

# Winter Wonders

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# Development of the Whole Child

We need to give equal attention to all aspects of development:

**Emotional, Social, Physical, and Intellectual.**

It is important to encourage development to “whole” children – to nurture positive self-esteem, physical coordination, a curious mind, and social competence.

## **Strategies for Fostering Emotional Development (Trust, Autonomy, Initiative, Industry)**

- \*Give children individual praise and recognition for accomplishments.
- \*Encourage 3 – 6 year olds to engage in dramatic play
  - \*Take time to listen.
- \*Build confidence by encouraging mutual solutions to problems.
  - \*Encourage positive thinking.
  - \*Give them the strength to believe in themselves.
- \*Teach children to focus on and develop their strengths.
  - \*Discipline without impairing self-esteem.
- \*Highlight the value of a child’s ethnic or racial group.

## **Strategies for Fostering Social Skills**

**(Knowing how to enter a play situation, initiate conversation, take on a role and use one’s imagination.)**

- \*Teach children social phrases to use – “Can I help you build?” or “Can I play, too?”
  - \*Do not emphasize competitive games/Increase games of cooperation.
    - \*Encourage a sense of humor.
  - Encourage children to speak for themselves.
    - \*Model an empathic attitude.
- \*Teach children that their behavior towards others is important.
- \*Give children the opportunity to care for living plants/animals.
  - \*Include caring in the curriculum.

# Physical Development

**(Large and small muscle coordination/visual coordination)**

- \*Create movement activities in the curriculum.
- \*Encourage experiences with painting, clay, and collages.
- \*Support the development of eye-hand coordination through ball games and drawing activities.
- \*Arrange a literacy center in the classroom.
- \*Encourage children to have sensory experiences with symbols...play dough to sculpt letter shapes, etc.)

# Intellectual Development

**(Ability to learn by manipulating concrete materials and experiencing situations that are personally meaningful.)**

- \*Be a good role model for language.
- \*Provide concrete materials for play.
- \*Encourage children to problem solve during play situations.
- \*Provide opportunities for children to develop oral language through meaningful experiences.



When teachers use developmentally appropriate practices to help young children grow intellectually, socially, emotionally, and physically, they support the learning process in a positive way.

# Winter Wonders

Weather Gluey Center Table

Play Dough Center

Water Table / Snow Play

Winter Story Tree

Perceptual Motor Skating

Winter Waltz

Rainy Weather Indoor Circle Games

5 Little Snowmen Drama and Art

Snow Pudding Cooking

Hibernation/Bears

Footprint Snowmen

Clay Snow People

Popsicle Stick Snowflakes

P is for Penguin

Ice Painting

Valentine Visors – “V”

“When You Send a Valentine” - Game

Mail Boxes / