

# LESSON PLAN

Theme

Week Of

Teacher(s)

Age Group(s)

Animals in Winter  
Large Group

11/07/2022

Susan Simpson

48-60 months

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>OPENING ACTIVITY</b></p> <p><b>Gather and Greet Song: I Came to School This Morning</b></p> <p>Tune: "I've Been Working on the Railroad"</p> <p>I came to school this morning To learn and grow and play I came to school this morning Just to have a great new day Can't wait to play with all my friends They are all waiting for me Can't you hear the teacher saying Sing along with me</p>	<p><b>OPENING ACTIVITY</b></p> <p><b>Good Morning, Friends</b></p> <p>Begin each day with a daily ritual. The children respond to routine, and following one will ease the move from home to school.</p> <p>Sing the "Good Morning Song" to the tune of "If You're Happy and You Know It":</p> <p>Good morning Pre-K friends, how are you?</p> <p>Good morning Pre-K friends, how are you?</p> <p>It's time to start our day,</p>	<p><b>OPENING ACTIVITY</b></p> <p><b>How Do You Feel Today?</b></p> <p>During large group, play a "How Do You Feel?" game. Sing this song to the tune of "The Farmer in the Dell":</p> <p>How do you feel today,</p> <p>How do you feel today.</p> <p>Tell us how you feel today</p> <p>How do you feel today.</p> <p>Then describe a situation, such as,</p>	<p><b>OPENING ACTIVITY</b></p> <p><b>Good Morning, Friends</b></p> <p>Begin each day with a daily ritual during large group. The children respond to routine, and following one will ease the move from home to school.</p> <p>Sing the "Good Morning Song" to the tune of "If You're Happy and You Know It":</p> <p>Good morning Pre-K friends, how are you?</p> <p>Good morning Pre-K friends, how are</p>	<p><b>OPENING ACTIVITY</b></p> <p><b>The Hello Song</b></p> <p>Hello, hello, hello and how are you?</p> <p>I'm fine, I'm fine</p> <p>And I hope that you are, too</p> <p><b>Indicators:</b> CD-CR3.4a</p> <p>🕒 8:00 AM</p> <hr/> <p><b>OTHER INSTRUCTIONAL ACTIVITIES</b></p> <p>🕒 8:05 AM</p> <hr/> <p><b>MUSIC WITH MOVEMENT</b></p>

It's a great, new day  
It's a great, new day  
It's a great, new day  
at school  
It's a great, new day

### Notes

Gather and Greet song

### Indicators:

SED1.4a

🕒 8:00 AM

---

## OTHER INSTRUCTIONAL ACTIVITIES

### Message Board

Display a message from the teachers about upcoming events. (Ex. Things they will do in Centers or Small Group.) Begin by using symbols that children can "read". (Ex. Photo of new item in the block area) As the year progresses add print.

Display a picture of a squirrel gathering nuts. Ask children why they think squirrels gather nuts.

We are here to work and play.

Good morning Pre-K friends, how are you?

### Indicators:

SED4.4a

🕒 8:00 AM

---

## OTHER INSTRUCTIONAL ACTIVITIES

🕒 8:05 AM

---

## MUSIC WITH MOVEMENT

### In and Out the Dusty Bluebells

Sing this song with children holding hands forming a circle.

In and out the dusty bluebells,  
In and out the dusty bluebells,  
In and out the dusty bluebells,  
Who shall be my partner?

"A friend fell on the playground. How does he feel?" or "Jada found the book she thought was lost. How does she feel?" Have the children describe what they could say to them. You might also use the song as a greeting, having each child say how he/she feels.

### Indicators:

SED2.4d

🕒 8:00 AM

---

## OTHER INSTRUCTIONAL ACTIVITIES

🕒 8:05 AM

---

## MUSIC WITH MOVEMENT

### Animal Fun

I'm a little kitty,

I love to tippy toe.

Won't you do it with me?

Ready now, let's go.

you? (repeat) It's time to start our day,  
We are here to work and play.

Good morning Pre-K friends, how are you?

