Unit 3: Winter Wonderland

Content Area: **Pre-School**
Course(s): **Pre-School**
Time Period: **Marking Period 2**
Length: **4 Weeks**
Status: **Published**

Unit Overview

This is a four week unit beginning after Thanksgiving and ending in late December. Students will learn about how people and animals adapt to and enjoy the winter season by investigating hibernation and artic animals, snow and ice, clothes, and holidays. Students will study each topic through literacy, mathematics, science, social studies, and art activities. Students will learn to identify, write, and the sounds associated with the letters S, Z, and Q. Students will learn to identify and count numbers 7 and 8. The color includes: the color white, the star shape, patterns, and positional words over and under. In addition, students will learn social skills: using a brave voice (Skillstreaming), dealing with teasing (Skillstreaming), I don't like that (SE24), joining in (Skillstreaming), playing together (SE14), accepting consequences (Skillstreaming), related consequences (SE23), and being honest (Skillstreaming).

Standards

4.1	Children begin to demonstrate an understanding of number and counting.
0.1	Children demonstrate self-confidence.
5.1	Children develop inquiry skills.
6.1	Children identify unique characteristics of themselves, their families, and others.
6.4	Children develop an awareness of the cultures within their classroom and their community.
5.3	Children observe and investigate living things.
0.4	Children exhibit positive interactions with other children and adults.
5.4	Children observe and investigate the Earth.
1.3	Children express themselves through and develop an appreciation of dramatic play and storytelling.
4.4	Children develop spatial and geometric sense.
0.5	Children exhibit pro-social behaviors.
4.4.3	Manipulate, compare and discuss the attributes of:
4.4.3.a	two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).
1.4	Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).
RF.PK	Reading: Foundational Skills

RF.PK.1.d	Recognize and name many upper and lower case letters of the alphabet.
RF.PK.3	Demonstrate an understanding of beginning phonics and word skills.
L.PK.2	Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.

Essential Questions

1. How do seasonal changes affect behavior and cultural traditions?
2. How do weather conditions affect what I do, what I wear, and where I go?
3. What do people and animals do to help themselves feel comfortable in their surroundings.

Application of Knowledge: Students will know that...

- 7 and 8 are numbers referring to a specific quantity.
- A pattern is the same thing repeated over and over again.
- A star is a shape with specific attributes.
- Different cultures and families have varied traditions and celebrations during the winter season.
- Many animals hibernate through the winter.
- Over and under are phrases that represent positions.
- Polar bears and penguins are animals that have adapted to and live in the arctic.
- S, Z, and Q are letters and each represent a specific sound.
- Weather affects the land, animals, and plants.
- Weather influences how we dress, how we feel, and what we do outside.
- White is a color associated with winter.

Application of Skills: Students will be able to...

- Accept and understand why we have consequences when rules are broken.
- Classify clothing according to season.
- Define hibernation.
- Describe their family's holiday traditions.
- Identify and name different species of animals that live in the arctic.
- Identify animals that hibernate through winter.
- Investigate snow and explain what it is and how it changes our behavior.
- Join a group of peers playing.
- Name and describe winter holidays and traditions from varied cultures.
- Recognize and name letters S, Z, and Q.
- Recognize and name numbers 7 and 8.

- Recognize and name the shape, star.
- Verbally express when they do not like something.

Assessments

1. Quarterly self portrait
2. Quarterly progress report (IEP Direct)
3. Quarterly assessment test (Teacher generated)
4. Informal teacher observations
5. Weekly daily reports
6. Portfolio assessment
7. First report card

Suggested Activities

Week 1- Hibernation and Arctic Animals

- Circle and represent groups that show 7.
- Teach number 7 song to help students learn how to write the number 7.
- Introduce and roleplay Skillstreaming: Using a Brave Voice and Dealing with Teasing. Also, follow card SE24 to teach I Don't Like That!
- Create a bear cave in the classroom. Provide books and information about bears and other animals that hibernate. Students can explore the cave with their own bears from home.
- Read *Bear Snores On* and discuss why the bear was sleeping through the winter.
- Read *Animals In The Winter*. Sort animals into three categories- adaptation, migration, and hibernation.
- Create a touch and feel polar bear.
- Sing If You Want To Be A Polar Animal song.
- Introduce positional words over and under. Read *Over and Under The Snow* to learn about animals that hibernate under the snow and animals that stay over the snow.

Week 2- Snow and Ice

- Practice recognizing letter S by completing a find and dot, sensory writing, tracing, and activities using S words.
- Introduce the color white. Emphasize that snow is white.
- Introduce and roleplay Skillstreaming: Joining In and Playing Together (SE14).
- Indicate on the calendar when it snows to track the weather through the winter season.
- Explore the properties of ice by painting with ice cubes.
- Conduct an experiment with snow. Collect snow in a clear bucket. Ask students to predict where they think the snow will melt to and indicate predictions on the bucket. Allow the snow to melt and see who was correct in their prediction.
- Read *Snow*. Discuss the characteristics of snowflakes.
- Provide magnifying glasses, small snowflake pictures and large snowflake pictures in the science center. Students can independently explore the pictures or match the small picture to the large by using the magnifying glass.
- Read *Sled*. Discuss winter and snow activities.
- Create melted snowmen. Students tear and glue white construction paper, a construction paper hat,

orange triangle, and black circles for eyes and a mouth onto large construction paper.
- Sequence how to build a snowman.
- Count snowballs (cotton balls).
- Paint a snowman with puffy paint.

