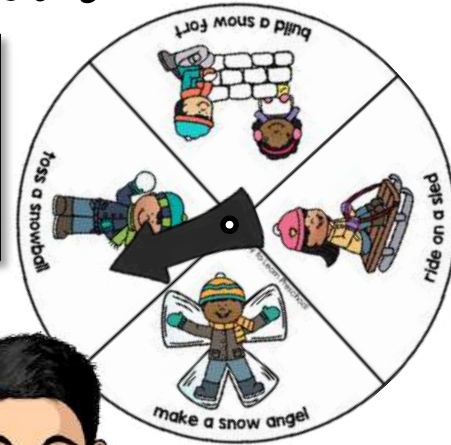


SNOW

Preschool Unit



Catching Flakes

A child is catching flakes in the soft, falling snow.



Pick a little snowflake—
is the child below?



Circle Time Lessons

- Day 1 Introduction - Snow**
Introduce the new unit: **Snow**.
Talk about characteristics of snow, take a poll, and recite a snow poem.
- Day 2 Snowflakes**
Look at the real pictures of snowflakes.
Notice patterns and identify shapes.
- Day 3 Snow Weather**
Look at the real pictures of snowy weather.
Sing a S-N-O-W-Y song and play an action dice game.
- Day 4 Snow People**
Look at the real pictures of snow people.
Identify emotions with a snowman faces game. Recognize rhyming words with snowman cards.
- Day 5 Shoveling Snow**
Look at the real pictures of snow removal.
Sing a movement song about shoveling snow.
Play a letter identification carpet game.

Introduction

What is Snow?

Snow forms when tiny bits of frozen water join together in cold air. Children notice snow with their senses as they touch it, watch it, and walk through it.

Objectives:

- The students will answer questions.
- The students will play with words, sounds, and rhymes.

Activities:

- Show the real-life photographs of snow. Discuss the characteristics of snow using the "Snow is..." picture cards.
- Take a poll, "Have you ever seen snow?" Students use sticky notes or name cards to respond on a pocket chart or bar graph.
- Recite the "Snowflakes Falling Down" poem as a class. Teach the ASL sign for snow and sign as the poem is read.

Extension Idea: Teach the ASL sign for snow. Put two hands up. Fingers spread apart. Snow. Fingers and move hands down like snow is falling.

Day 1 lesson plans

Snowflakes

Key Masterpieces

Snowflakes grow into different shapes as they float through the sky. Looking closely helps children notice patterns in nature.

Objectives:

- The students will use visual discrimination skills to match objects.
- The students will recognize shapes.

Activities:

- Show the real-life photographs to the class. Point out the different shapes and patterns shown on each snowflake.
- Print the two pages of snowflakes, cut apart and mix. Place cards on 2 cards of a ten. If the snowflake is the same as the one on the card, place the snowflake on the card. If not, place it on the table.

Extension Idea: The snowflakes. Pick one for your students. After the snowflakes are sorted, the snowflake is hiding in the snow. Pick one of the snowflakes to show to the class.

Day 2 lesson plans

Snow Weather

Furries and Blizzards

Snowy weather can be gentle or strong, and the sky can change quickly. Words like *furries* and *blizzards* describe what children see outside.

Objectives:

- The students will follow and directions.
- The students will repeat simple musical patterns.

Activities:

- Show the real-life photographs. Discuss the differences.
- Print the Snowy Weather Action Dice, then assemble as directed. Students take turns rolling the dice and the class act out the side rolled.
- Sing the S-N-O-W-Y song to the tune of "Bingo." Display letters S-N-O-W-Y and sing the song. After singing 3 verses, cover up the letter S with a picture of the snowflakes. Sing the second verse as "Whoosh! No-O-W-Y."

Extension Idea: Play a simple choose-to game. When you call "Turns," children choose to snowflakes gently falling. When you call "Blizzard," everyone chooses to feel when you call "Furries," everyone chooses to notice.

Day 3 lesson plans

Snow People

Stacking Snowballs

Making a snow person is fun in winter. Children notice how each snow person looks different depending on how it is built and decorated.

Objectives:

- The students will recognize other's feelings and respond appropriately.
- The students will recognize rhyming words.

Activities:

- Show the real-life photos. Discuss if anyone has ever made a snow person. Allow children to share.

Extension Idea: Snowman Faces. Pick one of the snowman faces for the students. If the snowman is happy, the snowman is smiling.

Day 4 lesson plans

Shoveling Snow

Making a Clear Path

When snow covers the ground, people clear paths so they can walk and roller to walk or drive. Tools like shovels and plows are used to move snow out of the way.

Objectives:

- The students will play with words, sounds, and rhymes.
- The students will recognize letters of the alphabet.

Activities:

- Show the real-life photographs and discuss as a class.
- Sing the "Shovel in the Snow" song. Switch out "songs" with alternate words on cards. Students move along and pretend to do each action while singing.
- Play the "Where's the Snow?" memory game.

To Play the Game:

- Line up the pictures of the plows. Pick the right number of cards for your students. Identify the letters together.
- Hide the snowflake under one of the plows and recite the poem to find it.
- Children guess where the snowflake is hiding by identifying the letter on the plow.

Extension Idea: Add shovels and plows to the snowman faces. The snowman's shovels are the snowflakes. The snowman's shovels are the snowflakes. The snowman's shovels are the snowflakes.

Day 5 lesson plans

Circle Time Lessons

Day 6 Animals in the Snow

Look at the real pictures of snow animals. Recite a snow animals chip clip poem and sort animals by where they live.

Animals in the Snow
Adapted for the Elements

Some animals live in snowy places and stay safe with special fur or colors. These things help them adapt to the cold environment.

Objectives:

- The students will count a set to 5 and make combinations of objects to create the set.
- The students will sort objects by property.

Activities:

- Look at the real-life photographs. Discuss what special features help the animal survive the cold, snowy weather.
- Recite the "5 Cozy Animals" chip clip poem. As you progress through each verse, remove an animal from the snow scene.
- Put the leafy paper cards in a pocket chart. Show the animals, one at a time, to the students. Students sort the animals based on if they live in the snow or not.

Extension Idea:
Put an animal's sensory table. Fill the table with clear acrylic cow filler and plastic rice. Add plastic toy animals, leaves, and bases for a one-of-a-kind experience.

Day 7 Tracks in the Snow

Look at the real pictures of tracks in the snow. Match animals to their tracks with a puzzle game. Play a patterning game.

Tracks in the Snow
What was here?

Snow can show footprints and marks left behind by animals, people, and vehicles. These tracks help children think about what passed through the area.

Objectives:

- The students will use new vocabulary.
- The students will notice and extend simple patterns.

Activities:

- Look at the real-life pictures. Discuss the patterns behind each set of tracks. What do you notice?
- Use 35 pieces of white paper to help each child find the vertical lines. Draw a student's name to the left of the paper.

Extension Idea:
Use a grid to help each child find the vertical lines. Draw a student's name to the left of the paper.

Day 8 Snow Sports

Look at the real pictures of people doing sports in the snow. Sing a snow sports song. Recognize patterns with a grid game.

Snow Sports
Skiing, Sledding & Snowboarding

Snow sports use snow and ice to glide, slide, or move in new ways. Children may recognize skiing or going sledding on snowy days.

Objectives:

- The students will play with words, sounds, and rhymes.
- The students will notice and extend simple patterns.

Activities:

- Show the real-life photos to the class. Point out the different equipment used each activity in the pictures.
- Sing the "Slide Like This" song. Use the picture cards to assist with each verse.
- Play the Snow Sports Grid Game.

Extension Idea:
Use a grid to help each child find the vertical lines. Draw a student's name to the left of the paper.

Day 9 Playing in the Snow

Look at the real pictures of things to do in the snow. Read a poem and act out motions. Sort activities by if they are done in the snow or not.

Playing in the Snow
Winter Fun

Snow gives children new ways to move and explore outdoors. Rolling, stepping, and stepping snow encourages active learning.

Objectives:

- The students will demonstrate basic locomotor skills.
- The students will sort objects by property.

Activities:

- Show the real-life photographs to the class. Discuss the activities shown in each picture.
- Read the "Step, Step, Step" poem, then give the wheel to the students. They will act out the wheel.

Extension Idea:
Use a grid to help each child find the vertical lines. Draw a student's name to the left of the paper.

Day 10 Conclusion

Review information learned in the unit. Play a riddle game and draw a picture about snow.

Conclusion
What Did We Learn?

Snow invites children to notice weather, animals, movement, and patterns in their world. Thinking about those snowy ideas helps connect what they learned across the unit.

Objectives:

- The children will actively participate in conversations.
- The children will draw and initiate the act of writing.

Activities:

- Ask children about their favorite activity was during this unit.
- Create a riddle bag. Place small pictures in each bag and attach the riddle. (Alternatively, use the included picture cards.)
- Ask the students what they have learned about snow during this unit. Students can draw their pictures or teachers can transcribe their responses on the attached recording sheets.

Extension Idea:
Make a memory tray with 10 small snow-related items. Complete a riddle worksheet. Try to guess the item from the riddle. Show the tray to the class, then remove the item and the student guess what it is.

Introduction

What is Snow?

Snow forms when tiny bits of frozen water join together in cold air. Children notice snow with their senses as they touch it, watch it, and walk through it.



Snow is cold, tiny ice that falls f



Snow on the ground looks soft and white.

Objectives:

- The students will answer questions.
- The students will play with words, sounds, and rhymes.

Activities:

1. Show the real-life photographs of snow. Discuss the characteristics of snow using the “Snow is...” picture cues.
2. Take a poll, “Have you ever seen snow?” Students can use sticky notes or name cards to respond on a pocket chart or bar graph.
3. Recite the “Snowflakes Falling Down” poem as a class. Teach the ASL sign for snow and have students move like a snowflake falling down while signing as the poem is read.

Have you ever seen snow?	
Yes, I have.	No, not yet.
Elsa	Hans
Anna	Sven
Kristoff	Iduna
Oaken	

Extension Idea:

Teach the ASL sign for **snow**. Put two hands up, fingers spread apart. Wiggle fingers and move hands down like snow is falling.





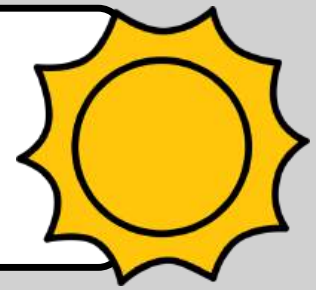
Snow is cold, tiny ice that falls from the sky.



Snow on the ground looks soft and white.



Have you ever seen snow?

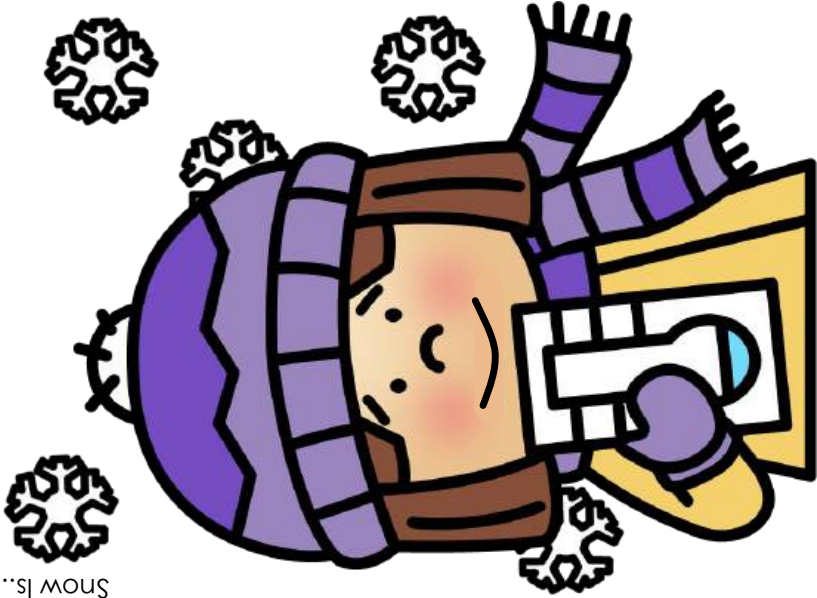


Yes,
I have.



No,
not yet.

Snow is...



cold

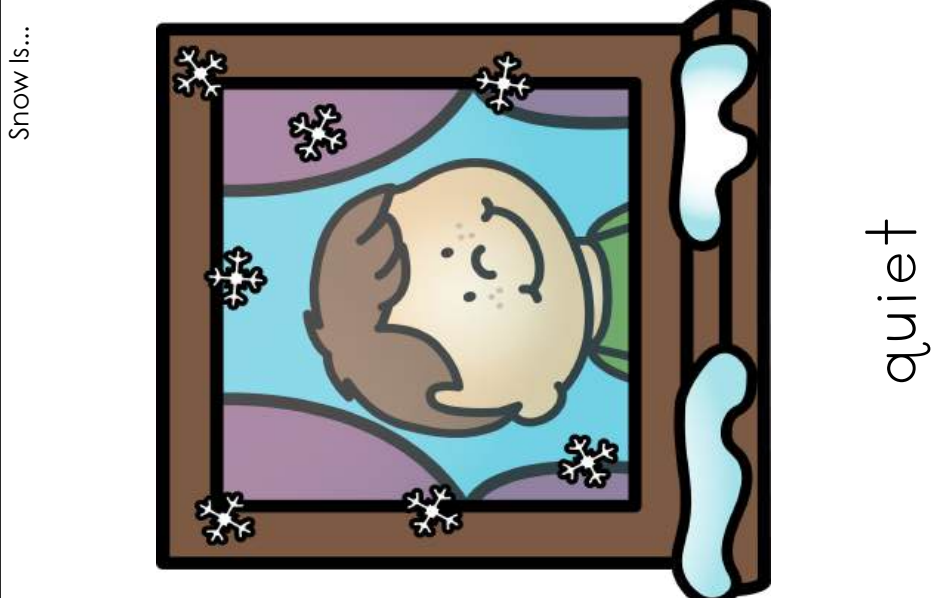


white

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soft



quiet

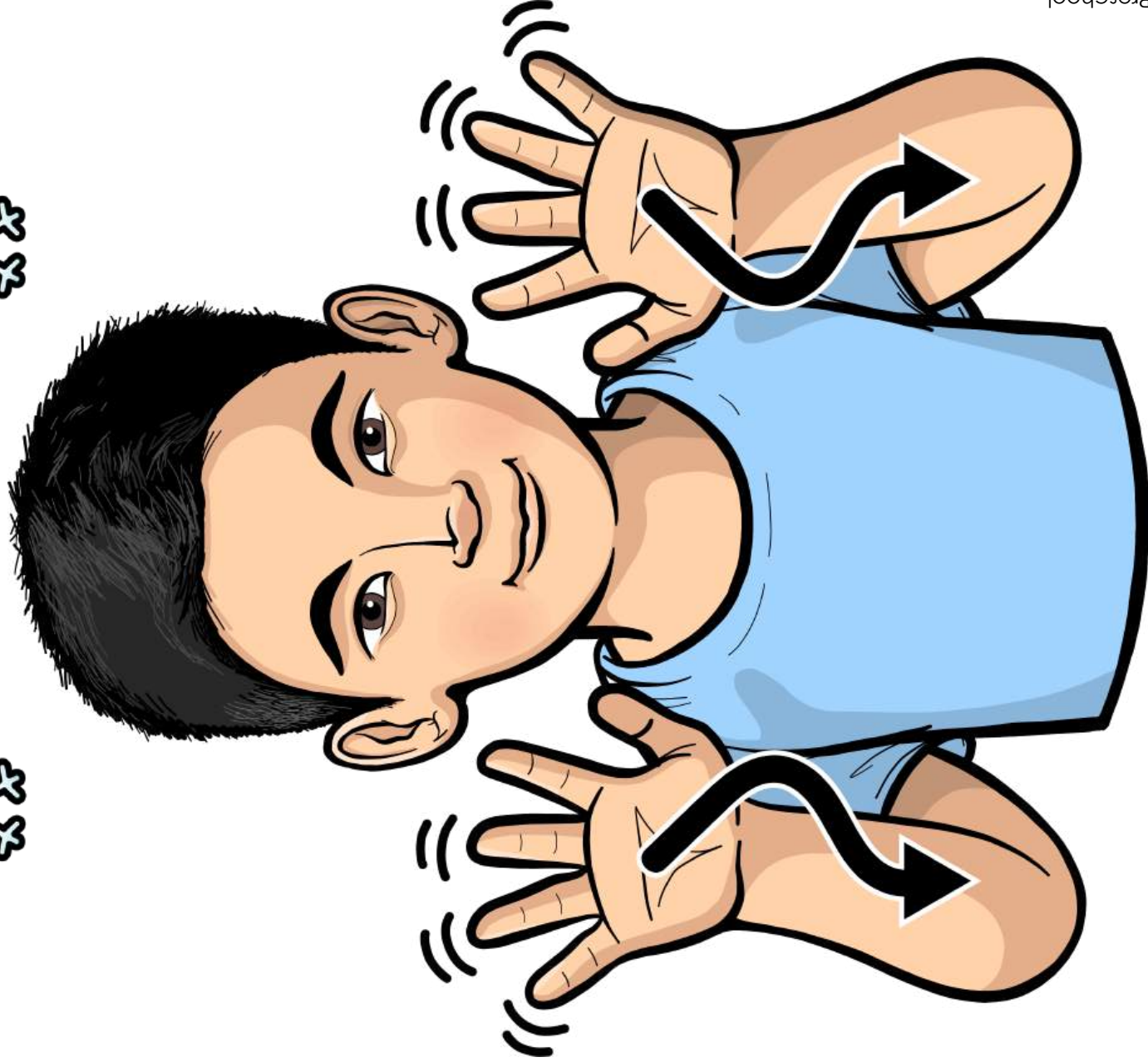
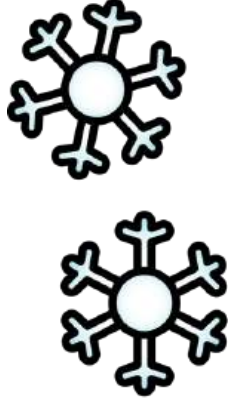
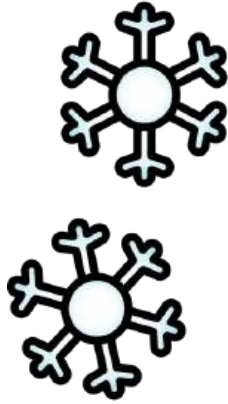


Snowflakes Falling Down

Poem

Snowflakes falling down,
Drifting to the ground.
Soft and slow, here we go.
Snowflakes falling down.

Snow



Put two hands up, fingers spread apart. Wiggle fingers and move hands down like snow is falling.

Snowflakes

Icy Masterpieces

Day 2
lesson
plans

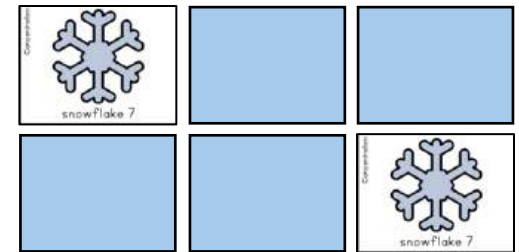
Snowflakes grow into different shapes as they float through the sky. Each snowflake is unique and different. Looking closely helps children notice patterns in nature.

Objectives:

- The students will use visual discrimination skills to match objects.
- The students will recognize shapes.

Activities:

1. Show the real-life photographs to the class. Point out the different shapes and patterns shown on each snowflake.
2. Print the two pages of snowflakes, cut apart, and mat. Place cards facing down. Students take turns flipping over 2 cards at a time. If the cards match, the student gets to keep the pair. If they don't match, they return them to the face-down position and try again.
3. Play the snowflake shape game.

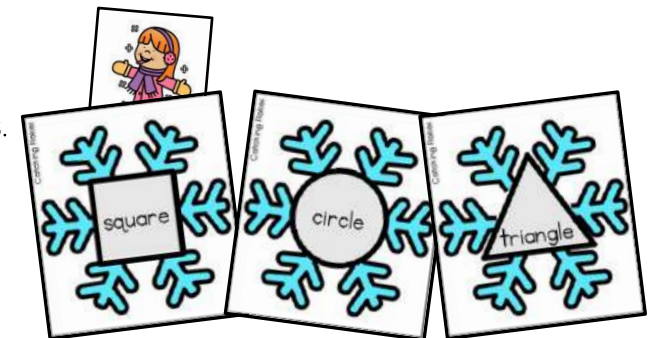


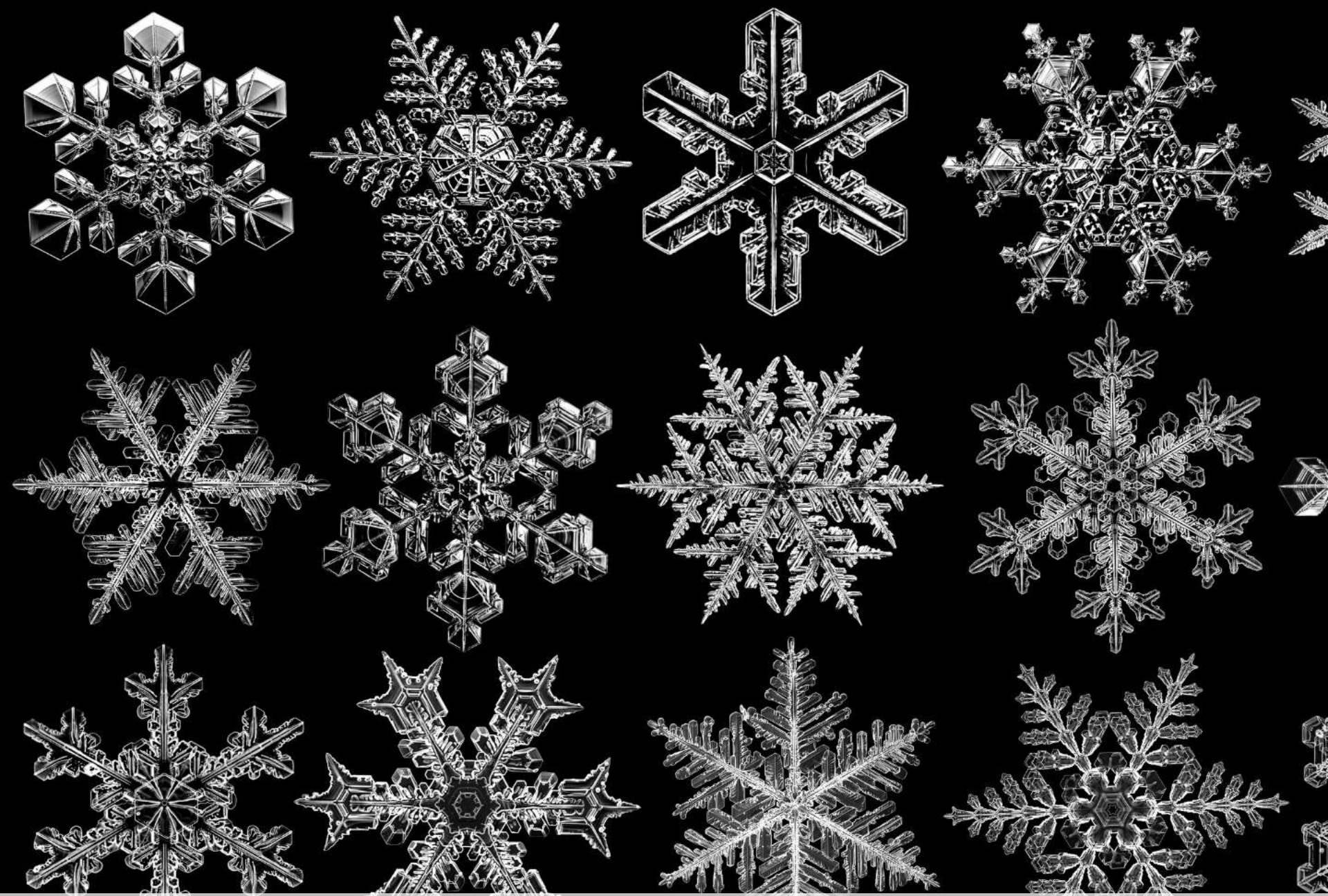
Extension Idea:

Play a musical snowflake game. Put on some music. When it stops, children freeze in a "snowflake pose" with arms and legs stretched out.

To Play the Game:

- Line up the pictures of the snowflakes. Pick the right number of cards for your students.
- Identify the shapes together.
- Hide a child under one of the flakes and recite the poem to find it.
- Children guess where the snowflake is hiding by identifying the number or the item.





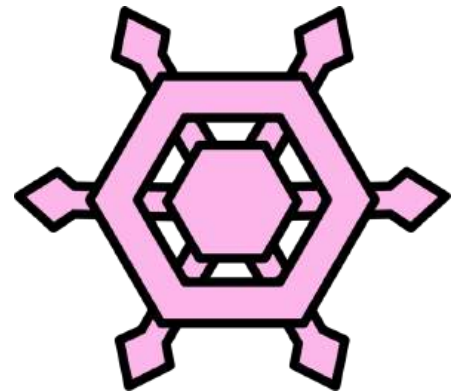
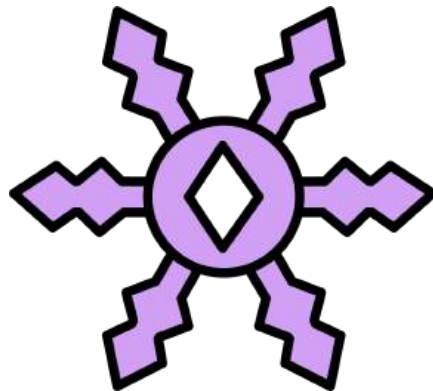
Every snowflake has lines, points, and shapes.



This snowflake has a hexagon in the middle.

Snowflakes

Each snowflake is different,
But kind of the same.



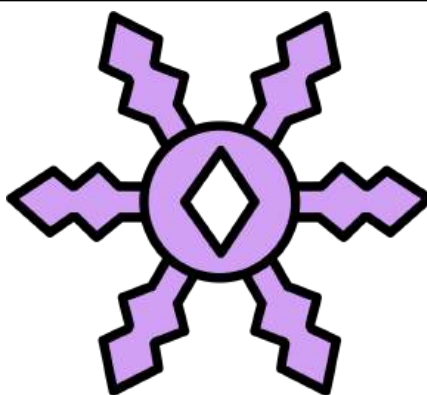
Can you make a match?
Let's play a game!

Concentration



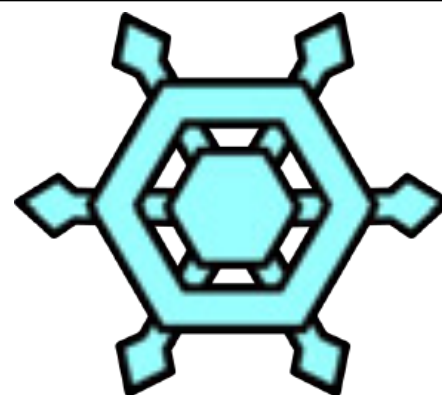
snowflake 1

Concentration



snowflake 2

Concentration



snowflake 3

Concentration



snowflake 4

These 8-sided snowflakes are inaccurate. Do we have any other 6-sided ones? These are all 6 sided...am I missing something?

