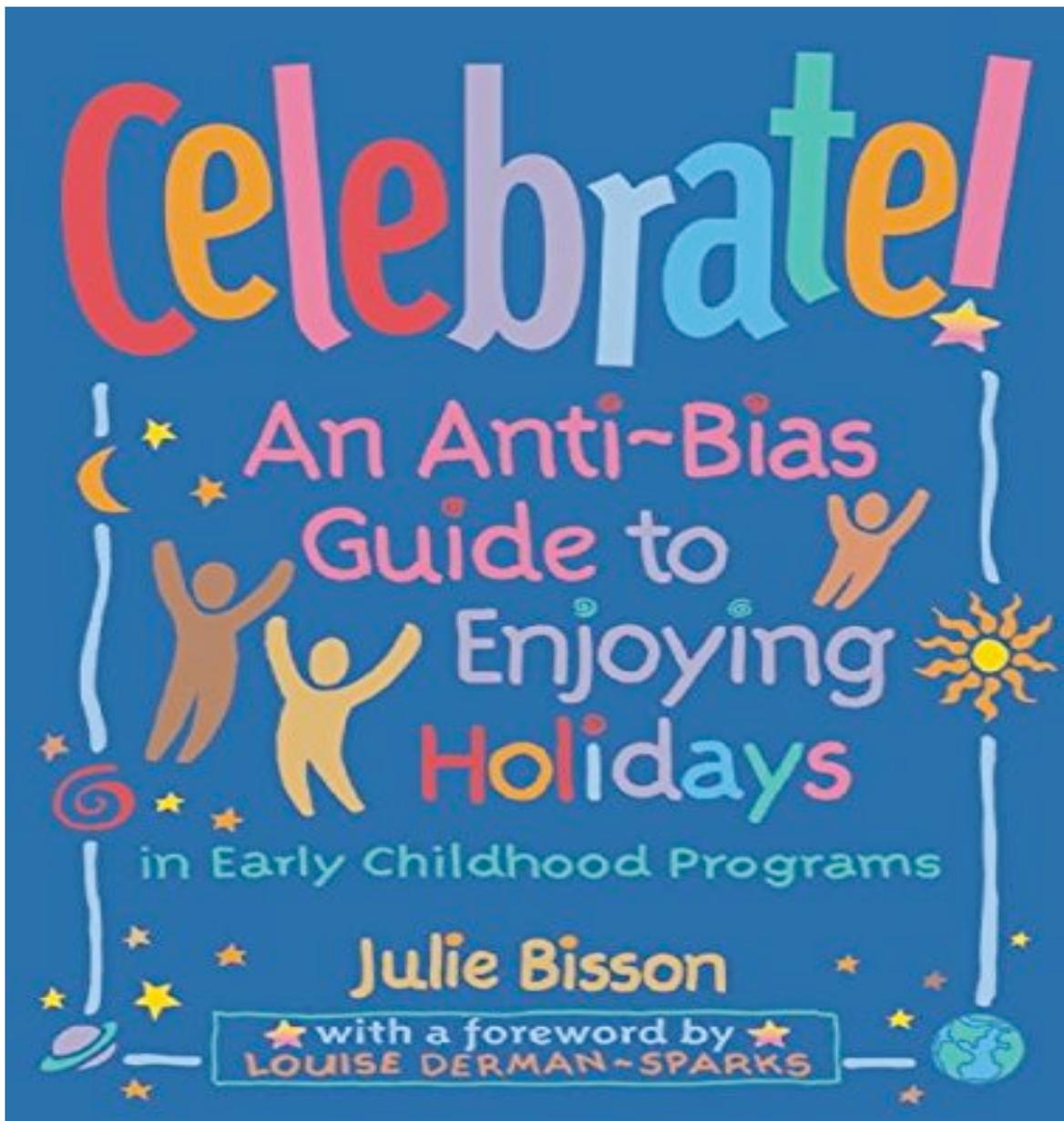


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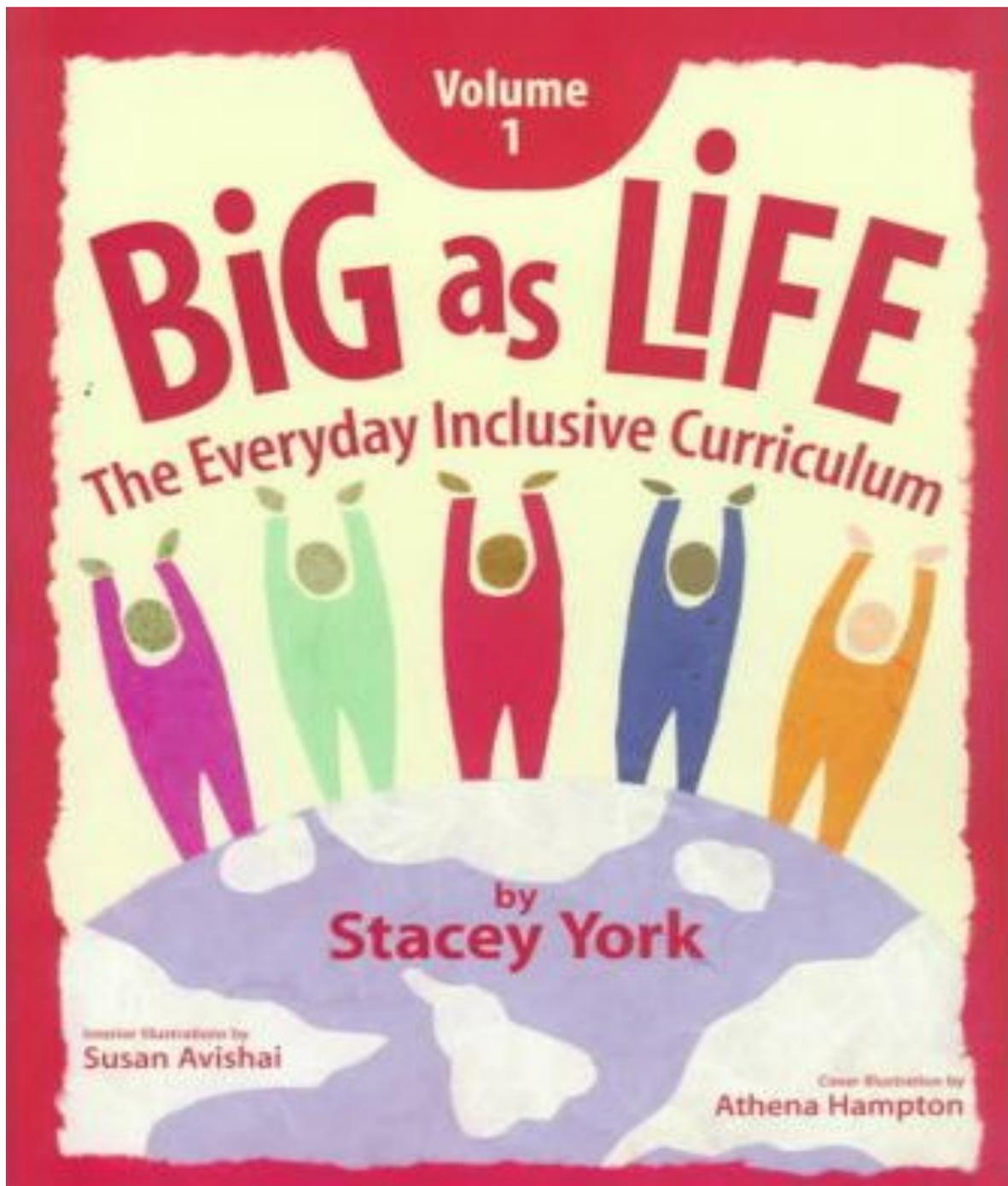




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## Snow Person

Snow Person, Snow Person where did you go?  
I built you yesterday out of snow.  
I built you high and I built you fat.  
I put on eyes, and a nose and hat.  
Now you're gone all melted away.  
But it's sunny outside so I'll go and play.  
(Add gestures and touch body parts as you read the poem with the kids)

## The Winter Song

(tune: Farmer in the Dell)

Let's sing a winter song,  
Let's sing a winter song,  
The days are short, the nights are long.  
Let's sing a winter song.

The winter wind is cold,  
The winter wind is cold,  
It freezes noses, ears, and toes.  
The winter wind is cold.

Winter now is here,  
Winter now is here,  
Put on your coat, your hat, your gloves,  
Winter now is here.



## Melting Ice Science Experiment

### Materials

- Bowls or dishes (for making the ice)
- A large tray with sides
- Salt
- Liquid watercolors or food coloring
- Droppers or a spoon

For fun, and for experiment's sake, I filled many different sizes of bowls with water and left them to freeze overnight. I recommend this!! Not necessarily the many part, but if you do this, try for 2-3 different sizes. And keep at least one of them shallow. The Tupperware container you can barely see in the back of the photo above was great for this.



I gave them each a bowl of table salt (the cheap Morton's salt) and they sprinkled it over the tops of the ice domes.

Two notes:

- Rock salt, or another coarse salt, would be good to try as well, but we didn't have any. (I did have some sea salt in the kitchen, but felt it was too expensive to use like this.)
- I purposely gave them each a modest amount to sprinkle since I didn't want a repeat of the salt dumping excuse for a science experiment we had last time.

Once we could tell that the salt was melting the ice, I got out the liquid watercolors. I squeezed a little bit of a few different colors (yellow, pink, purple, turquoise) into jelly jars and added a dropper to each.

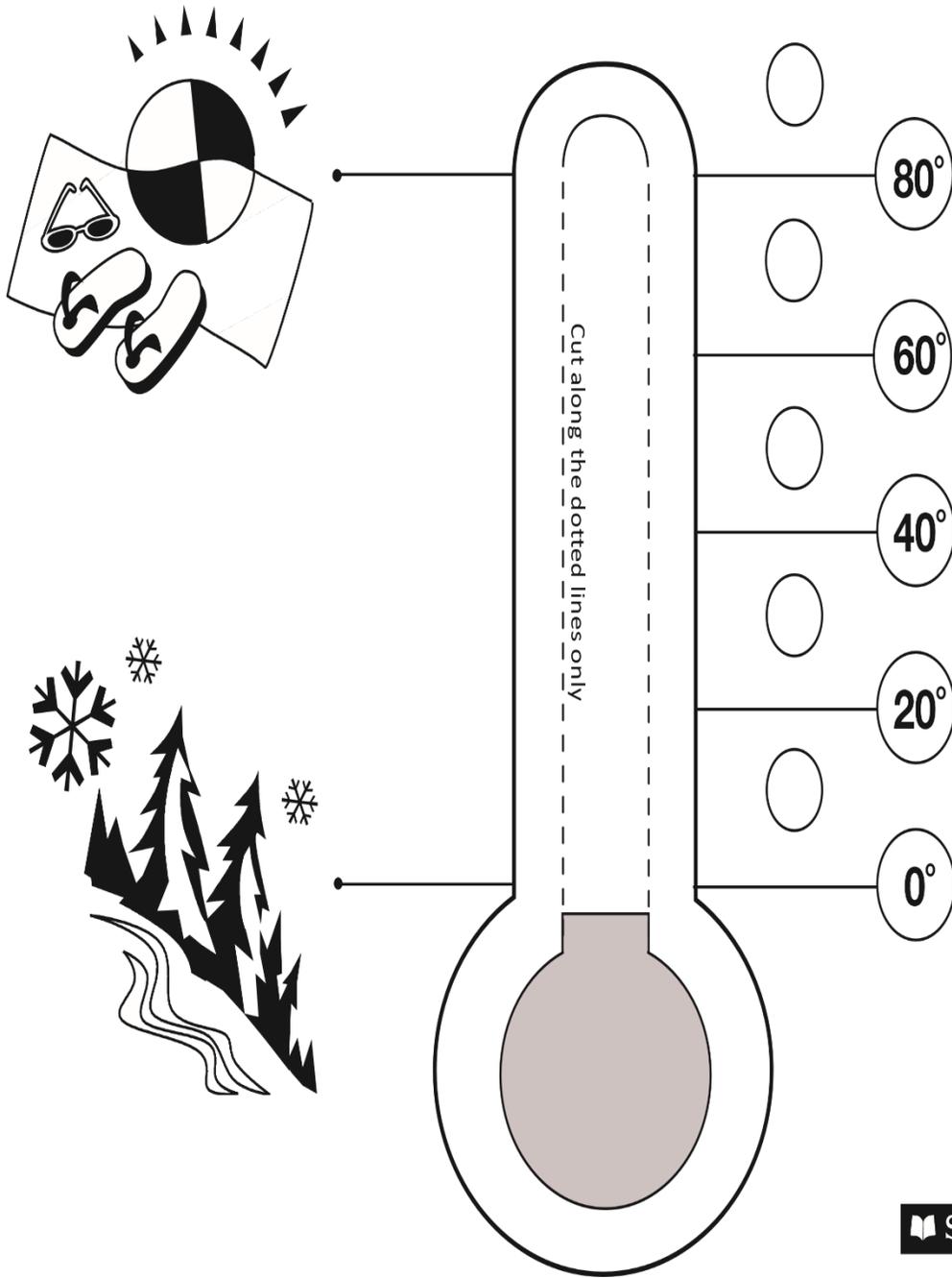
Note: You can also use food coloring for this project. The color selection may be more limited, but it works just as well.