### Indicators:

SED4.4a

🕒 8:00 AM

---

## OTHER INSTRUCTIONAL ACTIVITIES

🕒 8:05 AM

---

## MUSIC WITH MOVEMENT

### Do Your Ears Hang Low?

Do your ears hang low?

Do they wobble to and fro?

Can you tie them in a knot?

Can you tie them in a bow?

Can you throw them over your shoulder like a continental soldier?

## Scarf Dance

Play instrumental music that changes tempo (fast and slow). Provide the children with scarves or crepe paper streamers that they can move and wave to the pace of the music. Mix up the colors of the props based on seasonal events. This could be done in large group.

### Indicators:

PDM1.4b

🕒 8:10 AM

---

## STORY 1 The Mitten

Read The Mitten by Jan Brett. Give the children animal headbands and a large sheet to represent the mitten. Have them retell the story. This can be done in small group.

### Indicators:

CD-CR4.4c

### Adaptation

Provide animal names in English and Spanish - ex. squirrel / ardilla

#### Indicators:

CLL.8.4d

🕒 8:05 AM

## MUSIC WITH MOVEMENT

### Frozen Statues

Play an upbeat song that children enjoy and encourage them to dance in any way that they choose. When the music stops, the children should freeze in place like a statue. This could be done in large group.

#### Indicators:

CD-CR1.4a

🕒 8:10 AM

## STORY 1 Animals in Winter by

Tappity tappity on your shoulder,  
Tappity, tappity on your shoulder,  
Tappity tappity on your shoulder,  
You shall be my partner.

The children hold hands in a circle and raise their arms upwards to make windows or arches. Then one child is chosen to wind their way in and out of the windows around the circle. On the words “tappity tappity,” the child taps the shoulder of another child who is nearest to them and they join hands and continue through the windows together. The game continues in this way until there is one child left. They can make a bridge against the wall so that everyone can file underneath. The last child left starts the new game. This could be done in large group.

#### Indicators:

PDM3.4a

🕒 8:10 AM

I'm a little rabbit,

I love to hop, hop, hop.

Come on and do it with me.

It's fun; we'll never stop.

I'm a great big elephant,

I take big steps so slow.

I'd love to have you join me.

Ready now? Let's go.

I'm a little dog,

I love to run and run.

If you would do it with me,

We could have such fun.

#### Indicators:

CD-SC3.4a

🕒 8:10 AM

## STORY 1

Do your ears hang low?

Yes my ears hang low

They can wobble to and fro

I can tie them in a knot

I can tie them in a bow

I can throw them over my shoulder

like a continental soldier

Yes, my ears hang low

#### Indicators:

CD-CR3.4a

🕒 8:10 AM

## STORY 1 Why Do Bears Sleep All Winter?

Read "Why Do Bears Sleep All Winter?" by Jane Duden. Recall facts about bears. Discuss fiction vs non-fiction.

#### Indicators:

CD-SC3.4a

CLL.8.4a

🕒 8:15 AM

## BREAKFAST SNACK

🕒 8:30 AM

## PHONOLOGICAL AWARENESS

### Secret Sound

Create various sets of picture cards or small objects that begin with the same sound. For example, one set could all begin with the /b/ sound. Provide each child with a card or an object from the first set. Provide an opportunity for each child to show his/her card or object and name the item. When everyone has presented their object or card, have the children guess the secret sound. Consider having two to three bags of items, and have the children look into each bag. Ask them if the secret sound

## Henrietta Bancroft

Animals in Winter  
By Henrietta Bancroft

Discuss what animals need to survive in winter.

### Indicators:

CD-SC3.4a

🕒 8:15 AM

## BREAKFAST SNACK

🕒 8:30 AM

## PHONOLOGICAL AWARENESS

### Echo Song: Boa Constrictor

Here's a fun echo song. When you sing this song, try varying the pitch of your voice with each verse, getting higher as you move from toe to middle to head. I'm being swallowed by a boa constrictor, I'm being swallowed by

## STORY 1 The Mitten

After reading the story ask children to recall the characters in the story and a characteristic of each.