Concentration



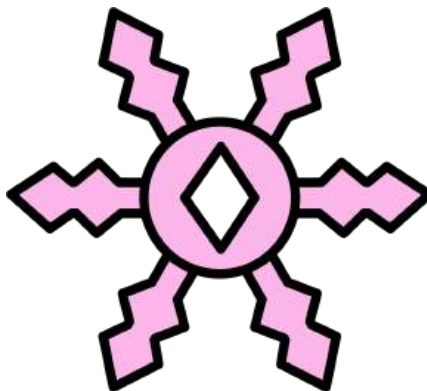
snowflake 5

Concentration



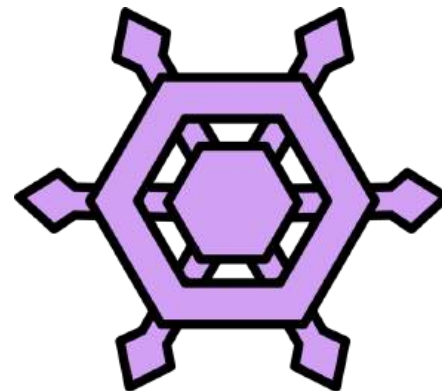
snowflake 7

Concentration



snowflake 8

Concentration



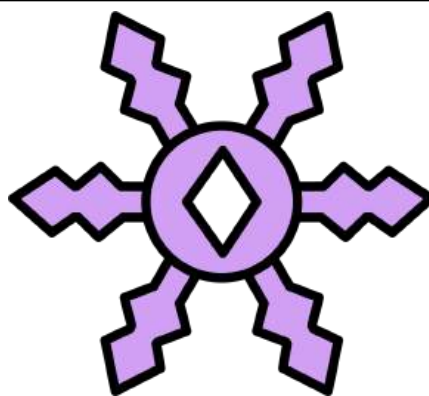
snowflake 9

Concentration



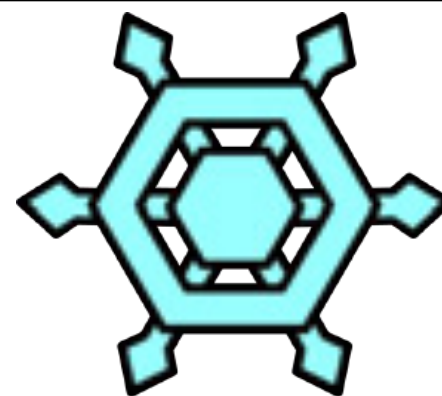
snowflake 1

Concentration



snowflake 2

Concentration



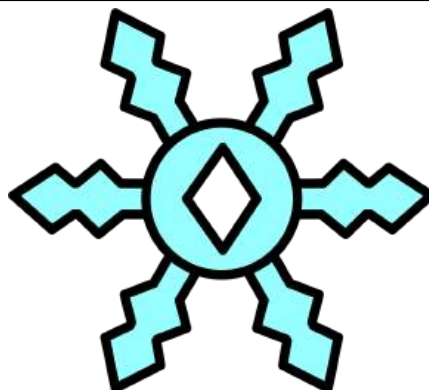
snowflake 3

Concentration



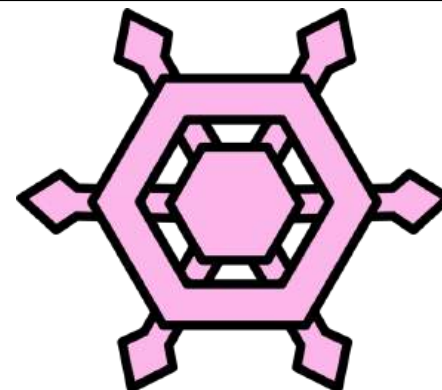
snowflake 4

Concentration



snowflake 5

Concentration



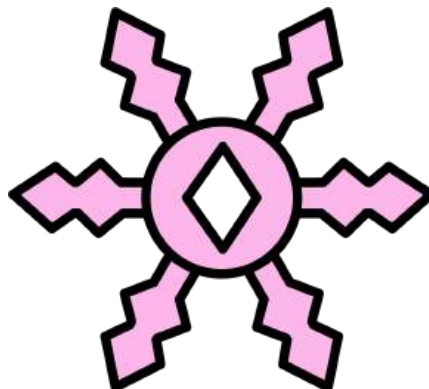
snowflake 6

Concentration



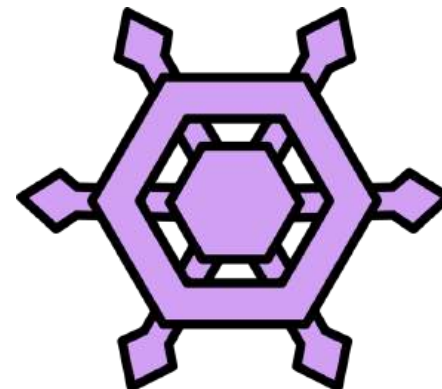
snowflake 7

Concentration



snowflake 8

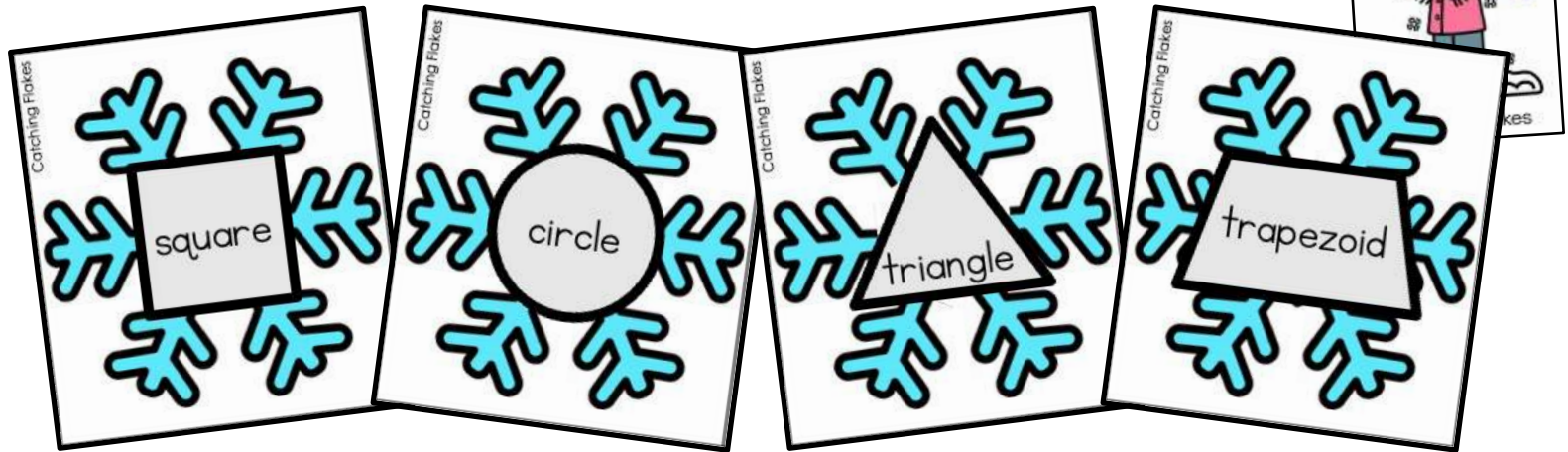
Concentration



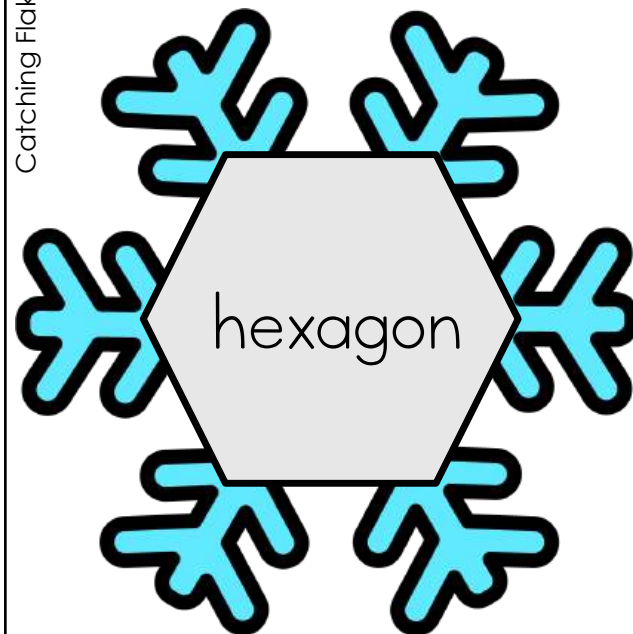
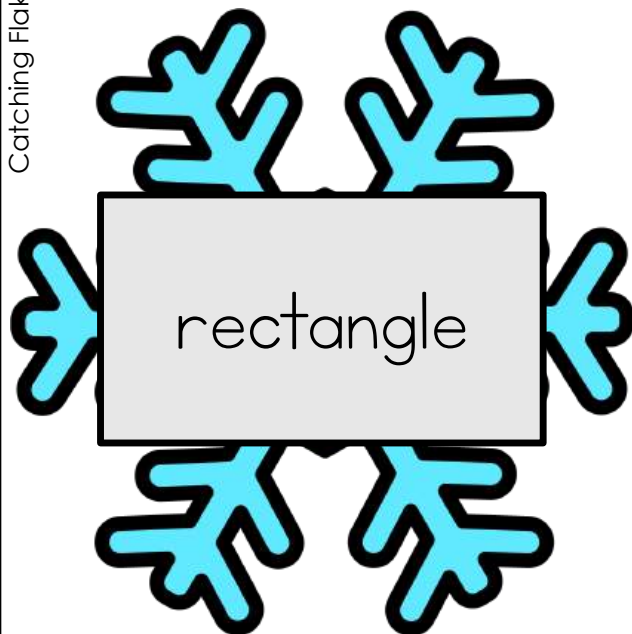
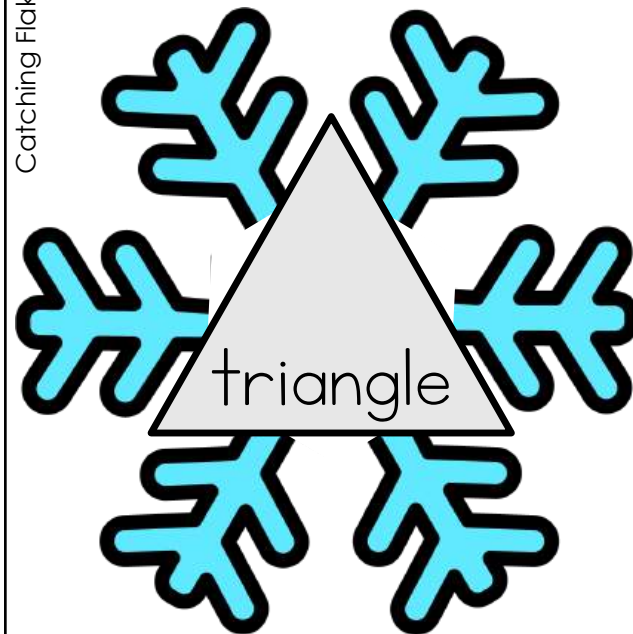
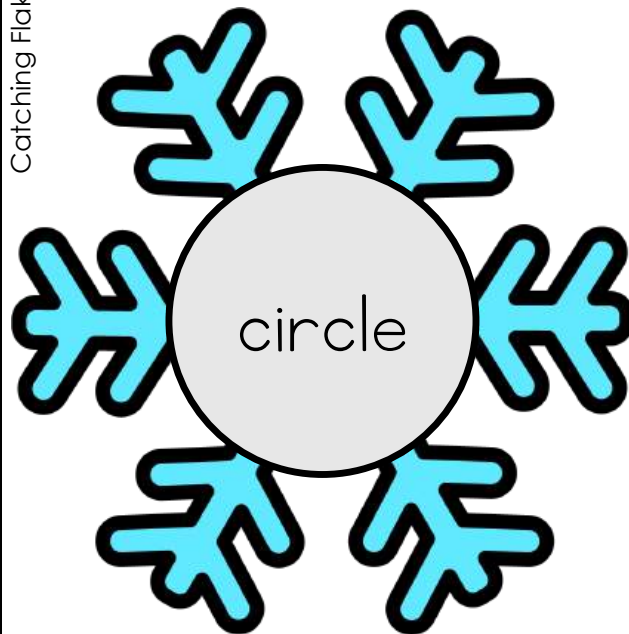
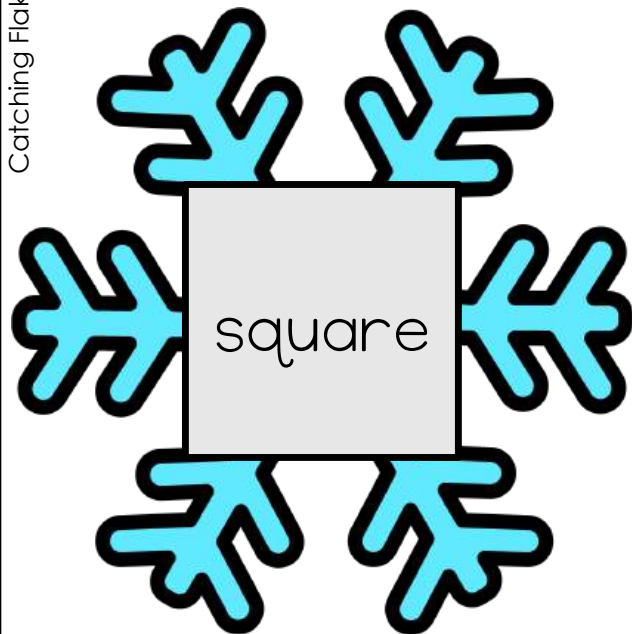
snowflake 9

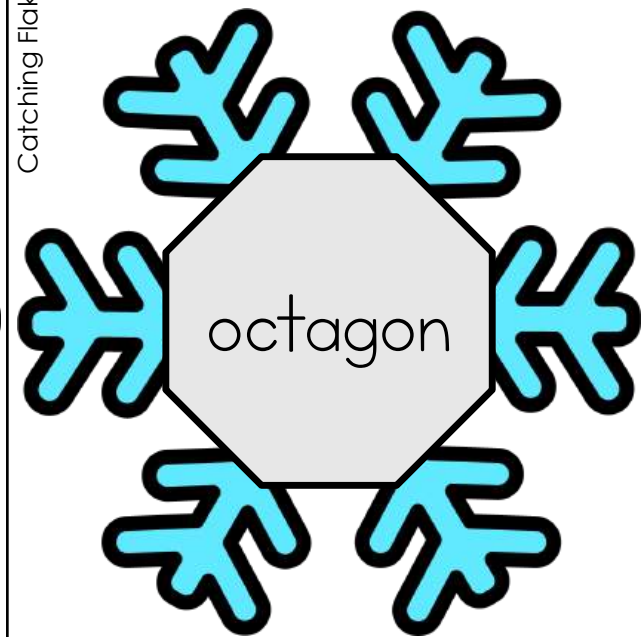
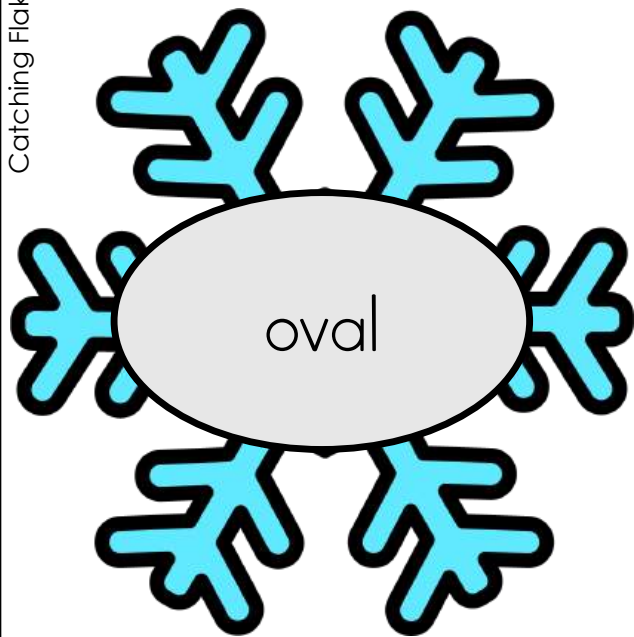
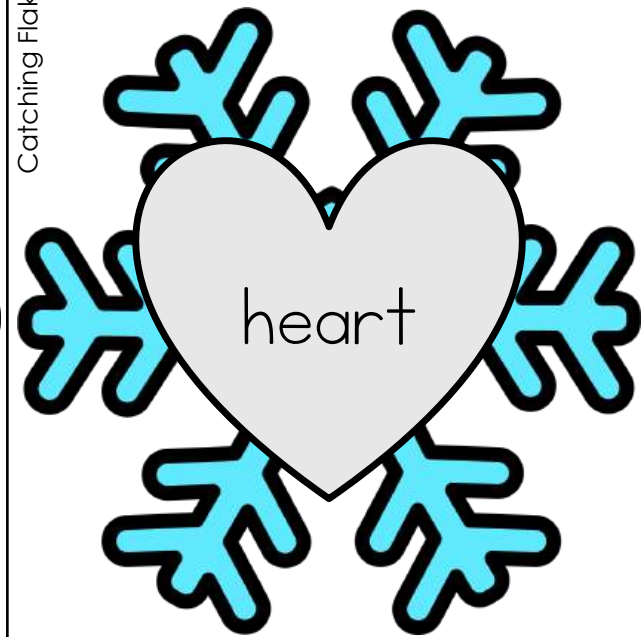
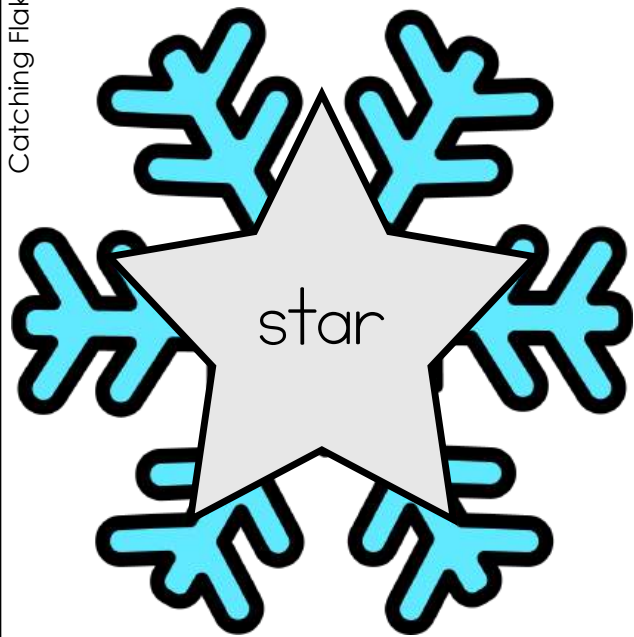
Catching Flakes

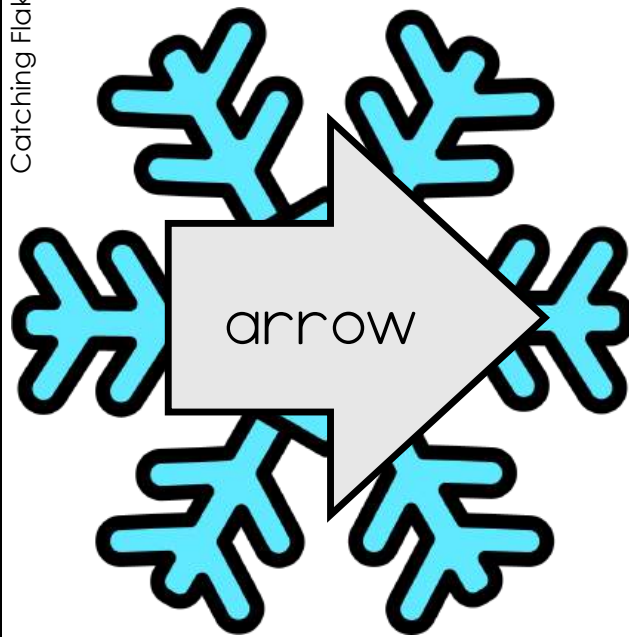
A child is catching flakes
in the soft, falling snow.



Pick a little snowflake—
is the child below?







Cut out a child.



catching flakes



catching flakes



catching flakes



catching flakes

Snow Weather

Flurries and Blizzards

Day 3
lesson
plans

Snowy weather can be gentle or strong, and the sky can change quickly. Words like *flurries* and *blizzard* help describe what children see outside.

Objectives:

- The students will follow oral directions.
- The students will repeat simple musical patterns.

Activities:

1. Show the real-life photographs. Discuss the differences.
2. Print the Snowy Weather Action Dice, then assemble as directed. Students take turns rolling the dice and then, as a class, act out the side rolled.
3. Sing the S-N-O-W-Y song to the tune of "Bingo". Display the letters S-N-O-W-Y and sing the song. After singing the first verse, cover up the letter S with a picture of the snowflakes. Sing the second verse as "Whoosh!, N-O-W-Y".

Cold temperature helps snow stay on the ground.



Tiny snowflakes softly falling are called flurries.



Strong wind and blowing snow is called a blizzard.



Extension Idea:

Play a simple stop-and-go game. When you call "flurries", children dance like snowflakes gently falling. When you call "blizzard", everyone dances fast. When you call "freeze", everyone freezes in place.



Cold temperature helps snow stay on the ground.



Tiny snowflakes softly falling are called flurries.

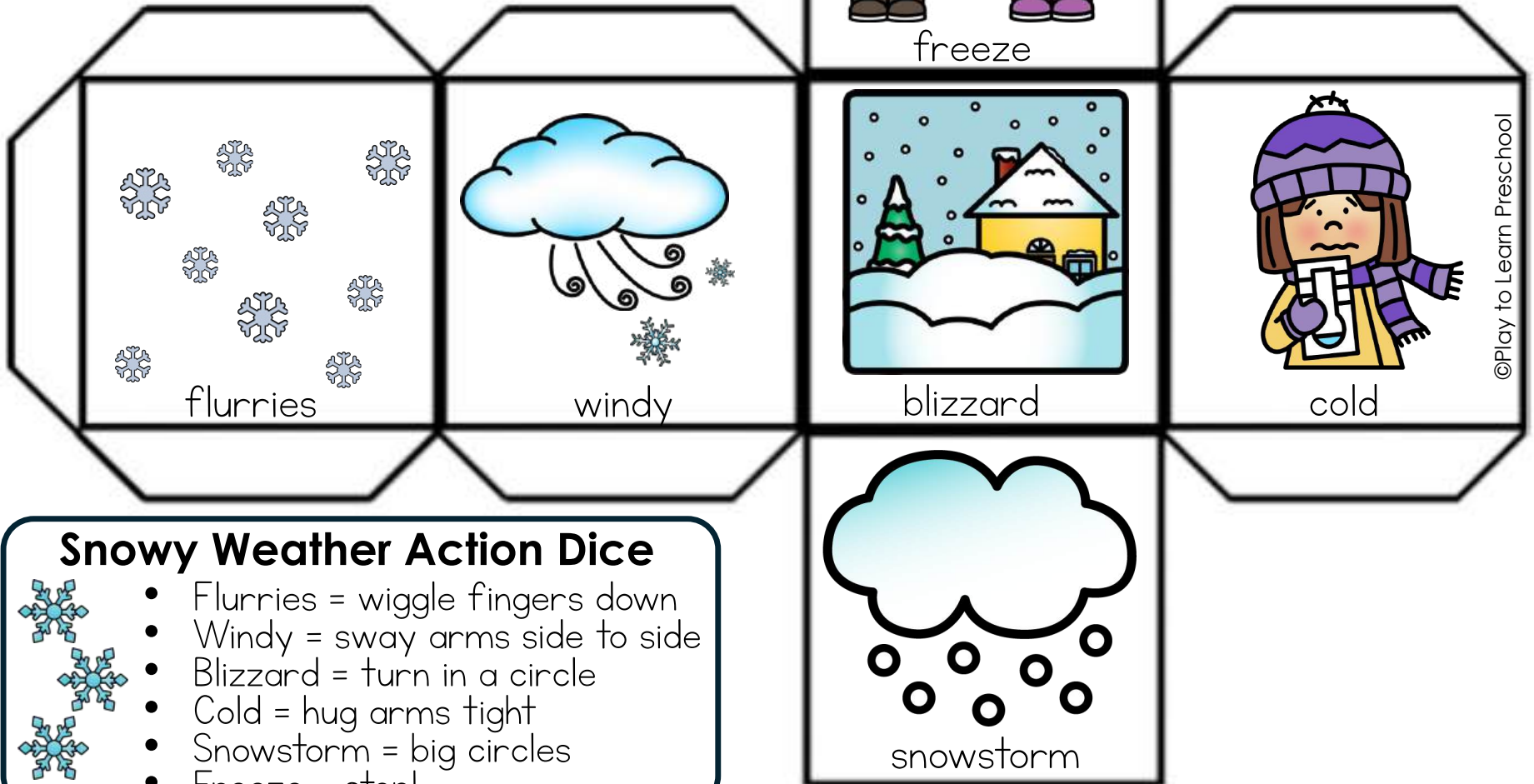


Strong wind and blowing snow is called a blizzard.



Snowy Weather Action Dice

- Copy this template, cut it out and fold it into a die.
- Children take turns rolling the die.
- As a class, mimic the movement shown on the die.



S-N-O-W-Y

To the tune of BINGO

The snow is falling
all around.
It's so cold and snowy.

S-N-O-W-Y
S-N-O-W-Y
S-N-O-W-Y

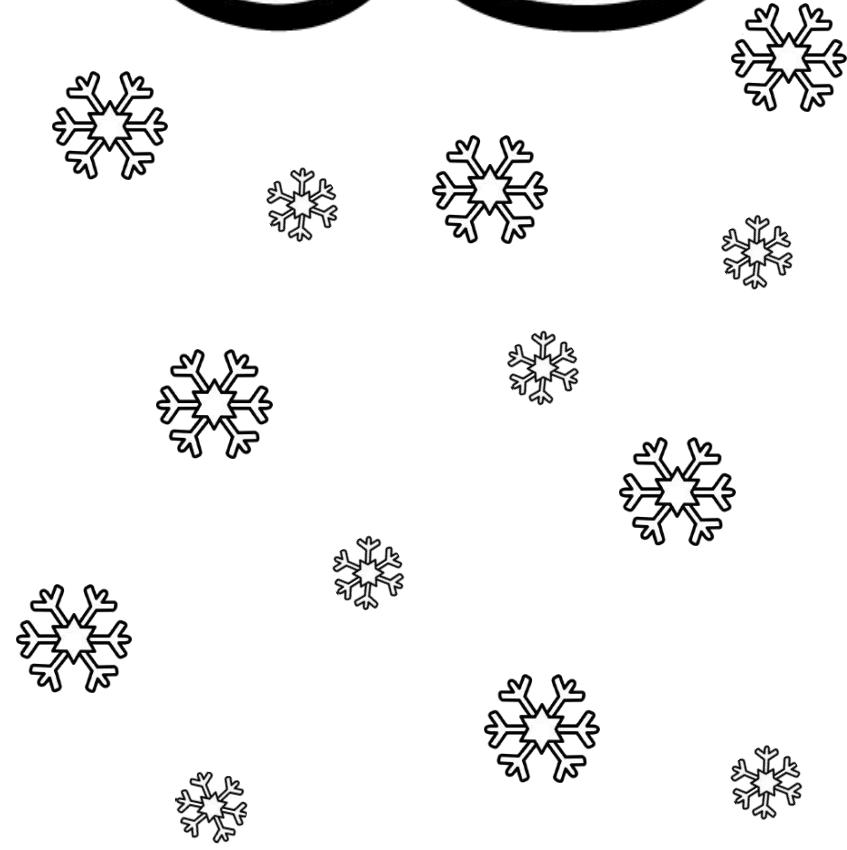
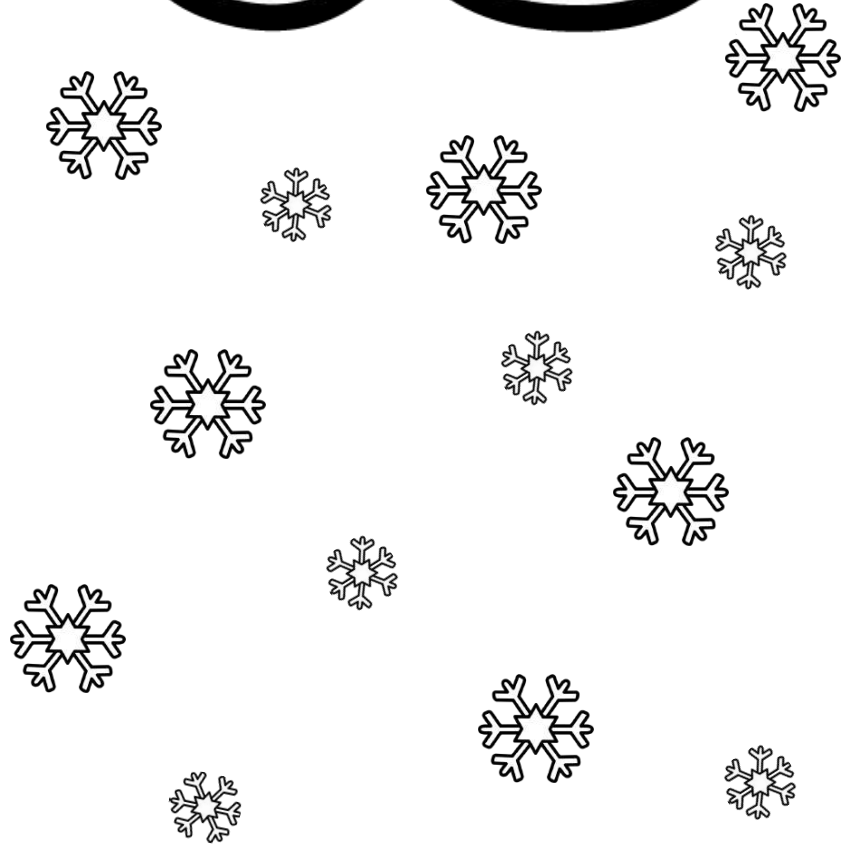
It's so cold and snowy.

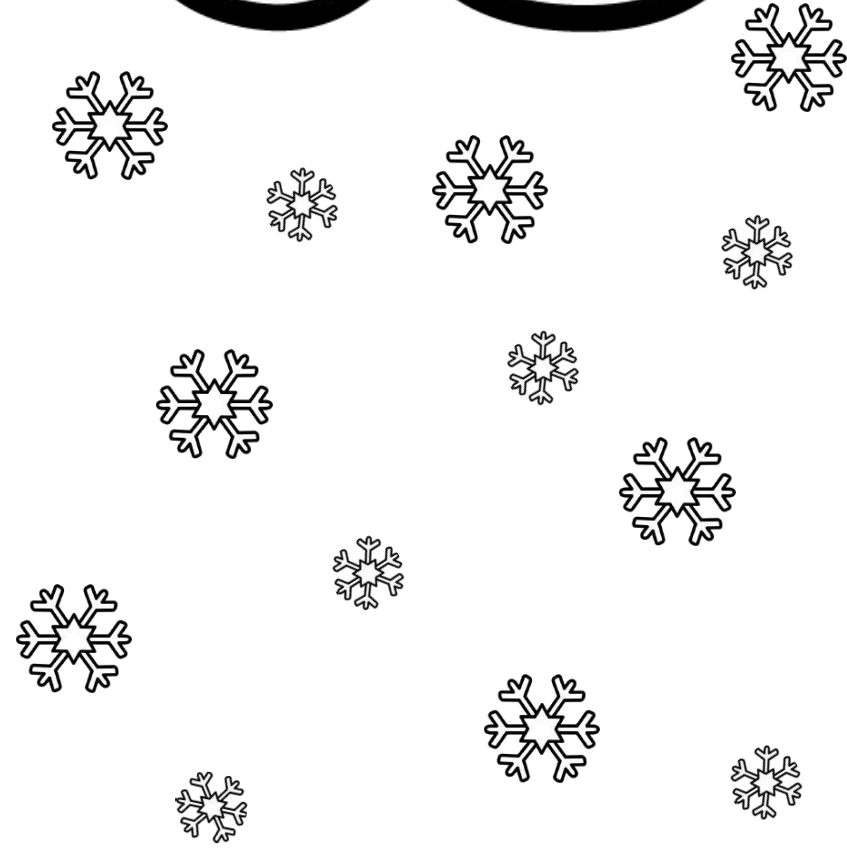
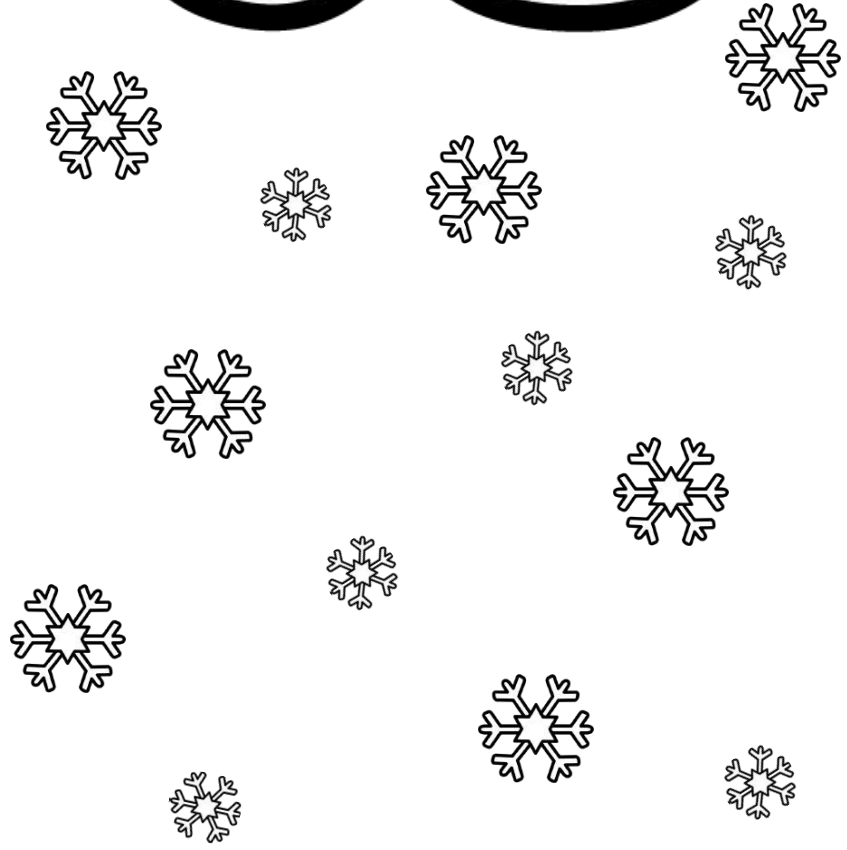












Snow People

Stacking Snowballs

Day 4
lesson
plans

Making a snow person is fun in winter. Children notice how each snow person looks different depending on how it is built and decorated.

Objectives:

- The students will recognize other's feelings and respond appropriately.
- The students will recognize rhyming words.

Activities:

1. Show the real-life photos. Discuss if anyone has ever made a snow person. Allow children to share their ideas.
2. Sing the "Snowman Faces" song to the tune of "Where is Thumbkin?" Hold up snowman emotion cards and have students mimic each emotion.
3. Give each child a large white pom pom. Display one of the snowman pairs. If the pictures rhyme, tell the students to gently toss their snowball in front of them. If the pictures do not rhyme, they should hold the snowballs.



Extension Idea:

Invite students to create their own snowman at the art center using [Puffy Snow paint](#). Simply mix white glue with shaving cream to create a textured paint students will love.



more Puffy Snow Paint info.



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Snow people are made by rolling snow into balls.



Snowballs are stacked to make a snow person.



Every snow person looks different when decorated.

Snowman Faces

To the tune of "Where is Thumbkin?"



Where's the snowman?

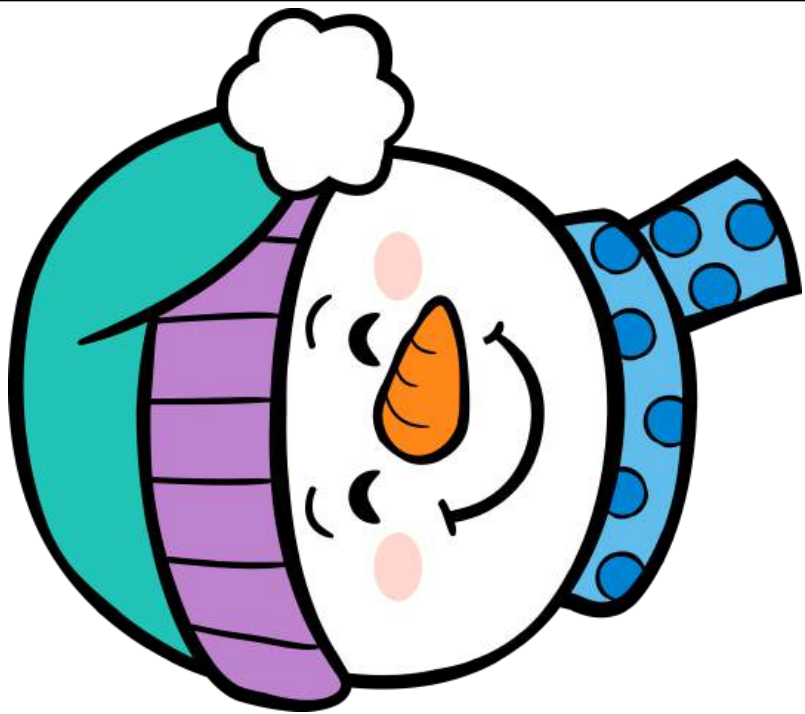
Where's the snowman?

Here it is! Here it is!

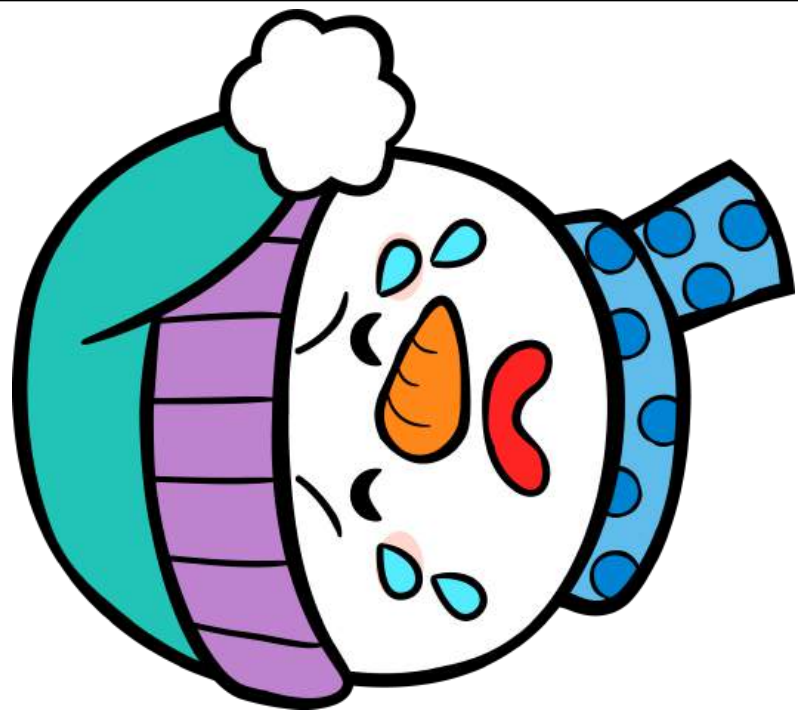
This one is a happy one,
Let's all have some fun!

Make this face!

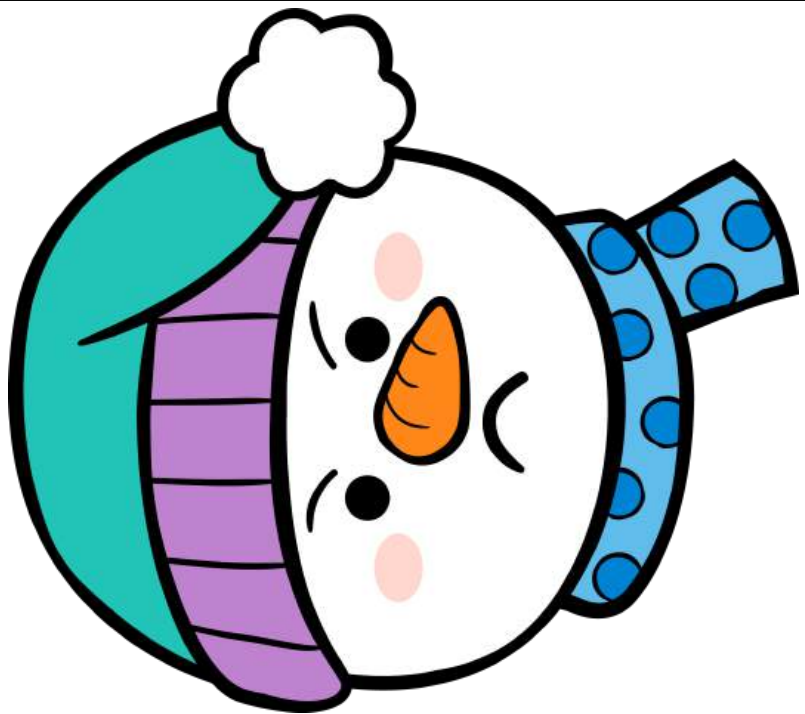
Make this face!