## What is a Thermometer?

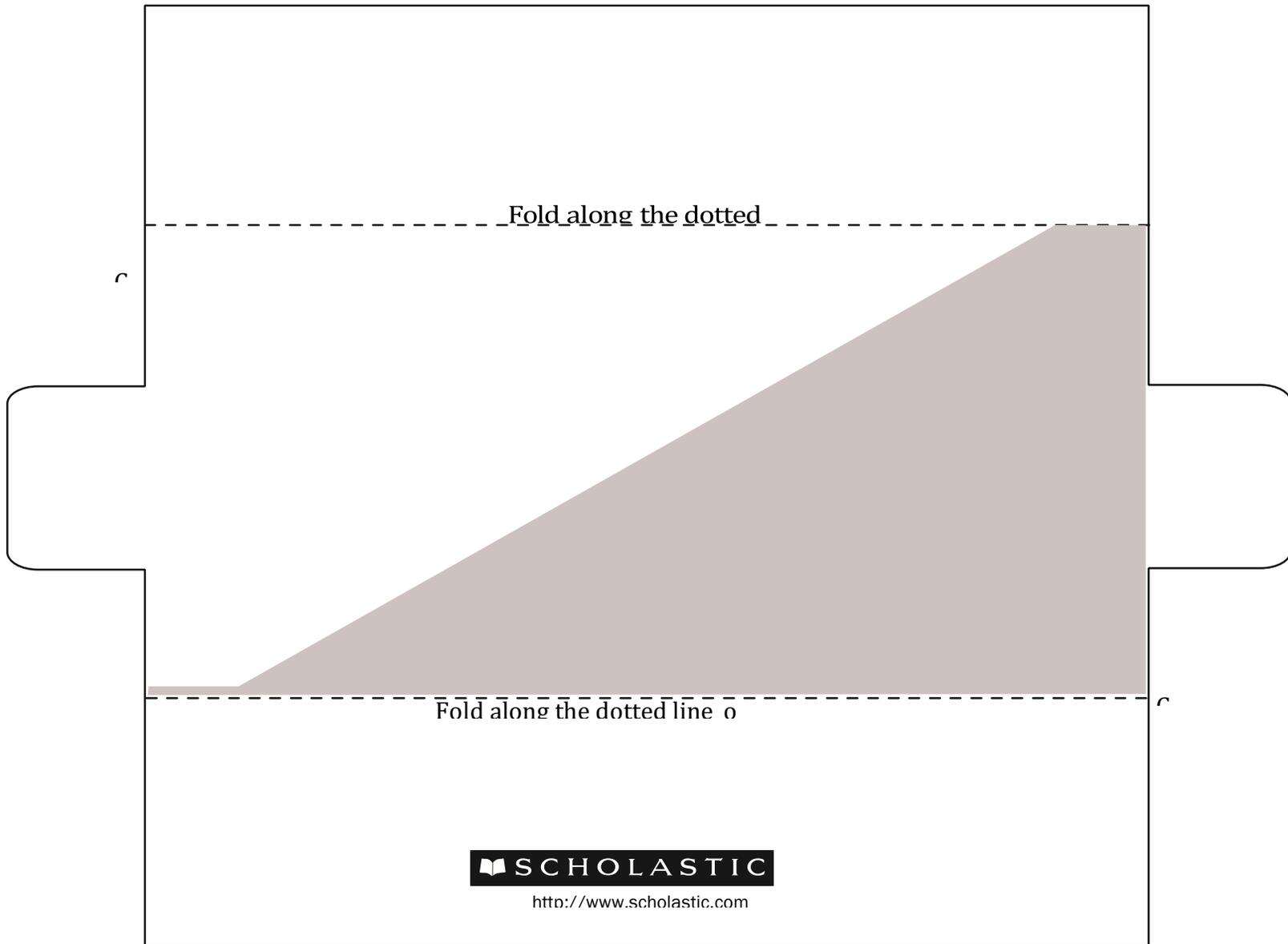
Teach students the basic idea that when there is a lot of red on the thermometer, that it means hot. Not a lot of red means cold. As the students track weather they will get a better understanding of how a thermometer works.

Discuss that we have been talking a lot about winter and how cold it gets. Show the students a thermometer and explain you will keep track of the outdoor temperature.

Give each student a paper thermometer.



