

LESSON PLAN TITLE: Winter

DEVELOPED BY: Tobey Fields, CCC-SLP, ATP

ABSTRACT: Students will learn about various aspects of winter such as necessary clothing, weather and winter activities. Also includes **The Snowman** and **The Snowman Storybook** which focuses on winter fantasy.

MATERIALS

Videos:

- **The Snowman, Raymond Briggs** (1982, Snowman Enterprises, Ltd.)
- **Frosty the Snowman** (ISBN: 1-55658-336-2)

Books:

- **Just a Snowy Day, Mercer Mayer** (ISBN: 0-307-12156-9)
- **The First Snowfall – Rockwell** (ISBN: 0-689-71614-1)
- **The Snowman Storybook, Raymond Briggs** (ISBN: 0-679-88343-6)
- **The Jacket I Wear in the Snow –** (ISBN: 0688045871)

Communication Boards:

- **Music** - 5 Little Snowmen 1-2, Chubby Snowman 1-2, Happy Snowmen 1-3, I Love Snow 1-3, Pretty Snowflakes 1-2,
- **Book** – Jacket I Wear in the Snow, Just a Snowy Day 1-2, Snowman Story, The First Snowfall,
- **Phonemic Awareness** – Phonemic Awareness Winter
- **Alphabet** – Alphabet Matching 1-2
- **Background Knowledge** – Background Winter 1-2
- **Concepts of Print** – Concepts Winter
- **Food** – Food Dreamsicle Drink, Food Ice Cream in a Bag, Food – Snowman Snack, Food Winter
- **Semantic Map** - Semantic Map Winter
- **Writing** – The Snowman Has Wordwall, Winter How Many Wordwall 1-2,
- **Wordwall** – wordwall winter 1-2

I. PRE-STORY ACTIVITIES:

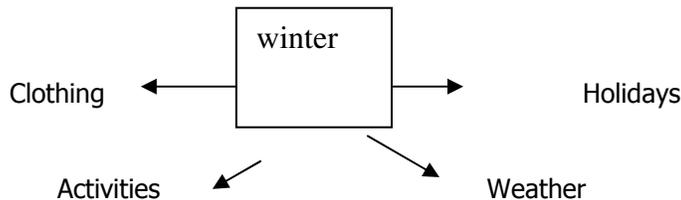
BACKGROUND KNOWLEDGE: *Activities the teacher creates as a scaffold for children connecting reading and a student’s background knowledge and experiences with the theme.*

Activation of Background Knowledge: *Can include videos, hands-on activities, review of informational text, etc.*

- Bring in a variety of coats, mittens, scarves, jackets – discuss similarities and differences between the items – Which ones have zippers? Which ones have furry linings? How are mittens and gloves the same and different? Talk about the colors, shapes, and sizes. Boardmaker board: backwint.bkr, backwin2.bkr

Semantic Map:

- Using posterboard and the boardmaker icons from semantic map winter make a semantic map with “winter” in the center. Draw 4 arrowed lines as demonstrated below (See semantic map arrows at end of lesson plan to cut out and use). Glue the picture icons “clothing, holidays, activities, weather, winter. Have students sort the remaining picture icons into the appropriate categories.



Word Walls (Cunningham, Hall & Sigmon, 1999)

1. Use word wall words to help students read and write words used for writing in each unit.
2. Introduce the words and pictures.
3. Have students identify the label, picture, initial letters, initial sounds, etc.

- Have students practice writing each of the word wall words. Discuss what sound each letter makes, names of letters, etc. Use markers, pencils, Intellikeys, Alphasmarts, etc.