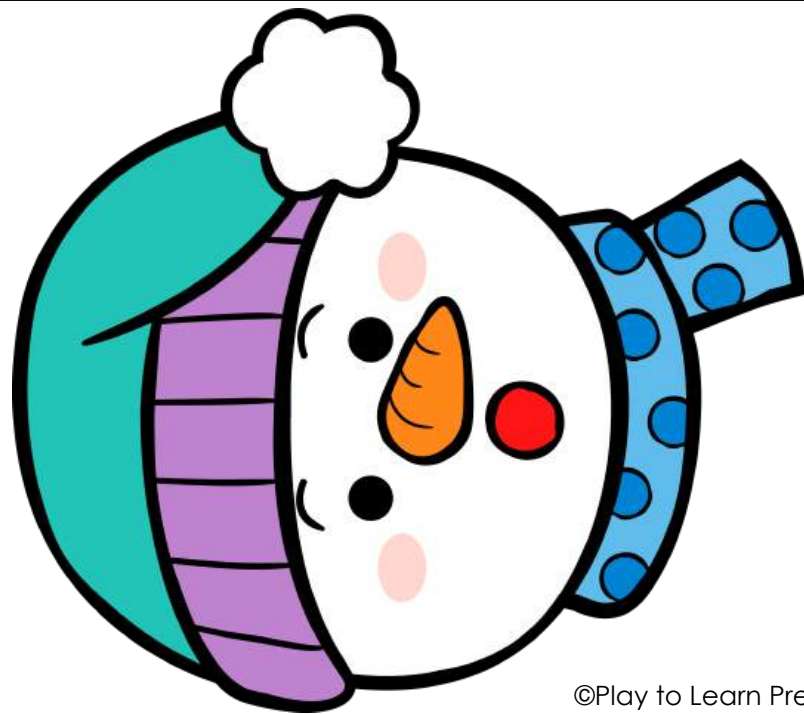
happy



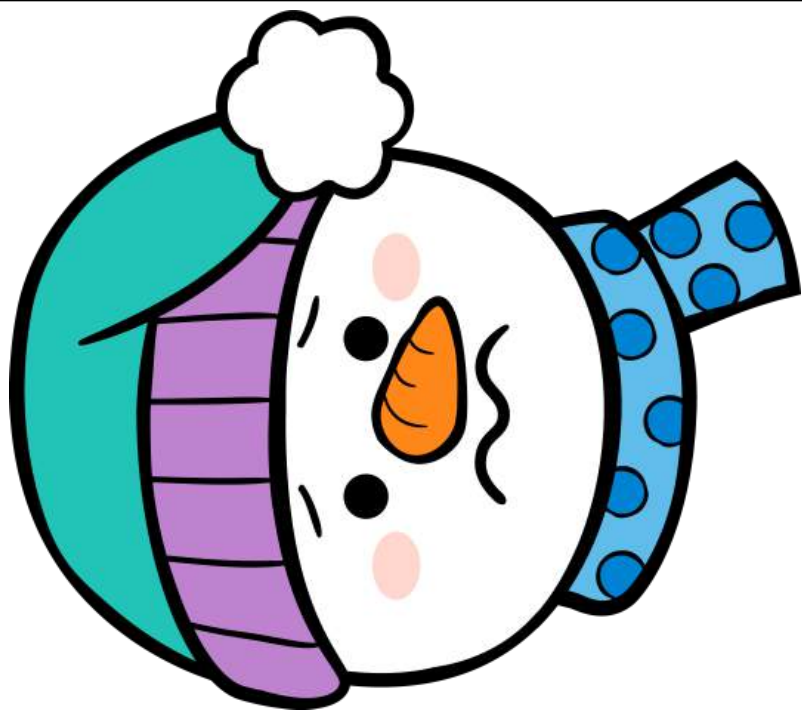
sad



angry



surprised



worried



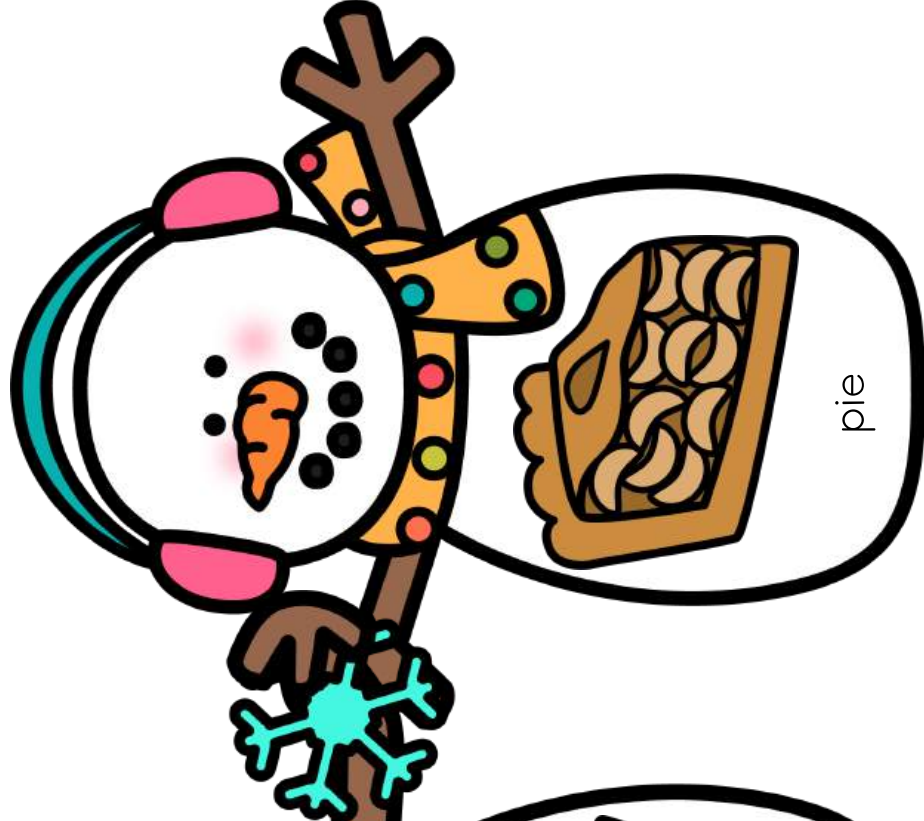
silly



tired



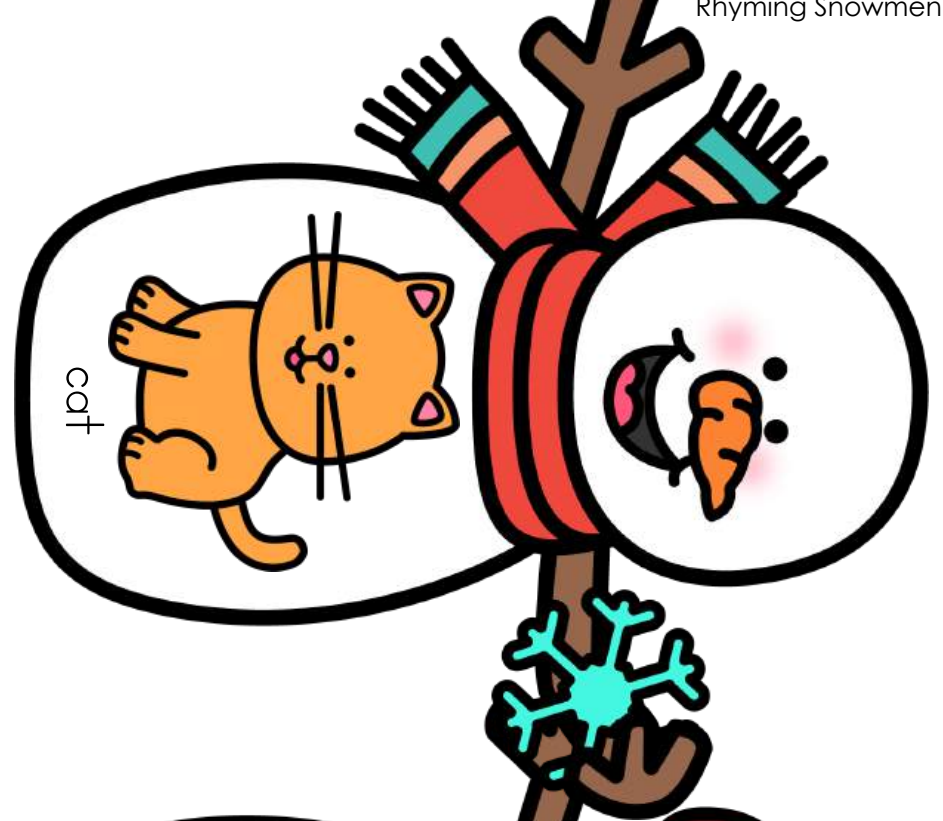
confused



pie



eye



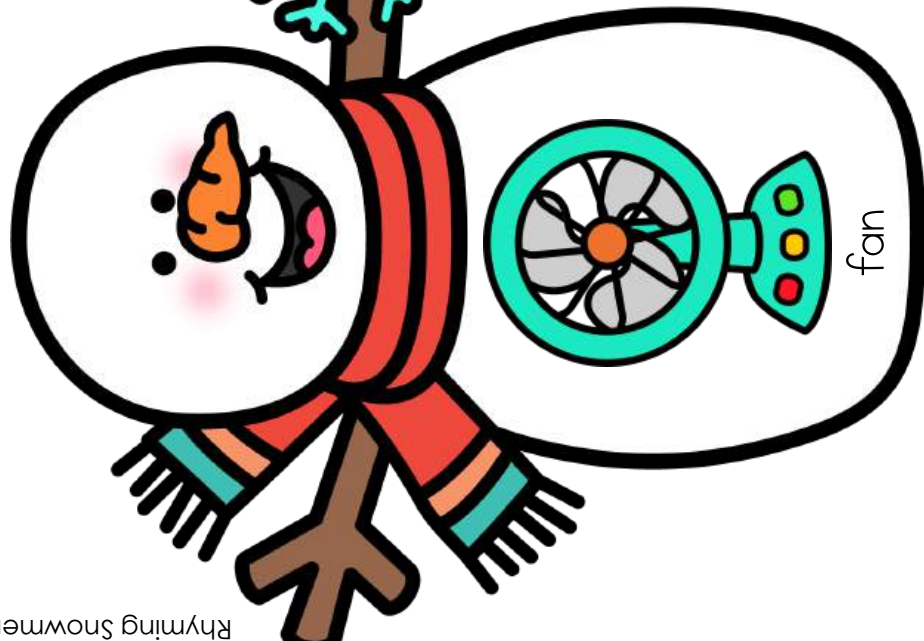
cat



dog



can



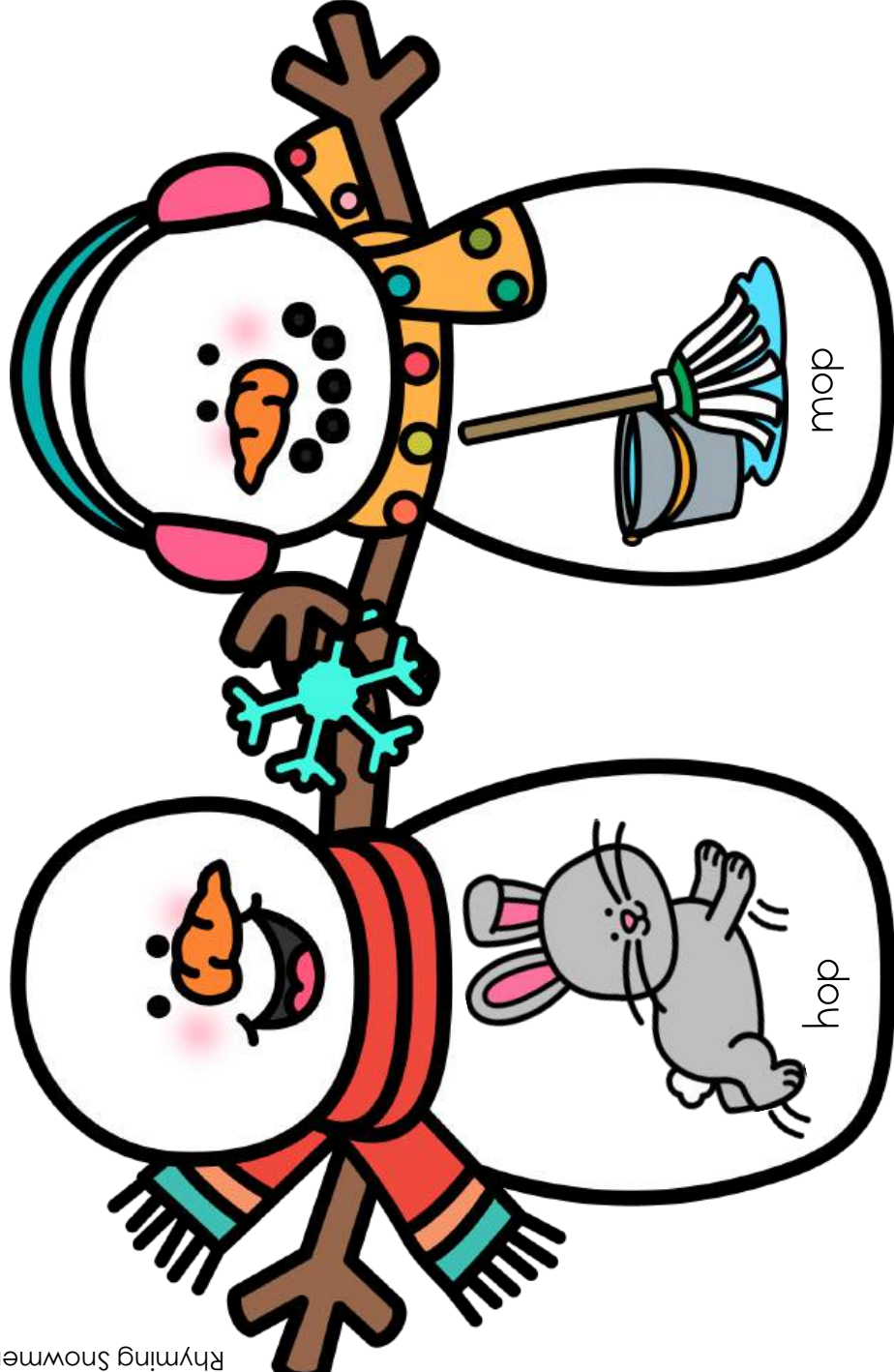
fan



frog



fish





bug



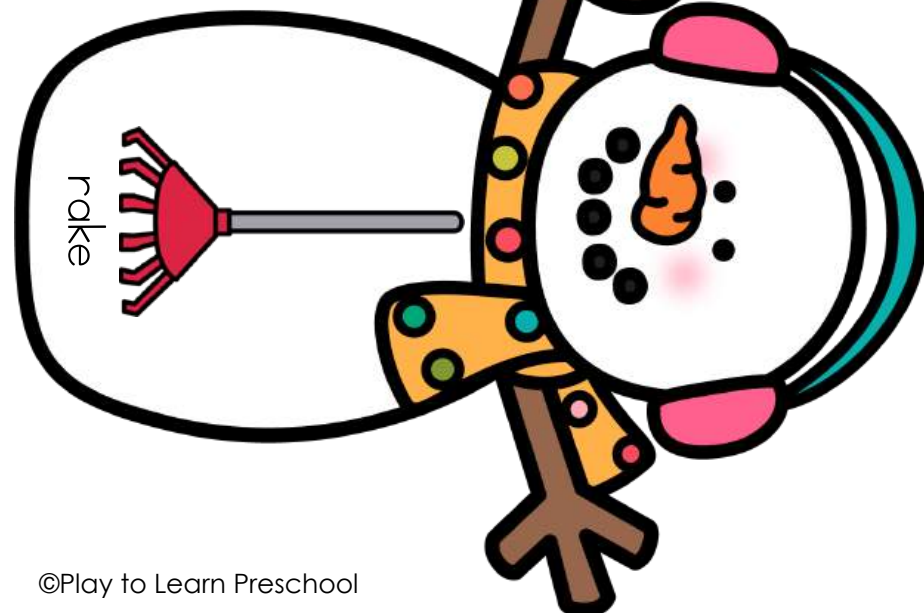
mug



hat



cat





Shoveling Snow

Make a Clear Path

Day 5
lesson
plans

When snow covers the ground, people clear paths so it's easier and safer to walk or drive. Tools like shovels and plows are used to move snow out of the way.

Objectives:

- The students will play with words, sounds, and rhymes.
- The students will recognize letters of the alphabet.

Activities:

1. Show the real-life photographs and discuss as a class.
2. Sing the "Shovel in the Snow" song. Switch out "scoop" with alternate words on cards. Students move along and pretend to do each action while singing.
3. Play the "Where's the Snow?" carpet game.



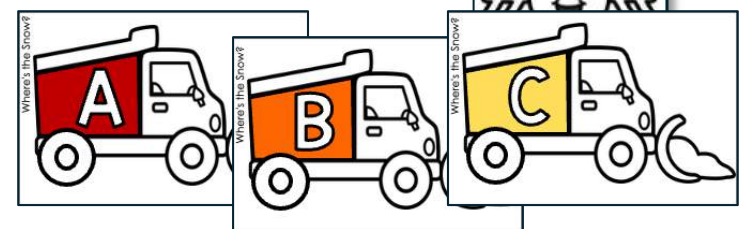
Extension Idea:

Add shovels and toy plows to the sensory table. Fill with road blocks, toy cars, and [Insta-Snow](#) so that students can clear the way.



To Play the Game:

- Line up the pictures of the plows. Pick the right number of cards for your students. Identify the letters together.
- Hide the snowflake under one of the plows and recite the poem to find it.
- Children guess where the snowflake is hiding by identifying the letter or the color.



A shovel is used to scoop and push snow.



A snow plow helps clear snow from the roads.



Shovel in the Snow

To the tune of Wheels on the Bus

The shovel in the snow goes

Scoop, scoop, scoop,

Scoop, scoop, scoop,

Scoop, scoop, scoop.

The shovel in the snow goes

Scoop, scoop, scoop,

To clear the snowy path.





scoop



push



lift

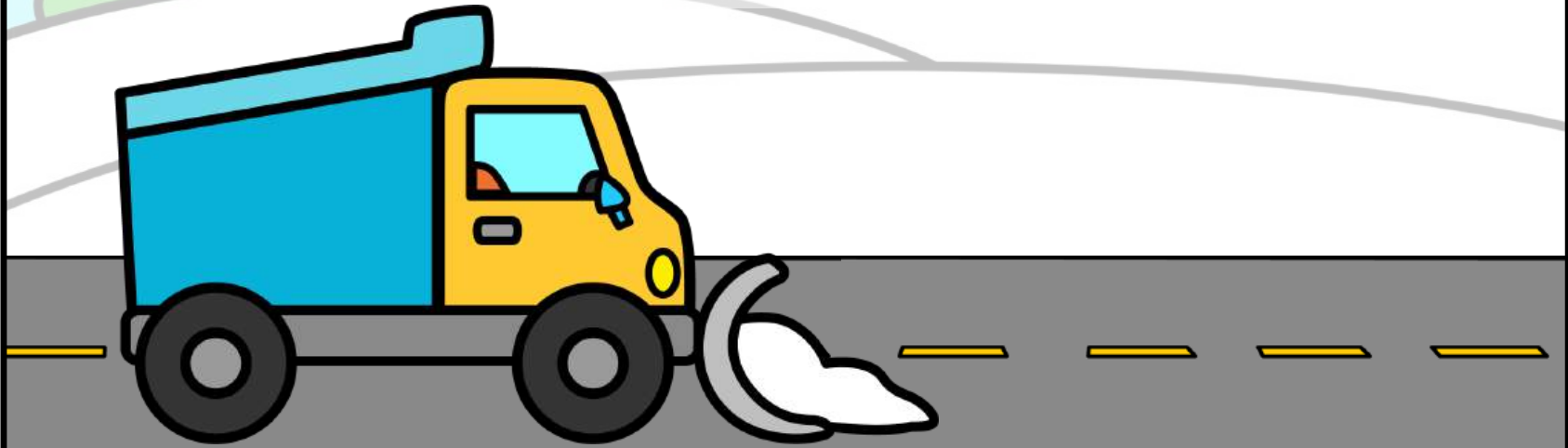


dump

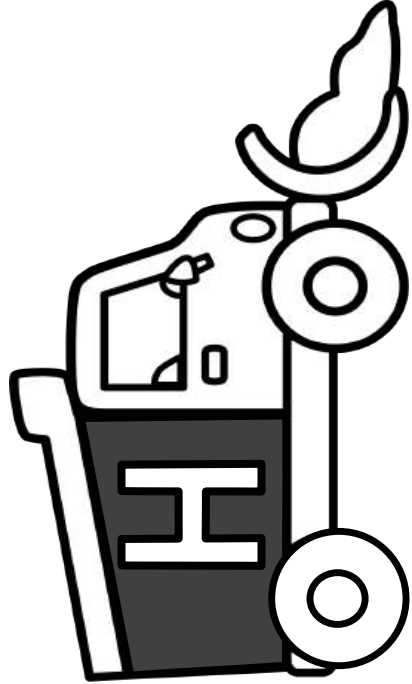
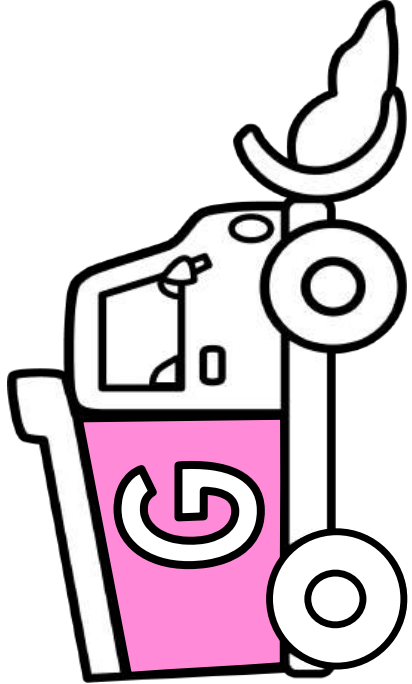
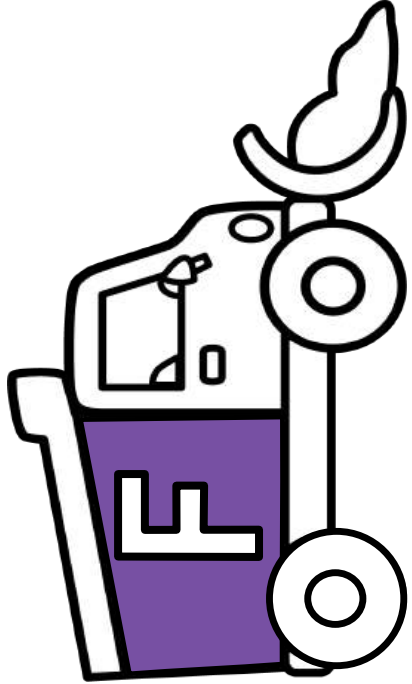
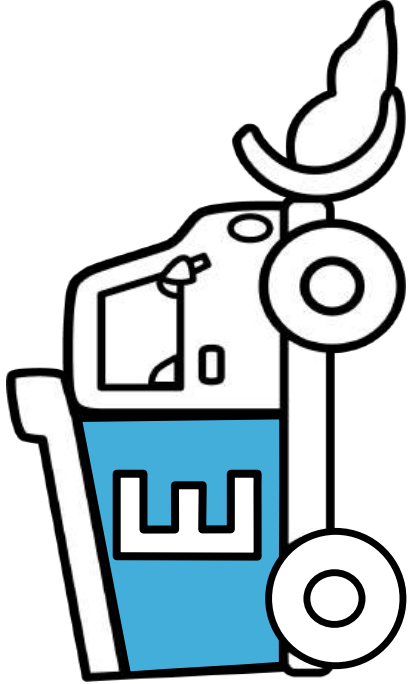
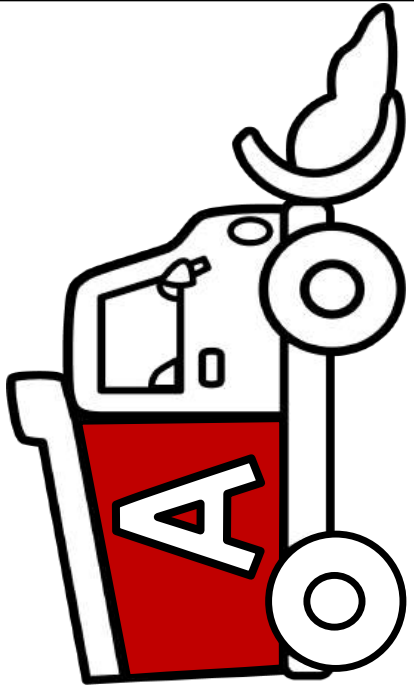
Where's the Snow?

Carpet Game

The snow plow came
And moved the snow.



Pick a plow -
Where did it go?



Where's the Snow?

Where's the Snow?

Where's the Snow?

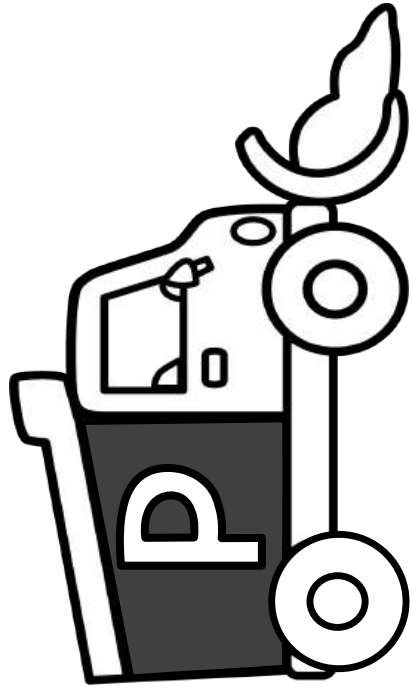
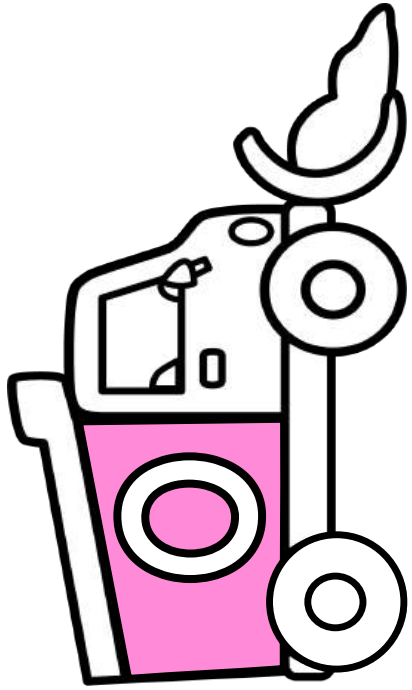
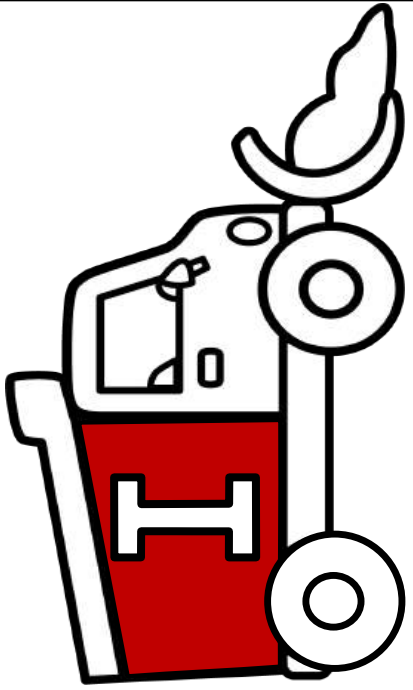
Where's the Snow?

Where's the Snow?

Where's the Snow?

Where's the Snow?

Where's the Snow?



Where's the Snow?

Where's the Snow?

Where's the Snow?

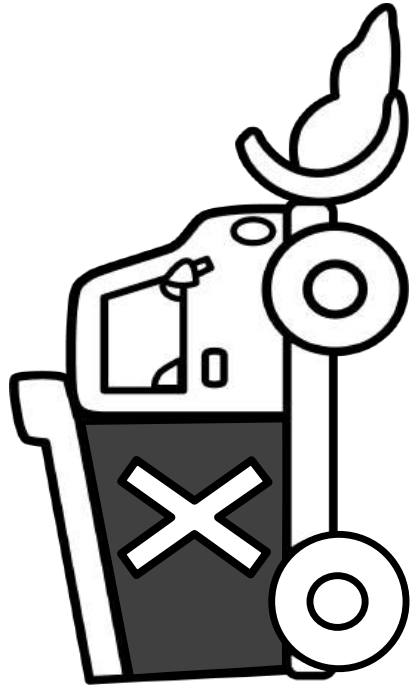
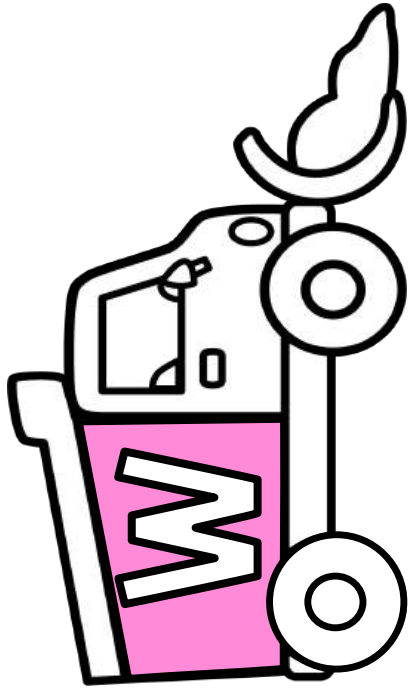
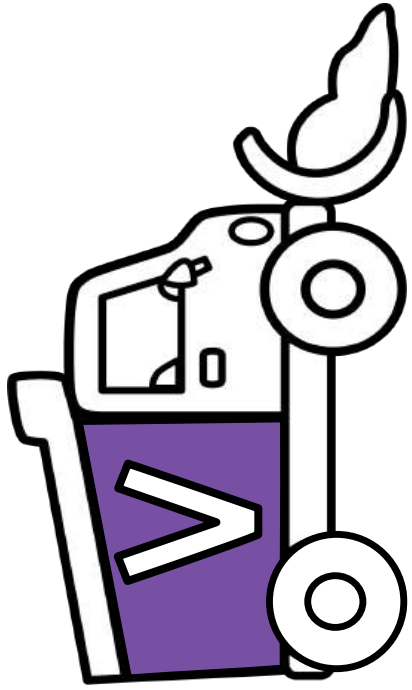
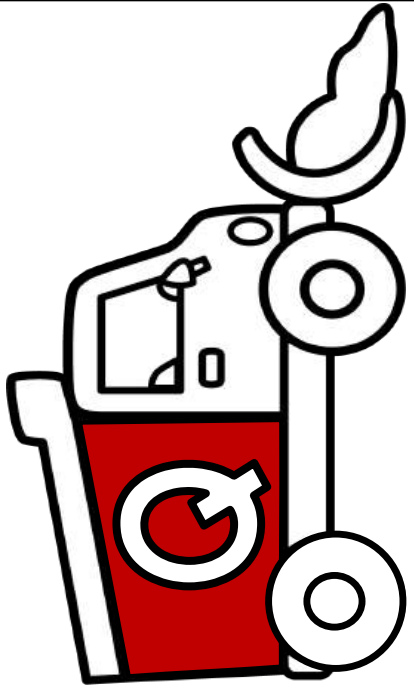
Where's the Snow?

Where's the Snow?

Where's the Snow?

Where's the Snow?

Where's the Snow?



Where's the Snow?

Where's the Snow?

Where's the Snow?

Where's the Snow?

Where's the Snow?

Where's the Snow?

Where's the Snow?

Where's the Snow?



Where's the Snow?



Where's the Snow?

©Play to Learn Preschool

Cut out the snowflake.



Animals in the Snow

Day 6
lesson
plans

Adapted for the Elements

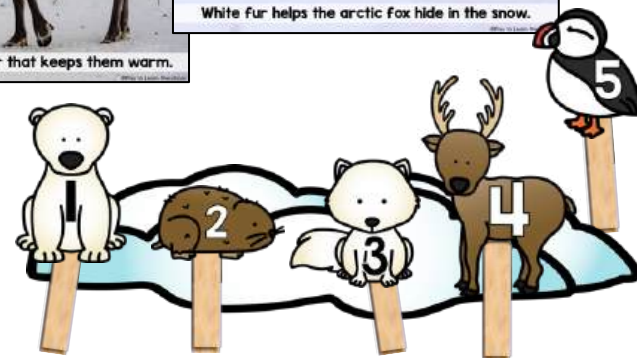
Some animals live in snowy places. They stay safe with special fur, by hiding, or by using white camouflage. These things help them adapt to the cold environment.

Objectives:

- The students will count a set to 5 and make combinations of objects to create the set.
- The students will sort objects by property.

Activities:

1. Look at the real-life photographs. Discuss what special features helps the animal survive in the cold, snowy weather.
2. Recite the "5 Cozy Animals" chip clip poem. As you progress through each verse, remove an animal from the snow scene.
3. Put the half page cards in a pocket chart. Show the animals, one at a time, to the students. Students sort the animals based on if they live in the snow or not.



Extension Idea:

Set up an arctic animals sensory table. Fill the table with clear acrylic vase filler and plastic ice cube. Add in plastic toy animals, scoops, and cups for a one-of-a-kind experience.



see pictures of the
sensory table
by scanning here





Thick fur keeps the polar bear warm in the snow.



Reindeer have special fur that keeps them warm.



White fur helps the arctic fox hide in the snow.

5 Cozy Animals

Chip Clip Poem

Five cozy animals,
Sitting in the snow.
One walks away,
It was time to go!

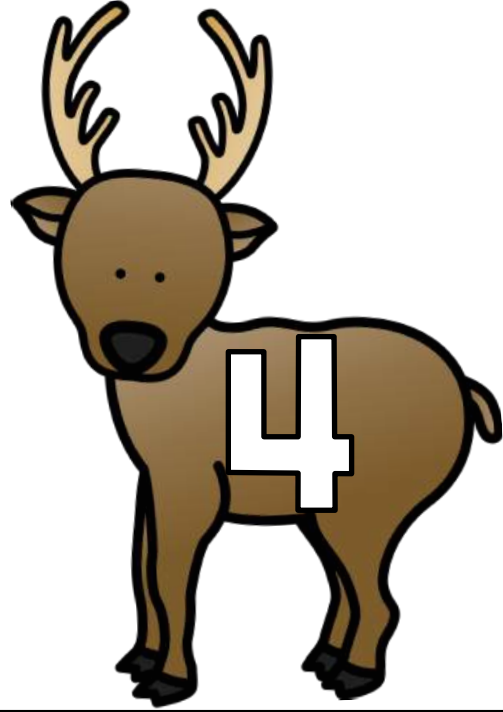
Four cozy animals,
Sitting in the snow.
One walks away,
It was time to go!

Continue counting backwards.

No cozy animals,
Sitting in the snow.
They've all walked away,
There's no one left to go!



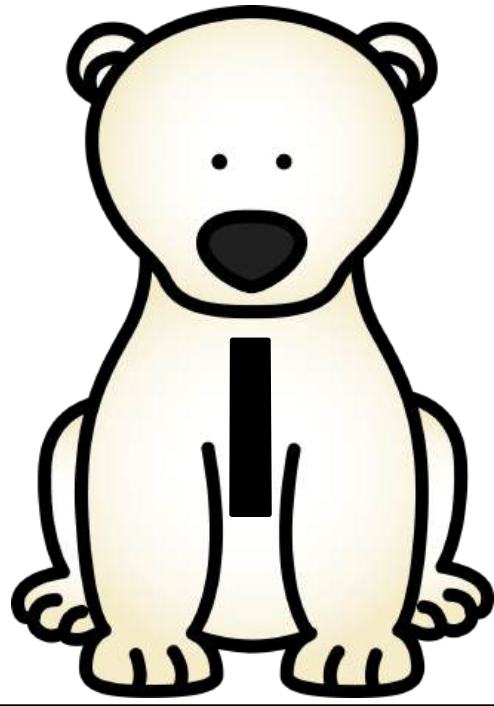
5 Cozy Animals - Snow Unit



5 Cozy Animals - Snow Unit



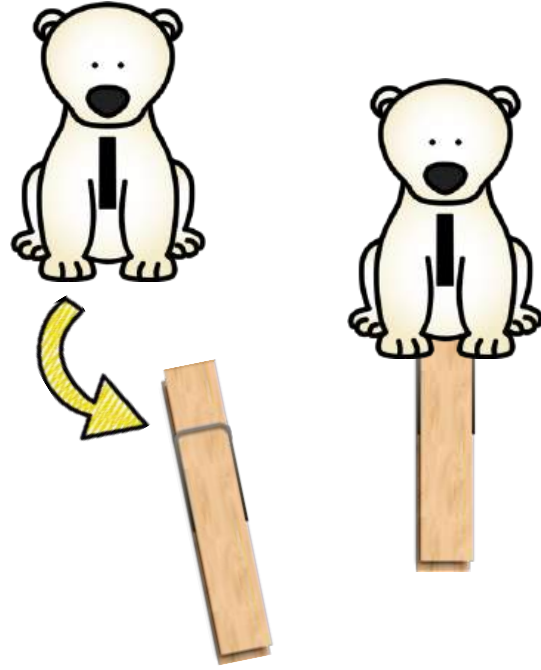
5 Cozy Animals - Snow Unit



5 Cozy Animals - Snow Unit



5 Cozy Animals - Snow Unit



5 Cozy Animals - Snow Unit



This animal



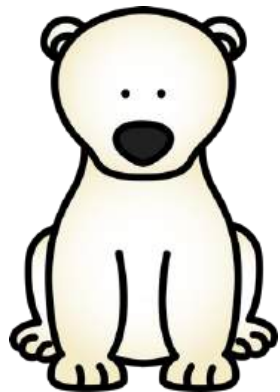
lives
in the snow.