 SCHOLASTIC



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## Instructions

1. Students can color the thermometer sheet and the back pull-tab. The back pull tab can be colored red to represent the mercury in the thermometer. The circles on the thermometer sheet can be colored to match your class thermometer.
2. To create the back pull-tab, students (or an adult) can cut along the outer edge of the tab. Then, fold along the dotted lines and tape the ends down. You should have a tab that will fit with the thermometer sheet.
3. To assemble the thermometer, an adult will need to cut two slits (see the dotted lines) on the thermometer sheet. Then slide the tab through these slits, so that the red from the back sheet fills the thermometer.
4. Have students change the temperature on their thermometer by sliding the back-pull tab to the right or to the left.

### Observing Temperature Changes

#### Students will:

1. Describe the purpose of the thermometer.
2. Read a color-coded thermometer.
3. Tell whether the thermometer means hot or cold.

#### Materials

- Outdoor thermometer
- Black paper
- Colored circle stickers
- Thermometer Sheet
- Cardstock
- Scissors
- Red crayons

#### Set Up and Prepare

1. Put color-coded stickers on the outdoor thermometer. Red at 80-100 degrees, orange at 60-80 degrees, yellow at 40-60 degrees, green at 20-40 degrees and blue at 0-20 degrees.
2. Cut black paper into strips and hang one strip in the calendar area. Place extra colored stickers nearby.
3. Create a teaching thermometer by printing the thermometer sheet on cardstock and following the directions provided.
4. Print one copy of the thermometer sheet for each student on regular white paper. The students will create their own thermometers during the lesson. Depending on the skill level of your students, you may want to cut out the thermometer patterns for them ahead of time. Then they will only be responsible for coloring the thermometers during the lesson.

**Instructions:**

1. Students color the darker area on the thermometer sheet and pull back the tab. The circles on the thermometer sheet can be colored to match the class thermometer.
2. To create the back-pull tab, students (or an adult) can cut along the outer edge of the tab. Then, fold along the dotted lines and tape the ends down. You should have a tab that will fit with the thermometer sheet.
3. To assemble the thermometer, an adult will need to cut two slits (see the dotted lines) on the thermometer sheet. Then slide the tab through these slits, so that the red from the back sheets fills the thermometer.
4. Have students change the temperature on their thermometer by sliding the back pull tab to the right or left.

**Directions****Day 1**

**Step 1:** Discuss how we have been talking a lot about winter and how cold it is getting. Show students the outdoor thermometer and tell them that we will be keeping track of how cold it is with this thermometer. Describe how the thermometer tells us the temperature, whether it is hot or cold. Hang the thermometer outside and tell them that we will check it later to see the temperature.

**Step 2:** Show them the teaching thermometer and talk about what the thermometer looks like when it is warm and when it is cold.

**Step 3:** Explain that they are going to make their own thermometer to practice reading a thermometer. Model the process for the class.

**Step 4:** Hand out copies of the thermometer sheet and have students color the thermometers per the instructions.

**Step 5:** When the students are finished, collect the thermometers and bring them back to the rug. Show them the thermometer that you hung outside and ask them what "color" it is today (what sticker does the red line touch?). Then record the temperature by putting that color sticker on the black strip of paper you hung at the calendar area.

**Ongoing:** Add "Temperature Person" to your daily jobs and have a student check the temperature and put the colored sticker on the black strip every day. I would change the strip with each new month and hang the strips in a long line around the room to show how the temperature has changed during the year. I also would hang the name of the month above each strip (January is mostly blue and green! But look at June! Now we are all orange and red!).

**Day 2**

**Step 1:** Before the lesson, cut slits in the students' thermometer sheets and assemble them.

**Step 2:** Sit the students at the rug and pass out their thermometers. Have them practice using them by asking them to show you what hot and cold look like. Then have them turn to a partner and practice with each other.

**Step 3:** Read *Caps, Hats, Socks and Mittens* by Louis Borden. As you read have the students show on their thermometers what kind of temperature you are describing.

## Magic Appearing Letters

Use a white crayon and write letters on pieces of white paper.

Students use watercolors and a paintbrush to make the letters appear.



### Why Am I So Cold Today?

-“**Puppet Shivers**” is the name of the puppet.

-**Puppet:** Shivers a lot and looks around at the children.

-**You:** \_\_\_\_\_, you’re shaking. Are you scared?

-**Puppet:** “No, I’m not scared. I am FREEZING! Why am I so cold today?”

-**You:** Perhaps because of the season it is. Boys and Girls, do you remember what season it is?  
It is the one that comes after fall.

-**Puppet:** OH! Is it really winter already? That’s why it’s cold outside! You know a lot of my friends have to get ready for the cold. - Boys and girls, what do you do to get ready for the cold?

Encourage the children for winter clothing answers such as “What do you put on your hands in winter so they don’t get too cold”? What else do you wear in winter? (coats, scarves, boots etc).

### What Does It Do?

This is a great song that tells what specific behaviors happen in winter!

Sung to the tune of Skip to My Lou

\_\_\_\_\_ (name of animal) is getting ready, what does it do? Does it wear boots and hats like you? That’s not something a \_\_\_\_\_ would do! It

\_\_\_\_\_ (list what the animal does in winter)!

Examples: Turtle- stays warm under the mud. Snakes: hide in a hole. Deer: grow thick fur.

Bear- takes lots of naps (hibernates). Rabbit: grows white fur. Birds: fly somewhere warm.

## Winter Mural

**Objective:** Children will use language, creative thinking, and socialization skills to create a class mural.

### Before Reading the Book:

Write **winter** on the top of a sheet of chart paper. Ask the children to close their eyes and think about winter. What comes to their minds when they think about winter? Record their responses.

### Materials to Create a Mural:

White paper/paint/sponges/paint brushes/tissue /drawing and construction paper/chart paper/crayons/pencils and markers/scissors/glue.

