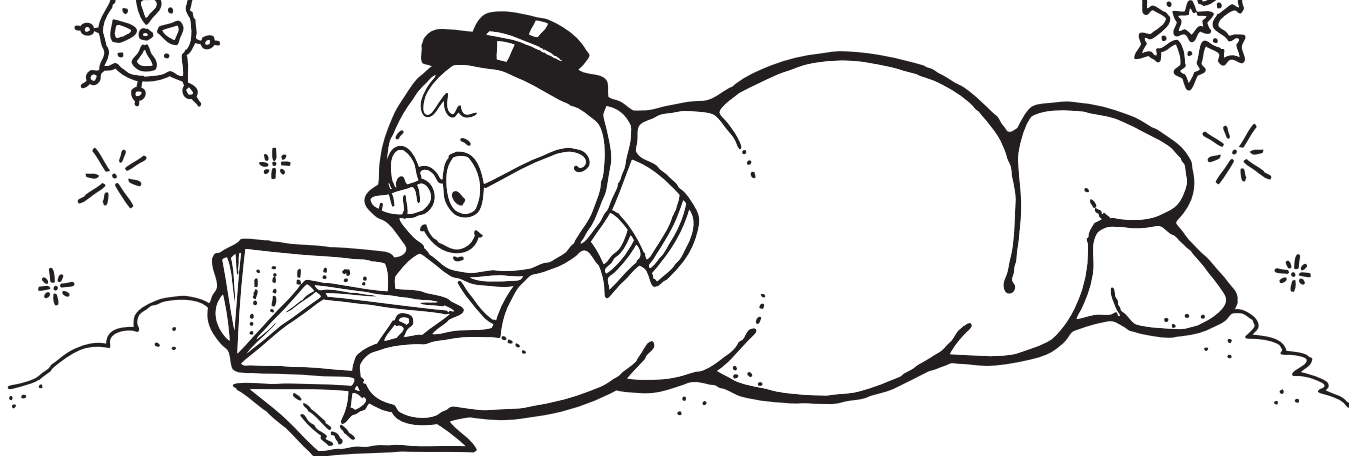
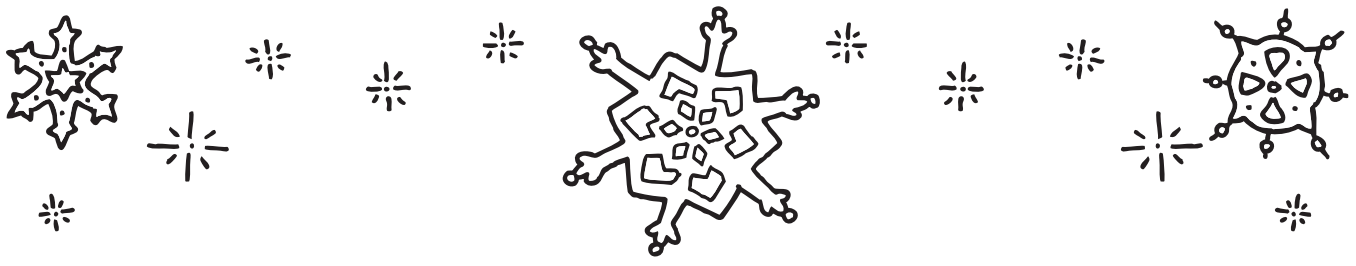


# Table of Contents

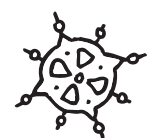
	Introduction . . . . .	3
	How to Use This Book . . . . .	4
	A Note About Photography . . . . .	6
	Classroom Photography . . . . .	7
	Meeting Standards . . . . .	8
	Community Helpers . . . . .	10
	Love and Friendship . . . . .	39
	Winter Wonderland . . . . .	58
	Presidents . . . . .	86
	Shadows . . . . .	112
	Transportation . . . . .	133
	Appendices . . . . .	156
	Related TCR Resources and Products . . . . .	160



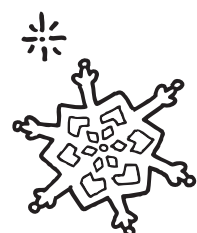


# Introduction

Doesn't every teacher want his or her students to be engaged in the learning process? Why not encourage students to participate in creating a spectacular classroom environment as a part of their curriculum?



