week of:January 10, 2011	Week of:	_January 10, 2011	Teacher:	Miss Sunshine	Age group:Older Toddler_	
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Early Literacy Foundations

Read *That's Not My Snowman* by Rachel Wells. Elicit prior knowledge through questioning. Introduce vocabulary and ask higher order thinking questions throughout reading.

Objectives:

Respond to questions in a story. Repeat new words.

Individual focus / differentiation:

M.O. – look at book independently during free play

Assessment:

Observe children for understanding and comprehension. Document on anecdotal.

Standards:

1.1.4 Comprehension, 1.1.3 Vocabulary Development

Fingerplay. Way up high in the winter sky, two little snowflakes caught my eye. (Point 2 fingers to sky) Down to the ground they fell without a sound. (Twist around) And before very long, it was snowing all around. (Hold arms out). Discuss and ask questions.

Objectives:

Use some words during group recitation. Participate in group rhymes.

Individual focus / differentiation:

M.W. – participate in movements as well as recitation

Assessment:

Observe children for participation. Note children apprehensive about participating in group and offer one-on-one practice at a later time.

Standards:

1.6.2 Speaking Skills

Flannel song / story with props to the tune "I'm a little teapot". I'm a little snowman short and fat. Here is my scarf and here is my hat. When the snow is falling come and play, build a snowman every day. Discuss the colors, shapes and texture of the flannel snowman.

Objectives:

Ask questions that prolong a conversation. Use words in group singing.

Individual focus / differentiation:

R.M. place close to flannel board due to vision restrictions.

Assessment:

Observe children for participation. Note children apprehensive about participating in group and offer one-on-one practice at a later time.

Standards:

1.6.2 Speaking Skills, 1.6.3 Discussion

Cognitive Thinking

Dinosaur digging. Freeze small dinosaurs in ice cubes. With careful supervision, have the children use a plastic mallet and tweezers and attempt to hammer them out. Engage children in higher order questioning and discussion.

Objectives:

Identify differences in properties.

Individual focus / differentiation:

R.M.. – complete entire activity

Assessment:

Ask children to describe the differences between ice and water. Listen for vocabulary used and document on anecdotal. Place in portfolio.

Standards:

3.2a.1 Properties of Matter

Snow water table. Fill the water table with snow. Offer the children large eye droppers filled with colored water and let them make patterns. Talk about the colors they are using and the designs they are making.

Objectives:

Describe the result when two substances are combined. Tell that mixing 2 colors make a different color.

Individual focus / differentiation:

J.D. – tell green is made from blue and yellow

Assessment:

Ask children to describe what happens when you add color to the snow. Ask them to drop two different colors in snow. What happened? Listen to responses and document for comprehension.

Standards:

3.2a.4 Reactions

Clothespin mitten matching. Fill a bag of various types of mittens. Have children locate the two mittens that match and put a clothespin on them. Engage children in questioning and discussion.

Objectives:

Sort objects by colors and shapes.

Individual focus / differentiation:

M.W. – match 2 out of 5 pairs

Assessment:

Observe mitten matching. Document how many matches children get, write anecdotal and place in portfolios. Ask children to tell you what they are doing?

Standards:

2.6.2 Organization and Display of Data

Health, Wellness and Physical Development

Winter Hokey Pokey. You put your mitten in, you put your mitten out ... boots, hat, scarf. Ask the children to come up with other winter items they could "put in".

Objectives:

Join in games. Follow directions.

Individual focus / differentiation:

J.D. – stand on one foot with control

Assessment:

Observe and document which children are able to follow directions. Observe for balance skills.

Standards:

10.4.2 Balance and Strength

Snowman bowling. Laminate snowman and securely attach to empty 2 Liter bottles. Have children bowl and see how many snowmen they can knock down.

Objectives:

Coordinate arm and leg movements when engaged in an activity.

Individual focus / differentiation:

Use smaller ball for M.W. Allow B.O. to move closer to pins for rolling.

Assessment:

Observe and note which children are able to roll with accuracy.

Standards:

10.4.1 Control and Coordination



Creative Thinking and Expression

Snow painting. Mix 1 c salt, $\frac{1}{2}$ c. four, $\frac{3}{4}$ c. water in large bowl. Encourage children to paint with the snow on blue construction paper. Ask open—ended questions to encourage dialogue. Ask children to share what they created when complete and transcribe onto their work.

Objectives:

Create age appropriate representations. Make simple pictures to represent something. **Individual focus / differentiation:**

T.L – describe in some detail what was painted

Assessment:

Write children's description on artwork. Make note who is able to depict representation with words.

Standards:

9.1c.1 Representation

Snowflakes falling. When the music plays, have children pretend to move around like snowflakes falling from the sky. When the music stops, snowflakes "freeze".

Objectives:

Move body to rhythm.

Individual focus / differentiation:

R.M – stop on cue

Assessment:

Observe who is able to follow direction and stop / start with ease. Document.

Standards:

9.1a.2 Exploration

Snowman play. Place white sweatpants, a white sweatshirt with Velcro buttons and a top hat in the Dramatic Play area. Encourage children to dress as a snowman and act out.

Objectives:

Act out the role of a snowman.

Individual focus / differentiation:

M.W. – put on sweatpants without adult assistance

Assessment:

Observe children that dress up as a snowman. Ask them to describe what they are doing. Take photos, document on anecdotal and place in portfolio.

Standards:

9.1b.2 Performance

Social and Emotional Development

"Who's Here" Mitten. Create a mitten for each child with their name and picture on it. Everyday they come to school, have them hang their mitten on the clothesline.

Objectives:

Enjoy opportunities to try something new. Do something over and over for mastery. **Individual focus / differentiation:**

L.E. – remember mitten 2 out of 5 days without adult guidance

Assessment:

Observe children for participation. Note who remembers and which children need gentle reminders.

Standards:

25.1.1 Self-Awareness, 25.1.3 Competence

It's snowing! Have children make it snow by working together and throwing cotton balls in the air. Have them make it snow very slowly, faster, very fast. Clean up as a group.

Objectives:

Participate in short group activities.

Individual focus / differentiation:

J.D. – maintain self control during activity

Assessment:

Observe children for participation. Gently encourage children who are apprehensive to join in.

Standards:

25.4.1 Social Identity

Shredded paper snowman. Place a large snowman template in the art area, encourage children to work together during center time and glue the snow (shredded paper) to the snowman.

Objectives:

Engage in play in a specific area after noticing peers there. Work alongside of peers in art area.

Individual focus / differentiation:

R.M. – use glue independently

Assessment:

Observe children for participation. Document which children can work independently on project and those that require adult assistance.

Standards:

25.4.1 Social Identity

Outside Experiences

Bring snow in from the outside for use within the sensory table.

Temperatures are to be below 25 degrees this week, make sure children get active indoor play – in the gym. If temperature permits, bundle children up and take outside.

Changes to the Environment

If for some reason the snow outside melts, use a snow cone machine and make snow for the sensory table.

Place winter books in the reading area and "real picture" books in the science center.

Family and Community Partnerships

Send home note to families asking for any pictures they have of their children playing in the snow.

Work on mid-year conference schedule for posting and note to go home with families.

Teacher Reflection

Large eye droppers were still difficult for children to manipulate on their own. Look for an alternative to this – turkey basters?

Extend snow activities into next week. Children were very interested in this topic!