### Winter Mural Directions:

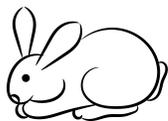
1. Read the text. Learn concepts of book.
2. Develop a language-experience chart to record what they have learned about winter. Use the book to help them to recall the answers to the questions posed in the book.
3. Explain to the children they will work together to create a mural about winter that will depict things that they have learned in the book. Ask them how they would depict the winter sky, ground and water. Make a list of their ideas and have children choose specific areas of the mural to design.
4. When they have completed their mural provide the children with paper. Ask them to write and illustrate about something they learned from the book.
5. Include a copy of the cover of the book with a description of the activity.
6. Congratulate the class for their creativity and cooperation skills.

## Build A Little Snowman (sung to I am a little Teapot)

Build a little snowman, start with his feet.  
Put on lots of snow, an pat it all so neat.  
Then make a roun ball, an put it up on top.  
Then the sun will come out,  
an make the snowman hot.

## A Chubby Little Snowman

A chubby little snowman  
Had a carrot nose  
Along came a rabbit And what do you suppose?  
That hungry little bunny,  
Looking for his lunch,  
Ate the snowman's  
Carrot nose.....  
Nibble, nibble, CRUNCH!



## Frosty the Snowman

Frosty the Snowman, was a jolly happy soul,  
With a corn cob pipe and a button nose, and two eyes made of coal.

Frosty the Snowman, is a fairytale, they say.  
He was made of snow, but the children know he came to life one day.

There must have been some magic in that old silk hat they found,

For when they placed it on his head, he began to dance around!

Oh, Frosty, the Snowman, was alive as he could be;  
and the children say he could laugh and play,  
just the same as you and me.

Thumpety thump, thump, thumpety thump, thump,  
look at Frosty go.

Thumpety thump, thump, thumpety thump, thump,  
over the hills of snow.

Frosty the Snowman, knew the sun was hot that day,  
so he said, "Let's run, and we'll have some fun now, before I melt away."

Down to the village, with a broomstick in his hand,  
Running here and there, all around the square,  
sayin', "Catch me if you can."

He led them down the streets of town, right to the traffic cop;  
and only paused a moment, when he heard him holler, "Stop!"

For Frosty, the Snowman, had to hurry on his way,  
But he waved goodbye, sayin' "Don't cry, I'll be back again some-day."



## A Melting Snowman Activity

### Supplies Needed:

- small plastic cups {dollar store}
- baking soda
- vinegar
- water
- black beads
- orange foam paper {for noses}
- glitter and sequins {optional}
- *food coloring {optional}*

*To Make:* Add water to a good load of baking soda just until you get a crumbly but pack-able dough. It shouldn't be runny or soupy. Place to beads and an orange triangle nose in the bottom of the cup. Add some of the mixture. Then place some sequins and buttons {more beads} on top of the mixture and cover with more mixture. Place in freezer. Let sit overnight. Run hot water around the outside of the cups. This will loosen the snowmen and they will slide out more easily.



### Snowman Baking Soda Science Sensory Play

Set out your snowman baking soda science activity with a baster and a bowl of vinegar. I added a drop of blue food coloring to the vinegar for a *Frozen* {favorite movie here} appeal! It made it so pretty as the snowman melted.



He thought this snowman baking soda science activity was so cool! We did have a lot of fun while playing with one of our favorite science activities! Adding in a baster helps fine motor skills too!

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Simple sensory science play.



Tons of tactile and visual sensory play going on here!



At the end, we enjoyed great sensory play with the activity that was left. We talked about what we felt like the cold vinegar water and the fizziness from the gas that was created. We stirred it for more fizzing action and used our hands to pick up the melting snowmen. Pretty cool!

## Warm Mittens

I wiggle my left hand,  
I wiggle my right,  
inside of my mittens,  
so warm and so tight.

I wiggle my pinkie.  
I wiggle my thumb,  
so when I make snowballs,  
my hands don't get numb.



## The Mitten Song Marie Louise Allen

"Thumbs in the thumb-place,  
Fingers all together!"  
This is the song  
We sing in mitten-weather.  
When it is cold,  
It doesn't matter whether  
Mittens are wool,  
Or made of finest leather.  
This is the song  
We sing in mitten-weather:  
"Thumbs in the thumb-place,  
Fingers all together!"



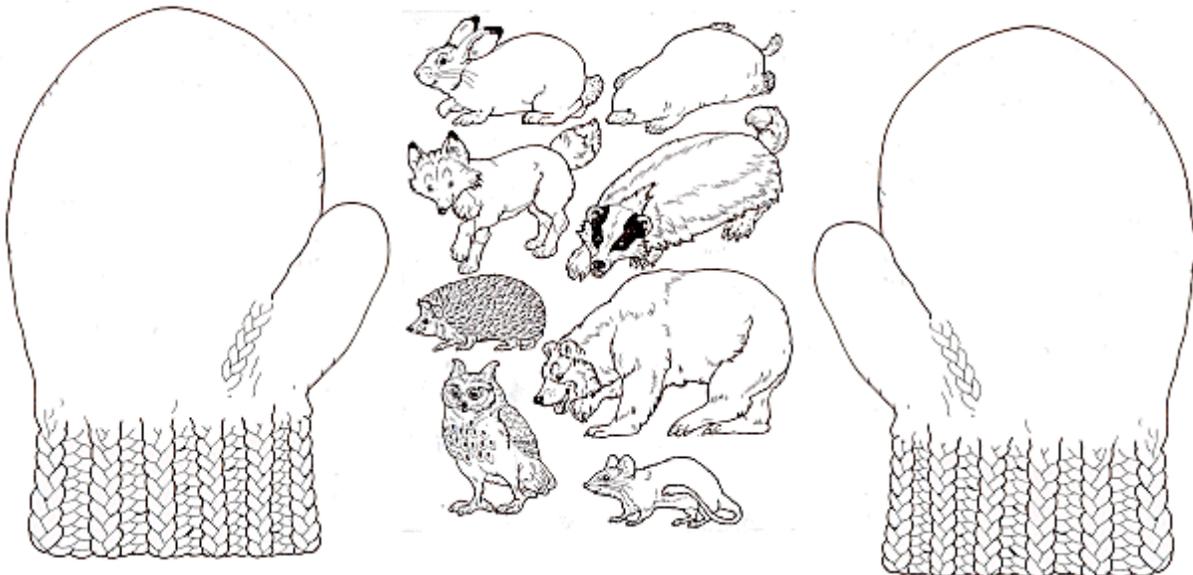
## The Mitten Sequencing

Have children put the animals in the mitten in the order that it occurs in the story.