Concepts of Print: choose one of the following

1. *Left-right orientation of English print. Show where to start reading on a single page of print. Shows you begin reading on top left of print on left page when prompted*
 2. *Front-to-back directionality of book reading by asking "Show me where I should start reading."*
 3. *Different forms of writing (for example, a letter versus a recipe).*
 4. *Demonstrates word concept*
 5. *Spaces between words by pointing them out and talking about them.*
 6. *Punctuation in printed materials and its influence on how we read questions and exclamations.*
 7. *Can point to print when prompted*
 8. *Shows return sweep when prompted*
 9. *Demonstrates letter concept*
 10. *Demonstrates first and last letter concepts*
 11. *Demonstrates capital letter concept*
 12. *Matches 1:1 as teacher reads, student points to words*
- Each time you come across the words "snow" or "snowman" while reading talk about what letter the words start with, what sound it makes, show the Boardmaker icons for Concepts of Print (concepts winter), and see if the kids can start "reading" the words.

Phonemic Awareness: choose one of the following:

1. *Begin with activities that build awareness of rhyming.*
 2. *Move to activities that require comparison of phonemes in groups of words, such as identifying whether two words start or end with the same "sound."*
 3. *Proceed to activities that require more explicit levels of phonological awareness-for example, teaching children to move tokens in and out of boxes to represent the number of "sounds" in a particular word.*
 4. *Culminate in activities aimed directly at teaching children to segment words into phonemes and to blend phonemes into words for the purposes of word decoding and spelling of words with relatively "regular" grapho-phonemic patterns.*
 5. *Helping children at the same time to recognize that even "irregular" words have patterns and teaching them to associate syllabic and morphological structures with those patterns.*
 6. *Providing experiences in emergent writing as well as emergent reading.*
- Rhyming Word Matching: Using mitten pattern at end of lesson plan and Boardmaker icons in Phonemic Awareness Winter complete the following activity: On each pair of mittens, glue on two pictures that rhyme. For instance, "duck" on the left mitten and "truck" on the right. <http://www.geocities.com/Athens/Troy/9087/> (no longer active)

Introduce Picture Icons related to story: *Familiarize students with different pictures from story, identifying important characteristics of each picture and comparing the story pictures with the picture icons.*

Picture Walk: *improves comprehension skills.*

1. *Point out author and illustrator.*
2. *Show book's cover, read title.*
3. *Look at story pictures (prior to reading text).*
4. *Name things in each picture*
5. *Correlate picture icons with the story pictures*
6. *Make predictions about book's content. Stop before the end of the story.*

Music: *Students learn language through the rhythm and lyrics of songs, chants, and rhymes. Picture icons are provided for most songs. Don't cut the music icons apart. Post them as a chart. Use a pointer to move through the sequence of the song. Allow the students to use the pointer to sing through the pictures. They love it.*

Snowmen Song (Action Rhyme)

Five happy snowmen dancing all around.
 Dancing all around (spin in place).
 Five happy snowmen dancing all around,
 The sun came out and one melted to the ground (make sun with arms, one slides to the ground).

Five, four, three.... and so on.
No little snowmen dancing in the sun.
First there were five and now there are none!
<http://www.preschoolrainbow.org/preschool-winter.htm>

Chubby Little Snowman (action rhyme)

A chubby little snowman, (Hold hands out to demonstrate "chubby.")
Had a carrot nose. (Point to nose.)
Along came a bunny, (Hop like a bunny.)
And what do you suppose? (Shrug shoulders; hold out hands, as if to question.)
That hungry little bunny, (Rub stomach.)
Looking for his lunch. (Hold hand above eyes, as if searching for something.)
Ate that snowman's carrot nose, (Pretend to eat.)
Nibble, nibble, crunch!!
<http://www.geocities.com/Athens/Troy/9087/winter/songs.htm> (this site is no longer active)

Five Little Snowmen (action rhyme)

Five little snowmen standing in a row.
(Hold up five fingers; stand up straight like soldier.)
Each had two eyes and a carrot nose.
(Point to eyes; point to nose.)
Along came the sun and shone all day,
(Form sun with hands; wipe sweat from brow.)
And one little snowman melted away.
(Hold up one finger; slowly "melt" to the ground.)