*Seasonal Activities:* Winter provides seasonal activities including bulletin board ideas and full-color patterns on a CD, black and white reproducible patterns, minibooks, journal pages, word cards, and memory book pages. Each thematic unit highlights different early learning academic concepts. Children develop key skills while engaging in interactive language, social studies, science, and art activities appropriate for preschool and kindergarten children.



Educators need methods to measure whether very young students are grasping the skills taught in the previous days. They need a system in place to capture learning and individual growth as it is occurring in the classroom. Traditional testing methods do not work appropriately for young learners.

This book will provide young students with many ways to showcase their progress and give teachers the materials with which to measure development. Turn the pages and discover activities to enhance your lessons and your classroom displays, as well as ways to capture and share evidence of student success.



# Meeting Standards

Each lesson in *Seasonal Activities: Winter* meets one or more of the following standards, which are used with permission from McREL (Copyright 2000, McREL, Mid-continent Research for Education and Learning. Telephone: 303-337-0990. Website: [www.mcrel.org](http://www.mcrel.org)).

## Language Arts Standards

### Uses the general skills and strategies of the writing process

- Uses writing and other methods (e.g., drawing pictures, using letters or phonetically spelled words, telling, dictating, making lists) to describe familiar persons, places, objects, or experiences

### Uses grammatical and mechanical conventions in written compositions

- Uses conventions of printing in writing (e.g., forms letters in print, uses upper and lowercase letters of the alphabet, spaces between words and sentences, writes left to right and top to bottom, includes margins)

### Uses the general skills and strategies of the reading process

- Understands how print is organized and read (e.g., identifies front and back covers, title page, author, and illustrator; follows words from left to right and from top to bottom; knows the significance of spaces between words; knows the difference between letters, words, and sentences)
- Understands the use of capitalization and punctuation as text boundaries

### Uses reading skills and strategies to understand and interpret a variety of literary texts

- Knows the sequence of events (e.g., beginning, middle, and end) in a story and knows the elements that compose a story (e.g., characters, plot, events, setting)

### Uses listening and speaking strategies for different purposes

- Speaks clearly enough to be understood by unfamiliar adults and uses appropriate levels of volume or inflection
- Asks questions to obtain information
- Answers simple questions

## Science Standards

### Understands atmospheric processes and the water cycle

- Knows how the environment changes over the seasons

### Understands the structure and properties of matter

- Sorts objects based on observable properties

### Understands the nature of scientific inquiry

- Records information collected about the physical world (e.g., in drawings, simple data charts)
- Ask questions about observations
- Develops predictions and explanations based on previous experience
- Understands simple cause and effect relationships based on previous experience

# Meeting Standards *(cont.)*

## Math Standards

### **Uses a variety of strategies in the problem solving process**

- Uses discussions with teachers and other students to understand problems
- Uses whole number models (e.g., pattern blocks, tiles, or other manipulative materials) to represent problems

### **Understands and applies basic and advanced properties of the concepts of numbers**

- Understands that numerals are symbols used to represent quantities or attributes of real-world objects

### **Counts whole numbers**

- Understands symbolic, concrete, and pictorial representations of numbers
- Understands basic whole number relationships (e.g., 4 is less than 10)
- Uses basic and advanced procedures while performing the processes of computation
- Adds and subtracts whole numbers

### **Understands and applies basic and advanced properties of the concepts of measurement**

- Orders objects qualitatively by measurable attributes (e.g., smallest to largest, lightest to heaviest, shortest to tallest)

### **Understands and applies basic and advanced properties of the concepts of geometry**

- Knows the basic geometric language for naming shapes (e.g., circle, triangle, square, rectangle)
- Sorts and groups objects by attributes (e.g., shape, size, and color)
- Understands the common language of spatial sense (e.g., beside, on, in front of, etc.)