### Indicators:

CLL5.4c

🕒 8:15 AM

## BREAKFAST SNACK

🕒 8:30 AM

## PHONOLOGICAL AWARENESS

### Rhyming Word Eye Spy

Using any book, go back to pages and tell the children that you spy something on the page that rhymes with

\_\_\_\_\_. Prompt children to guess the word.

## Animals in Winter by Henrietta Bancroft and Richard Van Gelder

As you read story, make connections to climate changes that are happening in your location. (Ex. changing leave, cooling temperatures, bird migration)

### Materials

YouTube link - <https://www.youtube.com/watch?v=tMgZ9PSe2Uc>

### Indicators:

CLL5.4d

🕒 8:15 AM

## BREAKFAST SNACK

🕒 8:30 AM

## PHONOLOGICAL AWARENESS

### Hungry for /k/

🕒 8:15 AM

## BREAKFAST SNACK

🕒 8:30 AM

## PHONOLOGICAL AWARENESS

### These Don't Rhyme

Place a set of picture cards in front of the children. Have them choose two cards with things that rhyme and two more with things that do not rhyme. For example, "bear" and "chair" rhyme, but "bear" and "dog" do not. This activity could be done in small group.

### Indicators:

CLL6.4b

🕒 9:00 AM

## OUTSIDE TIME

items are the same or different, and have them name the secret sound from each bag. This can be done in small group.

### Indicators:

CLL6.4c

🕒 9:00 AM

## OUTSIDE TIME

🕒 9:20 AM

## SMALL GROUP

🕒 10:15 AM

## LEARNING CENTERS

🕒 10:45 AM

## CLEAN-UP

🕒 11:45 AM

## LUNCH

🕒 12:00 PM

a boa constrictor, I'm being swallowed by a boa constrictor, And I don't like it very much. Oh no (echo) he swallowed my toe. (echo) Oh gee (echo) he's up to my knee. (echo) Oh my (echo) he's up to my thigh (echo) Oh fiddle (echo) he's eating my middle, (echo). Oh dread, he swallowed my... GULP!!

**Indicators:**

CLL6.4a

🕒 9:00 AM

---

## OUTSIDE TIME

🕒 9:20 AM

---

## SMALL GROUP

🕒 10:15 AM

---

## LEARNING CENTERS

🕒 10:45 AM

---

## CLEAN-UP

This can be done in large group.

Example:

Something on this page rhymes with "ape"...(tape)

Something on this page rhymes with "bear"...(hair)

**Indicators:**

CLL6.4b

🕒 9:00 AM

---

## OUTSIDE TIME

🕒 9:20 AM

---

## SMALL GROUP

🕒 10:15 AM

---

## LEARNING CENTERS

🕒 10:45 AM

---

## CLEAN-UP

🕒 11:45 AM

During large group tell the children, "We are on a special diet – we can only eat things that start with the /k/ sound." Fill a lunch box with objects that begin with /k/, such as carrots, corn, cucumbers and ketchup. To make it interesting, add other objects that start with /k/ but that you wouldn't eat such as cards, cat, cow or keys. "Throw out" any spoiled items that don't start with the /k/ sound.

**Indicators:**

CLL6.4c

🕒 9:00 AM

---

## OUTSIDE TIME

🕒 9:20 AM

---

## SMALL GROUP

🕒 10:15 AM

🕒 9:20 AM

---

## SMALL GROUP

🕒 10:15 AM

---

## LEARNING CENTERS

🕒 10:45 AM

---

## CLEAN-UP

🕒 11:45 AM

---

## LUNCH

🕒 12:00 PM

---

## REST TIME

🕒 12:45 PM

---

## MUSIC WITH MOVEMENT

### Up and Down

Before beginning large group, do this fun movement activity to practice counting. Begin with one through 10, and go up to 20 when ready. Say, "We are

## REST TIME

🕒 12:45 PM

---

## MUSIC WITH MOVEMENT

### Let's Fit in

During large group, place hoops on the floor. When the music starts, the children march, skip and dance around the hoops. When the music stops, the children all stand inside the hoops. After several times, begin to remove hoops one at a time. The children have to work together to make sure everyone can still stand inside a hoop.