Four little snowmen...
Three little snowmen...
Two little snowmen...
One little snowman...
<http://www.geocities.com/Athens/Troy/9087/winter/songs.htm> (this site is no longer active)

I Love Snow

I love snow, I love snow.
Soft white snow, soft white snow.
It falls on the ground so soft and white.
Sometimes it falls all through the night.
Did you ever see such a beautiful sight,
As soft white snow?
http://www.preschoolexpress.com/music_station03/music_station_jan03.shtml
Midi: Three Blind Mice <http://www.midistudio.com/Studios/B-Tubb/Files.htm>

Pretty Snowflakes by Jean Warren

Pretty snowflakes falling down,
Falling down, falling down.
Pretty snowflakes falling down
All through the town.
Pretty snowflakes, on the street,
On the grass, on my feet.
Pretty snowflakes falling down
All through the town.
http://www.preschoolexpress.com/music_station03/music_station_jan03.shtml
Midi: London Bridges Falling Down <http://www.kids-teens.org/midi.htm>

II. DURING STORY ACTIVITIES

Joint Book Reading:

Read-aloud

1. *Teacher reads the story to the students.*

2. *Teaching assistant models oral retelling/formulation of picture icons models to retell the story and answer questions.*

Shared reading

1. *Teacher and students retell each event in the story page by page either by formulating picture icons and/or orally retelling the event.*
2. *Stories should be reread numerous times over the month to allow students to learn story sequence, practice new vocabulary, and produce story retellings.*
 - *Just a Snowy Day – focus on the related adjectives. Find other things in the environment that match the adjectives. Find other things in the book that match the adjectives.*
 - *The Jacket I Wear in the Snow- Generate body movements that go with each piece of clothing for students to pantomime as you read through each sentence; i.e., “this is the scarf” - make believe you are wrapping it around your neck, “that’s caught in the zipper” – pull up a coat zipper, “that’s stuck on the jacket” – pull a jacket on over your arms, etc. Students make sentences such as “The boy/puts on/his jacket.” (using three pictures), “The boy wears/a jacket.”, or “jacket” label.*
 - *The Snowman Storybook – when showing the video of this story compare the picture icons with the video events as they occur. This would be a great story for children to act out as you are doing repeated reading. The students can “tip-toe” in the house, fly off into the sky, put on the fathers clothing, act surprised at what the snowman finds in the house, and finally, at the end, when the snowman melts and the boy’s emotional reaction..*
 - *The First Snowfall -talks about all of the things you can do in the snow. Generate agent+action or agent+location sentences using picture symbols such as, “The girl goes outside” and “The girl waves to the driver” using two icons – “the girl” and “goes outside” where the students have to generate the sentence using both pictures. For lower students you can use one icon picture to retell the story, such as, “wave to the driver” to demonstrate the action on the page. You can ask questions such as “Who is on this page?” and the student is required to hand over the “girl” picture.*

Extensions: *clarifying word meanings when reading a story. Students can provide examples from their own experiences. Extensions for the severe population may include activities using the picture icons. For a unit on animals you could talk about the body parts, animal sounds, where the animal lives, etc.*

- *Asking students if they have participated in any of the snow activities in the stories such as, “Have you ever gone ice skating?, Do you have a hat with a pompom?”*

Conventions/concepts of print: *see pre-story activity. Integrate into the joint reading activities*

Phonemic Awareness: *see pre-story activity. Integrate into the joint reading activities*

III. POST-STORY ACTIVITIES

Experience with writing materials;