This animal



DOES NOT live
in the snow.

Animals in Snow



polar bear

Animals in Snow



arctic fox



Animals in Snow

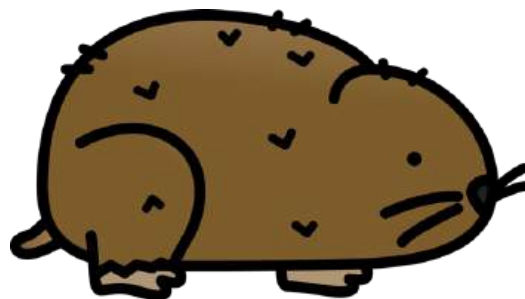
reindeer

Animals in Snow



snowy owl

Animals in Snow



lemming

Animals in Snow



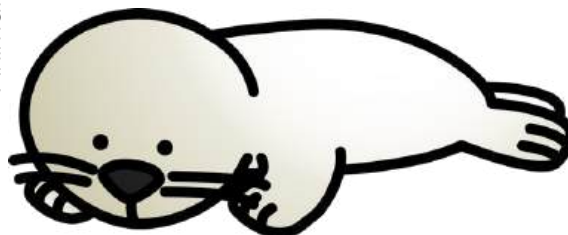
arctic wolf

Animals in Snow



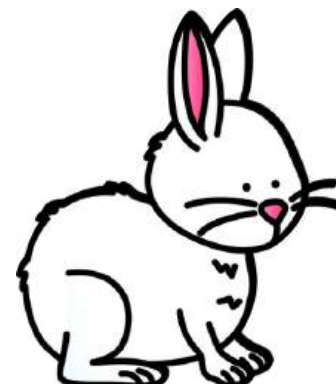
puffin

Animals in Snow



harp seal

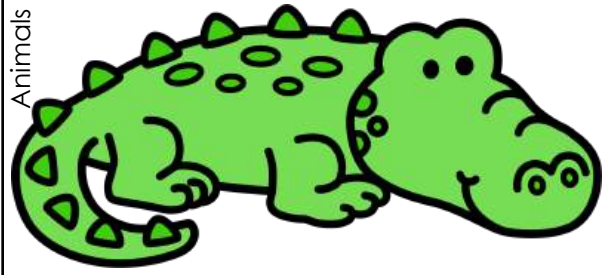
Animals in Snow



snowshoe hare



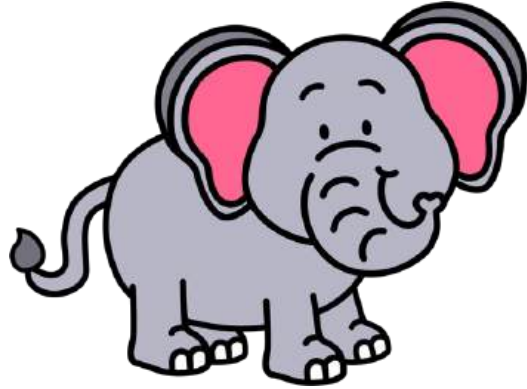
monkey



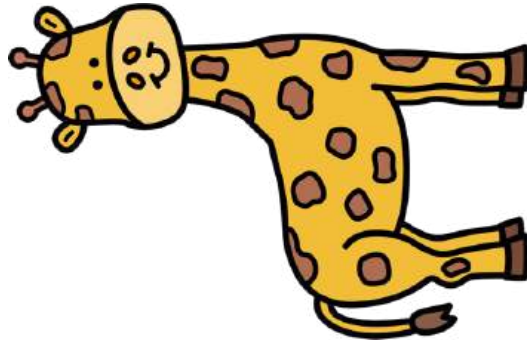
alligator



lion



elephant



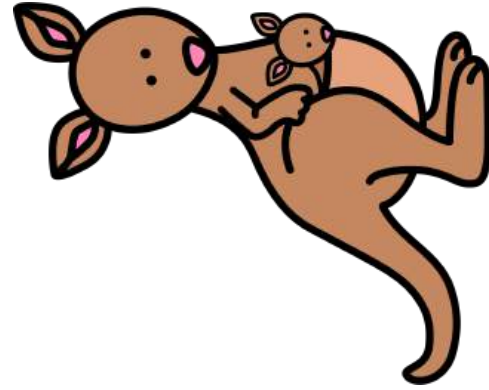
giraffe



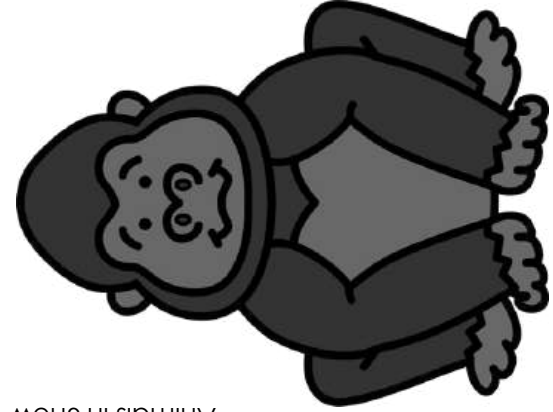
flamingo



koala



kangaroo



gorilla

Tracks in the Snow

Day 7
lesson
plans

What was Here?

Snow can show footprints and marks left behind by animals, people, and vehicles. These tracks help children think about what passed through the area.

Objectives:

- The students will use new vocabulary.
- The students will notice and extend simple patterns.

Activities:

1. Look at the real-life pictures. Discuss the patterns behind each set of tracks. What do you notice?
2. Print the puzzles and cut apart. Pass out a $\frac{1}{2}$ piece of puzzle to each student. Encourage students to help each other find their coordinating puzzle piece.
3. Print and cut the tracks and patterns. Post the vertical sheets at students' eye level around the room. Display a pattern card, read the poem, and have students move to the tracks that come next.



Extension Idea:

Make copies of the track cards, separating the animal from the tracks. Adhere the tracks with painter's tape to the floor in a path around the room. Students follow the animal's tracks to finally find the picture of the animal posted at the end.





A track is a shape left behind in the snow.



Animals make different tracks in the snow.



Tires make long, wide tracks in the snow.

Tracks in the Snow

Poem

I went outside
And what did I see?
Something left some
Tracks for me!

Look at the tracks,
What could it be?
Find the match.
What do you see?



Tracks in the Snow



car



Tracks in the Snow



boots





bird



bear



deer



rabbit

Tracks in the Snow

Tracks in the Snow

What Comes Next?

Patterning Poem



Tracks in snow

Go to and fro.

What comes next?

Do you know?





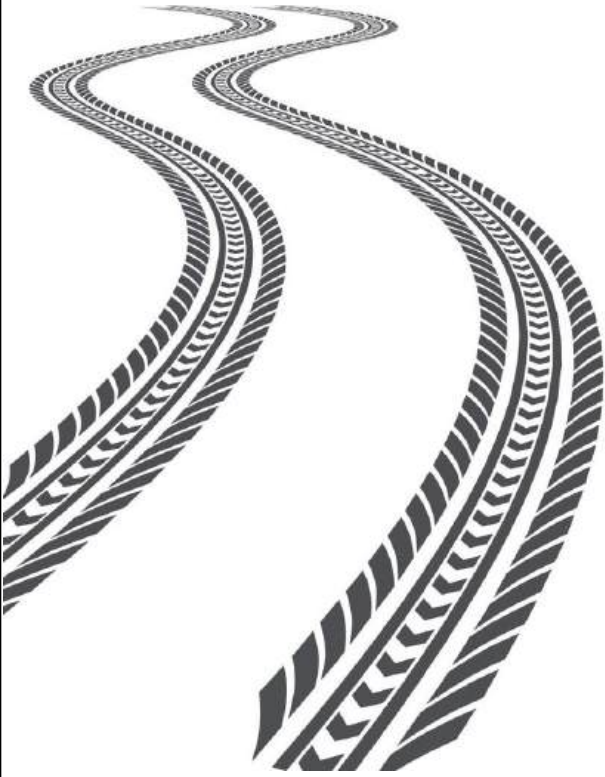
boots



bear



rabbit



car



bird



deer



boots



bear



boots



bear



boots



rabbit



bird



rabbit



bird



rabbit



deer



car



deer



car



deer





bird



deer



bird



deer



bird



bear



rabbit



bear



rabbit



bear



car



boots



car



boots



car



Snow Sports

Skiing, Sledding & Snowboarding

Day 8
lesson
plans

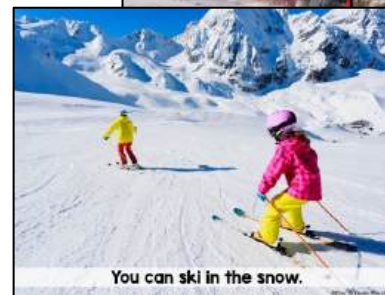
Snow sports use snow and ice to glide, slide, or move in new ways. Children may recognize skiing or going sledding on snowy days.

Objectives:

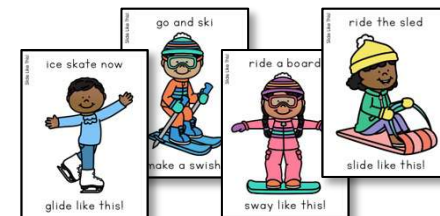
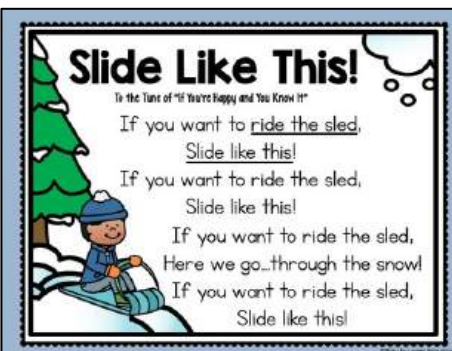
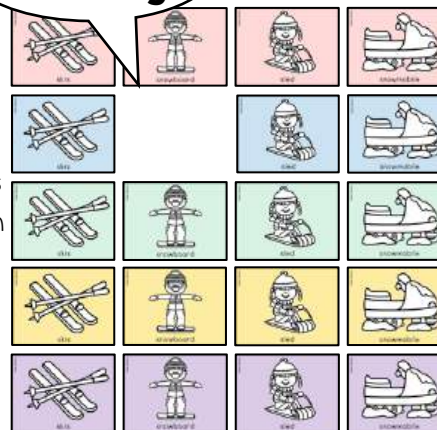
- The students will play with words, sounds, and rhymes.
- The students will notice and extend simple patterns.

Activities:

1. Show the real-life photos to the class. Point out the different equipment each child is using in the pictures.
2. Sing the "Slide Like This!" song. Use the picture cards to assist with each verse.
3. Play the Snow Sports Grid Game.



Which one is missing?



Extension Idea:

Set up a ski chalet dramatic play center. Students can act out roles such as ski instructor, sales desk agent, café worker and customer.

To Play:

1. Copy template page onto 5 different colors of paper.
2. Create a grid where each column has the same item, and each row is the same color. Discuss the pattern and relationship of the cards.
3. Students close their eyes while the teacher removes one card.
4. Students determine which card (color and picture) is missing.



You can ride a sled in the snow.



You can use a snowboard in the snow.



You can ski in the snow.

Slide Like This!

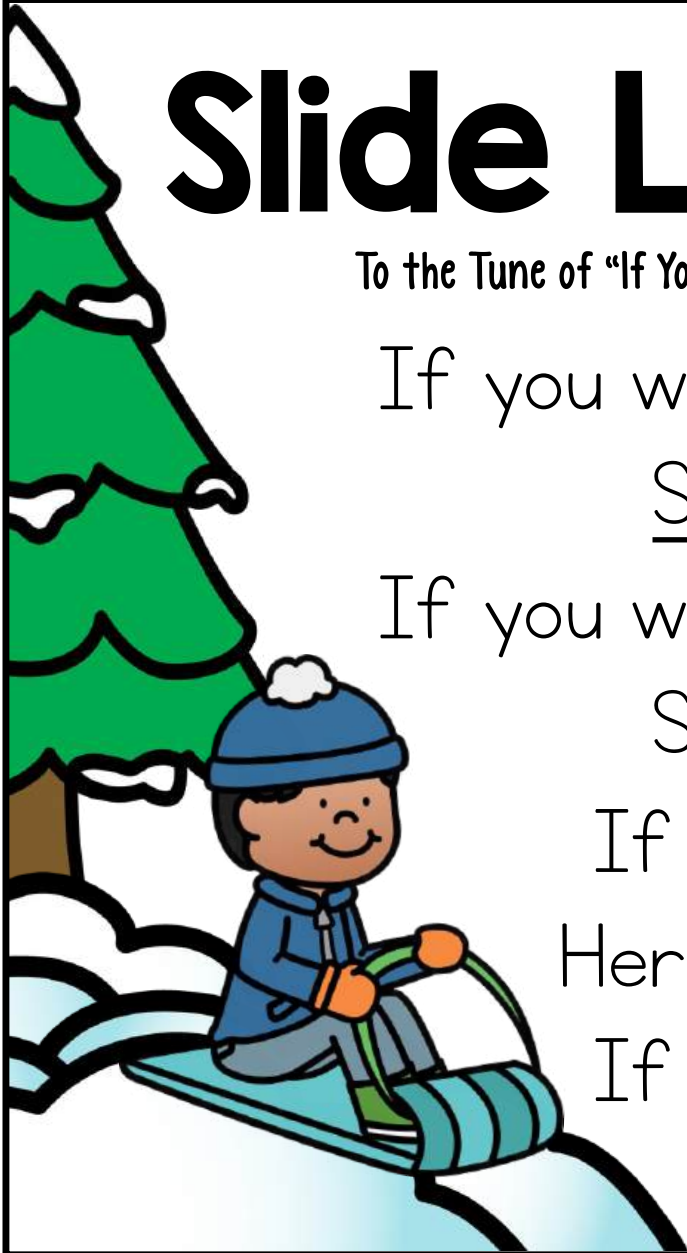
To the Tune of "If You're Happy and You Know It"

If you want to ride the sled,
Slide like this!

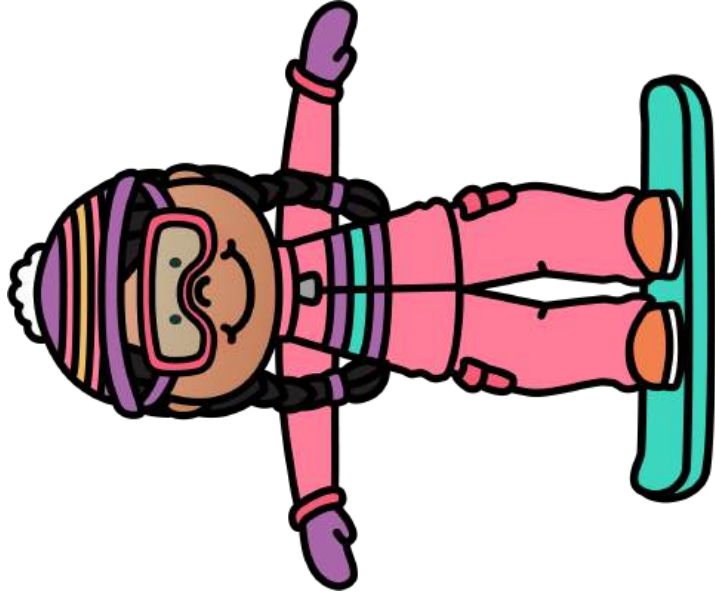
If you want to ride the sled,
Slide like this!

If you want to ride the sled,
Here we go...through the snow!

If you want to ride the sled,
Slide like this!

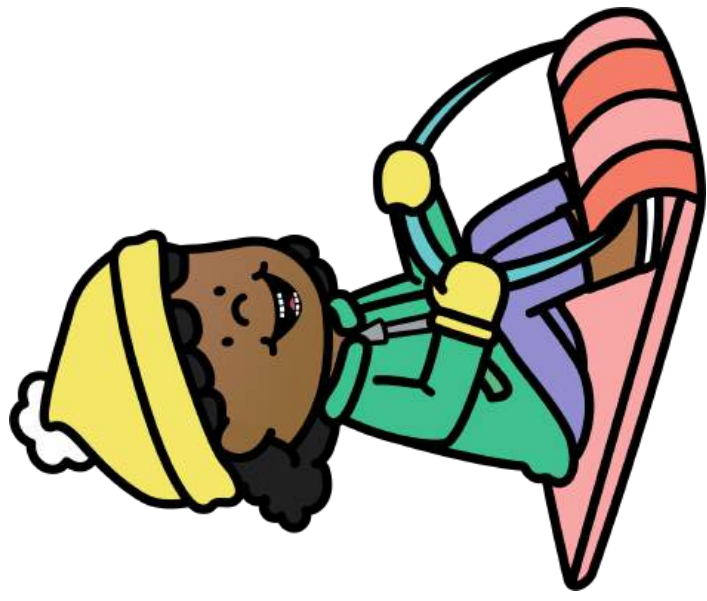


ride a board



sway like this!

ride the sled



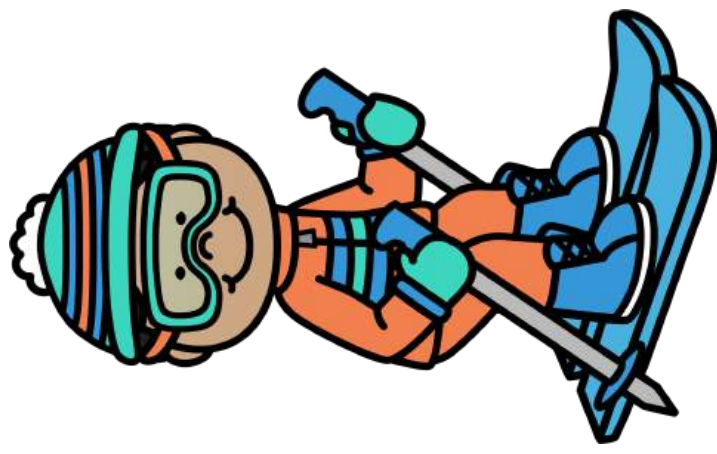
slide like this!

ice skate now

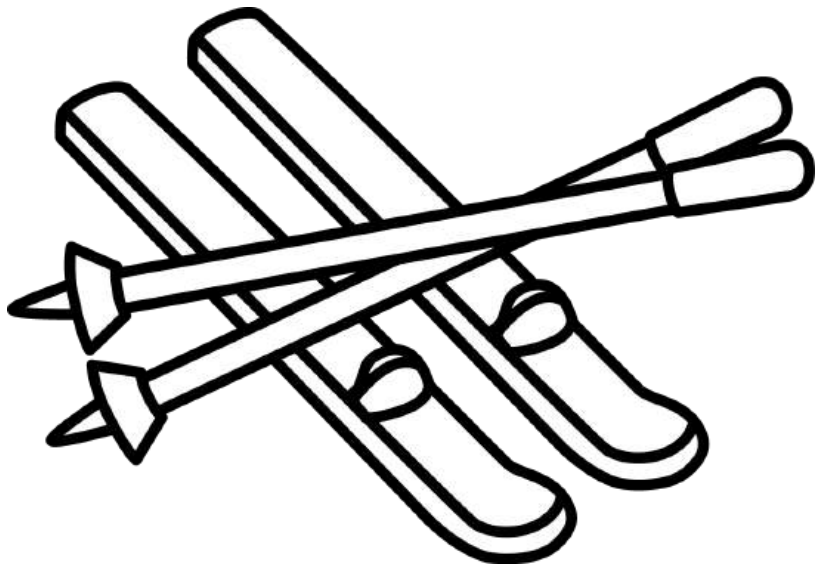


glide like this!

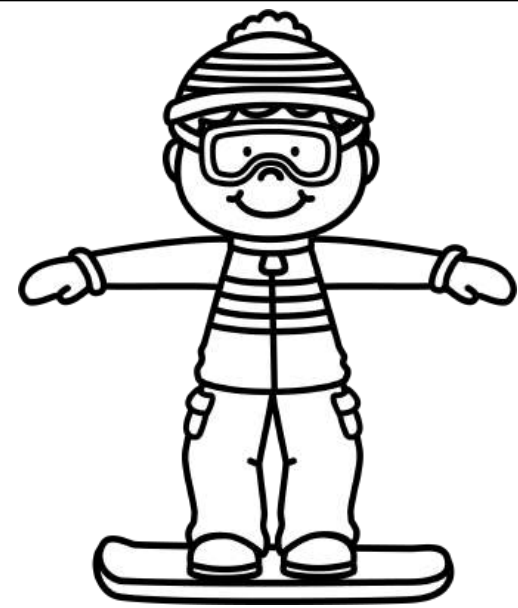
go and ski



make a swish!



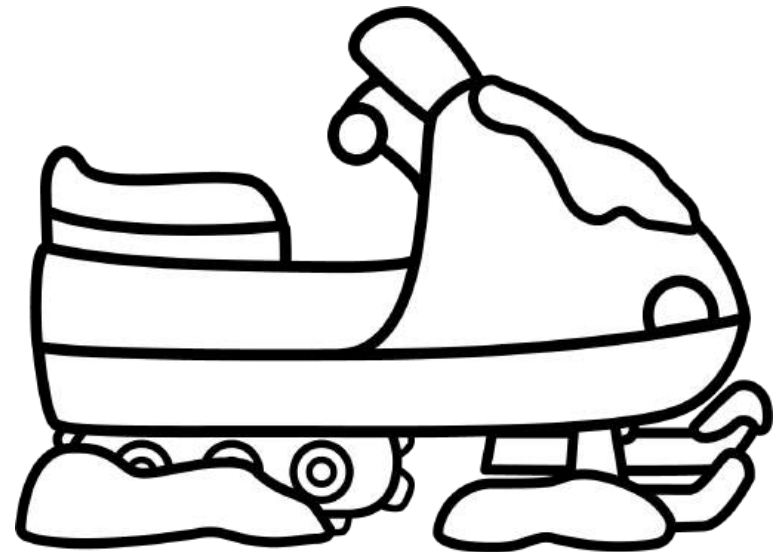
skis



snowboard



sled



snowmobile

Playing in the Snow

Wintertime Fun

Day 9
lesson
plans

Snow gives children new ways to move and explore outdoors. Rolling, stepping, and shaping snow encourages active learning.

Objectives:

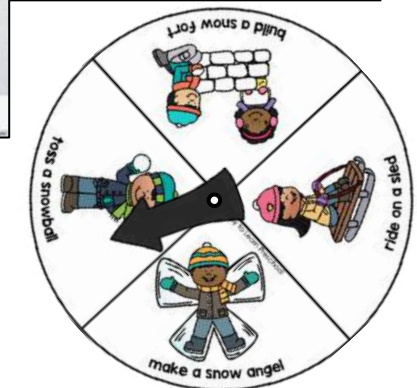
- The students will demonstrate basic locomotor skills.
- The students will sort objects by property.

Activities:

1. Show the real-life photographs to the class. Discuss the activities shown in each picture.
2. Read the "Playing in the Snow" poem, then spin the wheel and have the students act out the motion.
3. Put the "You do this" and "You do NOT do this" cards in a pocket chart. Show the activity cards, one at a time, to the students. Students sort activities based on if it is something that should be done in the snow.

Extension Idea:

Teach the ASL sign for **play**. Hold both hands at shoulder level with thumb and pinkie extended. Swivel hands back and forth.





**To make a snow angel,
lay in the snow and move your arms and legs.**



Snowballs are great for throwing.

A snow fort is a fun place to play.



Playing in the Snow

Movement Game

Playing in the snow
Is fun to do.

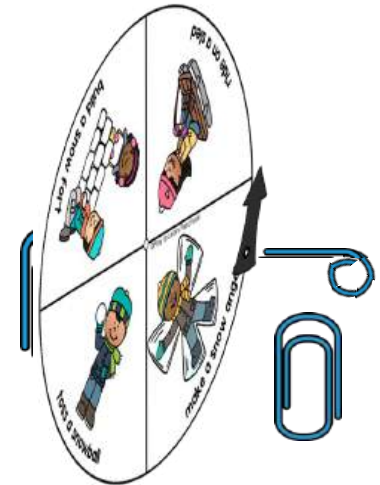


Spin the wheel
And I'll copy you!

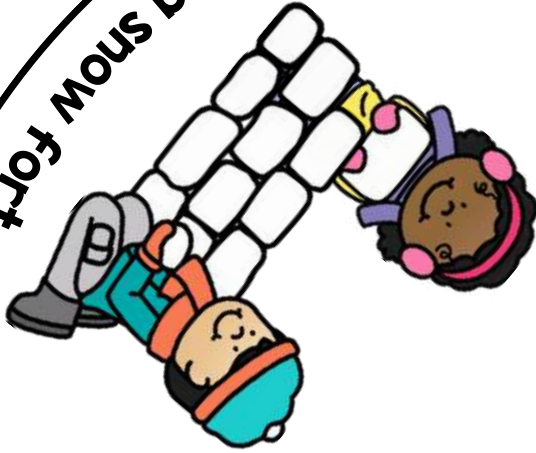


To Assemble:

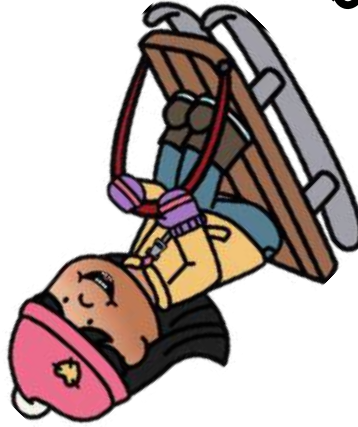
Print the spinner on heavy cardstock or back to cardboard. Make and assemble the "action spinner." Open up a paper clip, push one end through the arrow and then the spinner. Fold the end of the paperclip down the back and secure with tape. Twist the other end to ensure the arrow does not fall off. (see diagram below)



build a snow fort



ride on a sled



©Play to Learn Preschool

toss a snowball



make a snow angel



You do this



in the snow.

You do NOT
do this



in the snow.



throw a snowball



build a fort



ride on a sled



make a snow angel



go skiing



use a snowboard



build a snow person



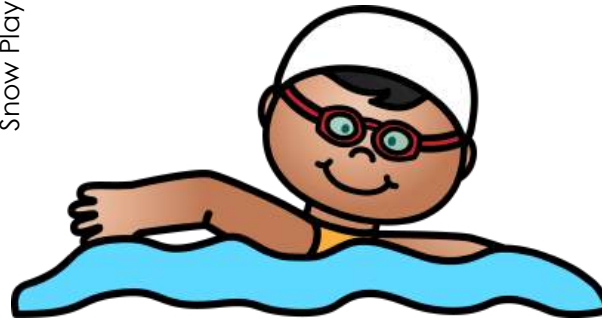
catch snowflakes



make footprints



build a sandcastle



go swimming



go down a slide



play in the sprinkler



fly a kite



have a lemonade stand



look for shells



go on a boat



ride a bicycle

Play



Hold both hands at shoulder level with thumb and pinkie extended. Swivel hands back and forth.

Conclusion

What Did We Learn?

Snow invites children to notice weather, animals, movement, and patterns in their world. Thinking about these snowy ideas helps connect what they learned across the unit.

Objectives:

- The students will actively participate in conversations.
- The students will draw and imitate the act of writing.

Activities:

1. Ask children what their favorite activity was during this unit.
2. Create riddle bags. Place small plastic toys inside each bag and attach the riddle. (Alternatively, use the included picture cards.)
3. Ask the students what they have learned about snow during this unit. Students can draw their pictures or teachers can transcribe their responses on the attached recording sheets.



Extension Idea:

Make a memory tray with 4-5 small snow related items. Examples: plastic snowflake, toy plow, small shovel, mitten. Show the tray to the class, then remove one item and the students guess what is missing.



Riddle #1

I am tiny, frozen crystals that fall from the sky. I have 6 sides.

Answer: snowflake

Riddle #2

You roll snow into balls and stack them to make me. I sometimes have a carrot nose.

Answer: snowman

Riddle #3

I help move snow off the sidewalk. You use me to scoop and push snow.

Answer: shovel

Riddle #4

I am a very big, strong snow storm. I blow and swirl snow everywhere.

Answer: blizzard

Riddle #5

You sit and ride on me
down snowy hills.

Answer: sled

Riddle #6

I am made by lying in
the snow and moving
your arms and legs. I
look like wings.

Answer: snow angel

Riddle #7

I am left behind when
something walks on the
snow.

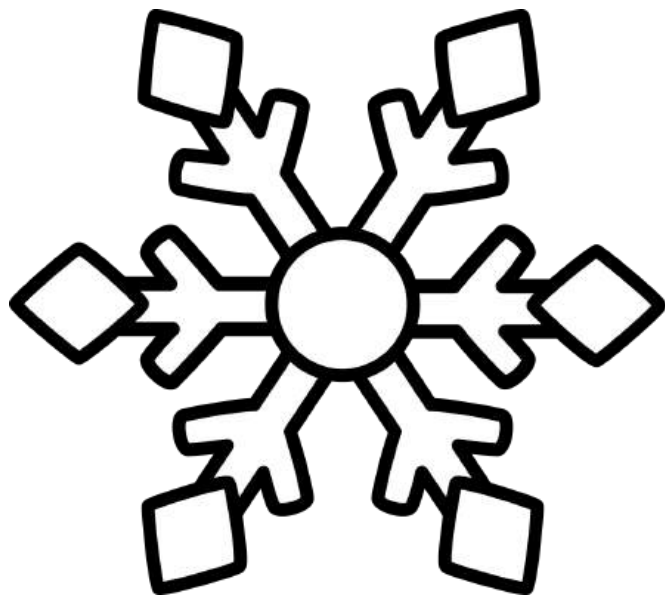
Answer: tracks

Riddle #8

I am a big truck that
pushes snow to clear
the road.