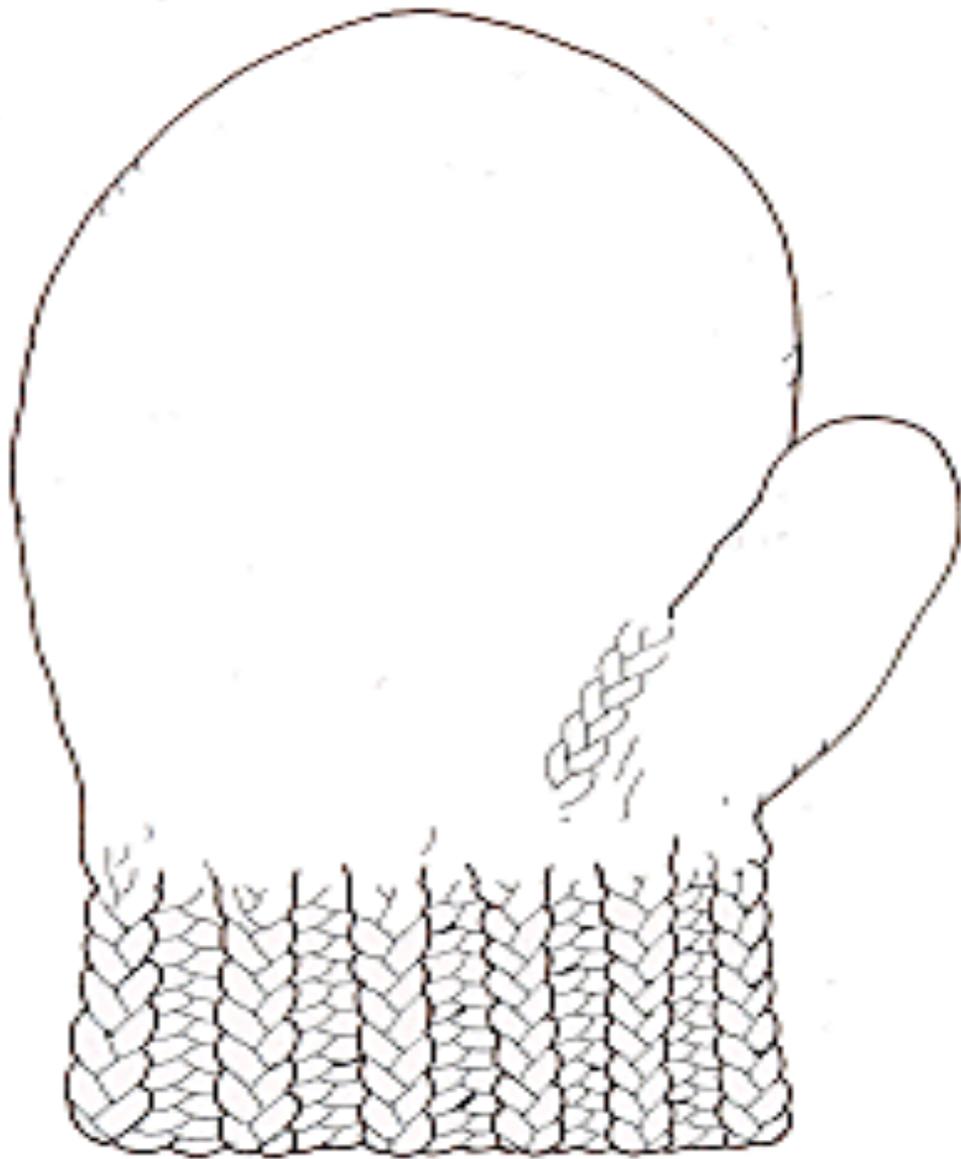
Click on each letter for the full-sized print or click on the link under the artwork for a PDF version.

Color the mittens and the animals, cut out the two mittens and tape them together to make one, then cut out the animals. They can crawl right in!





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### **Science: Frozen Ice Activity**

- Freeze a block of ice in a pan about a 1/2 inch of water.
- With the students, take out the pan of frozen ice from the freezer and add warm water.
- The ice floats.
- Add plastic fish etc. to the water and discuss the properties of the water and how fish can still live.

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## Sensory: How Animals Survive Winter Activity

- Take 2 baggies and put one inside the other.
- Add butter/shortening between the baggies.
- Have students put one of their hands in the baggie and then into cold water.  
The butter insulates the hand so it will not get cold.
- Then try it with the hand that does not have a baggie on it. Discuss the differences. (Fat /Blubber protects arctic animals from cold)

## Winter Animal Theme Book Suggestions

- Animals in Winter** by Henrietta Bancroft & Richard G. Van Gelder
- Bear Snores On** by Karma Wilson
- Big Tracks.Little Tracks:** Following animal Footprints by Millicent E. Selsam
- Cuddly Duddly** by Jez Alborough
- Flip and Flop** by Dawn Apperley
- The Hat** by Jan Brett
- Hopper** by Marcus Pfister
- The Mitten** by Jan Brett
- One Snowy Day** by Jeffrey Scherer
- Owl Babies** by Martin Waddell
- Polar Bear, Polar Bear, What Do You Hear?** By Bill Martin Jr.
- Tacky the Penguin** by Helen Lister
- When Will It Snow?** by Bruce Hiscock
- Who's Been Here? A Tale in Tracks** by Fran Hodgkins
- Caps, Hats, Socks and Mittens** by Louis Borden
- Similar Books to When Winter Comes by Nancy Van Laan:**
- Mouse's First Snow** by Lauren Thompson
- Snow** by Cynthia Rylant
- A Kitten Tale** by Eric Rohmann
- Snowman All Year** by Carolyn Buehmer
- If You Were a Penguin** by Wendell Minor
- Here Comes Winter** by Jan Tankey

## Hibernation Song

*Sung to: "Are You Sleeping"*

Bear is sleeping, bear is sleeping  
In the cave, In the cave.  
I wonder when he'll come out. I wonder when he'll come out.  
In the spring, In the spring.