1. *Select activities that provide students with a further means of understanding the stories and for expressing their understanding. Students at all ability levels benefit from drawing, painting, or creating something associated with the story and then explaining their creations in oral or written form (Strong & Hoggan North, 1996). For students with severe disabilities accommodations can be made using stamps, stencils, pre-made pictures, catalog pictures, etc. We often found that student’s drawings were difficult to interpret and they did not always have enough expressive language to explain to caregivers at a later time. By completing art/writing activities that have supports built in (such as completed drawings) the students have been more successful and they are quite enthusiastic. Parents and caregivers can interact with the students regarding the supported activity. Provide materials that permit children to write by themselves to support their emergent literacy.*
2. *Literacy learners benefit from consistent and frequent opportunities to observe adults in natural interactions with written language. Teachers can model by writing on a white board or butcher paper, thinking aloud what they write about, the formation of letters, the sound each letter makes, which letter makes the related sound, etc.*
3. *Adaptations: Tape art paper to the table preventing it from sliding.*
4. *Use of large pencils, pens, and crayons with grips.*
5. *Adaptive holders for writing implements may be purchased commercially. Pati King-DeBaun (1999) provides instructions for making your own adaptations.*

6. Symbols may be presented so that the child may request the need for necessary supplies (i.e., pencil, crayons, glue).

Student Writing Stages

1. Scribbling or drawing
2. Writing letters or letter-like characters and numbers (e.g., the first letter in the child's name)
3. Writing pretend notes (e.g., to the tooth fairy)
4. Copying environmental print
5. Dictating a story to a wordless picture book
6. Using children's writing software programs
7. Journals

Teacher Writing Stages

1. **Modeled Writing:** Teacher writes "outloud." Using "think-alouds" to demonstrate how you decide what to write (Today I am going to write about George, the dog from our story. He was so funny. Here is how you write George's name). Use an easel or large writing paper, teacher models writing. High level of support.
 2. **Shared Writing:** Teacher and Student write together. Teacher acts as scribe.
 3. **Interactive Writing:** Teacher and Student compose together. Students "share the pen" or keyboard.
 4. **Guided Writing:** Teacher provides mini-lessons, individual conferences with writers, and guidance and feedback.
 5. **Independent Writing:** Students write their own pieces including stories on self-selected topics, informational pieces, retellings, labeling, lists, and responses to prompts.
- **Santa Letter** - Using writing stationary from <http://www.dltk-kids.com/t/christmas/bxmaspaper2.htm>. Have students write a letter to Santa of what they want for Christmas. You may cut out pictures from catalogs and glue onto the stationary and either leave as is or have students write the names of the items next to the pictures.
 - **What We Do In Winter Coloring Book** – find winter pictures on the website http://www.thefamilycorner.com/family/kids/color/w_skiing.shtm Color. Have students label pictures either with words, phrases, or sentences. See cover for book at end of lesson plan.
 - **Snowman Fashion Show** - Copy a snowman (at the end of this lesson plan) for each student in the class, and laminate page. Give students either water-based markers or dry erase markers. Ask students to add the snowman's apparel as you describe it. (He is wearing a red scarf. He has a brown cap. His middle section is green. It has four yellow buttons. etc.) After you finish describing the snowman, ask students to hold up their pictures. Give a sticker or other small reward to each student who listened carefully and created the snowman's apparel as described. Wipe pages clean with a damp paper towel, and repeat activity. <http://www.geocities.com/Athens/Troy/9087/winter> (site no longer available)
 - **My Winter Book** – see end of lesson plan. Students write in words using Winter Word Wall
 - **Ice Cube Painting**
Materials Needed: white paper; unsweetened Kool-Aid or powdered tempera paints; white paper
Preparation: Fill ice trays with water. After ice begins to freeze, insert a popsicle stick into each ice cube. Let freeze until solid.
Directions: Sprinkle different colors of unsweetened Kool-Aid or powdered tempera paint on a sheet of paper. Rub ice cube over top. See what kinds of designs appear. <http://www.geocities.com/Athens/Troy/9087/winter> (site no longer available)
 - **Hand and Foot Reindeer Craft** - see <http://www.enchantedlearning.com> (membership may be required)
 - **Snowman Necklace or Ornament** – see <http://www.enchantedlearning.com> (membership may be required)
 - **Gingerbread House Card** – see <http://www.enchantedlearning.com> (membership may be required)
 - **Make a Snowman from paper plates** - see <http://www.enchantedlearning.com> (membership may be required)
 - **Snowman Card** - see <http://www.enchantedlearning.com> (membership may be required)
 - **Real Crystal Snowflake** - see <http://www.enchantedlearning.com> (membership may be required)
 - **Enchanted Learning Books** – look under winter books to print for Winter Colors, Winter: How Many, Winter I Can, Snowman, This Snowman Has, Snowflakes. The Snowman Has and Winter: How Many have accompanying Boardmaker Word Walls to assist with writing. For the other books the words are written in the books and the student simply needs to copy. (membership may be required)

