

Unit Title	Animals in Winter	Date	
Focus Learning Objectives:	Focus Standards Addressed in this Unit:		
<p>The children will be able to:</p> <ol style="list-style-type: none"> 1. Describe weather changes in winter and how it affects people and animals. 2. Count from 6-10 3. Use vocabulary words to describe animals 4. Conduct a simple experiment using scientific inquiry 5. Make choices about clothing and climate in the winter weather 6. Work with a partner to complete a task and solve problems 7. Use information from a text to predict and organize ideas to create a product 8. Discuss characters actions in a story 9. Become familiar with a map 10. Compare activities in the wintertime with activities in other seasons 	<p>AL 2: Demonstrate attention, engagement, and persistence in learning. (4.1, 4.2) AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions. (4.1, 4.3) CC 2: Develop an appreciation for visual arts from different culture and create various forms of visual arts.(4.3) CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities. (4.4., 4.5, 4.6) CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions). (4.1-4.7) CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials) (4.1) CSS 3: Develop an awareness of geographic locations, maps, and landforms. (4.3) LL 1: Comprehend or understand and use language. (4.1 - 4.5) LL 2: Comprehend and use increasingly complex and varied vocabulary. (4.1, 4.2) LL 4: Comprehend stories and information from books and other print materials. (4.1. - 4.9) LL 5: Demonstrate understanding of the organization and basic features of print. (4.5) LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters. (4.1, 4.2) PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body. (4.1, 4.2) PM 2: Develop small muscle control and coordination. (4.1, 4.2) PM 3: Participate in a variety of physical activities to enhance strength and stamina. (4.1, 4.2) SE 1: Develop healthy relationships and interactions with peers and adults. (4.1, 4.5, 4.6, 4.9, 4.10) SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals (4.1, 4.2)</p>		
Guiding Questions for Teachers:	Vocabulary Words /Higher Order Questions to Ask Children:		
<ol style="list-style-type: none"> 1. Can children identify basic forest animals? 2. Can children count 6 to 10? 3. Can children describe weather conditions? 4. Are children able to identify opposites of hot and cold? 5. Can children answer simple questions about a story? 6. Can children identify first, next and last in a story 	<p>Vocabulary words: mouse, bear, owl, hare, hedgehog, badger, fox, mitten, hibernation, winter, cold, snow, ice</p> <p>Higher Order Questions: See Unit Plan – Cross Curricular Four-Year-Olds Sample Unit 5</p>		

Unit Title	Animals in Winter		Date		
	Monday	Tuesday	Wednesday	Thursday	Friday
Circle Time Activity	<p>Grizzly Bears (Molly Erin Koplin)</p> <p>Hibernating Bear Song</p>	<p>Hibernating Bear Song</p> <p>Pass a toy bear around and discuss how the bear lives, and survives the winter</p>	<p>How and Why Animals Prepare for Winter (Elaine Pasco)</p> <p>Have child recall animals from the book, act out how they prepare for winter</p>	<p>Bear Snores On (Karma Wilson/Jane Chapman)</p> <p>Go on a “ Bear Hunt” using bear cut outs numbered 1-10; have children work in groups to put bears in order from 1 to 10, count together as a class</p>	<p>Bear Snores On (Karma Wilson/Jane Chapman)</p> <p>Compare and contrast nonfiction and nonfiction books about bears (for example: Grizzly Bears (Molly Erin Koplin) and Bear Snores On (Karma Wilson/Jane Chapman)); discuss how the bears are alike and how they are different</p>
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> • Anecdotal notes of children’s comparison/contrast of bears in fiction and nonfiction books • Observe and record when children are able to put numbered bears in order from 1 to 10 • Videotape of children participating in Hibernating Bear Song • Video recordings/photographs of children acting out events from books 				
Small Group Activity	<p>Activity One: Ordering Numbers 1 to 10 on bear cutouts (from Circle Time Activity)</p> <p>Activity Two: Making a Bear’s Cave (Appendix, Unit 5)</p> <p>Activity Three: The Class Mitten (Appendix, Unit 5)</p> <p>Activity Four: Bear Journal (extension of Circle Time Activity);make a journal that includes pictures/writing of how bears live and survive in winter</p>			<p>Activities conducted by paraprofessionals, speech therapists, early interventionists, volunteers, etc.:</p> <p>Sleepy Bear Sandwich recipe (Appendix, Unit 5)</p> <p>Bear Journals</p>	
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> • Checklist for identifying when children can order numerals • Anecdotal notes of children using vocabulary to describe how bears survive in the winter • Anecdotal notes of how well children followed directions for creating the Bear Sandwiches • Videotape/photographs of children explaining what their bear will do in the cave during winter 				