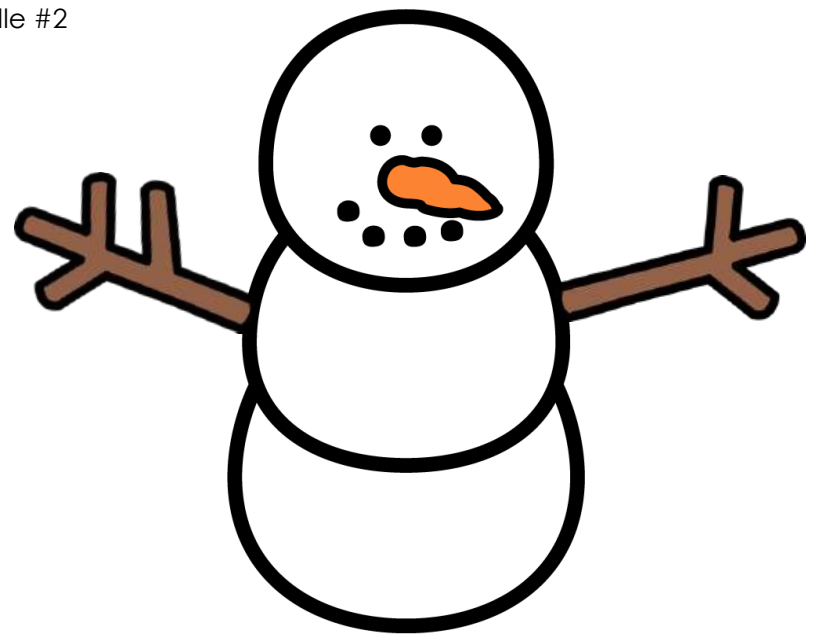
Answer: snow plow

Riddle #1



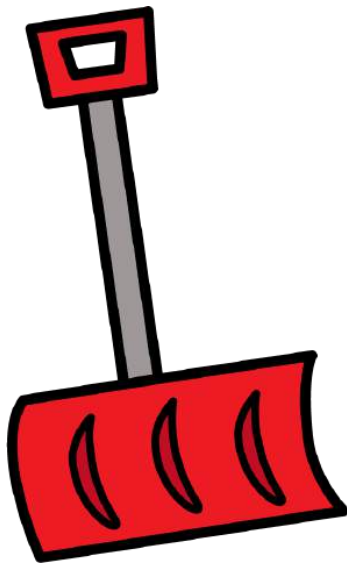
snowflake

Riddle #2



snowman

Riddle #3



shovel

Riddle #4



blizzard

Riddle #5



sled

Riddle #6



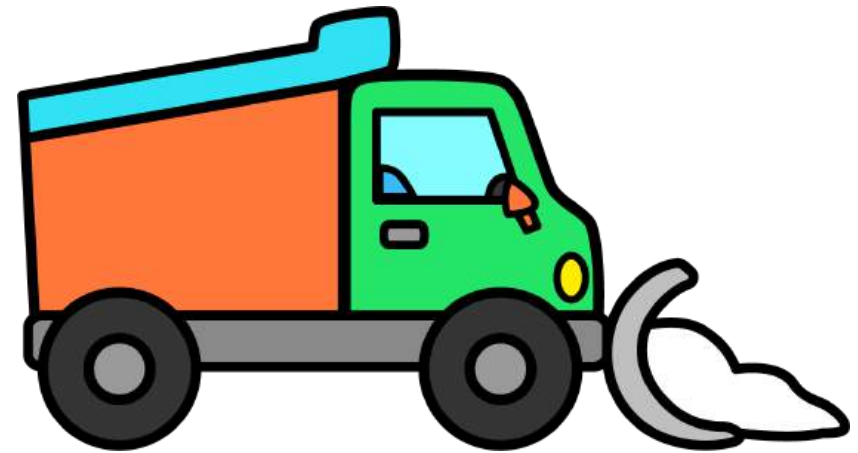
snow angel

Riddle #7



tracks

Riddle #8

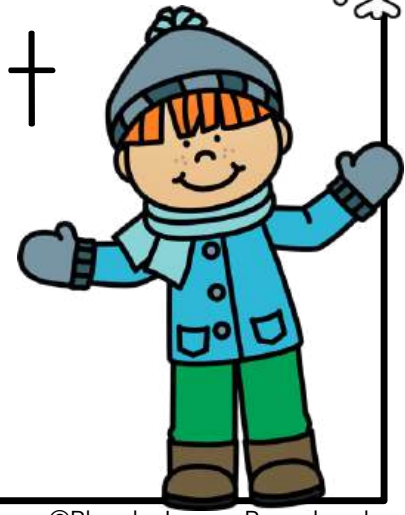


snow plow



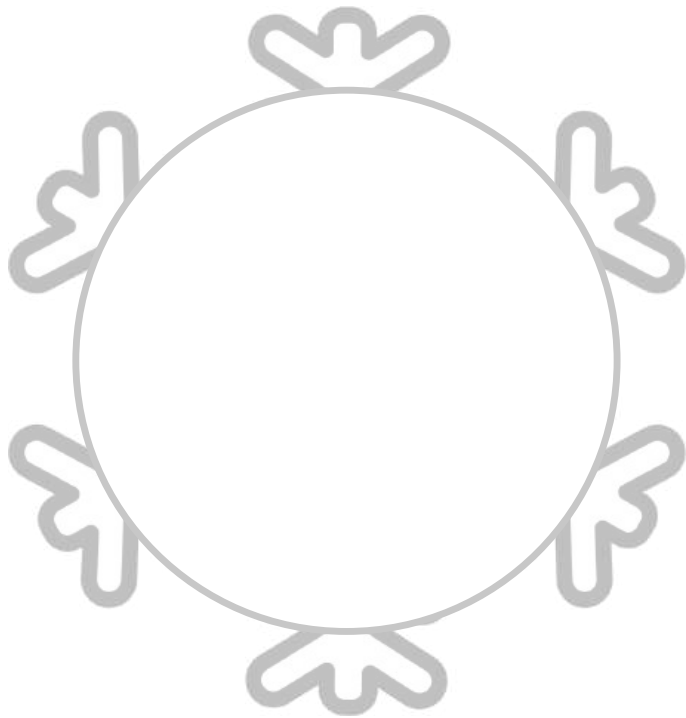
What I learned about

Snow



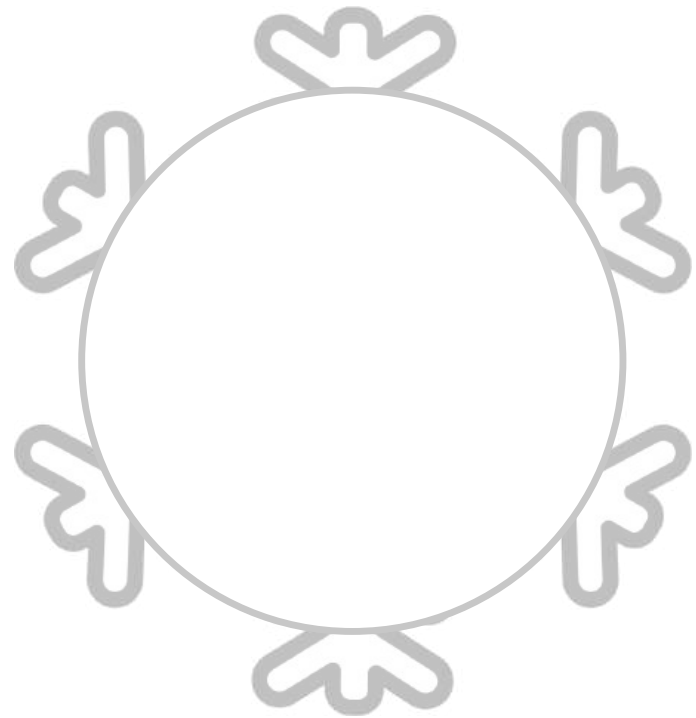
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What I learned about snow:



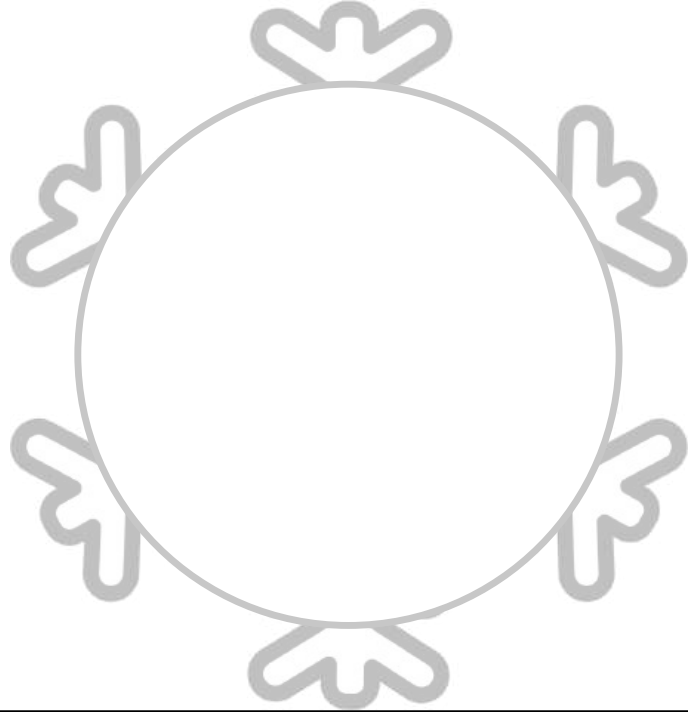
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What I learned about snow:



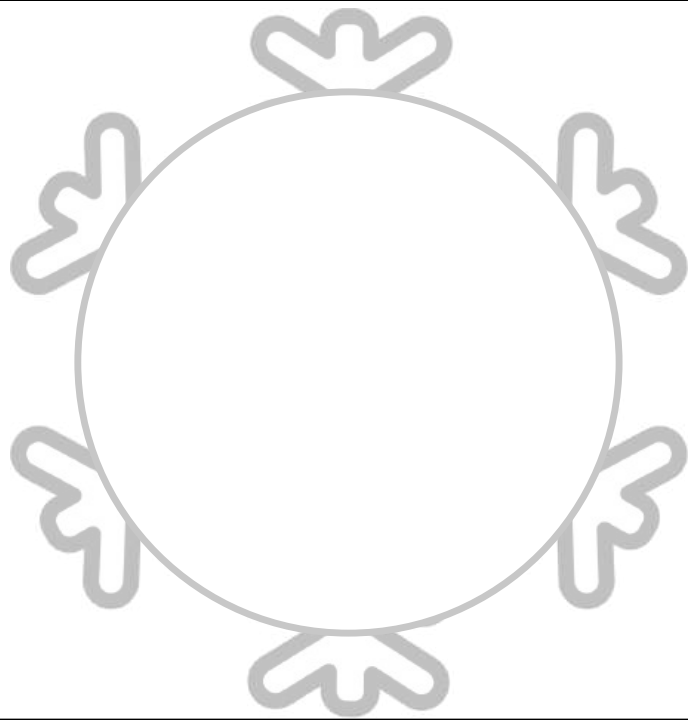
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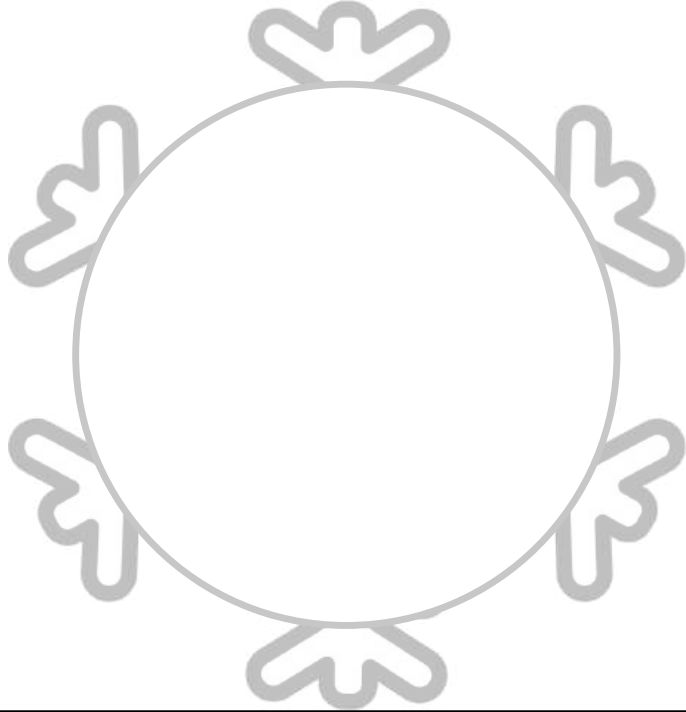
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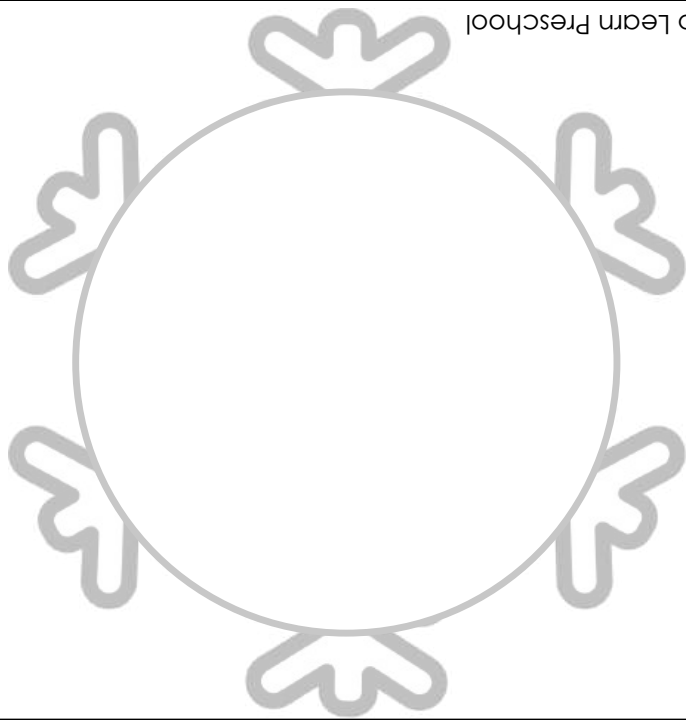
Name:

What I learned about snow:



Name:

What I learned about snow:



Name:

Center Activities

Centers

- Pre-Writing Paths
- Cutting Practice
- Lacing
- Patterning
- Beginning Sound Clips
- Comparing Sizes
- Shape Sorting
- Count & Clip Cards
- Visual Discrimination
- Journaling

Pre-Writing Paths

Objective: The students will understand the purpose of writing.

Preparation: Copy each page and place into a plastic sleeve (or print on cardstock and laminate).

Procedure: The students trace the path between the picture on the left to the picture on the right.

Lacing

Objective: The students will control the small muscles of their hands.

Procedure: Pick, cut them. Provide ribbons.

Cutting Practice

Objective: The students coordinate eye-hand movement and control the small muscles in their hands.

Preparation: Print a cutting page for each student. Demonstrate proper scissors usage, guide students to cut along the lines from the bottom to the top.

Procedure: The students will cut along the lines from the bottom of the page to the top.

Patterning

Objective: The students will identify and extend simple patterns.

Preparation: Print the pattern cards and pieces, mat, laminate and cut apart.

Procedure: Students identify the pattern and extend it by placing.

Beginning Sound Clips

Objective: Students will identify the first sound of each picture and locate the corresponding letter.

Preparation: Print the cards, mat, laminate and cut apart.

Procedure: Students say the picture and listen for the first sound. Then they attach a clothes pin to the matching letter.

Shape Sorting

Objective: The students will sort objects by property.

Preparation: Print, cut out, and laminate all pieces.

Procedure: The students will sort objects by property and match it to the corresponding shape.

Comparing

Objective: The students will compare objects.

Preparation: Print, mat, cut apart, and laminate pictures. Include each set of pictures in a separate envelope. Place headings on a pocket chart at students' eye-level.

Procedure: The students will select a set of pictures and compare the size of the pictures from smallest to largest on the pocket chart.

Count and Clip Cards

Objective: The students will use visual discrimination skills to match the items.

Preparation: Copy the picture cards. Glue into a file folder game.

Procedure: The students will use visual discrimination skills to match the items one-to-one correspondence and number.

Helpful Hint: For easy self-checking, put a sticker on the back that will match the clothes pin if the answer is correct.

Visual Discrimination

Objective: The students will use visual discrimination skills to match the items.

Preparation: Copy the picture cards. Glue into a file folder game.

Procedure: The students will use visual discrimination skills to match the items one-to-one correspondence and number.

Journaling

Objective: The students will understand the purpose of writing.

Preparation: Print the journal prompts to write and draw on for the student if necessary.

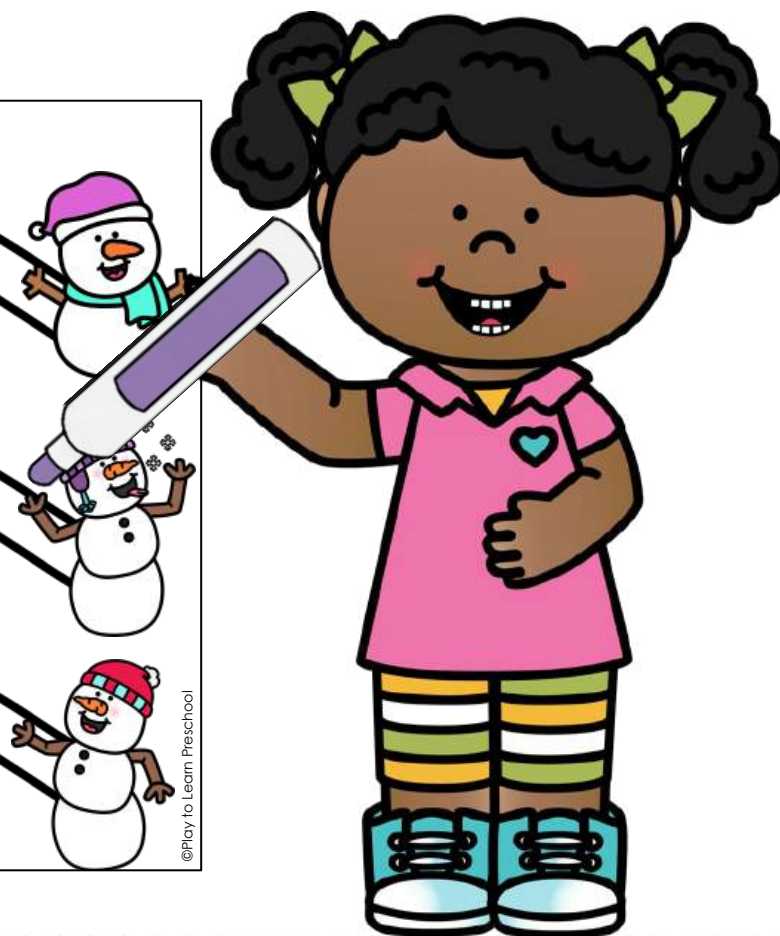
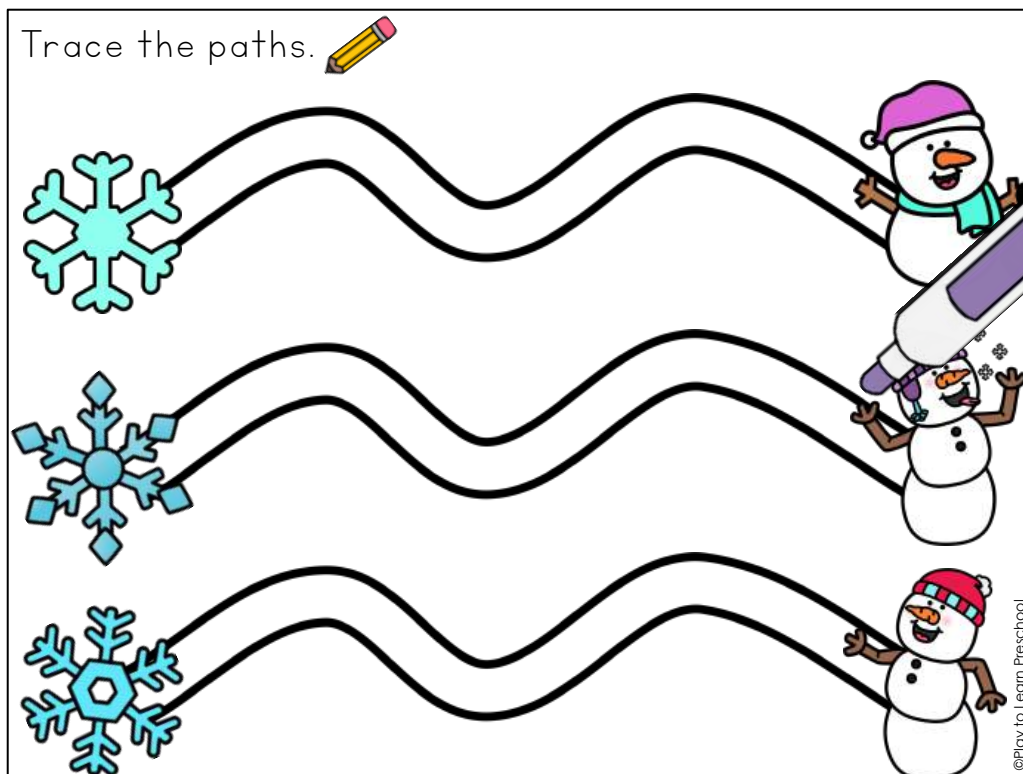
Procedure: The students can use the journal prompts to write and draw on for the student if necessary.

Pre-Writing Paths

Objective: The students will understand the purpose of writing.

Preparation: Copy each page and place into a plastic sleeve (or print on cardstock and laminate).

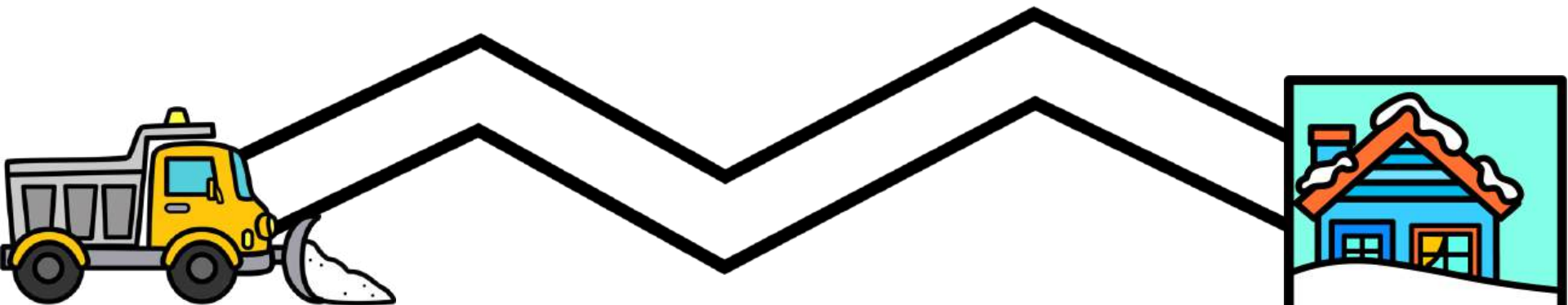
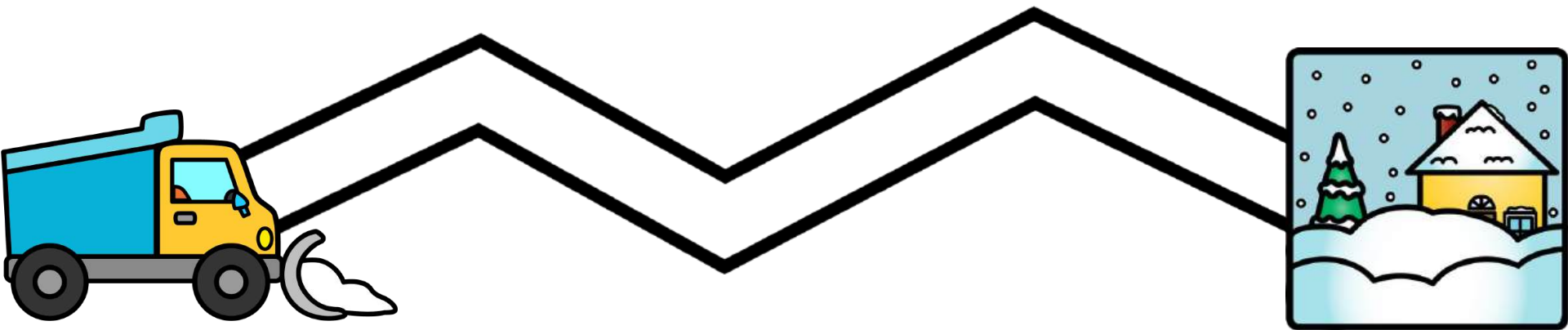
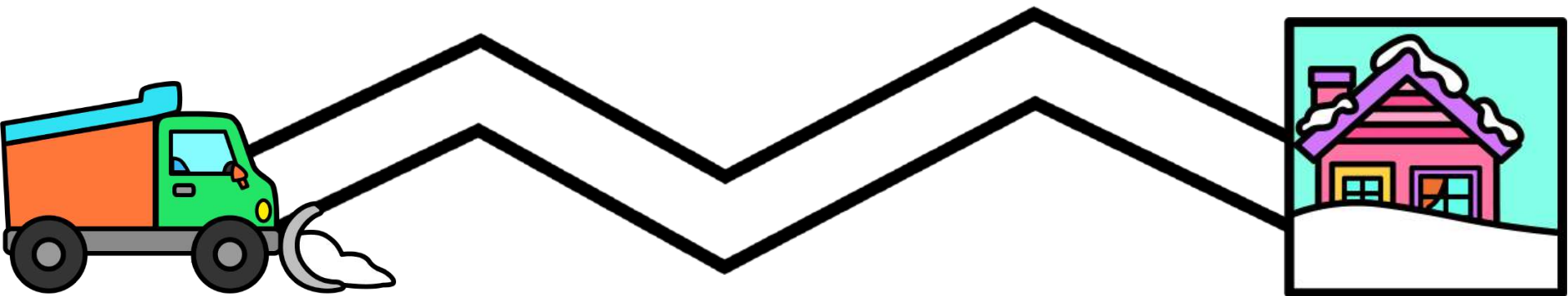
Procedure: The students trace the path between the picture on the left to the picture on the right.



Trace the paths. 



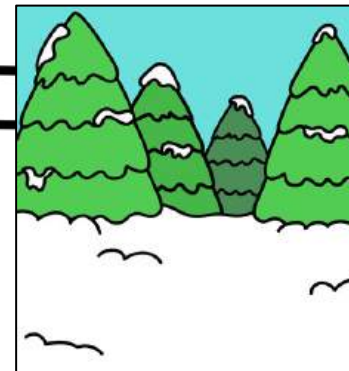
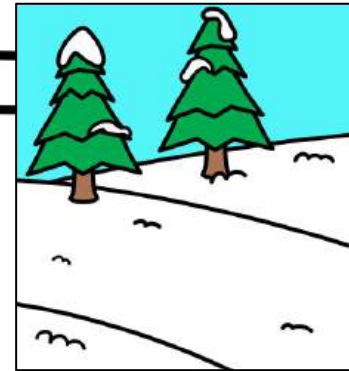
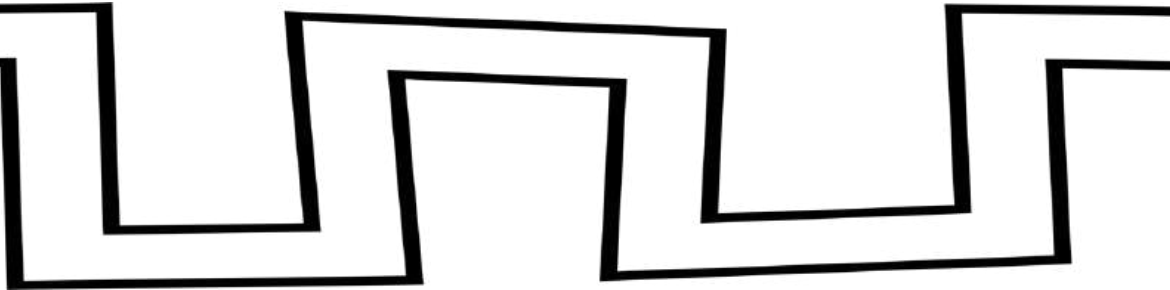
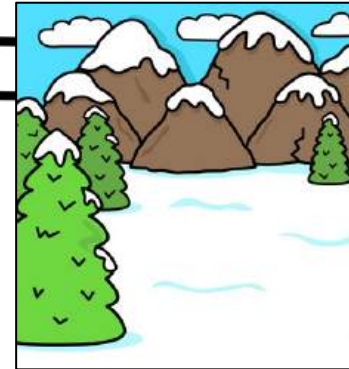
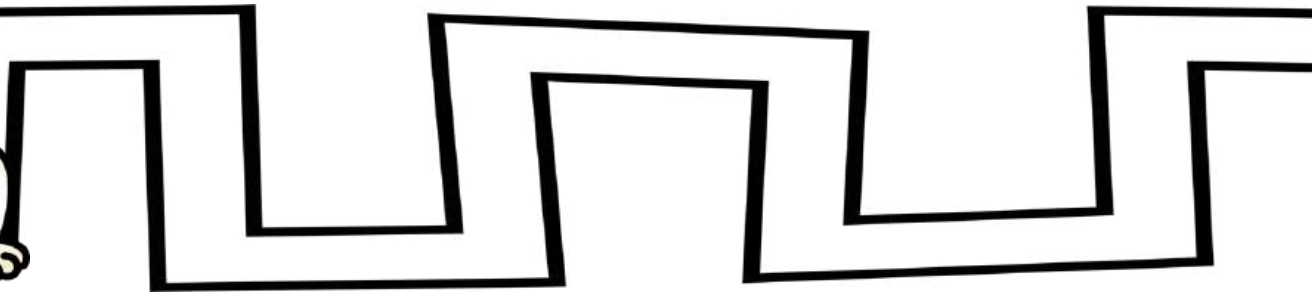
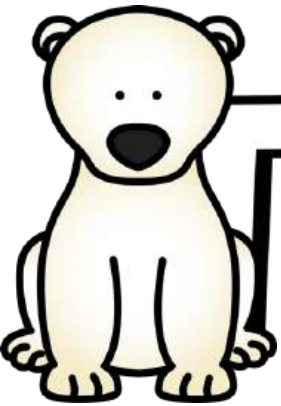
Trace the paths. 



Trace the paths. 



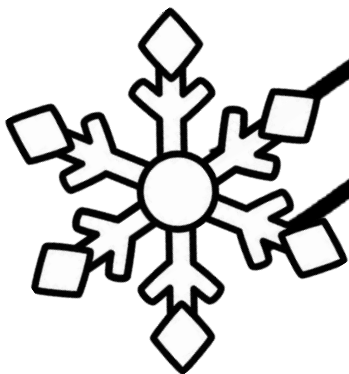
Trace the paths. 



Name _____



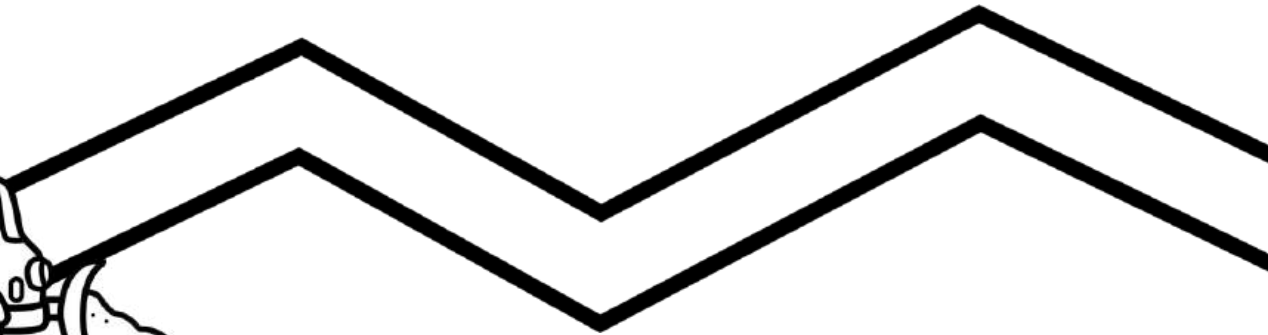
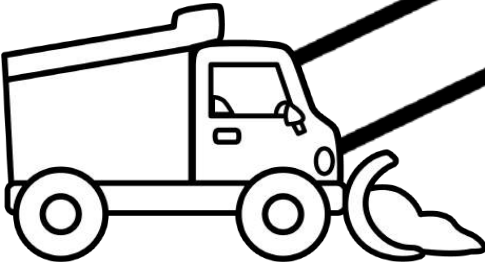
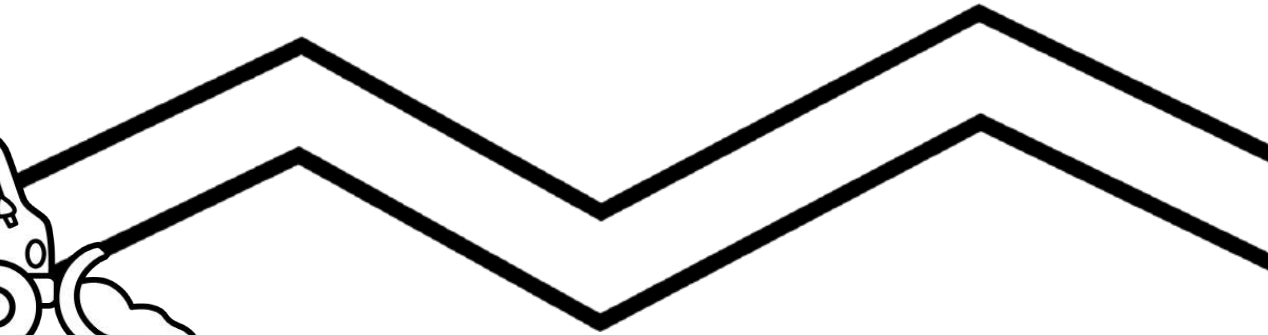
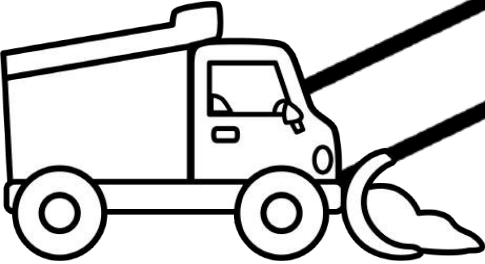
Trace the lines from left to right.



Name _____



Trace the lines from left to right.



Name _____



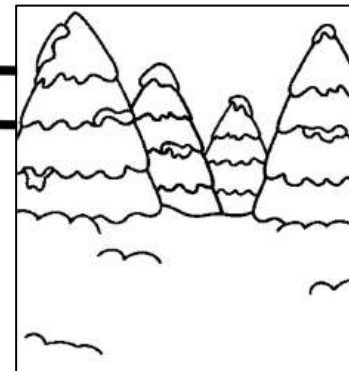
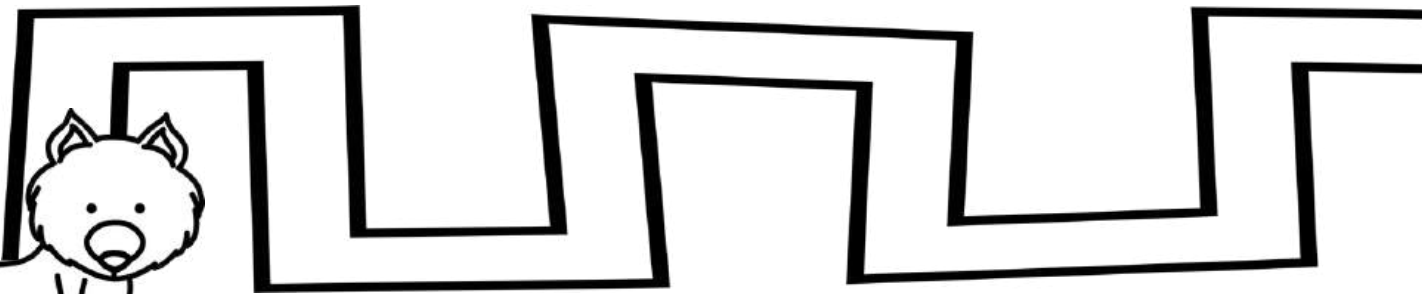
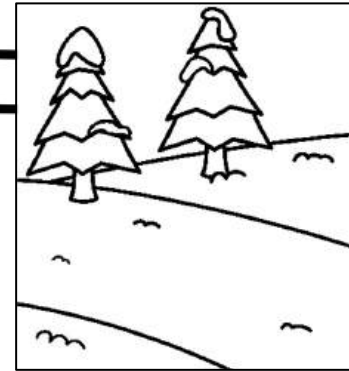
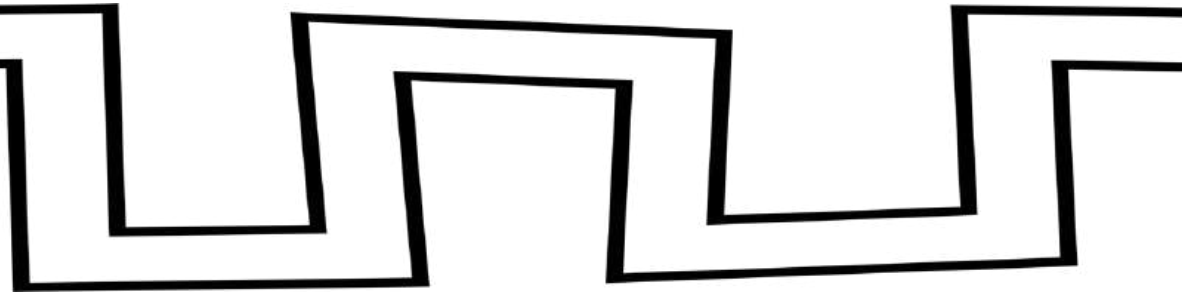
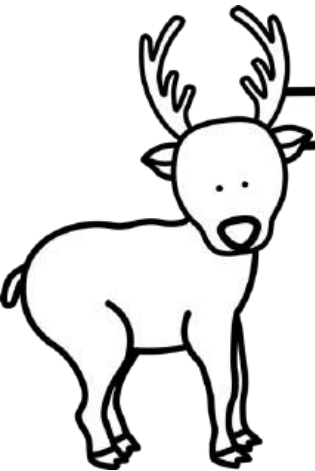
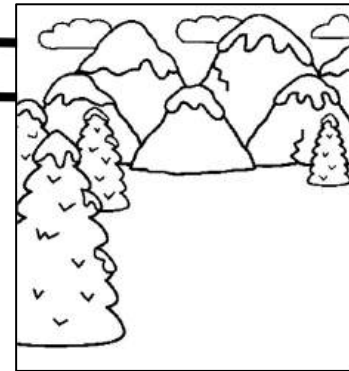
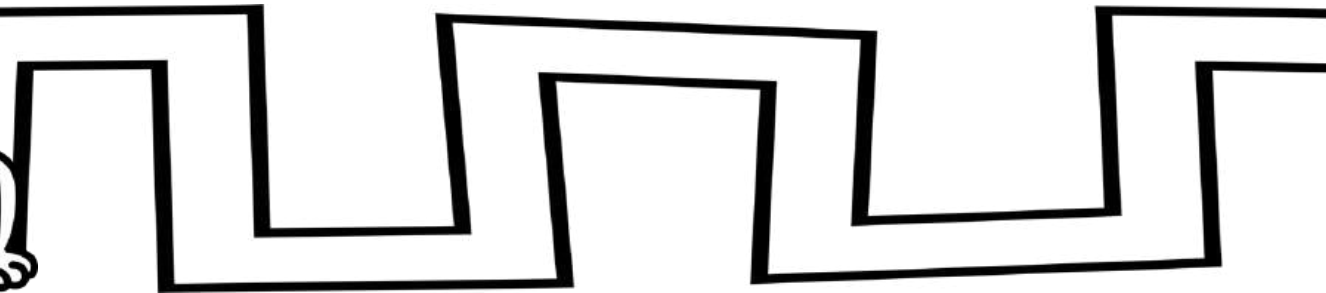
Trace the lines from left to right.



Name _____



Trace the lines from left to right.