Remember to have students write their names, write the names of the pictures they are coloring or drawing, write sentences, etc. related to their completed art activity.

Computers: *Includes commercial software that relate to a monthly theme, Intellitools overlays and games and activities that can be downloaded from the Internet.*

Intellitools: <http://www.intellitools.com> contains the following Intellitools activities:

Winter Writing

Snowman Coloring Book

Snowman Story

Snowman Activity Folder

Little Snowman – Intellipics

Software Downloads

<http://www.billybear4kids.com> Snowball Fight arcade game

<http://www.powerpress.com> Snowman Construction. I wasn't able to download this at school due to filters but it really is an innocent activity.

Cooking:

1. *Have the children request the materials they need. (You may want to make other students responsible for certain items so that it is necessary for students to interact with other children rather than only the teacher).*
 2. *Model the cooking page that shows the food preparation sequence.*
 3. *Repeat the food activity one time each week for a month so that children can become more independent in reading the recipe, requesting of items and preparation of the food (and so we aren't wild getting ready for a new food activity each week).*
- **SNOWMAN RECIPE** <http://www.sbcss.k12.ca.us/sbcss/specialeducation/ecthematic/Winter/cooking.html>
Ingredients: vanilla wafers, M&Ms or Skittles, frosting, stick pretzels, candy corn, fruit roll ups
 - **ICE CREAM IN A BAG** - from Kid's Café by Dr. Jean Feldman. Website: <http://www.drjean.org>
Ingredients: 1 cup whole milk, 1 heaping tsp. sugar, 1 squirt chocolate syrup, 2 handfuls of ice, 1 tbsp. rock salt – per student
Supplies: sandwich size heavy duty zip bag, gallon size heavy duty zip bag – per student
 - **DREAMSICLE DRINK** from Kid's Café by Dr. Jean Feldman. Website: <http://www.drjean.org>
Ingredients: orange juice, vanilla yogurt (frozen)
Supplies: blender, drinking cups, measuring cups

Play: *Learning to play is very important as a way to socially interact with peers, to explore, to develop language and as an emergent literacy task. The following is a great sequence both for observation of present play skills in a child and also to determine an appropriate level of intervention*

PLAY INTERVENTION

1. **Physical Intervention** – *adult introduces a new prop to encourage further play or assumes a part and inserts herself into the play.*
Example: you pick up the telephone and call the doctor
2. **Directive Statements** - *Adult helps children select, start or further develop their play themes by directly assigning roles. Example: "You're the mommy" "You're the doctor"*
OR:
Adult directly describes a new development in their play theme Example: "now that you've finished setting the table, the doorbell rings and the mail carrier has a special delivery letter"
3. **Questions** – *adult uses questions to play out and further develop fantasy themes. Example: "now that the table is set, what's going to happen next?"*
4. **Nondirective Statements** –*adult verbally mirrors the beginning play actions of the child. Examples: "I see you have the dishes and are ready to set the table."*
5. **Visually Looking On**– *adult does supportive looking to encourage children to play out a variety of fantasies, which might potentially be frightening—the adult stands by to assist those children who get over-excited or lost in a fantasy. (Wolfgang, B. Mackender, and M. E. Wolfgang, 1981)*

Language Play: *choose three different toy activities that relate to the theme such as playing with a baby (dressing, feeding)*

Dramatic Play: This includes using props and assuming roles to reenact the events depicted in a story. When students participate in dramatic play, they are learning a variety of language and literacy skills (Strong and Hoggan North, 1996)

Group Activities: Activities designed to relate to the monthly theme and to develop social interactions between peers rather than always being adult directed. These activities have really increased our student's awareness of other children.

