








The winter season brings fun opportunities to teach about weather and the science of snow.

Teachers: Ms. Erika and Ms. Sam

	Monday	Tuesday	Wednesday	Thursday	Friday
Library/Language Arts (Materials, finger plays, stories used, etc.)	A to Z of Winter Tracy Maurer 	Winter Karen Bryant Mole 	Cold Days Jennifer S. Burke 	Animals in Winter Martha Elizabeth Hillman Rustad 	If it's Snowy And You Know it, Clap Your Paws Kim Norman 
Teaching Strategies	Identifies familiar people, animals, and objects when prompted Obj.8a.4 1 8 9	Uses some words and word-like sounds and is understood by most familiar people. Obj. 9b.4 2 7	Babbles strings of single consonant sounds and combines sounds Obj.9b.2 6	Names familiar people, animals, and objects Obj. 9a.4 4	Responds to simple verbal requests accompanied by gestures or tone of voice Obj.8b.2 10
NC Foundations	Respond to simple words and phrases that they hear often. LDC-7f 4 6	Establish joint attention by looking at an object, at their caregiver, and back at the object. LDC-2d 1 7 8	Respond to simple statements and questions about pictures, play, people, and things that are happening. LDC-3a 9	Combine two and three words. LDC-6f 1 2	Listen to simple and repetitive books, stories, and songs for a brief period. LDC-8f 10
Music and Movement (Songs, records, instruments, etc.)	Winter Yoga Outside	Come sing a song of Winter	Snowflakes	Animal Dance	If it's Snowy And You Know it, Clap Your Paws
Teaching Strategies	Experiments with different ways of moving Obj.4.4 2	Babbles strings of single consonant sounds and combines sounds Obj.9b.2 4 6 10	Joins in rhyming songs and games Obj. 15a.2 8	Experiments with different ways of moving Obj.4.4 7	Joins in rhyming songs and games Obj. 15a.2 1 8
NC Foundations	Show confidence in their abilities through actions and/or language ESD-2i 1 10	Show interest or pleasure in response to images, objects, and music CD-4c 9	Perform actions smoothly with balance, strength, and coordination HPD-4k 2	Develop strength, balance, and coordination by repeating movements HPD-4e 7	Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11e 6
Outdoor Time or Vigorous Indoor Activity (Planned Activity)	Winter Yoga	Dressing the baby dolls for winter	Ice Sensory Bin	Making our Bird Feeders	Playing with our Snow balls
Teaching Strategies	Balances while exploring immediate environment Obj.5.2 4 6	Follows simple requests not accompanied by gestures Obj. 8b.4 10	Engages in simple back and forth exchanges with others Obj. 10a.2 1 8 9	Uses trusted adult as a secure base from which to explore the world. Obj. 2a.4 9	Manipulates balls or similar objects with stiff body movements Obj.6.4 9
NC Foundations	Show confidence in their abilities through actions and/or language ESD-2i 2 9	Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else APL-3j 4 10	Move toward people and things that are new and/or interesting. APL-2e 4 10	Focus on an interesting activity or interaction shared with adults for a short period of time. APL-8e 9	Use their whole body to learn APL-2g 8

Art (Additions to Environment or activities)	Decorate a snowflake			Making our Bird feeders	Snow Painting
Teaching Strategies	Uses senses to explore the immediate environment OBJ.11d.2 10			Uses fingers and whole-arm movements to manipulate and explore objects. Obj.7a.4 1 2	Grasps drawing and writing tools; jabbing at paper Obj.7b.2 6
NC Foundations	Focus on self-selected activity for a short period of time APL-8d 2 7			Follow simple directions some of the time. ESD-5b 4 6	Use toys and other objects to make things happen APL-2d 2
Manipulative/Math (Changes to environment, graphs, flannel board activity, etc.)		Dressing the boy and girl for winter		Using our fine motors to make our Bird feeders	Measuring the ingredients for our "Snow"
Teaching Strategies		Follows simple directions related to position Obj.21a.2 1		Uses appropriate eye contact, pauses and simple verbal prompts when communicating Obj. 10b.4 6 10	Responds to simple verbal requests accompanied by gestures or tone of voice Obj.8b.2 2 7
NC Foundations		Take turns in simple games APL-3g 6		Use hands and eyes together HPD-5e 8	Use tools that require finger and hand control HPD-5i 1 4 9
Science/Sensory (Changes to sensory table & activities)	Winter Sensory Bin		Ice Sensory Bin	Making our Bird Feeders	Making "snow"
Teaching Strategies	Plays near other children; uses similar materials or actions Obj.2c.2 7		Engages in simple back and forth exchanges with others Obj. 10a.2 1 8 9	Follows simple requests not accompanied by gestures Obj.8b.4 8	Responds to simple verbal requests accompanied by gestures or tone of voice Obj.8b.2 4
NC Foundations	Explore objects and materials by handling them in many ways CD-15e 8		Move toward people and things that are new and/or interesting. APL-2e 4 10	Use tools that require finger and hand control HPD-5i 10	Use their whole body to learn APL-2g 2 7
Blocks (Changes to the Environment)	Building with large white homemade blocks (different sizes of boxes covered with white contact paper)				
Teaching Strategies	Repeats actions to obtain similar results Obj. 11b.2				
NC Foundations	Explore objects and materials physically to learn about their properties. CD-1e				
Dramatic Play (Changes to the Environment)	Dressing in Winter Clothes				
Teaching Strategies	Imitates actions of others during play; uses real objects as props. Obj. 14b.2				
NC Foundations	Initiate self-care routines and complete with guidance HPD-7f				
Social Emotional Activities	Using Winter signs throughout the week				
Teaching Strategies	Uses an expanding expressive vocabulary Obj.9a				
NC Foundations	Respond to others by using words or signs. LDC-1e				

Family Involvement:

Please check your child's cubby to make sure they have the appropriate clothing for the season