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Story Time	<p>The Mitten (Jan Brett)</p> <p>Children will make predictions and brainstorm their ideas on what the book is about by looking at the cover</p>	<p>The Mitten (Jan Brett)</p> <p>Discussion to decide which animal in the story is the best one suited for the winter weather and why; Compare and contrast information about the other animals; Use this link for additional activities/questions: (Links under Activity 3 - All About Animals) http://www.members.shaw.ca/techguyca/mitten.htm</p>	<p>The Mitten (Jan Brett)</p> <p>Introducing Questioning: Use this link as a guide to asking questions about the story https://www.teachervision.com/lesson-plan/reading-comprehension/48619.html</p>	<p>The Mitten (Jan Brett)</p> <p>Shared Writing: Writing Descriptive Sentences (Appendix, Unit 5)</p>	<p>The Mitten (Jan Brett)</p> <p>Sequencing story with felt figures or puppets; Sing the rhyme: The Mitten in the Snow (to tune of The Farmer in the Dell (Activity 8 on website: http://www.members.shaw.ca/techguyca/mitten.htm</p>
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> • Anecdotal notes of children describing problems and solutions to stories and using and understanding meaning of new vocabulary • Anecdotal notes of children’s predictions about characters and events of a story • Videotape/photograph of children participating in song/rhymes • Observe and document children who are able to follow directions 				
Music and Movement	<p>Hibernation Freeze Dance (See Unit Plan)</p> <p>1 Little, 2 Little, 3 Little Bears (to tune of 10 Little Indians)</p>	<p>Going on a Bear Hunt (Dr. Jean)</p> <p>Number Rock (Greg and Steve)</p>	<p>Hibernation Freeze Dance (See Unit Plan)</p> <p>1 Little, 2 Little, 3 Little Bears (to tune of 10 Little Indians)</p>	<p>Going on a Bear Hunt (Dr. Jean)</p> <p>Number Rock (Greg and Steve)</p>	<p>Hibernation Freeze Dance (See Unit Plan)</p> <p>1 Little, 2 Little, 3 Little Bears (to tune of 10 Little Indians)</p>
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> • Observe and document which children are able to recall words to songs • Observe and document which children are able to sequence events from the songs • Observe and document the children who are able to follow the class rules 				

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Outdoor Time	Crawling tunnels Bear Hunt Obstacle Course (See Unit Plan)	Feed the Bear Game: (throwing beanbags into a box with a bear face drawn on it); to make game more challenging, increase the throwing distance after each turn Bear Hunt Obstacle Course (See Unit Plan)	Crawling tunnels Follow the Leader (animal movements)	Bear Hunt Obstacle Course (See Unit Plan) Follow the Leader (animal movements)	Bear Hunt Obstacle Course (See Unit Plan) Feed the Bear Game: (throwing beanbags into a box with a bear face drawn on it); to make game more challenging, increase the throwing distance after each turn
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> • Observe and document children who are able to follow class rules • Observe and document children who are able to take turns and get along with peers • Anecdotal notes indicating which children are able to use their whole body for balance and motor movement • Observe and document children who are able to coordinate eye and hand movements when tossing bean bags 				