Pass the Ice Cube...

Tune: Row Row Row Your Boat

Pass, Pass, Pass the Ice Cube

Pass it very fast.

Pass, Pass, Pass, Pass

How long will it last?

Sit in a circle and pass two ice cubes around as you sing the song. Discuss the ice cube melting from the heat of your hands. Sing and pass until those ice cubes disappeared!

Snowball On A Spoon...

Give each child a Styrofoam ball to carry on a large spoon (or to sit on top of a paper cup which might be easier to hold and carry). Encourage each child to try walking as slowly and as rapidly as they can without jarring the ball from the spoon.

Snowball Shoot...

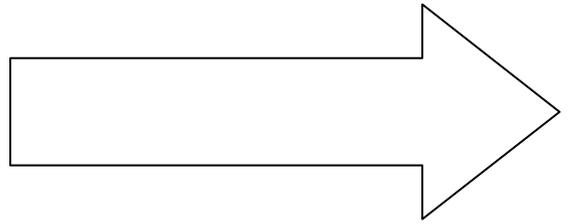
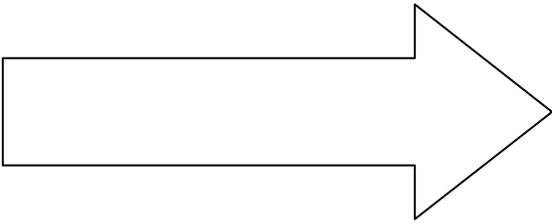
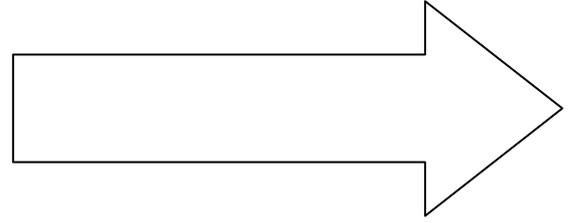
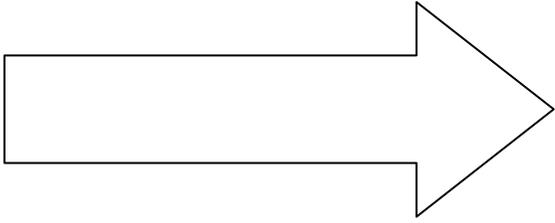
Give children opportunities to toss the Styrofoam balls into a basket.