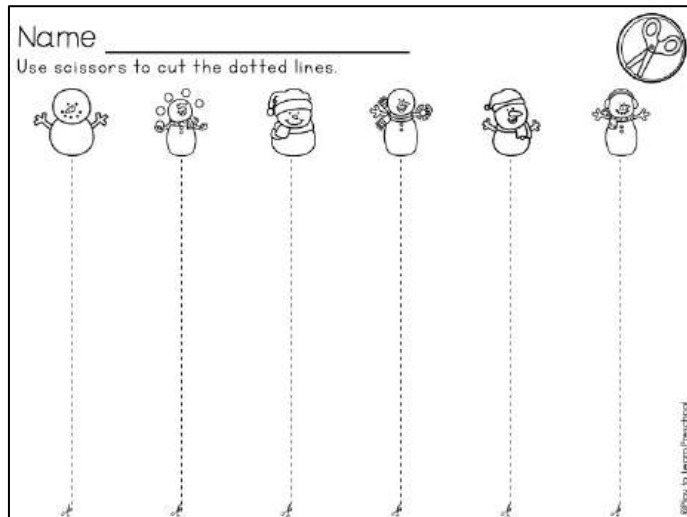


Cutting Practice

Objective: The students coordinate eye-hand movement and control the small muscles in their hands.

Name _____

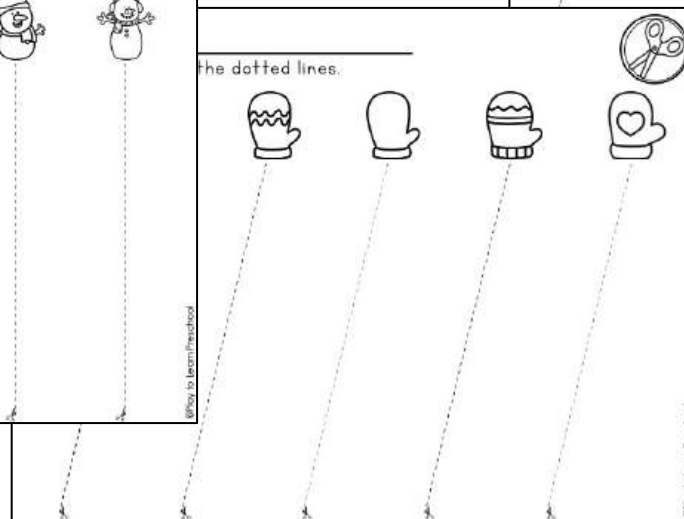
Use scissors to cut the dotted lines.



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Name _____

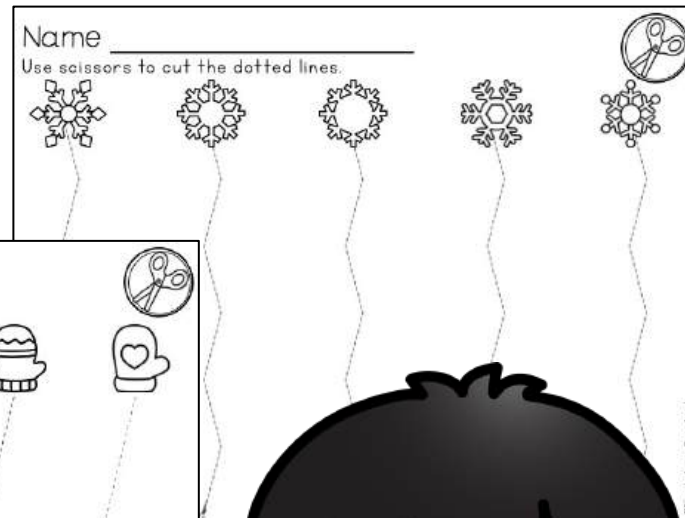
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Name _____

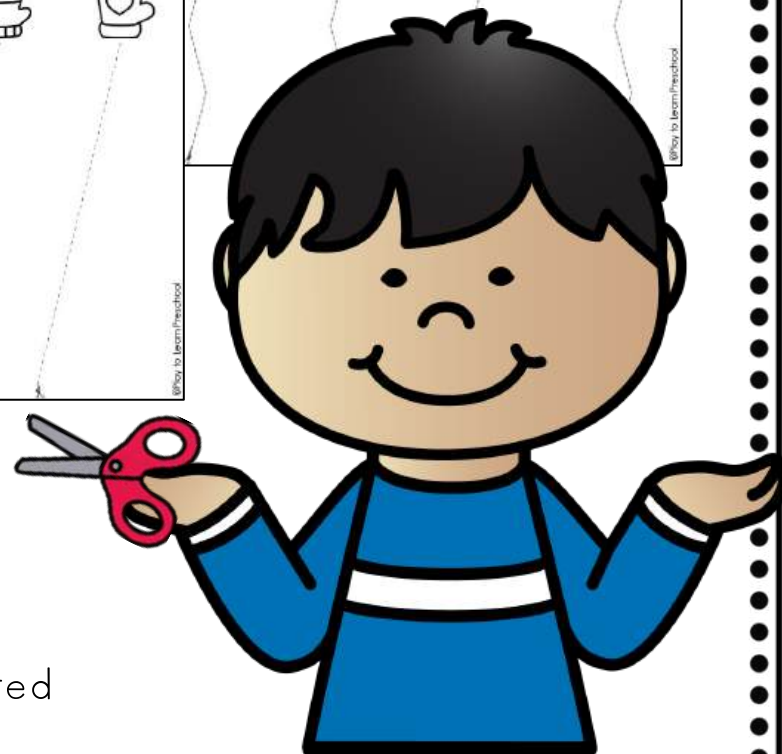
Use scissors to cut the dotted lines.



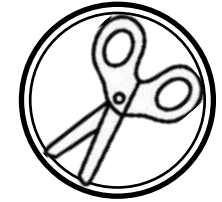
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Preparation: Print a cutting page for each student. Demonstrate proper scissors usage and guide students to cut along the lines from the bottom to the top.

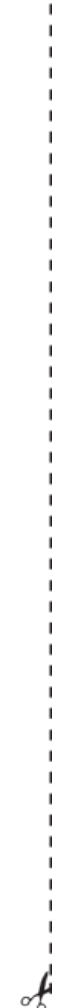
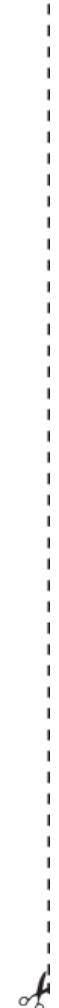
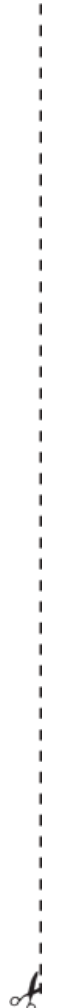
Procedure: The students will cut along the dotted lines from the bottom of the page to the top.



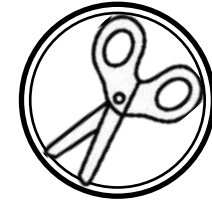
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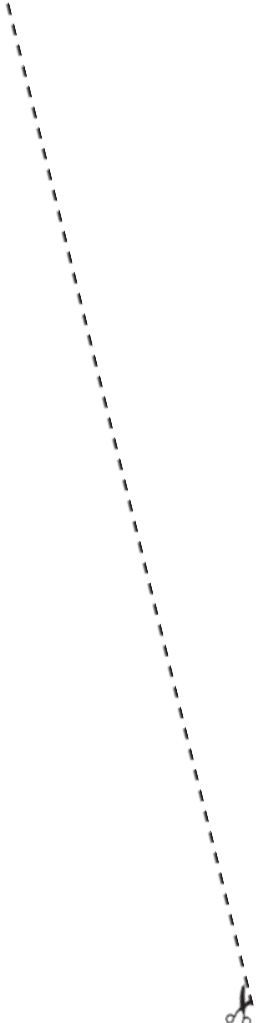
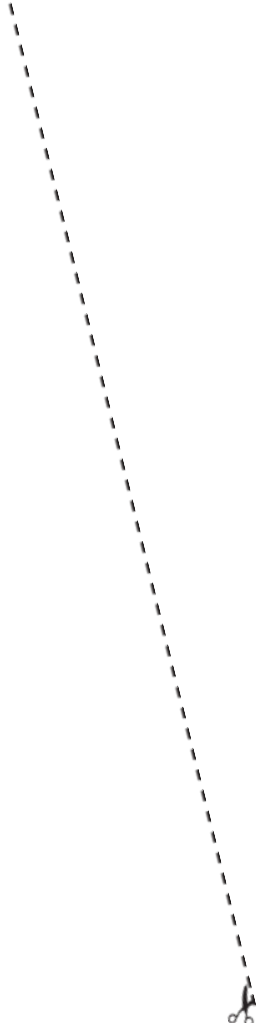
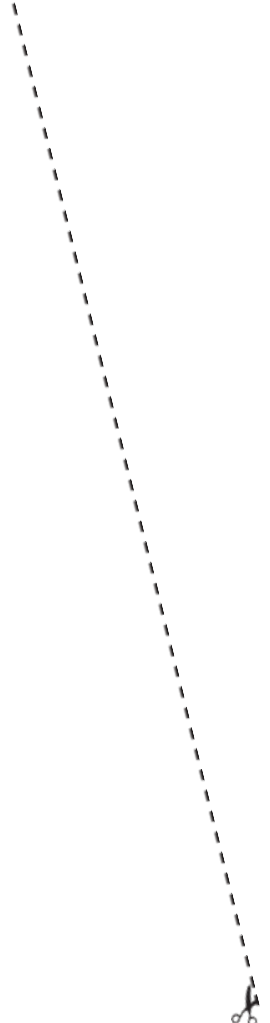
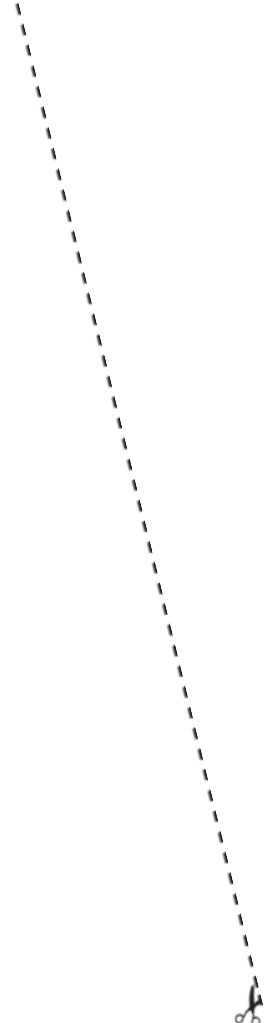
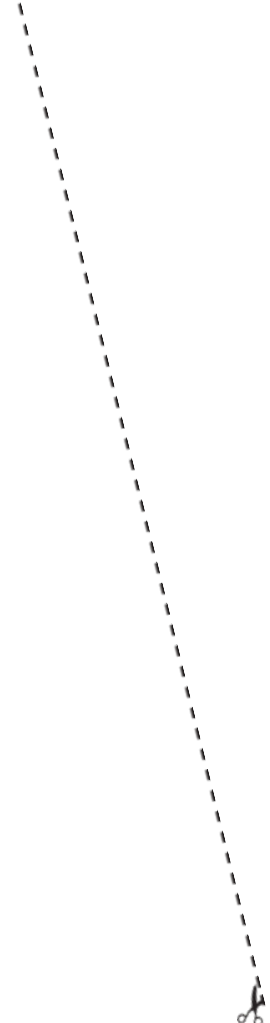
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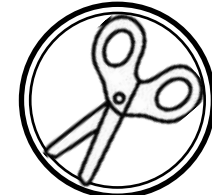
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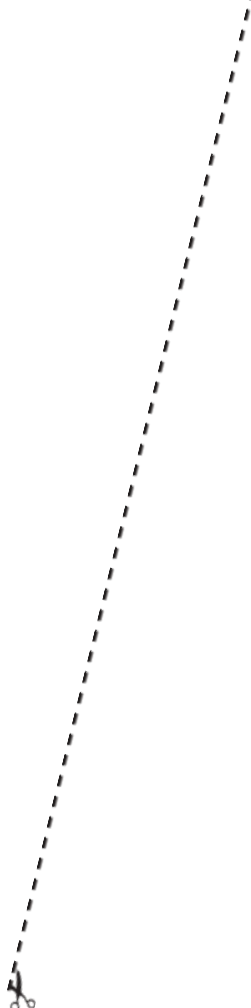
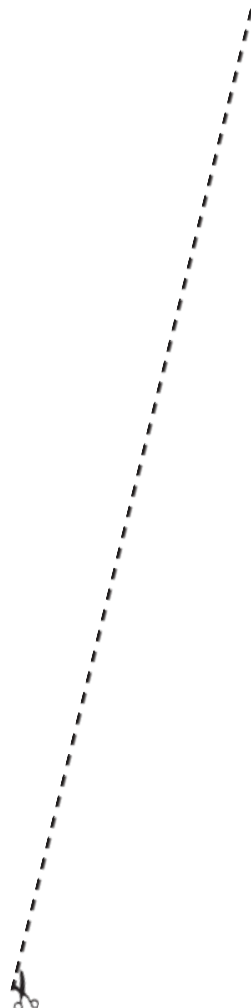
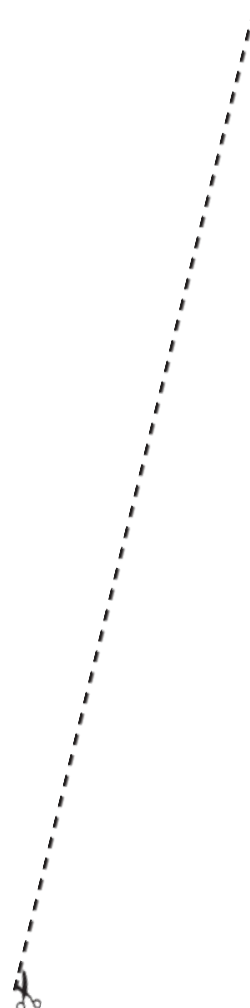
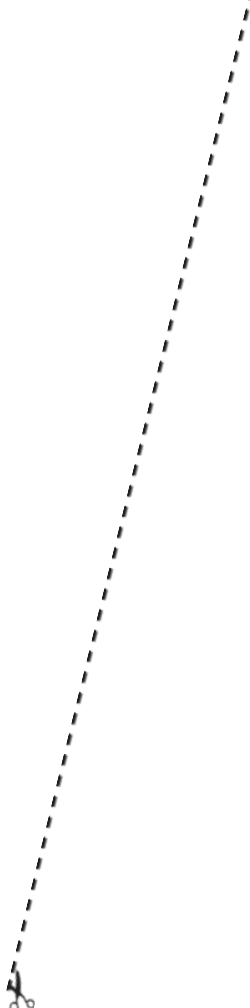
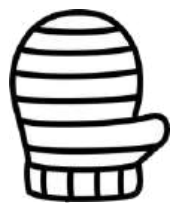
Use scissors to cut the dotted lines.



Name _____

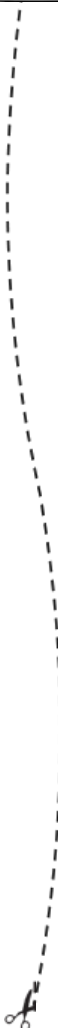
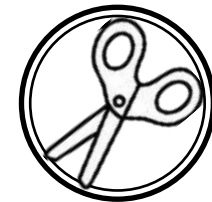


Use scissors to cut the dotted lines.



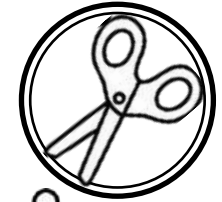
Name _____

Use scissors to cut the dotted lines.



Name _____

Use scissors to cut the dotted lines.



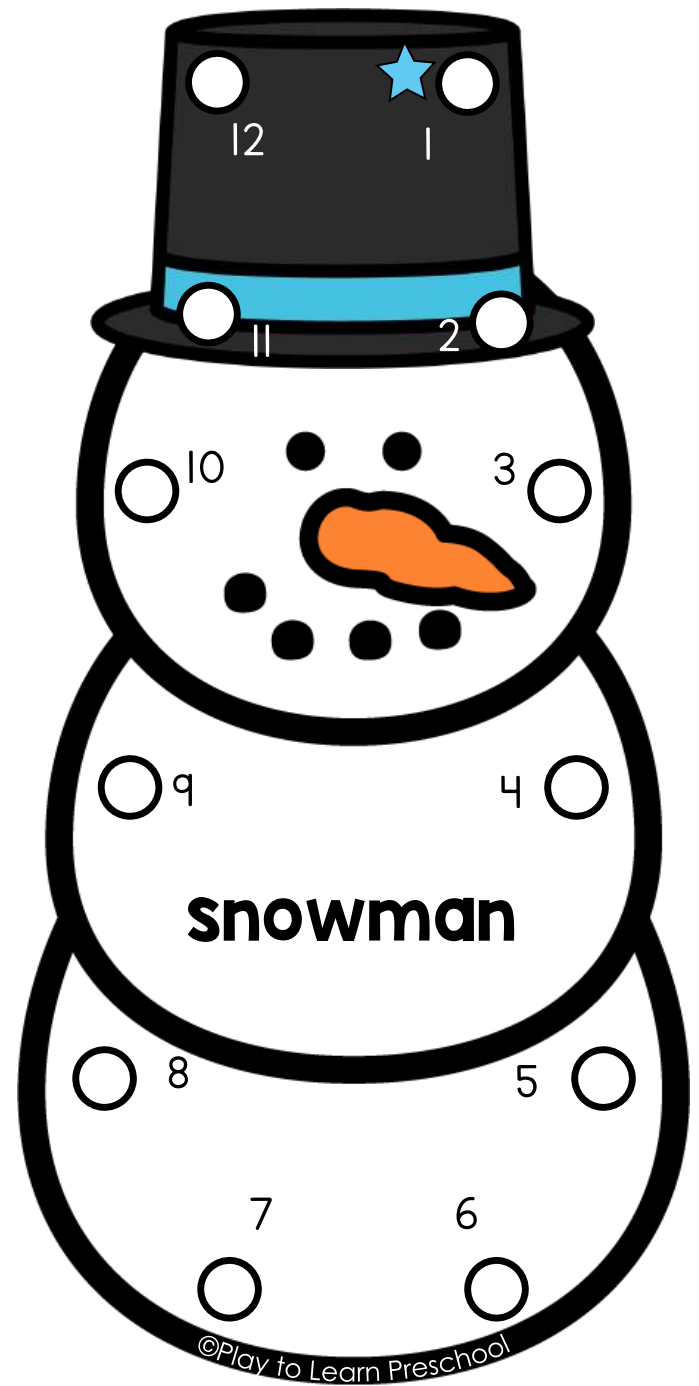
Lacing

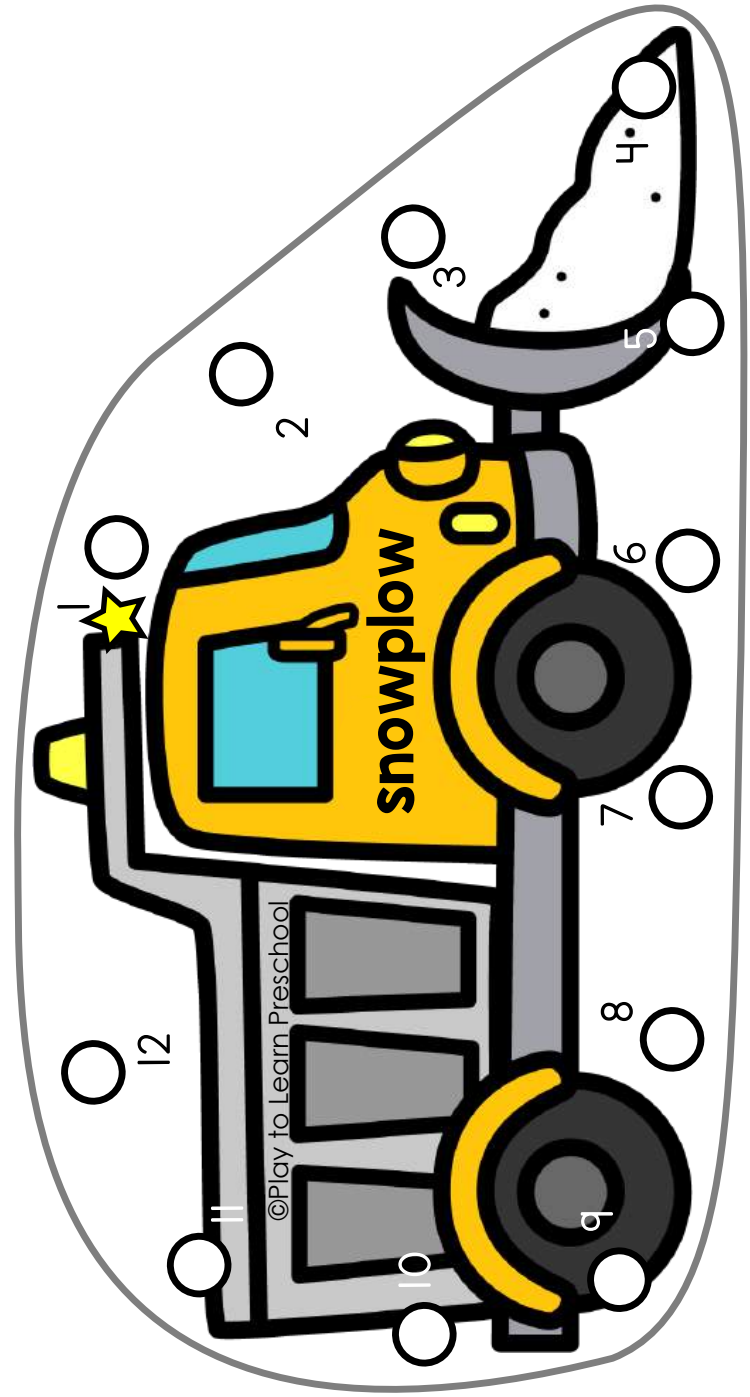
Objective: The students will control the small muscles of their hands.

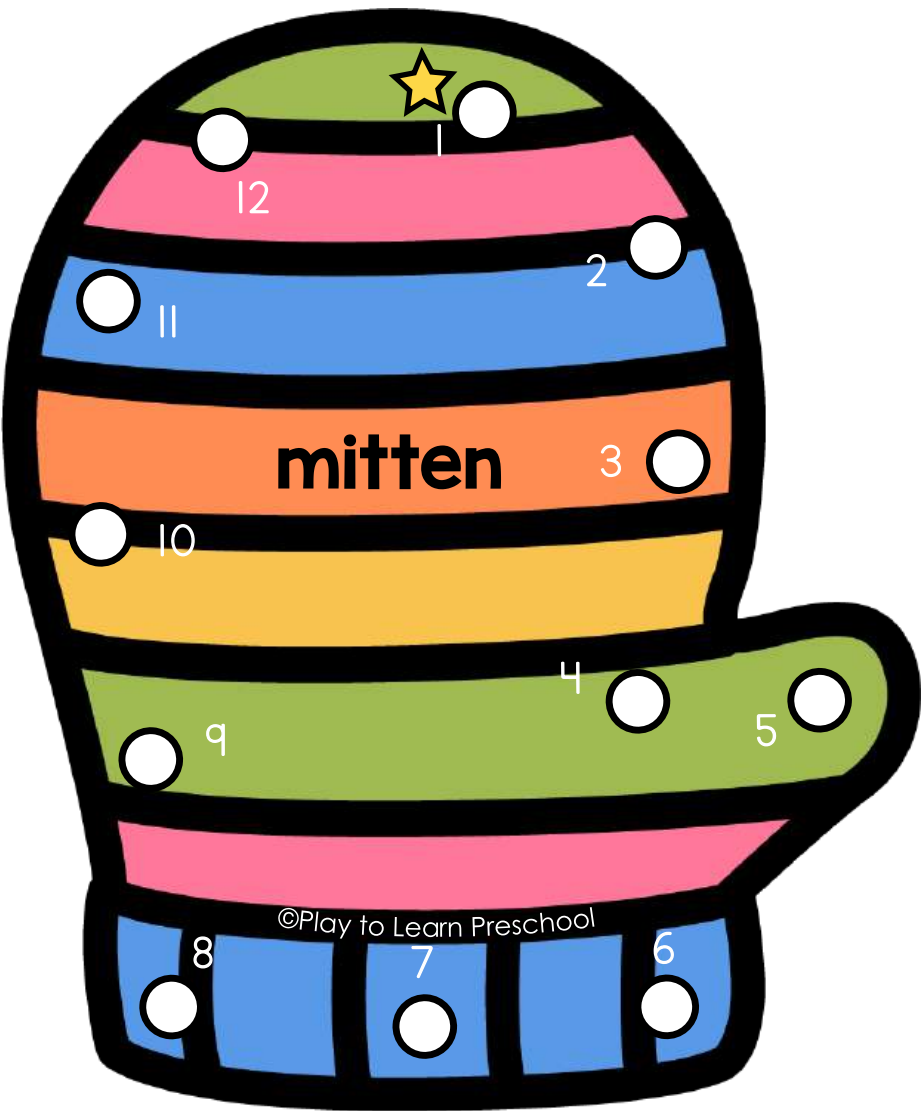


Preparation: Copy lacing sheets on cardstock, cut them apart, and use a hole punch to cut out circles. Provide ribbons approximately 1.5 feet long.

Procedure: The students take a piece of ribbon and, starting and number one, lace the ribbon from one hole to the next.





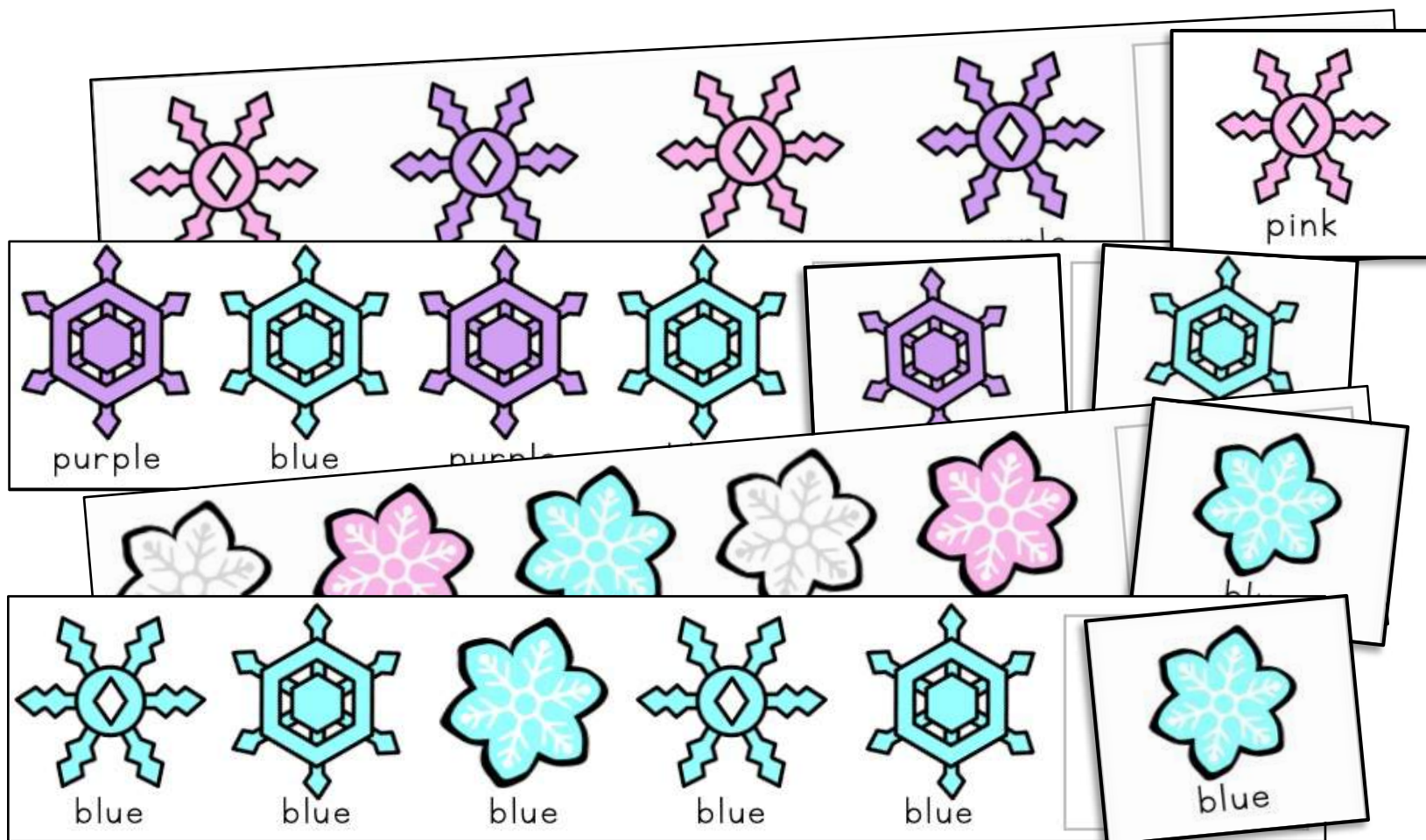


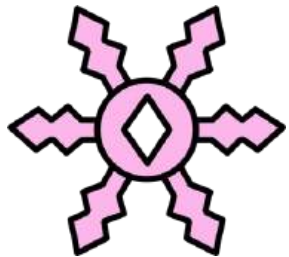
Patterning

Objective: The students will identify and extend simple patterns.

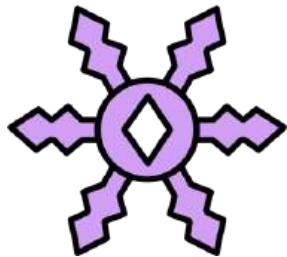
Preparation: Print the pattern cards and pieces, mat, laminate and cut apart.

Procedure: Students identify the pattern and extend it by placing the next correct piece.

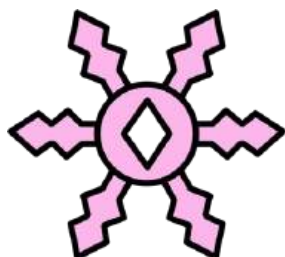




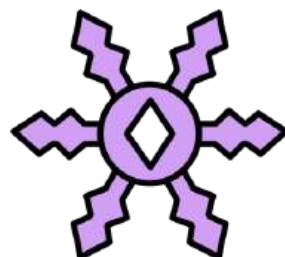
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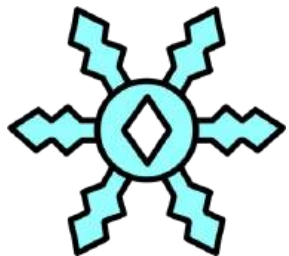
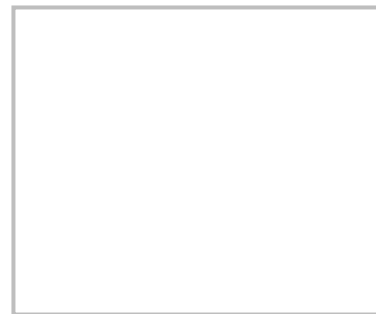
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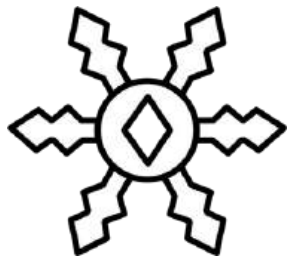
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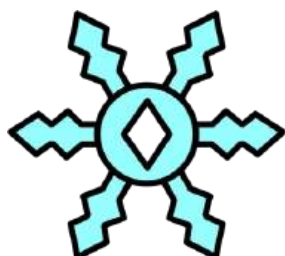
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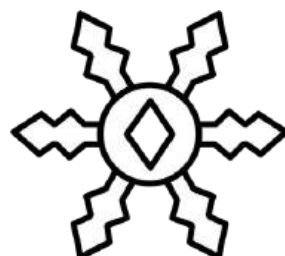
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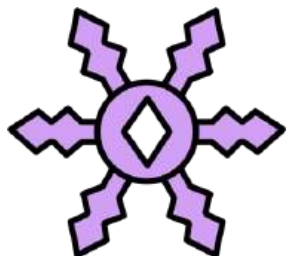
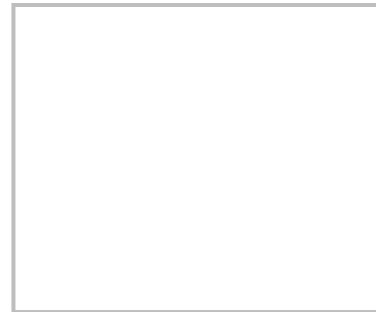
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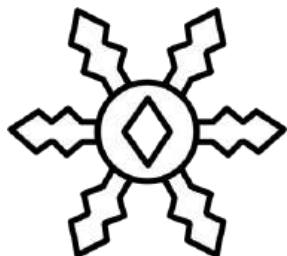
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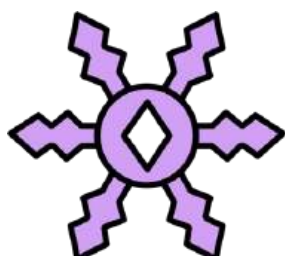
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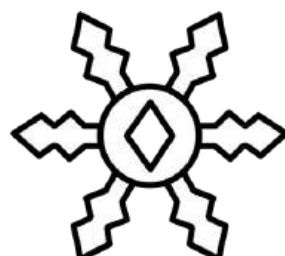
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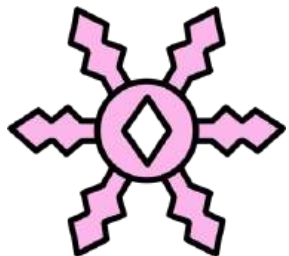
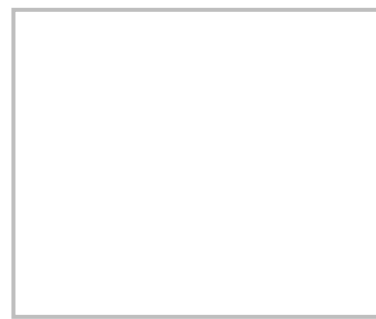
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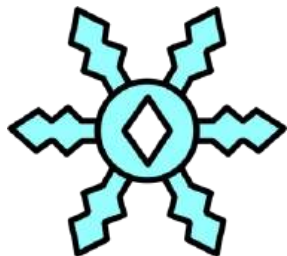
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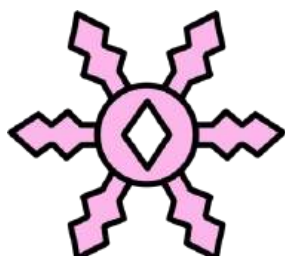
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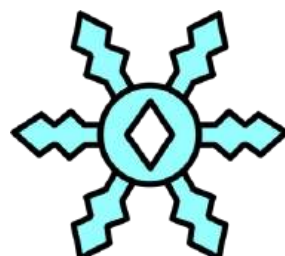
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blue



pink



blue

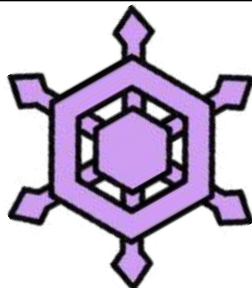




purple



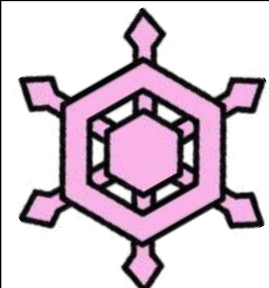
blue



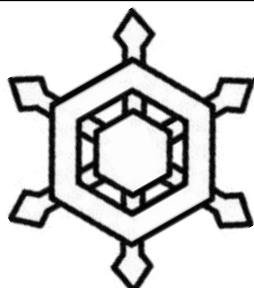
purple



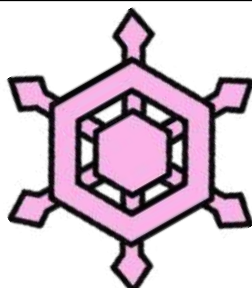
blue



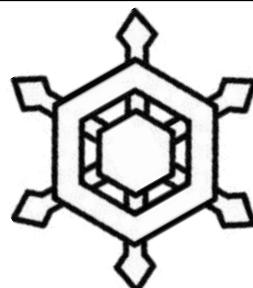
pink



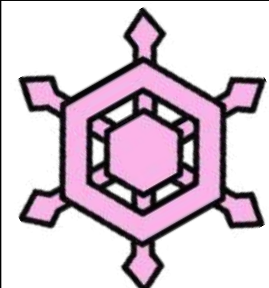
white



pink



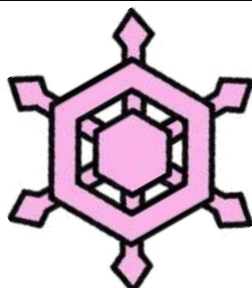
white



pink



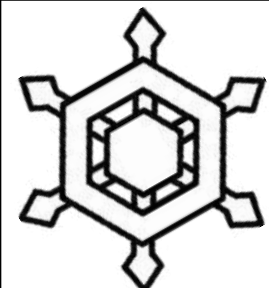
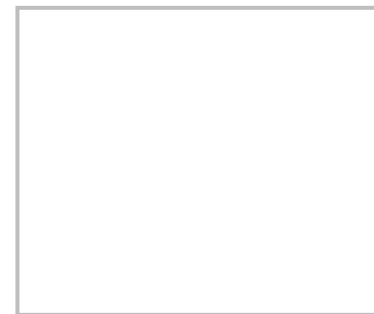
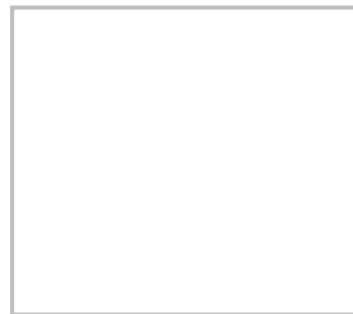
blue