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LEARNING CENTERS						
General Materials	Fine Motor	Dramatic Play	Art	Nature/Science	Math/Numeral	
	<ul style="list-style-type: none"> • Small building toys • Manipulatives • Puzzles (variety) 	<ul style="list-style-type: none"> • Dress-up clothes • Kitchen set with dishes • Props for work, fantasy, or leisure • Dolls 	<ul style="list-style-type: none"> • Drawing materials • Paint materials • Collage materials • Art Tools (scissors, hole punch, stencils, rollers) • 3-D materials 	<ul style="list-style-type: none"> • Collections of natural objects • Living things • Books/games or toys • Activities 	<ul style="list-style-type: none"> • Counting materials • Measuring materials • Comparing quantities • Recognizing shapes • Written numeral materials 	
Focus Materials	Puzzles with animals/bear or winter theme; laminated playdoh mats and numbers, and letters to create and match, bear cookie cutters	Chairs and blankets to make caves; stuffed animal bears, white sheet to pretend to be snow; clipboard and pens, letter cards with animal names, white mittens, animal felt board to retell story; winter items such as: hats, mitten, gloves, scarves	Add white paint to blue and red (colors of winter); popsicle sticks to make snowflakes; bear cut outs, felt for bear fur; textured paint, mitten cut outs, Styrofoam balls and collage buttons, sequins, beads, sticks to build snowmen; geometric shapes cut out in wintry colors to make snowflake patterns, black paper, navy paper and blue paper, glitter, sequins and fake snow	Ice cubes for observations of melting, child-safe thermometers; fabrics with varying textures, fur, feathers; magnifying glasses and eyedroppers with food coloring to explore mixing colors with ice cubes; nonfiction photos of bears, plastic toys of forest animals, forest map, map of the world	Add additional bear counters of varying sizes and balance scales; number puzzles and dominoes, counting books,; add a variety of plastic/rubber animal figures and small numeral cards to play a counting matching game; small graphing charts to chart favorite animal in stories read	

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General Materials	Music and Movement	Sand/Water	Blocks	Books and Listening	Writing
	<ul style="list-style-type: none"> • Music instruments • Tape player that children can use 	<ul style="list-style-type: none"> • Containers for sand/water • Materials that easily pour • Variety of sand/water toys 	<ul style="list-style-type: none"> • Unit blocks • Large hollow blocks • Homemade blocks • Accessories (toy people, animals, vehicles, road signs, etc.) 	<ul style="list-style-type: none"> • Variety of books • Tape player/books on tape • Head phones • Language materials 	<ul style="list-style-type: none"> • Writing implements • Paper • Chalk or dry erase boards • Scissors, tape, stencils
Focus Materials	Add scarves with snowflakes, ribbons in blue, purple and white; The Mitten animal masks, bell; CD with Russian ballet music such as Swan Lake or Nutcracker	Sand: use Styrofoam peanuts or fake snow; add different types of scoops, funnels and spoons (large, medium and slotted) to scoop snow. Water: Polar Bear Balance: freeze water in container, pop out and float in table, balance bear toys on it	Wrap cardboard box in white paper, add forest and Arctic animals, Styrofoam balls, and mittens of different sizes, containers to create caves with, plastic bear toys from different countries	Flannel boards for stories used in unit, Books on tape/CD , word cards with related vocabulary in pocket chart, clipboards for responding to books in library related to theme	Mini blank books for free choice writing/drawing pictures of animals; stencils of animals; sorting mats for letters, magnet letters and word cards to match.
General Materials	Technology Kid friendly websites/games		Other	Other	
Focus Materials	http://simplyscience.wordpress.com/2012/08/22/brown-bear/ http://www.sheppardsoftware.com/scienceforkids/seasons/winter.htm				
Transition Activities:	Count to 10 using different voices (bear voice, mouse voice, owl hoot, etc.) Line up children by the color of their jackets, sweaters, socks, etc.				
Accommodations:	Check for allergies before tasting foods English Language Learners may need bilingual support for the story/vocabulary using visuals or translation Hand over hand and other accommodations for children with special needs may need to be adapted				

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Other:	http://lessonpix.com/articles/5/22/Lesson+Plan%3A+The+Mitten-Story+Characters+and+Sequence http://www.amonco.org/animalsinthewinter.html http://stepbystepcc.com/winter.html http://teacher.scholastic.com/lessonrepro/lessonplans/winter/animals.htm http://www.members.shaw.ca/techguyca/mitten.htm		