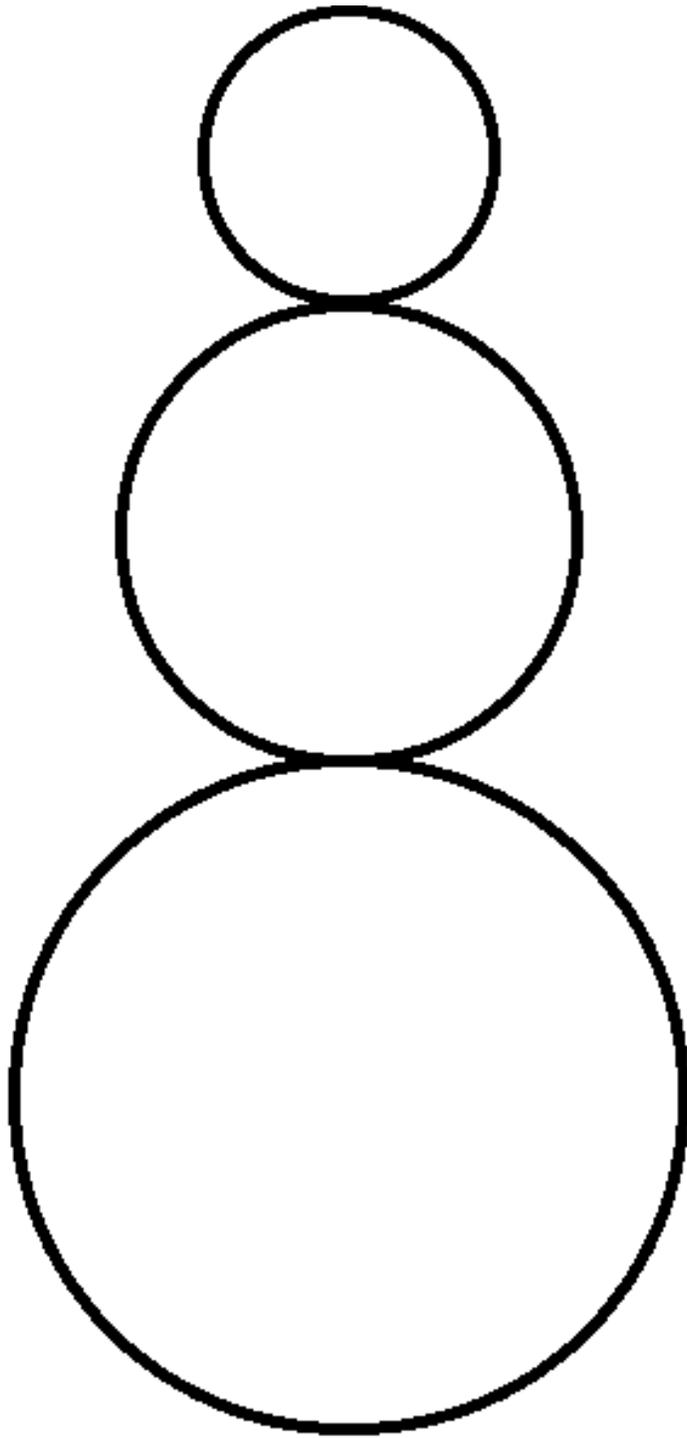
<http://www.nuttinbutkids.com/winter.html>

The following activities overlap as to whether they are language play, dramatic play and group activities. Enjoy them all!

- Go out and play in the snow. Bring spray bottles filled with water with food coloring to color the snow. The following activities are taken from **Snowmen** by Peter Cole, Frankie Frankeny, Leslie Jonath. (ISBN: 0-8118-2554-X). This is a great little book on making snow creatures, crafts and other winter projects. They adapt well to students with disabilities.
- Make alien snowmen with alien shaped heads, pinecones for eyes and 2 small twigs for nostrils.
- Make individual snowheads using hats, kerchiefs, sunglasses, chili peppers for noses, 5 carrots for a mohawk haircut (straight up), marble eyes, candy corn teeth, necklaces, lips made of tomato wedges. Uses wooden skewers to hold the items onto the snowhead.
- Make a snowfort using molds such as large vegetable cans (from the cafeteria). Decorate
- Make small animals such as rabbits and lady bugs decorating with felt circles.

Semantic Map Arrows





snowman fashion show

<http://www.geocities.com/Athens/Troy/9087/winter/language.htm> (no longer available)