### **Understands and applies basic and advanced concepts of statistics and data analysis**

- Collects and represents information about objects or events in simple graphs

### **Understands and applies basic and advanced properties of functions and algebra**

- Understands simple patterns
- Repeats simple patterns
- Extends simple patterns

## Social Studies Standards

### **Understands the people, events, problems, and ideas that were significant in creating the history of that state**

- Knows ways in which early explorers and settlers adapted to, used, and changed the environment of the land or region

### **Understands family life now and in the past, and family life in various places long ago**

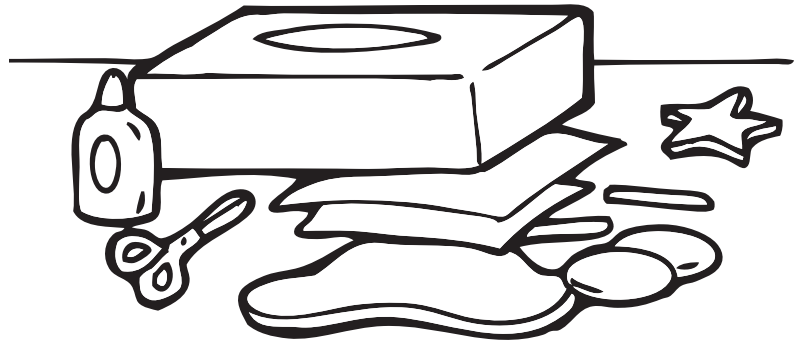
- Knows his or her own name, gender, age, and place in family
- Knows the members of a family
- Knows similarities and differences among people (e.g., culture, language, gender, abilities)

# Car Manufacturers

In this activity, the students will use their imaginations and scrap art supplies to design and build their own cars.

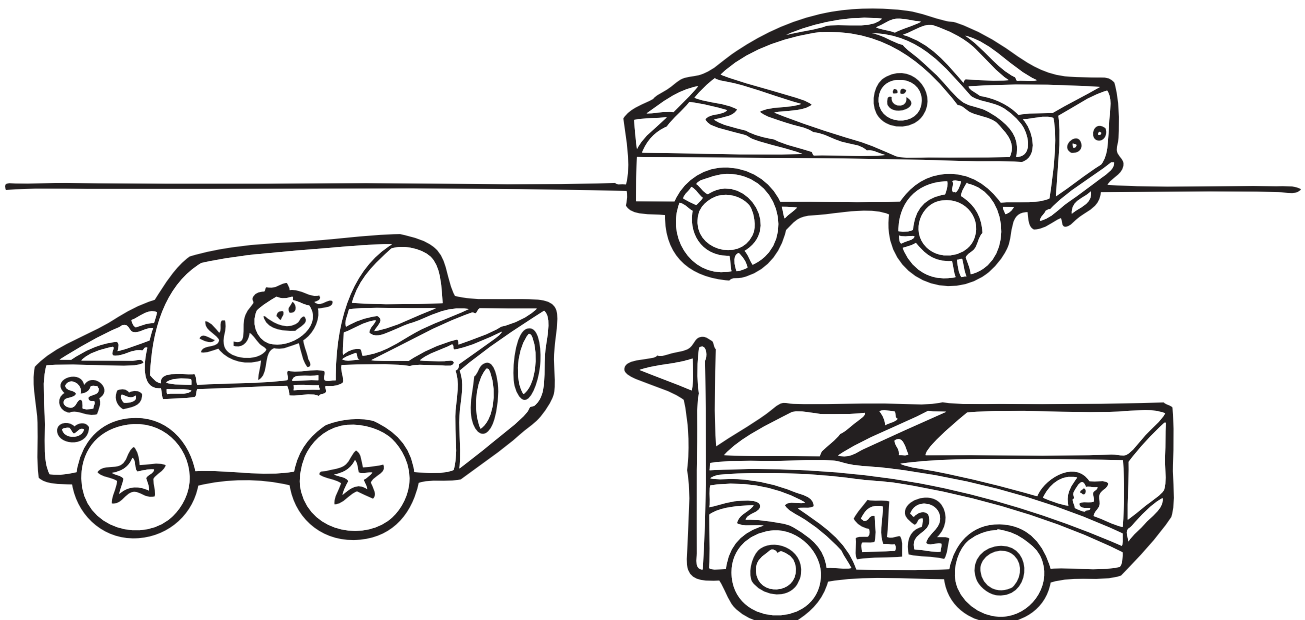
## Materials

- sheet of 9" x 12" (23 cm x 30 cm) construction paper for each student—various colors
- construction paper scraps
- cardboard circles
- empty tissue boxes
- chenille sticks
- foam shapes
- scissors
- glue



## Directions for Teacher/Students

1. In a whole or small group activity, explain that the students will create their own cars.
2. Allow each student to select materials and any color of construction paper to create the type of car he or she desires.
3. Let the students freely build their cars.
4. Share the finished projects in a whole group activity.