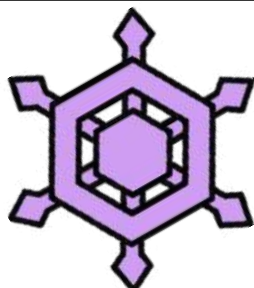
pink



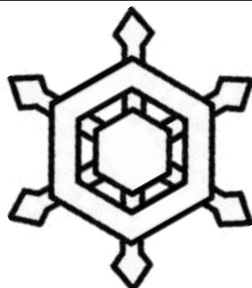
blue



white



purple



white



purple





white



pink



blue



white



pink



pink



purple



white



pink



purple



blue



white



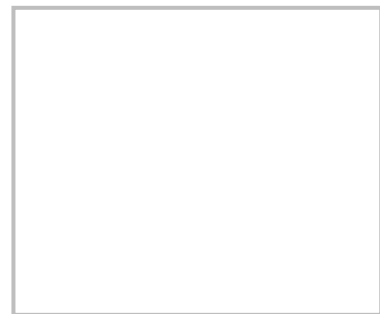
purple



blue



white



purple



pink



white

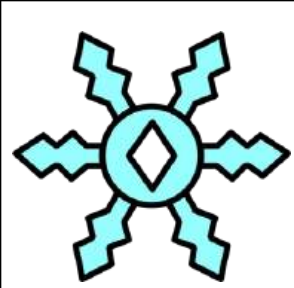


purple



pink





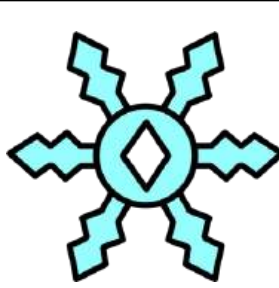
blue



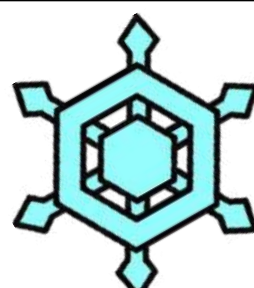
blue



blue



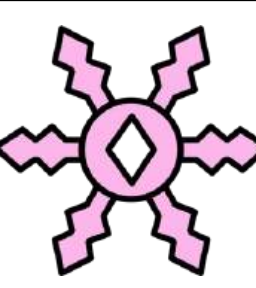
blue



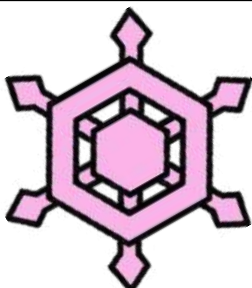
blue



pink



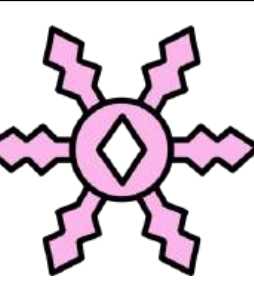
pink



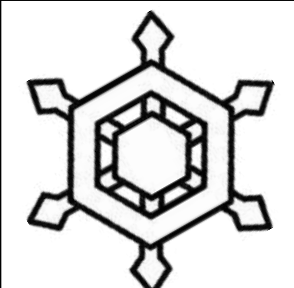
pink



pink



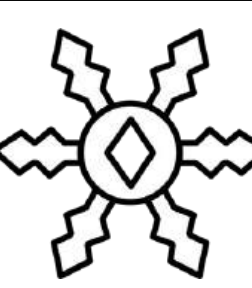
pink



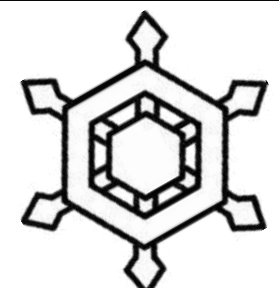
white



white



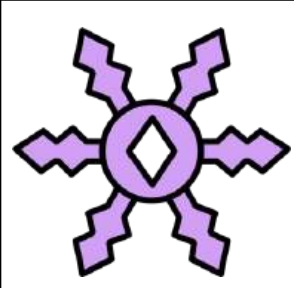
white



white



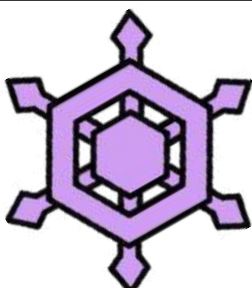
white



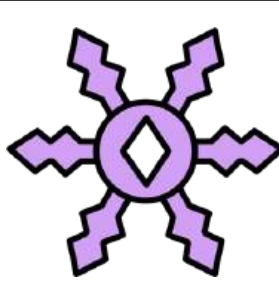
purple



purple



purple












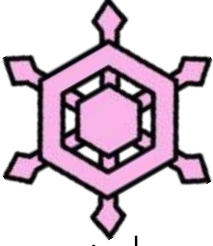
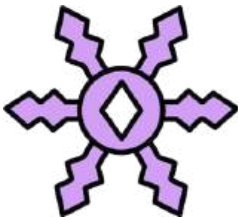



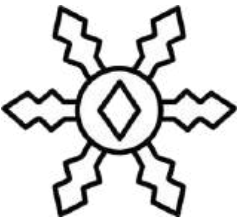





purple



purple



Snowflake Patterns - Moveable Pieces

 <p>pink</p>	 <p>purple</p>	 <p>pink</p>	 <p>blue</p>	 <p>blue</p>
 <p>blue</p>	 <p>blue</p>	 <p>blue</p>	 <p>white</p>	 <p>pink</p>
 <p>purple</p>	 <p>pink</p>	 <p>white</p>	 <p>purple</p>	 <p>white</p>
 <p>pink</p>	 <p>white</p>	 <p>purple</p>	 <p>white</p>	 <p>purple</p>

Name _____



Cut apart the pieces at the bottom of the page.
Use them to complete the snowflake patterns.



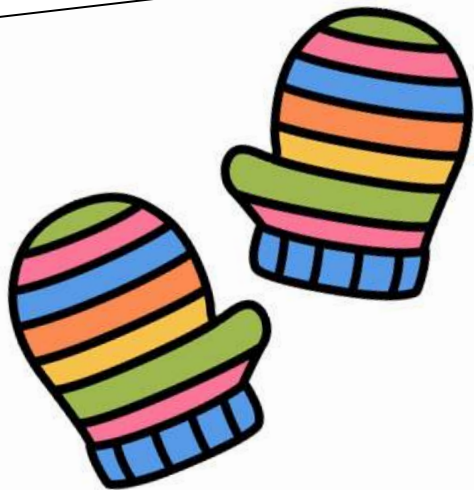
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Beginning Sound Clips

Objective: Students will identify the first sound of each picture and locate the corresponding letter.

Preparation: Print the cards, mat, laminate and cut apart.

Procedure: Students say the picture and listen for the first sound. Then they attach a clothes pin to the matching letter.

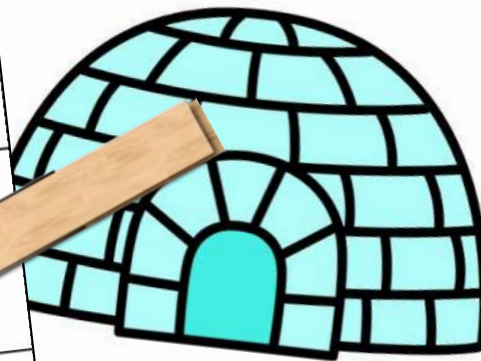


mittens

A

M

W



igloo

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I

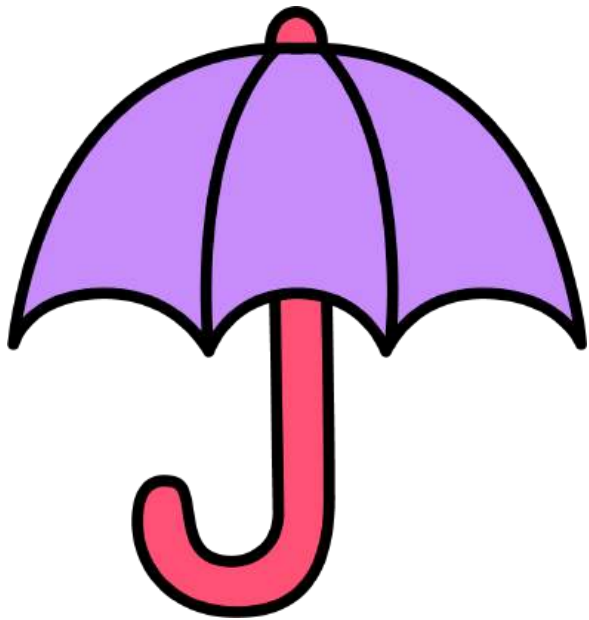
V

H

Helpful Hint:

For easy self-checking, put a sticker on the back that will match the clothes pin when the answer is correct.



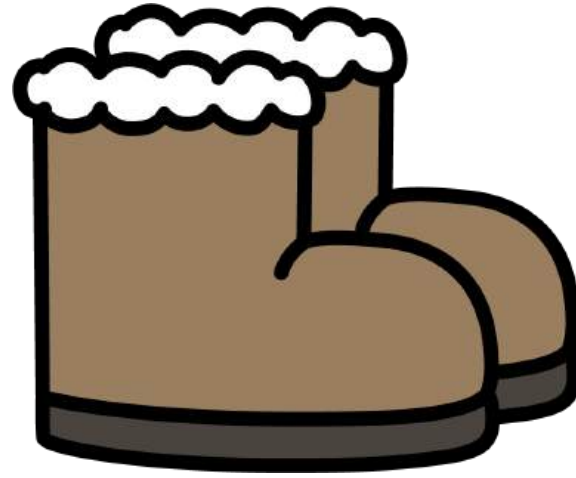


umbrella

M

T

U



boots

W

B

E



car

N

C

P

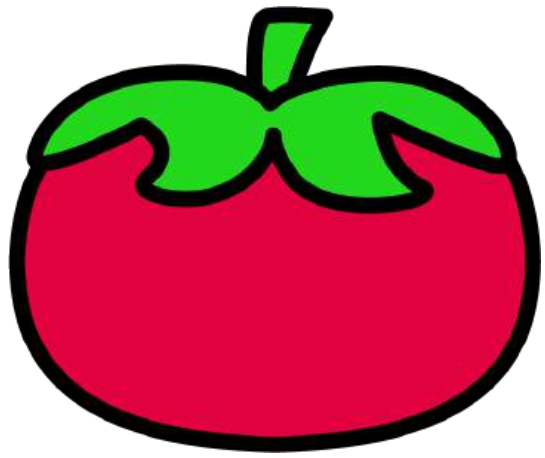


snowman

S

I

F



tomato

G

T

D

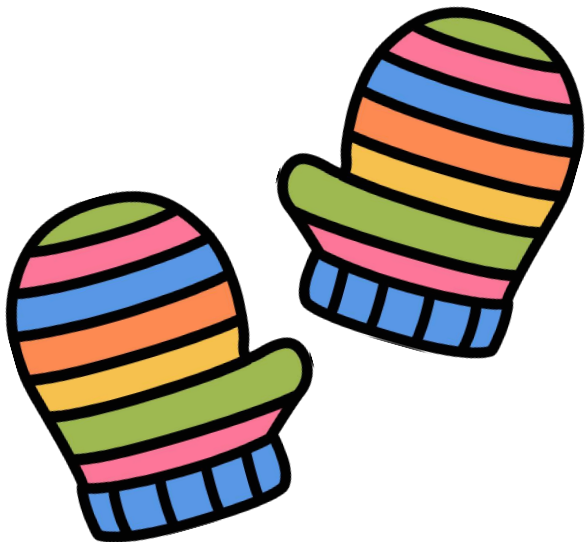


bear

C

R

B

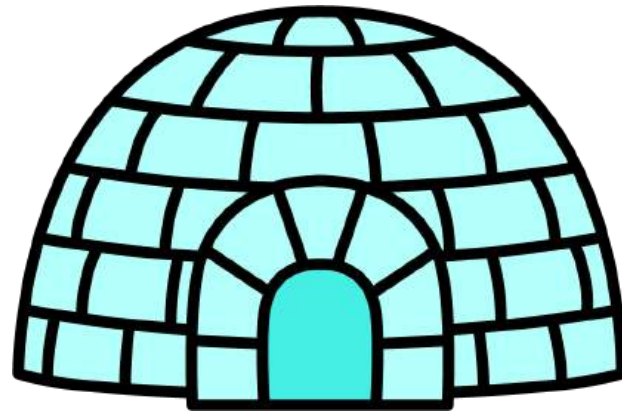


mittens

A

M

S

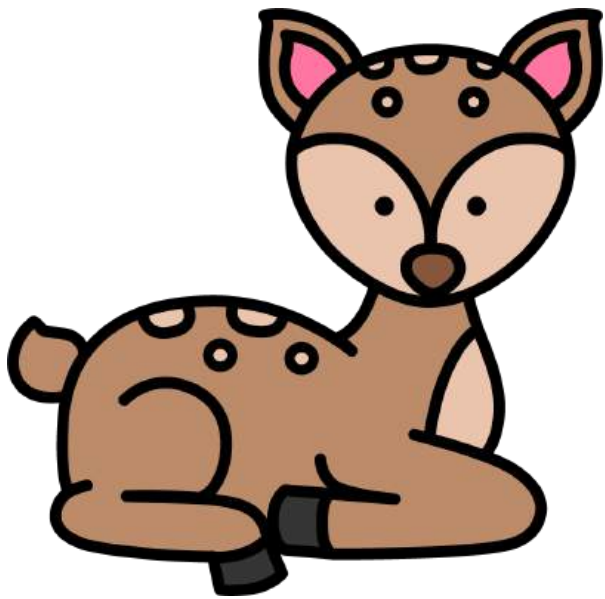


igloo

I

V

H

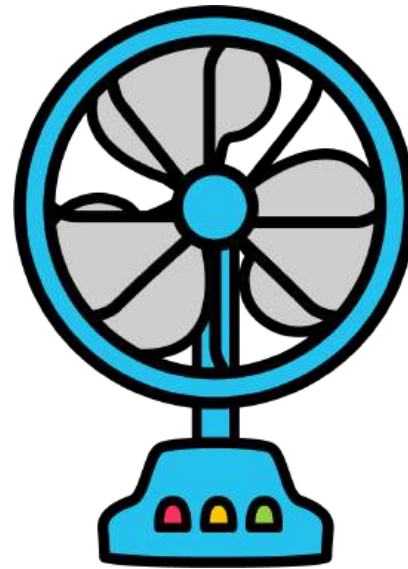


deer

P

D

J



fan

F

K

X

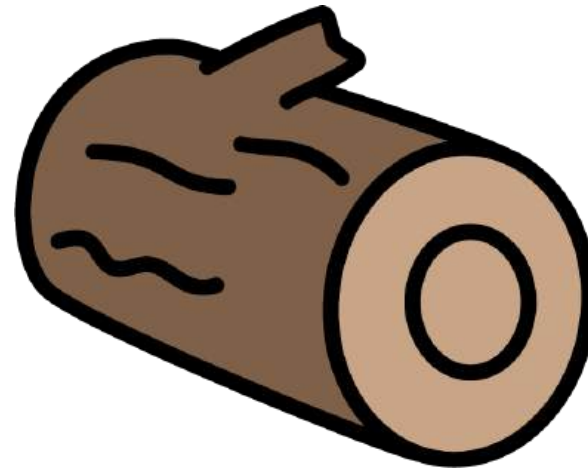


hat

R

G

H



log

A

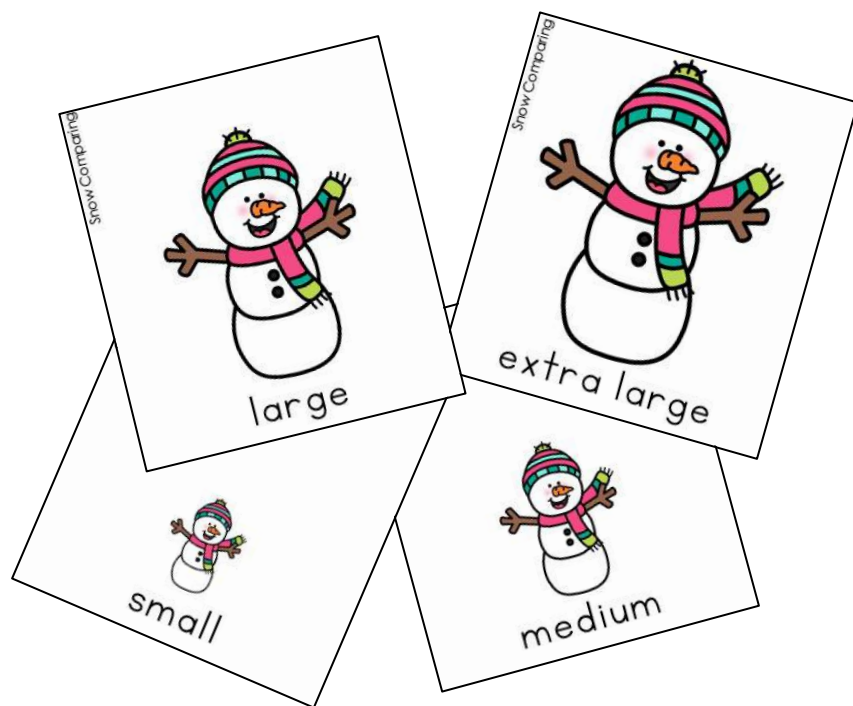
L

Z

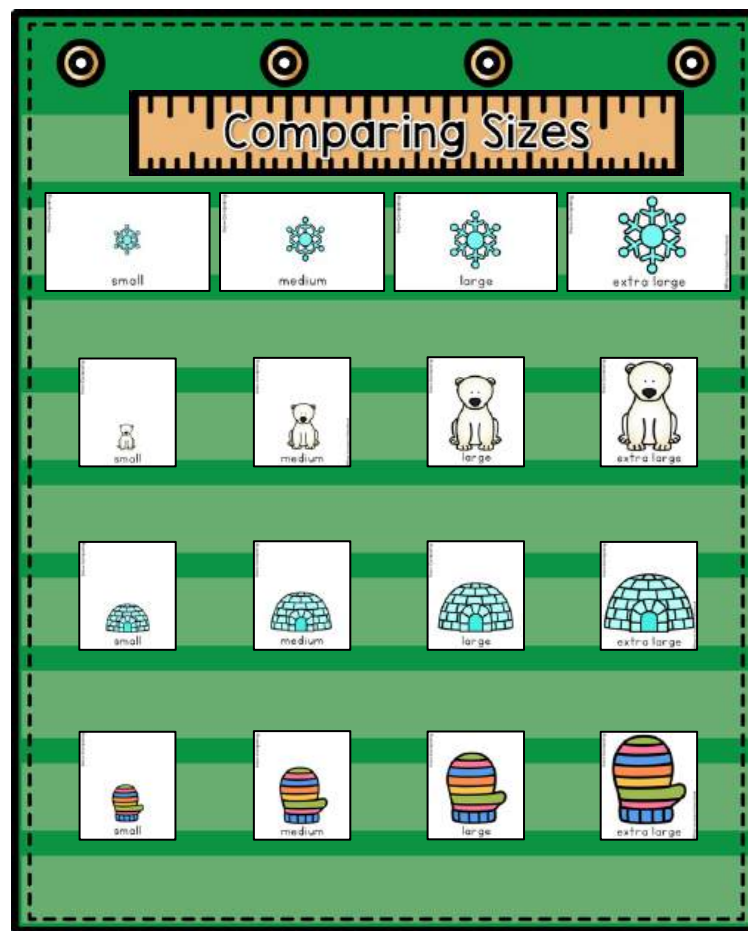
Comparing

Objective: The students will compare objects.

Preparation: Print, mat, cut apart, and laminate pictures. Include each set of pictures in a separate envelope. Place headings on a pocket chart at students' eye-level.



Procedure: The students will select a set of pictures and compare the size of the pictures from smallest to largest on the pocket chart.



Comparing Sizes

Snow Comparing



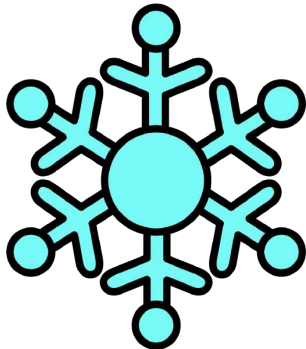
small

Snow Comparing



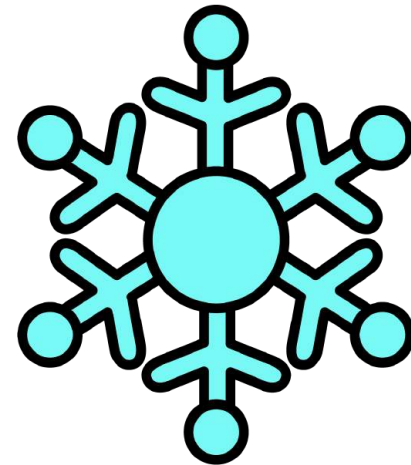
medium

Snow Comparing



large

Snow Comparing



extra large

Snow Comparing



small

Snow Comparing



medium

Snow Comparing



large

Snow Comparing



extra large

Snow Comparing

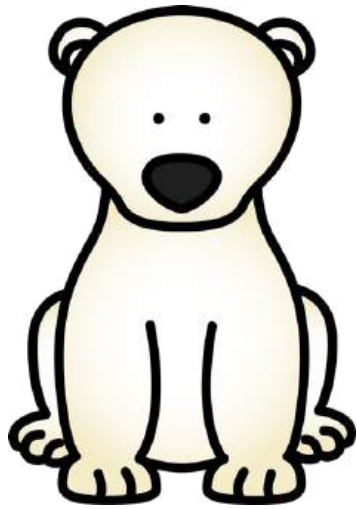


small

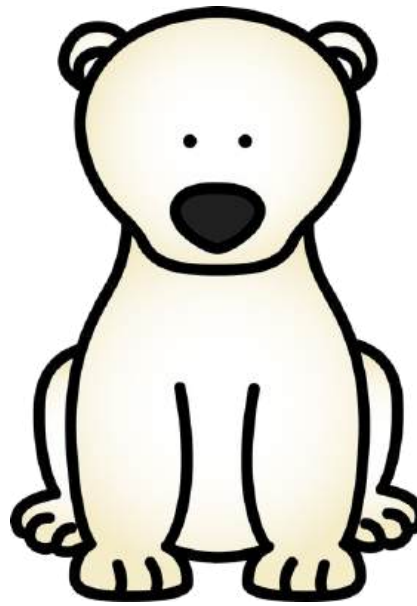
Snow Comparing



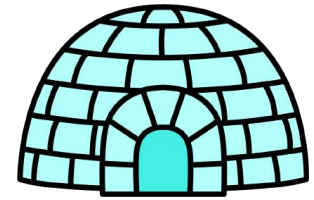
medium



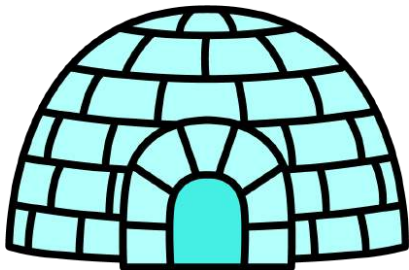
large



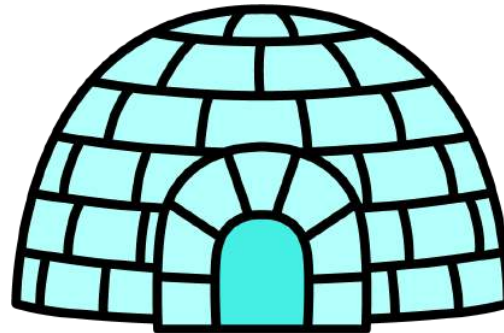
extra large



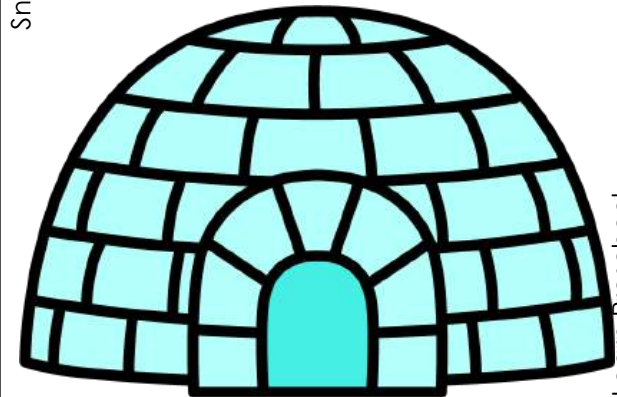
small



medium



large



extra large

Snow Comparing



small

Snow Comparing



medium

Snow Comparing



large

Snow Comparing



extra large

Snow Comparing



small

Snow Comparing



medium

Snow Comparing



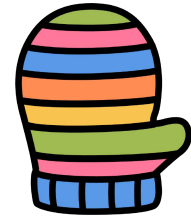
large

Snow Comparing



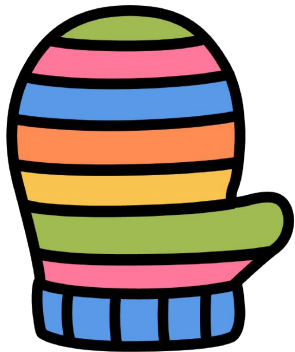
extra large

Snow Comparing



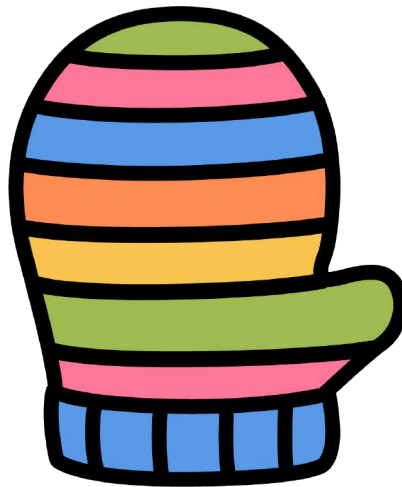
small

Snow Comparing



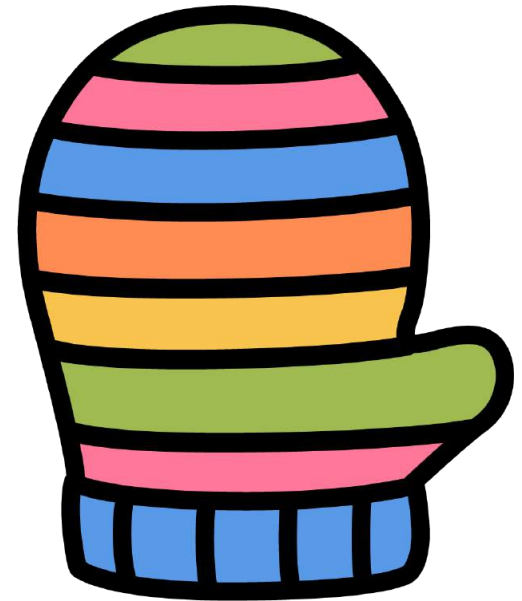
medium

Snow Comparing



large

Snow Comparing



extra large


Name _____



Cut out the mittens below.
Put them in order from smallest to largest.

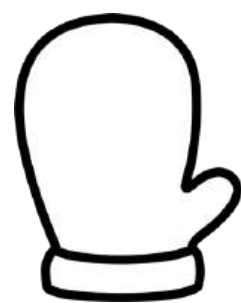
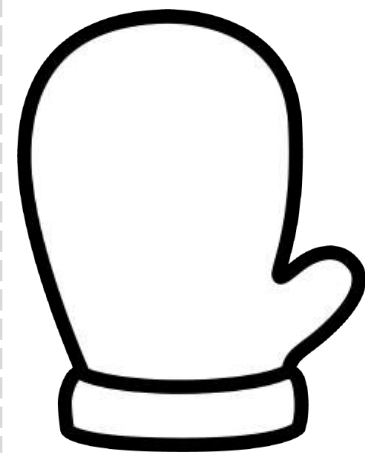
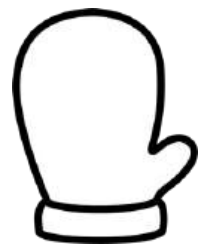
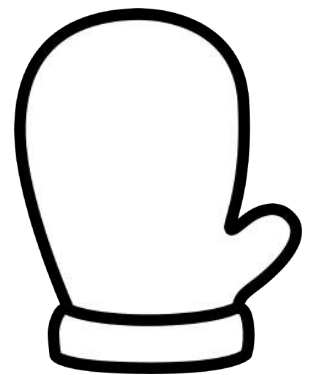


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smallest  largest



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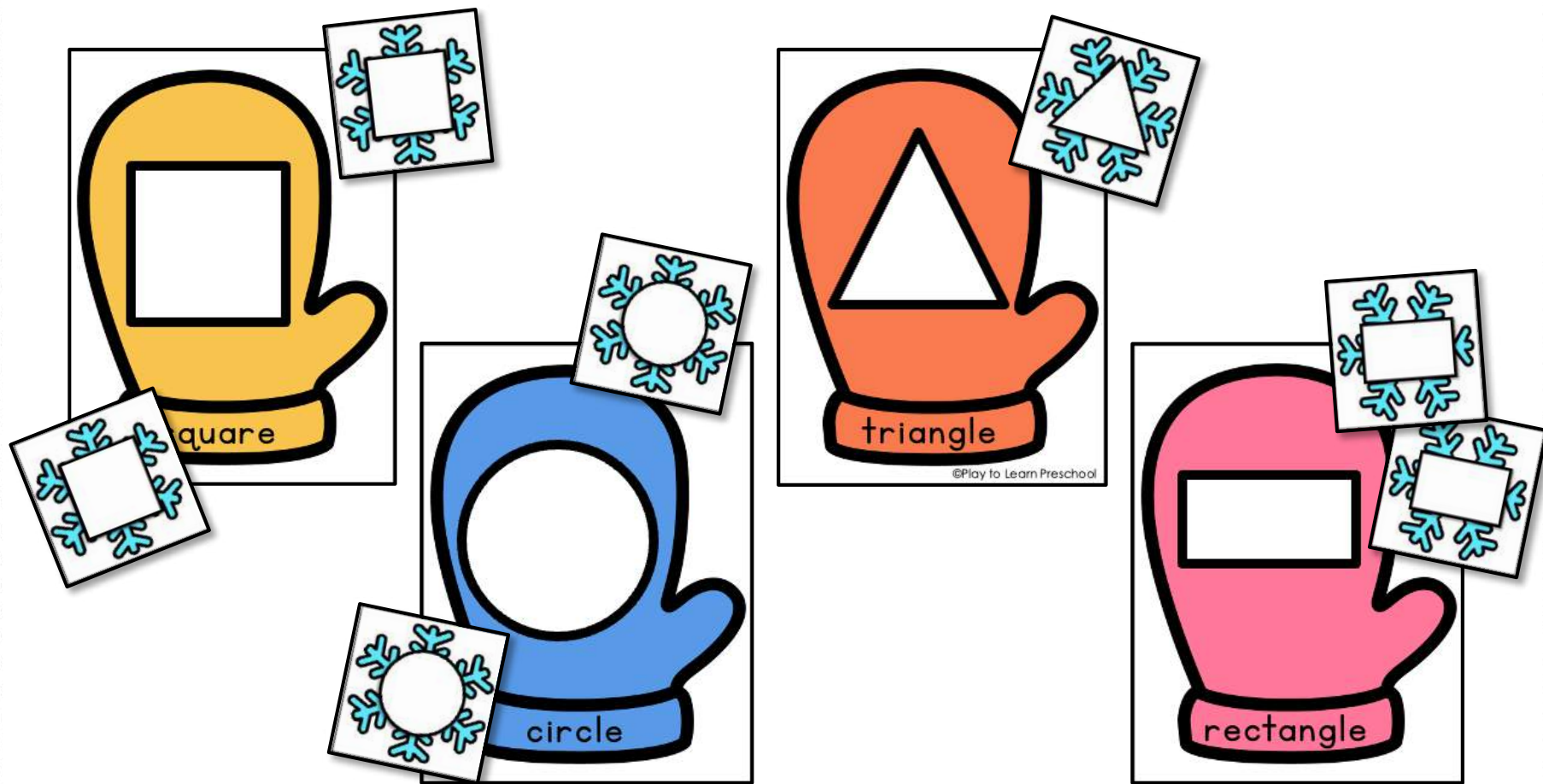