MY WINTER BOOK



By

In winter

I wear a



In winter

I wear a



In winter

I wear



In winter

I wear



In winter

I wear a



In winter I



In winter I



In winter I



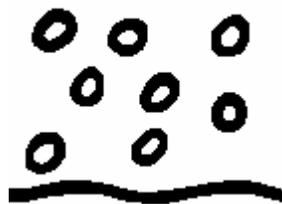
In winter I make a



In winter I make

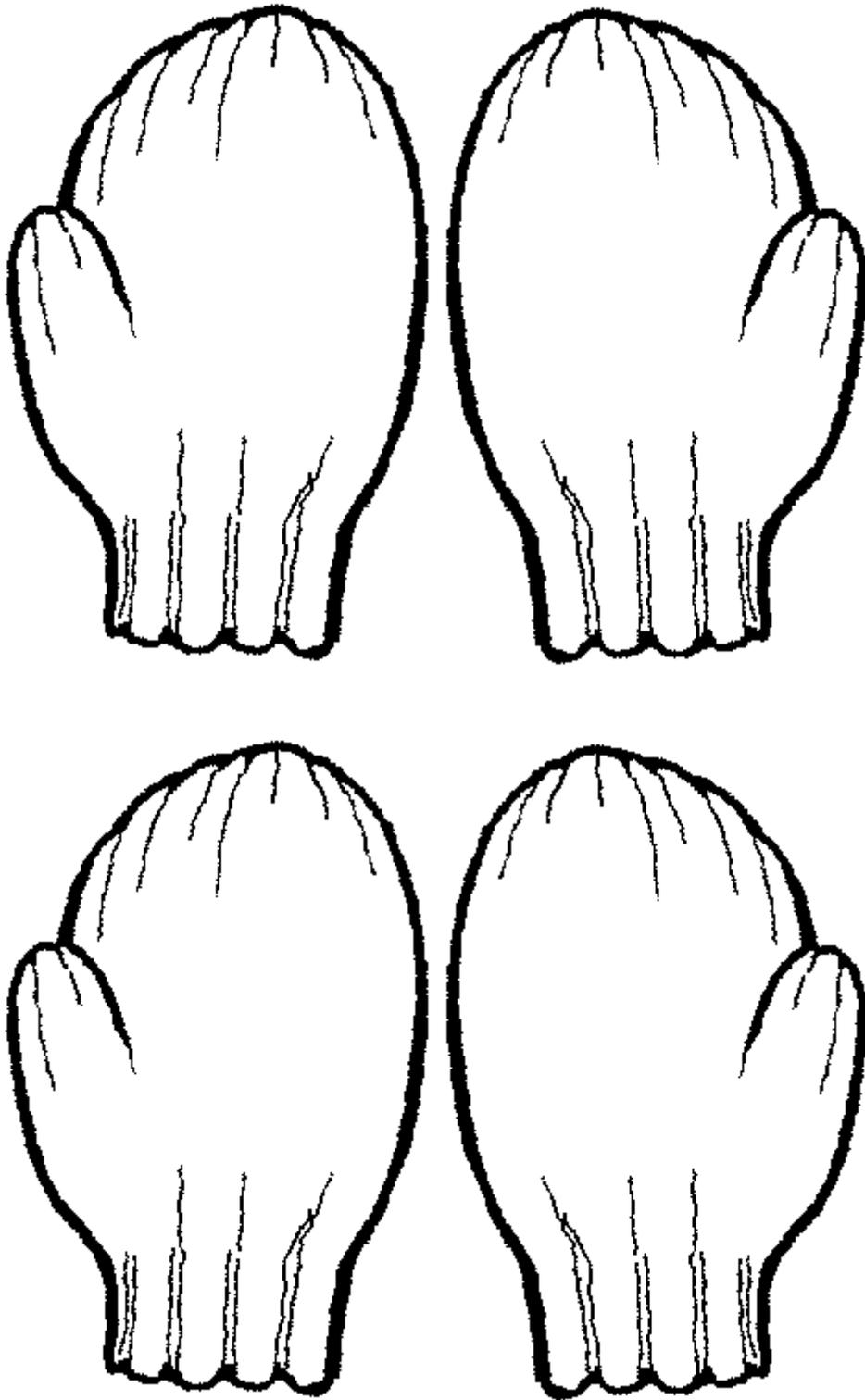


In winter it



In winter it is





Here are mittens for the rhyming activity. I am not aware of the source.

What We Do In Winter

By