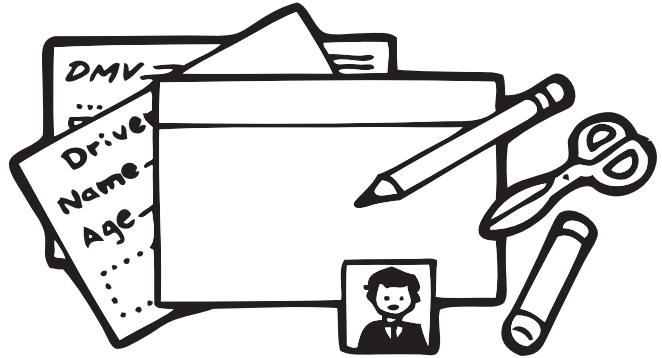


# Transportation

## Photography Page Option

### Materials

- Transportation Memory Book Page on page 155 or color version, transportation memory.pdf on the CD
- Driver's License Pattern on page 154 or color version, license.pdf on the CD
- 1"(2.5 cm) square student photograph
- real driver's license
- white cardstock
- scissors
- pencils
- glue



### Teacher Preparation

1. Reproduce the Transportation Page or print out the color version for each student.
2. Reproduce a Driver's License Pattern onto white cardstock for each student.
3. Print 1" square student photographs taken at the beginning of the year (see pages 6–7).

### Directions for Teacher/Students

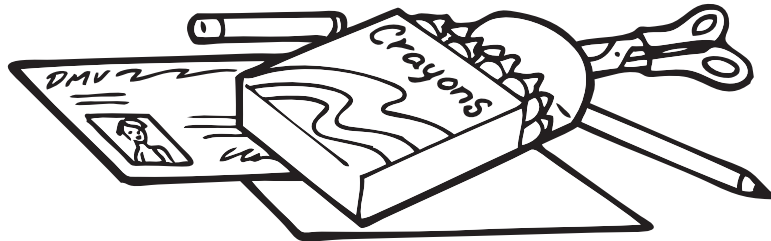
1. In group time, share a real driver's license. Explain how every person who drives a vehicle (e.g., bus, motorcycle, car, truck) must have a driver's license. It is like a permission slip to drive. Each state has a different design on the license, but all licenses contain the same basic information.
2. Tell the students that they will be making their own pretend driver's licenses. They will include the license in their memory book once the Transportation unit is complete.
3. Distribute a License Pattern to each student. Have him or her cut out the license and review each prompt on the license.
4. Pair the students and have them complete the statements on the license. (This will help the students when answering the prompt about eye color.) This activity may be done individually with the teacher for children who are still developing their writing skills.
5. Distribute the student photographs and demonstrate how to glue the photographs in the box on the licenses. Set the licenses aside to dry.
6. Laminate the completed licenses for durability.
7. Once the unit is complete, distribute the Transportation Page to each student, and have the student glue his or her license in the middle of the page.

# Transportation (cont.)

## Drawing Page Option

### Materials

- Transportation Page on page 155 or color version, transportation memory.pdf on the CD for each student
- Transportation License Pattern for each student (below) or color version, license.pdf on the CD.
- real driver's license
- white cardstock
- crayons or markers
- scissors and glue
- pencils



### Directions for Teacher/Students

1. Follow steps 1–3 of the Teacher Preparation section on page 153.
2. Follow steps 1–4 of the Directions for Teacher/Students section on page 153.
3. Have each student draw his or her photo on the license.
4. Follow steps 6–7 of the Directions for Teacher/Students section on page 153.

**Driver's License**

Name: \_\_\_\_\_

Age: \_\_\_\_\_

I am a \_\_\_\_\_

Eye color: \_\_\_\_\_

Hair color: \_\_\_\_\_

**Driver's License**

Name: \_\_\_\_\_

Age: \_\_\_\_\_

I am a \_\_\_\_\_

Eye color: \_\_\_\_\_

Hair color: \_\_\_\_\_

# Transportation

Name: \_\_\_\_\_

## Here I Go!