**Indicators:**

SED5.4b

🕒 1:45 PM

---

## LITERACY

### Animals in Winter by Henrietta Bancroft

Re-read Animals in Winter By

🕒 11:45 AM

---

## LUNCH

🕒 12:00 PM

---

## REST TIME

🕒 12:45 PM

---

## MUSIC WITH MOVEMENT

### Animal Action

Play music (by Greg & Steve, for example) for the children to dance and move like different animals during large group.

#### Indicators:

CD-SC4.4b

🕒 1:45 PM

---

## LITERACY

### Beanbag Letter Toss

Provide the children with beanbags printed with letters during outdoor time. Create a grid on the ground and include

## LUNCH

🕒 12:00 PM

---

## REST TIME

🕒 12:45 PM

---

## MUSIC WITH MOVEMENT

### Movement Game

Two little feet go:  
tap, tap, tap

Two little hands go:  
clap, clap, clap

Two little arms go:  
up in the air

Two little eyes go:  
blink, blink, blink

One little body turns  
around

One little child sits  
quietly down

#### Indicators:

CD-SC3.4c

🕒 1:45 PM

---

## LITERACY

## LEARNING CENTERS

🕒 10:45 AM

---

## CLEAN-UP

🕒 11:45 AM

---

## LUNCH

🕒 12:00 PM

---

## REST TIME

🕒 12:45 PM

---

## MUSIC WITH MOVEMENT

### Rainstorm

Teach the children how to create the sounds of a rainstorm by using their bodies. Begin by dividing the class into three or four small groups. As you point to each group, the children should begin mimicking the movement that you show them. Introduce the movement to one group at a time to demonstrate the

going to go down to the floor. I will count to 10, and you will take all 10 counts to get down. That means you will have to move very slowly! You may count with me as you move.

Here we go: one, two, three (yes, move slowly!) four, five (you should be halfway down now!), six, seven, eight, nine...10! Is everyone all the way down?" "Now we are going to go back up! Let's go back up in nine counts.

Everyone count with me: one, two, three (you should be about halfway up), four, five, six, seven, eight, nine. Is everyone all the way back up?" Continue this routine until the count is down to one. Say, "Remember to catch yourself at the bottom with your hands. Here we go! One!" The children go down to floor. "One!" The children stand up. "One!" The children go down to the floor. "One!" The children stand up.

Henrietta Bancroft. Discuss what animals need to survive in winter. Make a chart showing animals that hibernate, migrate, and adapt in winter.

#### Notes

Refer back to other stories you've read during the week to support children in this activity.

#### Indicators:

CD-SC3.4a

🕒 1:55 PM

---

## STORY 2

### The Snowy Nap

Read "The Snowy Nap" by Jan Brett. As you read, ask children to observe the hints that provide clues that the season is winter. Draw attention to the border of the pages and have children describe what they notice. Name some animals that hibernate in winter.

one letter in each space. Encourage the children to toss the beanbags into the square with the same letter. Variations include beanbags and squares with only lowercase letters, only uppercase letters or a mix of both.

**Indicators:**

CLL7.4a

🕒 1:55 PM

---

## STORY 2

### Ten in the Bed

Read *There Were Ten in the Bed* by Annie Kubler, *Ten in the Bed* by Jane Cabrera or *Ten in the Bed* by Gill Guile. Place a sleeping mat or a folded quilt on the floor to represent the bed. Have ten children lie side-by-side on the bed. As you read or sing the story, the children roll over together