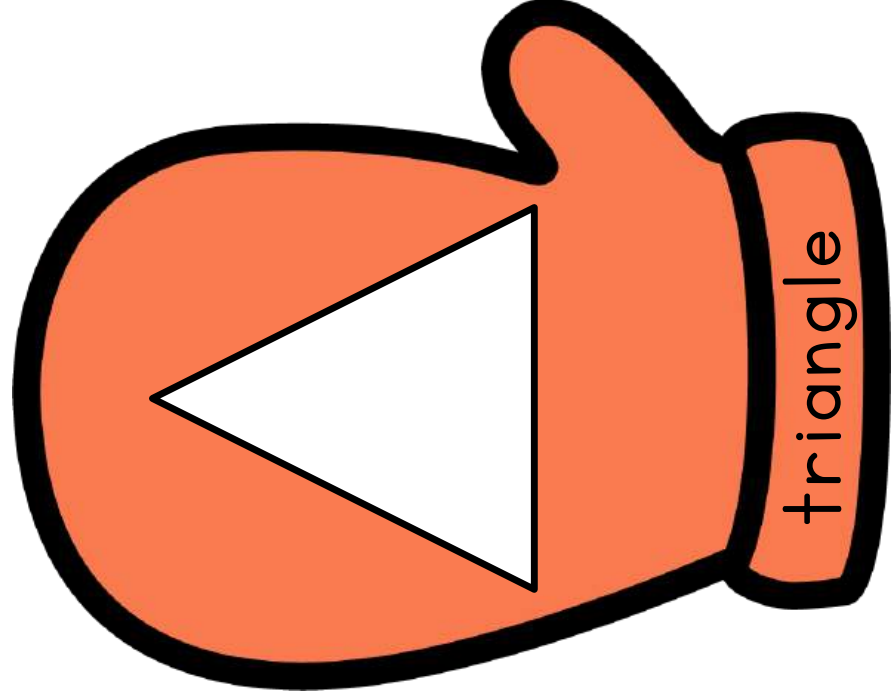
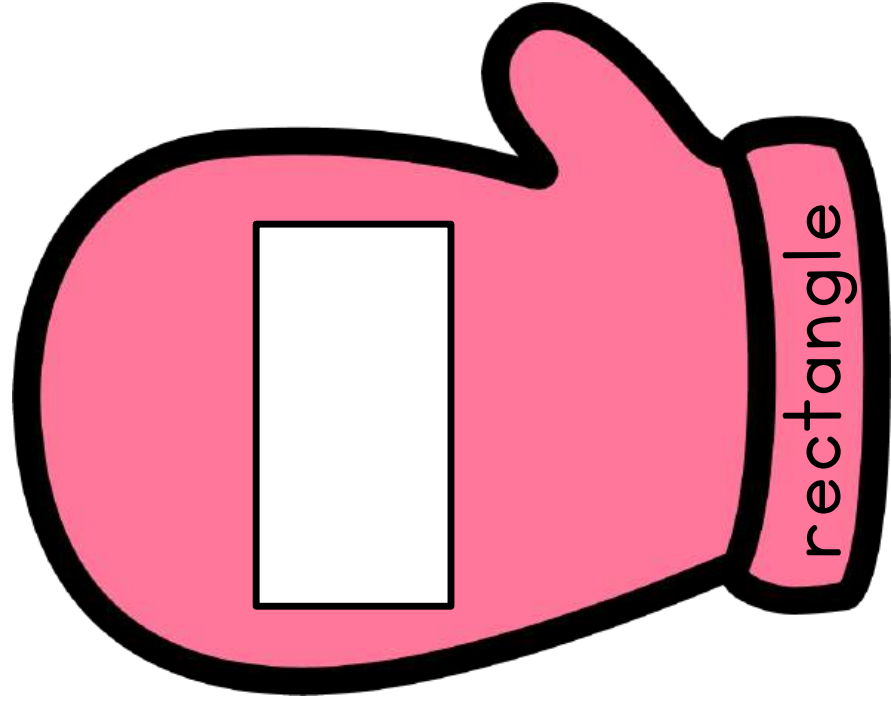
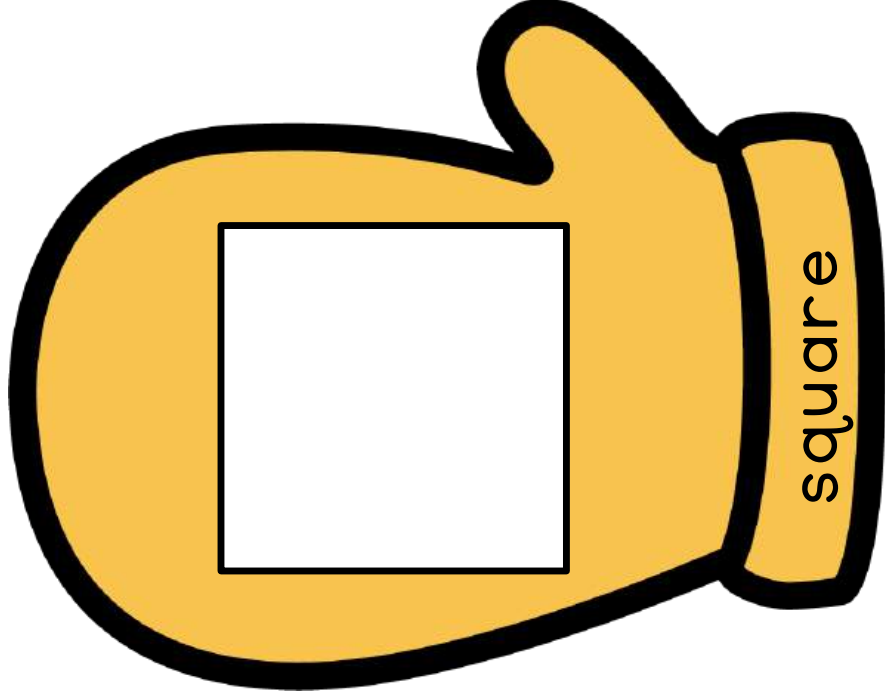
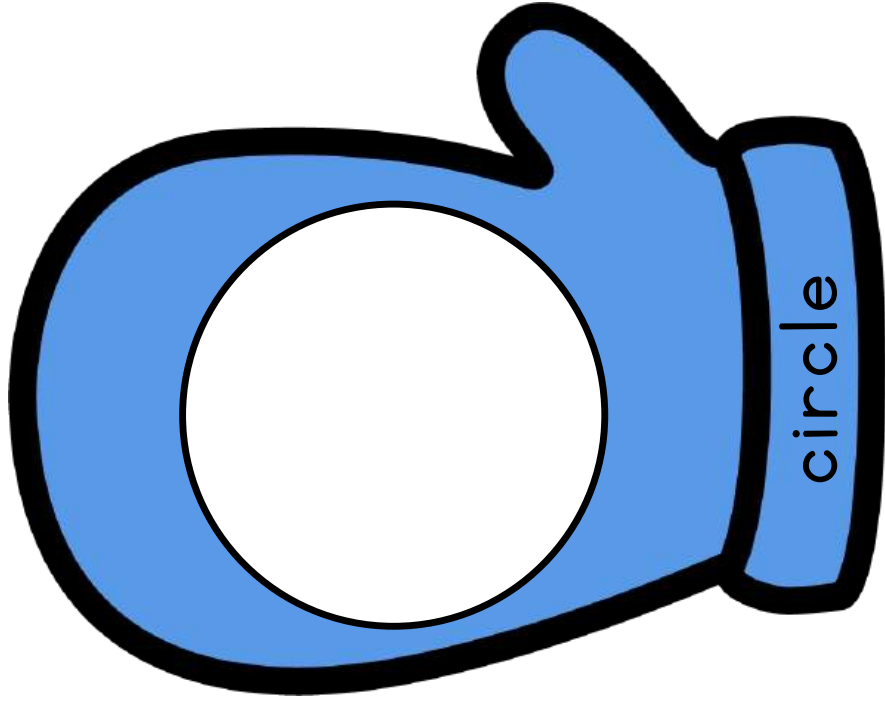
Shape Sorting

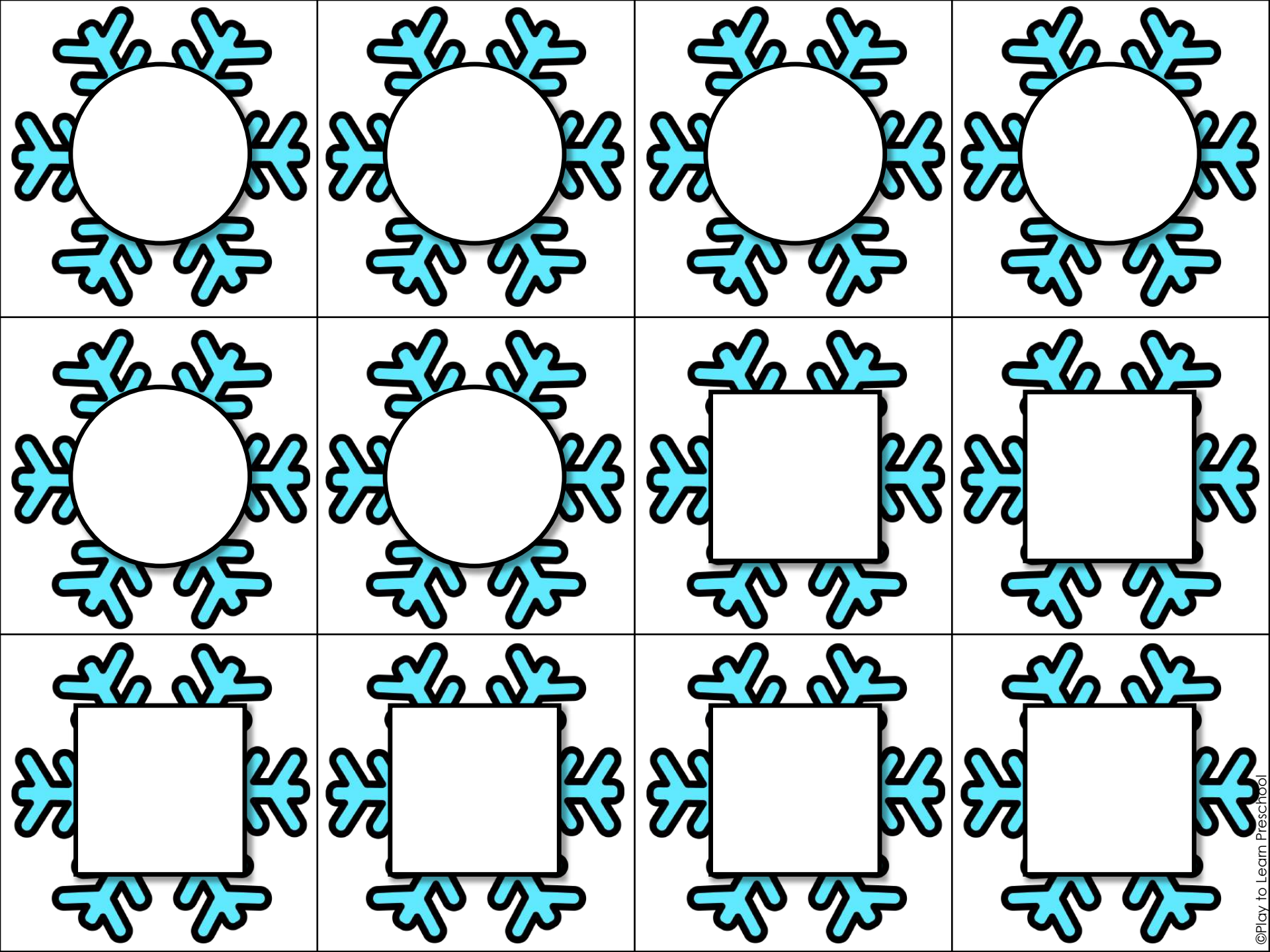
Objective: The students will sort objects by property.

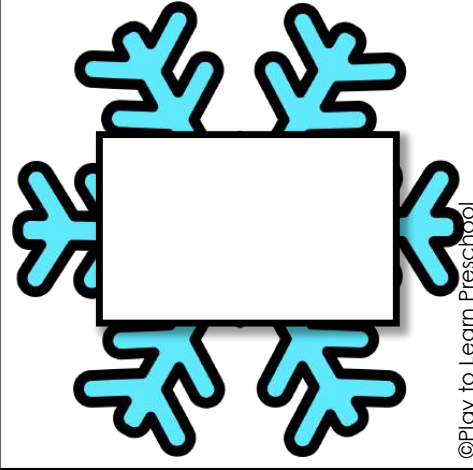
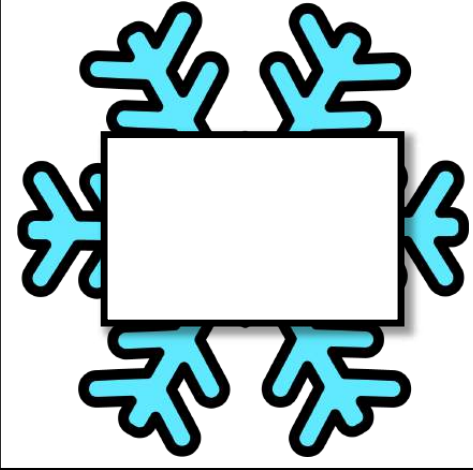
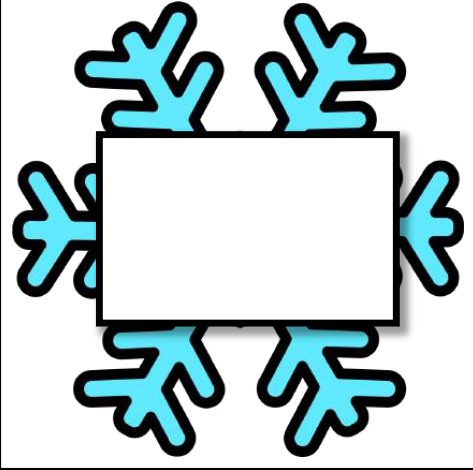
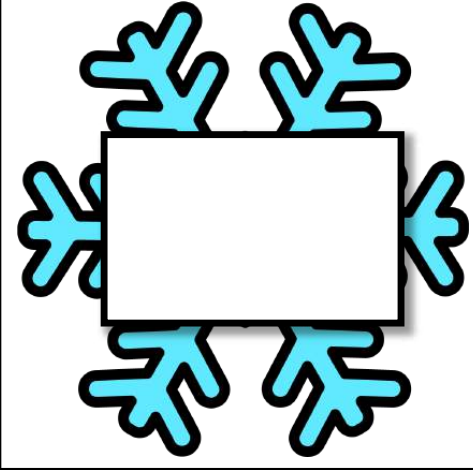
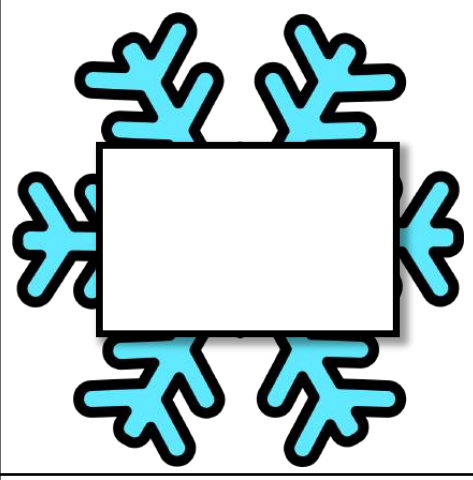
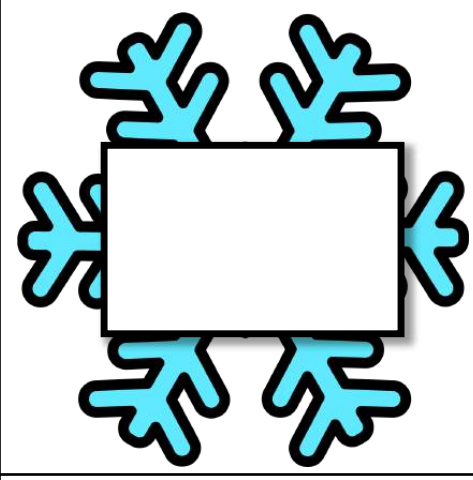
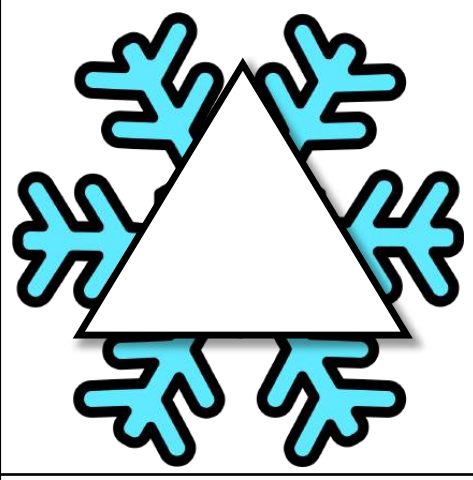
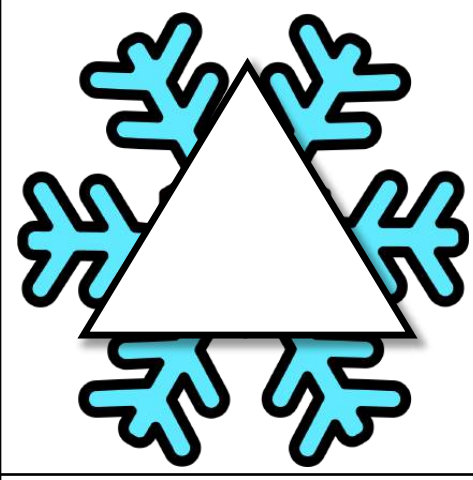
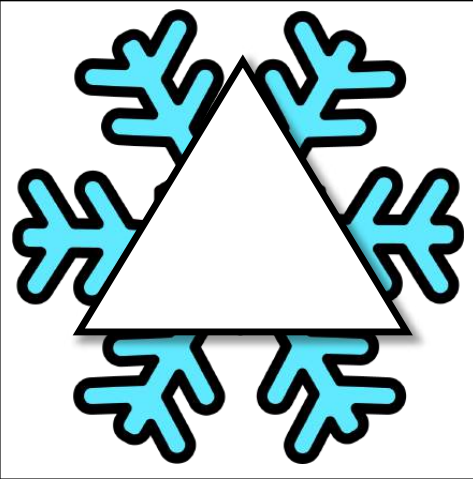
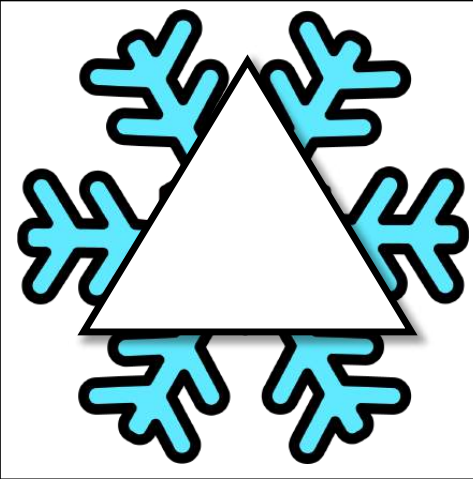
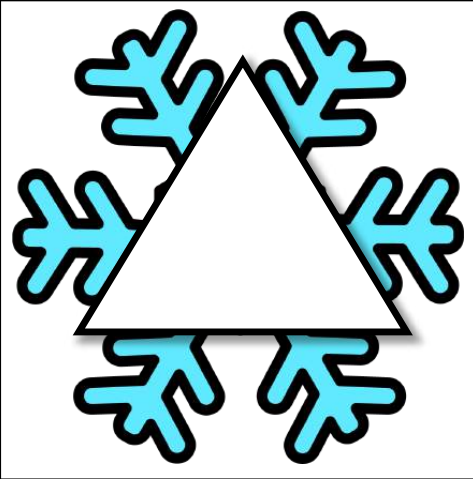
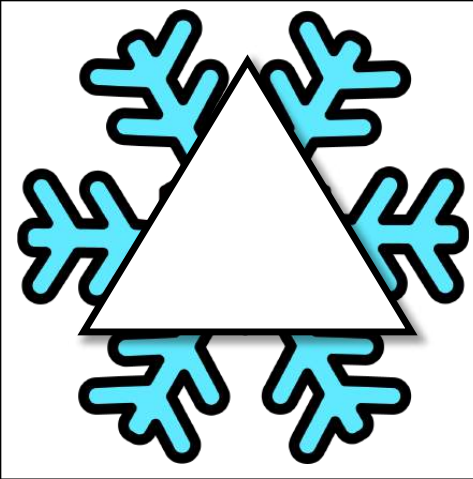
Preparation: Print, cut out, and laminate all pieces.

Procedure: Students choose a picture and match it to the corresponding shape.







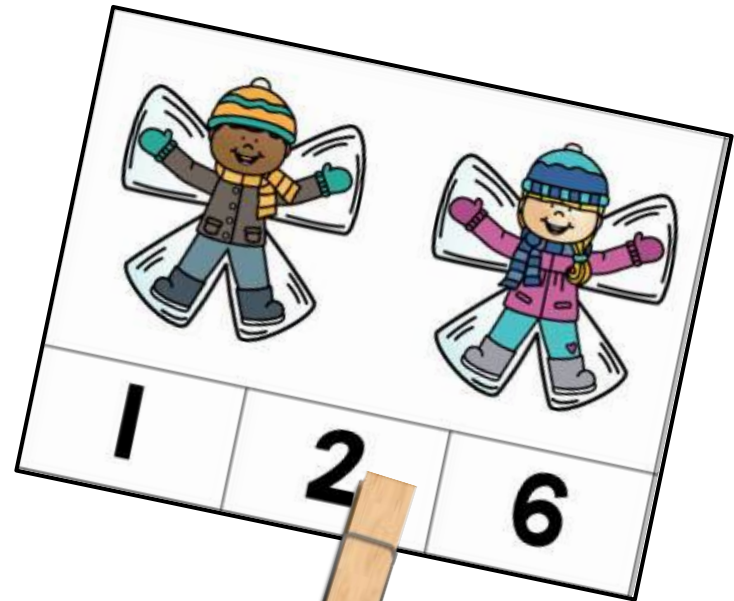
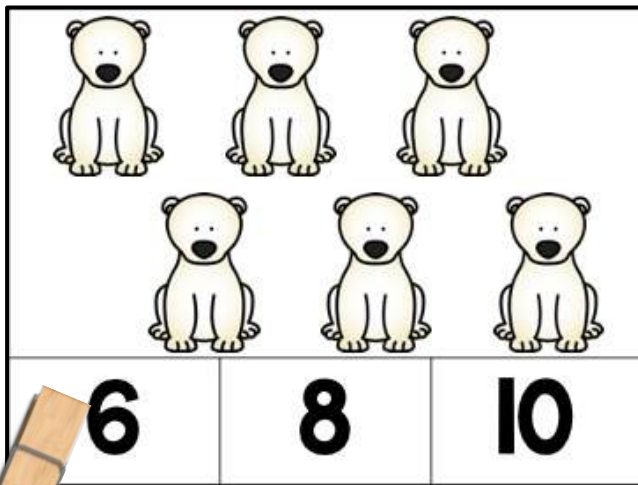


Count and Clip Cards

Objective: Students will practice one-to-one correspondence and number recognition to 12.

Preparation: Print the cards, mat, laminate and cut apart.

Procedure: Students count the pictures on each card and mark the correct answer with a clothes pin.



Helpful Hint:

For easy self-checking, put a sticker on the back that will match the clothes pin if the answer is correct.



2

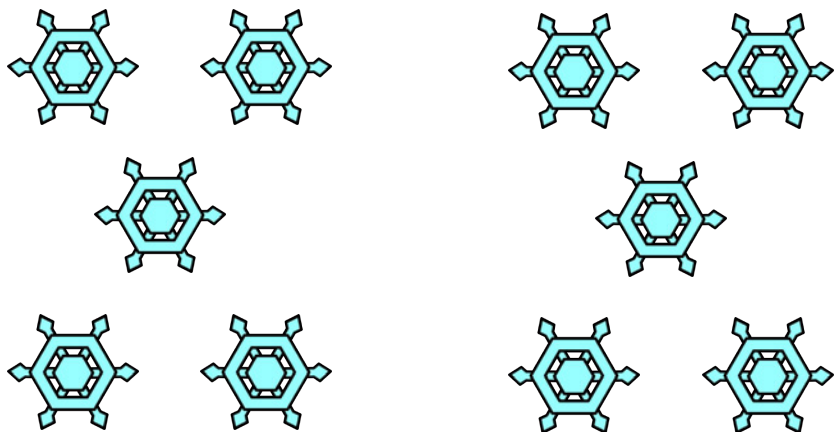
12

7

11

7

5



3

6

10

2

4

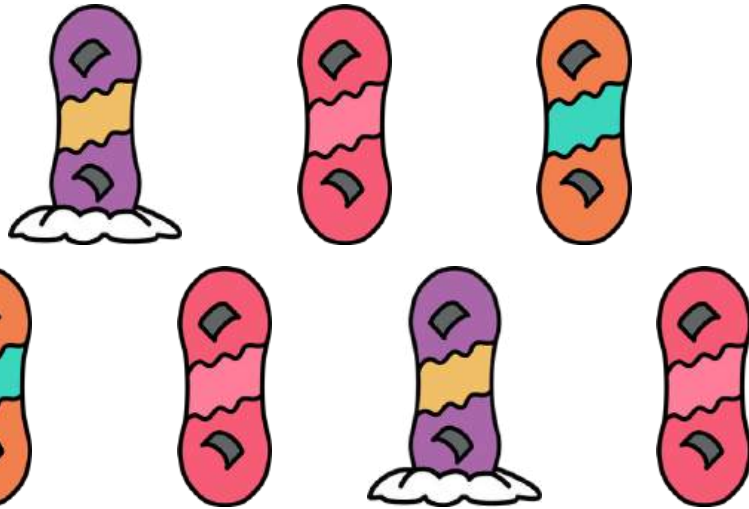
9



3

8

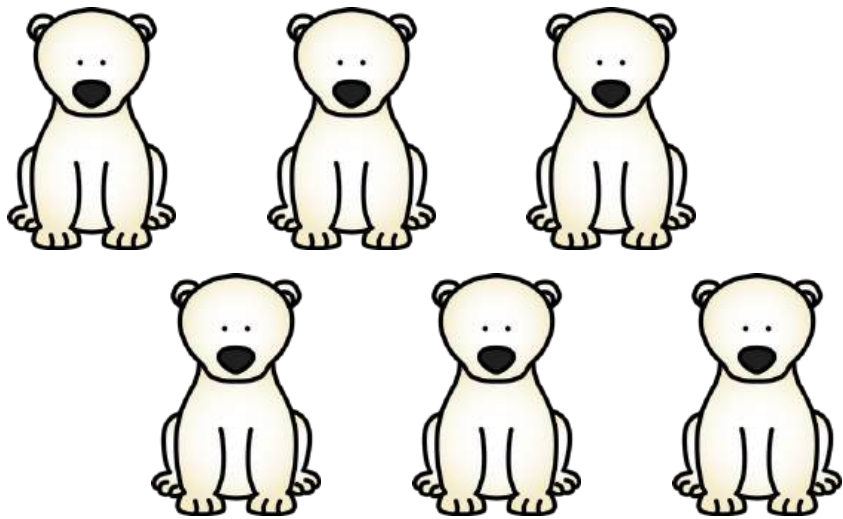
12



2

11

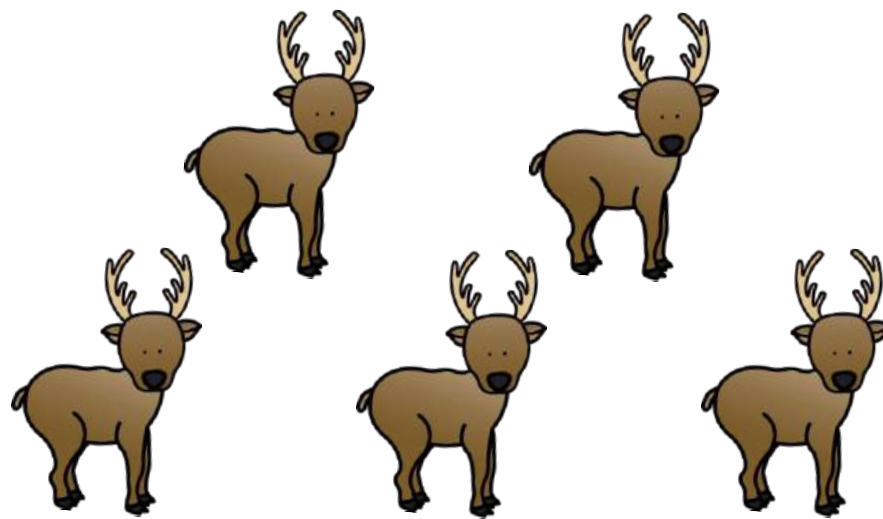
7



6

8

10



7

5

3



5

2

4

3

4

5



1

2

6

3

8

1

Visual Discrimination

File Folder Game

Objective: The students will use visual discrimination skills to match the items.

Preparation: Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.

Procedure: Students place matching pictures together.

Visual Discrimination



Snow Kids



Visual Discrimination



Nathan



Francis



John



Sophia



Olivia



Anna



Kate



Justice



Jumoke



Evan



Eleanore



Hunter

Snow Kids Visual Discrimination



Nathan

Snow Kids Visual Discrimination



Francis

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Eleanore

Snow Kids Visual Discrimination

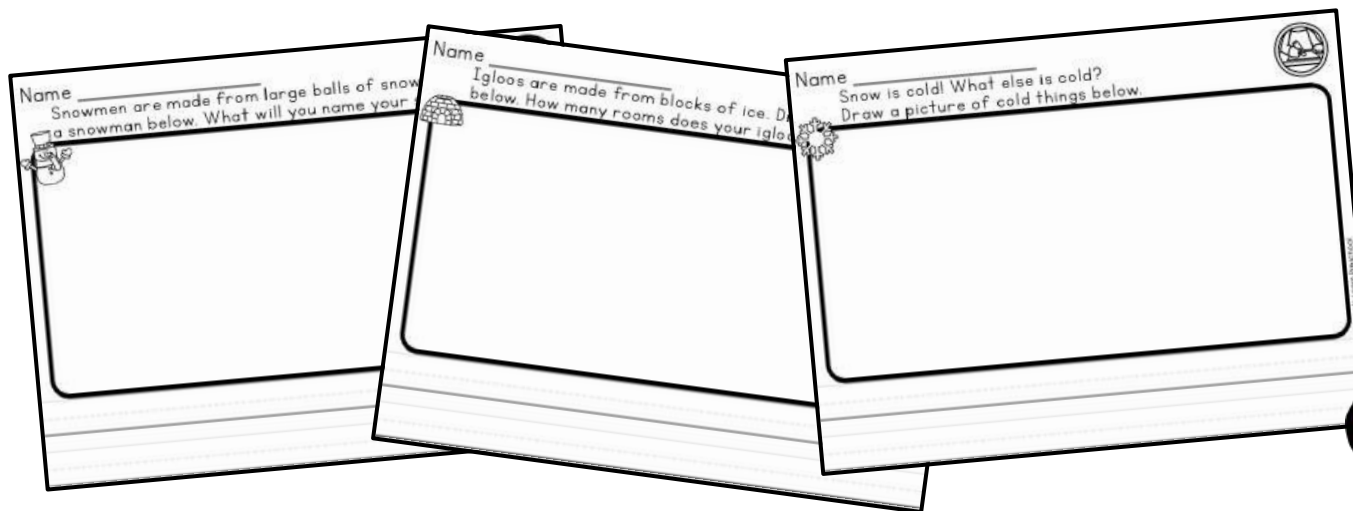


Hunter

Journaling

Objective: The students will understand the purpose of writing.

Procedure: Print the journal sheets. Students can use the journal prompts to write and draw a picture. The words can also be written for the student if necessary.



Learning to draw and write is a developmental process. Young children need lots of time and opportunities to scribble, draw, and write. This is called "emergent literacy." The following is a very *general* guide to how children progress:

Early (ages 3-4)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture. It's okay if it is not yet a recognizable shape or image.
- Ask the child to tell about the picture. "Can you tell me about your picture?"
- Repeat what they say and write down your child's dictation on the lines. Be sure to date it!

Intermediate (ages 4-5)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture.
- Ask the child to tell about the picture. "Can you tell me about your picture?"
- Encourage the child to write about it on the lines. (The child will likely make scribbles or letter-like formations.)
- Ask your child if they want you to write their dictation on the lines as well.

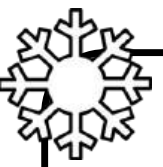
Advanced (ages 5-6)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture and label it.
- Model for your child how to say a word, stretch it out and listen for the sounds that they hear.
- For example, if they draw a bear, say "bear." Listen for the B sound and write the letter B to match. Can they hear any other sounds? Maybe they can also hear and write the letter R.
- Children may ask for you to write words for them to copy on the lines. This is fine as long as you also encourage them to write the letters and sounds that they hear.

Name _____



Have you ever played in the snow? What do you like to do in the snow? Draw a picture below.



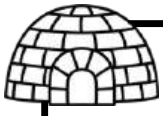
A large, empty rectangular box with rounded corners, intended for drawing a picture related to playing in the snow.

Two sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name _____



Igloos are made from blocks of ice. Draw an igloo below. How many rooms does your igloo have?



A large, empty rectangular box with rounded corners, intended for drawing an igloo. The box is defined by a solid black border.

Two sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name _____

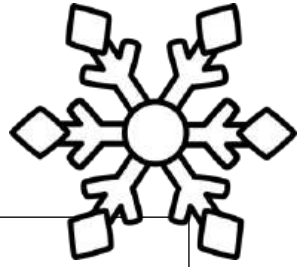
Snowmen are made from large balls of snow. Draw a snowman below. What will you name your snowman?



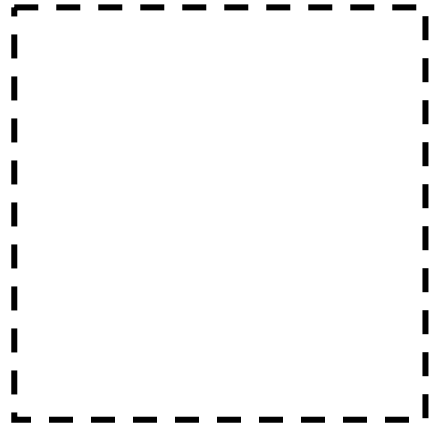
A large, empty rectangular box with rounded corners, intended for drawing a snowman.

Two sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

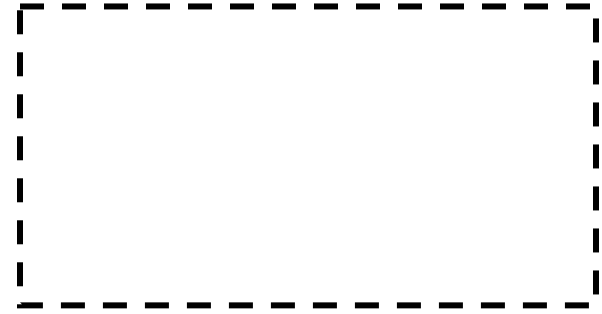
Name _____



I can draw the shapes.



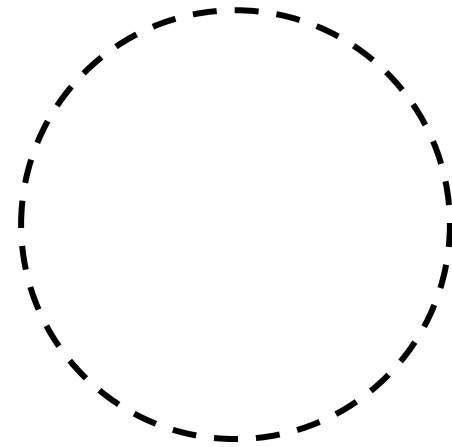
square



rectangle



triangle



circle

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