Birds are flying, birds are flying  
In the sky, in the sky.  
I wonder when they'll come back, I wonder when they'll come back,  
In the spring, in the spring.

### **Where is Bear?**

*Sung to: "Where Is Thumbkin"*

Where is bear? (substitute any hibernating animal)

Where is bear?

Here I am. Here I am.

How are you this winter?

Very tired, thank you.

Go to sleep.

Go to sleep.

### **Hibernation Freeze Dance**

Tell the children that they should dance when the music is playing.

When you STOP the music, they should FREEZE and LISTEN!

You will say the name of an animal. If it is an animal that hibernates, they should all drop to the floor and pretend to sleep until the music starts again.

\*When you say the name of the animal, ask if it is a hibernating animal. "Ground Hog! Does it hibernate? (give time for them to answer) then, YES, they do! Good night Ground Hogs!"

or "PUPPY DOG! Does it hibernate? (give time to answer) NO, they do not! Keep dancing! (and put the music back on).

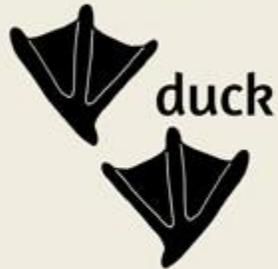
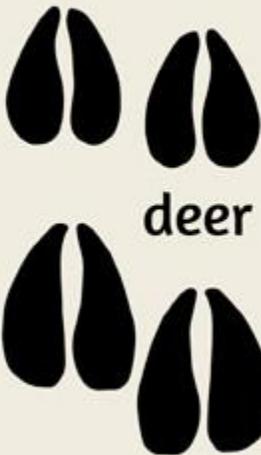
### **Gross Motor: Where are the Animals?**

- Materials Needed: Enough stuffed animals for each child, large blanket.
- In advance, hide the animals in the classroom.
- Sit on the blanket with the children and tell them they have to find the winter animals. Tell them that they are only to find one animal and then come back to the blanket.
- Once, back to the blanket, discuss which animal each child found. Is it a winter animal? Does it hibernate (sleep all winter)? Does it Migrate (go somewhere warm in winter)? Does it stay awake (adapt to the cold weather) in winter?

### **Winter Animal Tracks**

- Using white play dough and winter animals, place the animals at the table and have them make animal tracks in the “snow”
- Have a partner try and guess the animal that made the foot prints.

# field guide animal tracks



# Tracks of North American Wildlife



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## Five Little Monkeys

Five little monkeys jumping on the bed  
One fell off and bumped his head  
So Momma called the doctor and the doctor said  
No more monkeys jumping on the bed!

Four little monkeys jumping on the bed  
One fell off and bumped his head  
So Momma called the doctor and the doctor said  
No more monkeys jumping on the bed!

Three little monkeys jumping on the bed  
One fell off and bumped his head  
So Momma called the doctor and the doctor said  
No more monkeys jumping on the bed!

Two little monkeys jumping on the bed  
One fell off and bumped his head  
So Momma called the doctor and the doctor said  
No more monkeys jumping on the bed!

One little monkey jumping on the bed  
He fell off and bumped his head  
So Momma called the doctor and the doctor said  
No more monkeys jumping on the bed!

No little monkeys jumping on the bed  
None fell off and bumped his head  
So Momma called the doctor and the doctor said  
Put those monkeys back in bed!



## Ten in a Bed

There were ten in a bed  
And the little one said  
"Roll over, roll over"  
So they all rolled over  
And one fell out

There were nine in a bed  
And the little one said  
"Roll over, roll over"  
So they all rolled over  
And one fell out

There were eight in a bed  
And the little one said  
"Roll over, roll over"  
So they all rolled over  
And one fell out

There were seven in a bed  
And the little one said  
"Roll over, roll over"  
So they all rolled over  
And one fell out

## **Some People Live In.....**

*Sung to: The Old Grey Mare*

Some people live in, apartments  
Live in apartments  
Live in apartments  
Some people live in, apartments  
That's where some people live!

Some people live in, mobile homes  
Live in mobile homes  
Live in mobile homes  
Some people live in, mobile homes  
That's where some people live!

Some people live in, big houses  
Live in big houses  
Live in big houses  
Some people live in, big houses  
That's where some people live!

Some people live in, little houses  
Live in little houses  
Live in little houses  
Some people live in, little houses  
That's where some people live!

Continue on with different types of housing (brick houses, wood houses, etc.). This song is great to incorporate multicultural house names, too!

## **Homes**

Here is a house for a robin (hold hands open)  
Here is a hive for a bee (close hands together)  
Here is a hole for a bunny (make a circle with hands)  
Here is a home for me (point around)

## **Three Snow Bears**

*Sung to the tune of "Three Blind Mice"*

Three snow bears,  
Three snow bears,  
See all their beds,  
See all their chairs,  
The mama cooked in a big brown pot,  
The papa's porridge was much too hot,  
The baby bear always cried a lot,  
Three snow bears.