## "The Mitten" Story Symbols

Provide picture cards of a star (the character), the earth (the setting), and a question mark (the plot). After reading a story, encourage the children to identify the main character and setting, and retell a few events. For example, after reading *The Mitten* by Jan Brett, show the star symbol and ask "Who is the STAR of this story? Or show the question mark and ask children to tell one thing that happened in the story. After the children are comfortable with several of the symbols, compare stories. For example, identify and compare the main characters and settings in *Bear Wants More* by Karma Wilson and *The Little Mouse, the Red Ripe Strawberry*, and the *Big Hungry Bear* by Don and Audrey

building noise of a rainstorm. The first motion is rubbing hands together in a circular pattern. Once all groups are rubbing their hands together, return to the first group and begin snapping your fingers. This group will begin snapping, too, while the other groups are still rubbing together their hands. Continue until all groups are snapping their fingers. The final two movements are lightly clapping your hands and strongly clapping your hands. Once all groups are strongly clapping their hands, introduce thunder. Run across the front of the groups. As you pass in front of the children, they should briefly stomp their feet. End the rainstorm by repeating the process in reverse order. This activity can be done indoors or during outdoor time.

**Indicators:**

CD-CR3.4a

**Indicators:**

CD-MA1.4a

🕒 1:45 PM

---

## LITERACY

### Oh, When the Leaves

Write song on chart paper. Add graphics to represent key words. (ex. leaves, tress, snow, sun, etc.).

Oh, when the leaves fall off the trees  
Oh, when the leaves fall off the trees  
Oh, we all know it must be autumn  
When the leaves fall off the trees

Oh, when the snow falls on the ground  
Oh, when the snow falls on the ground  
Oh, we all know it must be winter  
When the snow falls on the ground.

Oh, when the wind blows whoosh, whoosh, whoosh  
Oh, when the wind blows whoosh, whoosh, whoosh

**Indicators:**

CD-SC2.4c

CLL8.4a

🕒 2:10 PM

---

## CLOSING ACTIVITY

🕒 2:20 PM

and one rolls off the bed. Encourage children to act out what each character does, complete with animal sounds. Lots of fun! This could be done in large group.

**Indicators:**

CLL5.4b

🕒 2:10 PM

---

## CLOSING ACTIVITY

🕒 2:20 PM

Wood. This can be done in small group.

**Indicators:**

CLL5.4c

🕒 1:55 PM

---

## STORY 2

### Animals Hibernating

Read "Animals Hibernating" by Pamela Hickman. Discuss the meaning of hibernation. Introduce the word HIBERNATION. Make real world connections by asking children what they do in Winter to stay warm.

**Indicators:**

CD-SC1.4a

🕒 2:10 PM

---

## CLOSING ACTIVITY

🕒 2:20 PM

🕒 1:45 PM

---

## LITERACY Group Mural

Cover a classroom wall with bulletin board paper at the children's level and title the paper with a theme such as "Winter Fun." Provide paint, crayons, stickers, construction paper and glue and encourage the children to add to the mural. Talk about the different winter activities each has created. This can be done in small group.

Add student dictation to their drawings. Ask WHY this is the child's favorite activity.

**Materials**

Craft paper

**Adaptation**

Children may draw individual pictures to be posted on the bulletin board.

**Indicators:**

CD-CR2.4a

Oh, we all know it must be spring  
When the wind blows whoosh,  
whoosh, whoosh.

Oh, when the sun shines nice and hot  
Oh, when the sun shines nice and hot  
Oh, we all know it must be summer  
When the sun shines nice and hot.

**Notes**

Encourage the children to add movements to each verse.

**Indicators:**

CD-SC2.4d

CLL8.4d

🕒 1:55 PM

---

## STORY 2 Hibernation Station

Read "Hibernation Station" by Michelle Meadows. Ask students to notice ways the animals are being kind to one another as they prepare for hibernation.



🕒 1:55 PM

---

## STORY 2

### Big Tracks, Little Tracks

Read "Big Tracks, Little Tracks" by Millicent Selsam. After reading the story, display life-size animal tracks. Encourage children to identify the tracks and classify by size.

**Indicators:**

CD-MA3.4a

🕒 2:10 PM

---

## CLOSING ACTIVITY

🕒 2:20 PM

sk students to notice ways the animals are being kind to one another as prepare for hibernation.

**Indicators:**

CD-SC3.4a

🕒 2:10 PM

---

## CLOSING ACTIVITY

🕒 2:20 PM