Week 3- Clothes Study (Winter Clothes)

- Explore scarves to teach spatial concepts (can you move your scarf high, low, fast, slow, behind you, inside the circle etc) and to use descriptive language.
- Sing "Purple Pants" (MM3). Adapt using the colors or other descriptive words of each child's clothing.
    - Optional extension: Take photos of each student. Print and paste onto construction paper. Have children dictate or fill in the blanks to complete the song Purple Pants, ([student] is wearing [color, pattern] [clothing item], all day long.
- Use teaching card LL01 to complete a shared writing, "I wear this when...". Describe clothes that you have collected for the classroom or provide examples of activities to help students create a list of clothes and their purpose.
- Use teaching card M03, Seek and Find, or teaching card M05, Sorting and Classifying, to play a clothing sorting game.
- Read *Llama Llama Red Pajama.* Students can create a quilt for Llama Llama using scrapbook paper or patterned squares of construction paper.
- Button Match- Follow guidance on intentional teaching card M04, "Number Cards". Use buttons as the small manipulative.
- Read *The Mitten*. Use paper puppets of the characters to help students retell the story.
- Sing "Snow Clothes". Use picture cards of winter clothes and the body part you wear it on (hat/head, mittens/hands, jacket/body, etc.) to fill in the blanks.
- Investigate symmetry or same/different by painting mittens. Students will paint one paper mitten then place the painted mitten on top of a blank mitten. This will create two identical mittens.
- Match winter clothes to the corresponding body part.
- Create patterns on a winter hat.
- Practice recognizing letter Z by completing a find and dot, sensory writing, tracing, and activities using Z words.
- Circle and represent groups that show 8.
- Teach number 8 song to help students learn how to write the number 8.
- Introduce and roleplay Skillstreaming: Accepting Consequences and Related Consequences (SE23).

Week 4-Holidays

- Practice recognizing letter Q by completing a find and dot, sensory writing, tracing, and activities using Q words.
- Introduce the shape star. Discuss the attributes of a star, (five points, ten lines/edges). Sing *Twinkle Twinkle Little Star*.
- Parents can help students complete an information sheet to describe each families winter holiday traditions. Students will share with the class.
- Students will create holiday gift for their family (ornament, magnet, picture frame, etc).
- Read *Llama Llama Holiday Drama.* Discuss feelings of anticipation and excitement for the holidays.
- Read *Gingerbread Baby*. Decorate gingerbread person cutout.
- Create jinglebell instruments with popsicle sticks, pipe cleaners, and jingle bells. Teach and explore spatial concepts (behind your back, on your head, between your knees, etc) while playing with the jingle bell instrument.
- Sing *8 Little Candles.* Discuss Hanukah traditions.
- Incorporate books or songs about holidays students in the classroom celebrate, (Christmas, Hanukah,

Kwanza, Ramadan, etc).
- Sing *Five Little Gingerbread*.
- Introduce and roleplay Skillstreaming: Being Honest.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Create larger templates for writing activities.
    - Include pictures with words.
    - Highlight dotted lines for writing and cutting activities.
    - Include dots to indicate starting points when writing.
    - Verbally and physically prompt students to ensure that they are able to follow daily routines successfully.
    - Students with expressive language challenges may join in gradually and will have proximal seating to afford optimal visual and auditory cues for songs, stories, and finger plays.

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include:
    - Snow, Ice, Holiday, Hibernation, Clothes, Jacket, Hat, Mittens, Scarf, Boots, Polar Bear, Penguin, Bear, Melt, Freeze, Arctic

Differentiation to extend learning for gifted students may include:

- Focus on letter sounds.
- Spell three letter CVC words.

- Independent writing activities.
- Basic addition and subtraction with manipulatives.
- Leading the group.

Integrated/Cross-Disciplinary Instruction

Each preschool unit is inherently cross-disciplinary in nature. Across the school day, students are immersed in activities that explore math, language arts, social studies, and science concepts. As they engage in various centers such art, library, dramatic play, building, and science their play combines elements of all content areas. While students are engaging in centers, the teacher and instructional aide looks for opportunities to teach into and enhance student understanding of content. Students will learn literacy, mathematics, science, and social studies skills by integrating studies on hibernation and artic animals, snow and ice, clothes (winter), and holidays. Topics of study can be integrated into centers. For example:

- Sensory table:
    - Fill sensory table with cotton balls, foam or plastic snowflake cutouts, and jingle bells to explore winter holidays.
    - Fill sensory table with snow or ice cubes. Allow students to paint with watercolors.
- Science:
    - Provide magnifying glasses, small snowflake pictures and large snowflake pictures in the science center. Students can independently explore the pictures or match the small picture to the large by using the magnifying glass.
- Art:
    - Display pictures of snowflakes as inspiration.
- Pretend play:
    - Incorporate winter clothing into dress up.
- Building:
    - Print and display pictures of winter themed structures (snowman, ice skating rink, christmas tree, sledding hill).

Resources

Books: Bear Snores On, Animals In The Winter, Snow, Sled, Llama Llama Red Pajama, The Mitten, Llama Llama Holiday Drama, Gingerbread Baby, Button, Button, Who's Got The Button?, The Paper Bag Princess, Something From Nothing, A Pocket For Corduroy, Caps For Sale.

Songs and Rhymes: If You Want To Be A Polar Animal, Purple Pants (MM03), Snow Clothes, Twinkle Twinkle Little Star, 8 Little Candles, 5 Little Gingerbread.

Other Resources: Creative Curriculum for Preschool Teaching Guide, Creative Curriculum for Preschool Mighty Minutes cards, Creative Curriculum for Preschool Intentional Teaching Cards, Creative

Curriculum for Preschool: The Clothes Study, Skillstreaming in Early Childhood, Third Edition by E. McGinnis (social skills).