# The Three Snow Bears Sequencing

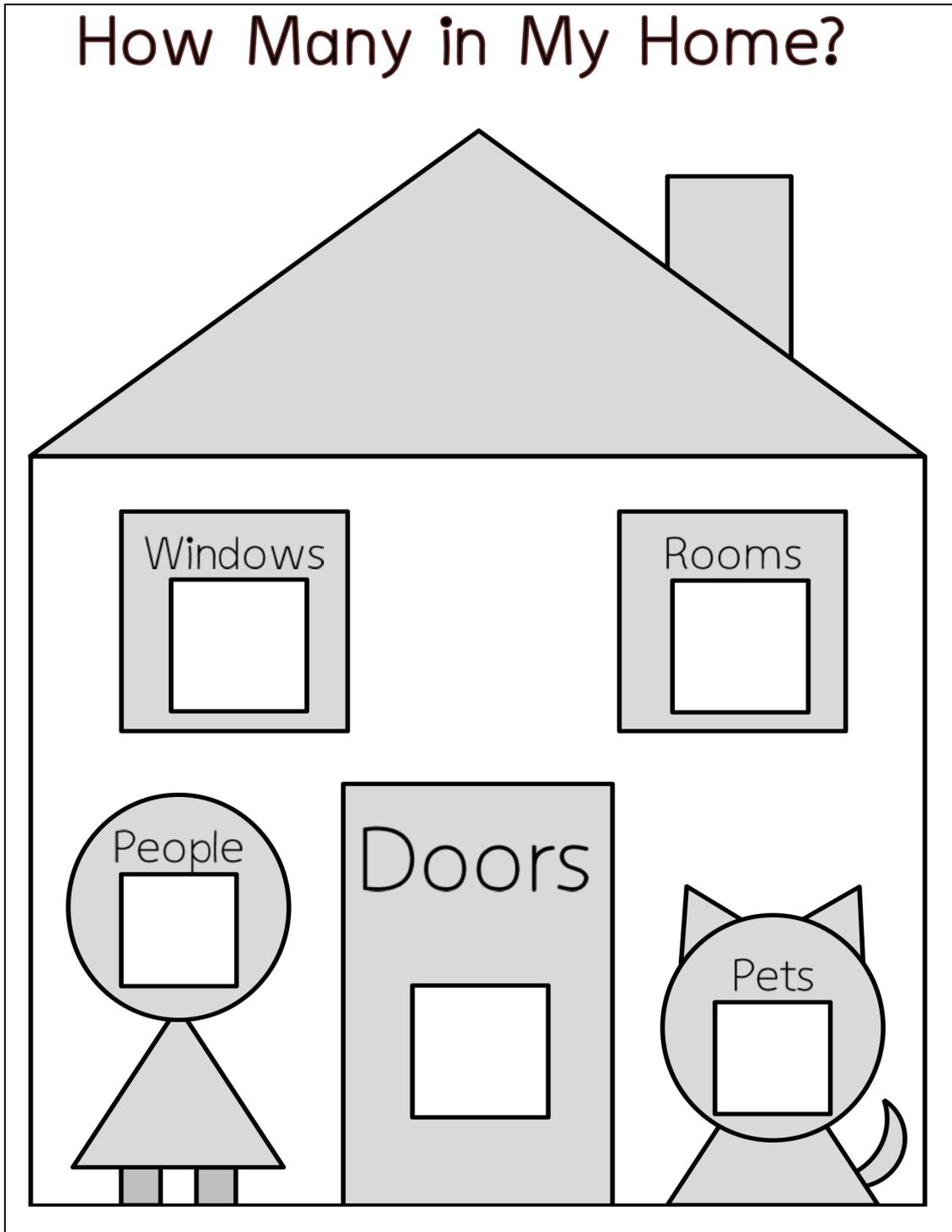
Name \_\_\_\_\_

Cut out the pictures. Glue them in the correct sequence.

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**Practice retelling the story in order.**



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### Module 3 Supply List

- Flannel board characters for Gingerbread Baby (p. 12)
- Cookie letter matching game (or a letter/sound matching game you have already p. 14)
- Cooking measuring tools for baking in dramatic play (p. 14)
- Ice in different sized containers, food coloring, eye droppers (p. 14)
- Paper gingerbread man for easel (p. 15) and one on cardstock for block area (p. 16)
- Gingerbread people for students to decorate with collage materials (p. 15)
- Envelopes, stickers, and cards (or paper) for writing center (p. 15)
- Pictures of things that rhyme (for lining up activity p.16)
- Paper gingerbread man to hide around classroom (p. 16)
- Collections of evergreen branches, pinecones, bark, pine needles, etc. (p. 18)
- Green play dough (p. 18)
- Different size triangles and trees made out of construction paper (pp. 19-20)
- Make a class book "Where Do You Go When It Snows?" (p. 21)
- Coffee filters (p. 22)
- Winter clothes for dramatic play and gross motor activity (pp. 22 & 23)
- Paper plates for Ice Skating Freeze (p. 25)
- Make masks for characters from the mitten (p. 28 and resource pack)
- White batting for block area (p. 29)
- Cotton balls or packing peanuts to be "snow" in sensory table (p. 31)
- Brown, paper grocery bags (p. 32)
- Stuffed animals (p. 32)
- Large class chart (p. 34)
- Brown paper lunch bags (p. 40)
- Sand, sandpaper, bricks, screws, shingles (p. 35)
- Play dough (p. 40)
- Items from home (p. 36)
- Large boxes (p. 41)

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**Books for dialogic reading and alternative suggestions:**

**WEEK 13**

**Please read:**

- Green is a Chile Pepper – Roseanne Thong
- The Gingerbread Baby – Jan Brett
- Jingle Bells – Iza Trapani
- Sammy’s First Hanukkah – Sylvia A. Rous

**Suggested substitutions:**

- The Gingerbread Man – Various versions of the original fairy tale by various authors
- Who Took the Cookies from the Cookie Jar? – Bonnie Lass, Philemon Sturges, Ashley Wolf,
- May I Please Have a Cookie? – Jennifer Morris
- Favorite stories you have about family traditions

**WEEK 14**

- Mr. Willowby’s Christmas Tree – Robert Barry
- The Littlest Evergreen – Henry Cole

**Suggested substitutions:**

- Thomas’ Snowsuit – Robert Munsch
- Where Would I Be in an Evergreen Tree? – Jennifer Blomgren
- Any quality stories about getting dressed to go out in the snow, or the life cycle of an evergreen tree

**WEEK 15**

**Please read:**

- The First Day of Winter – Denise Fleming
- One Winter’s Day – M. Christina Butler
- Any of your favorite winter stories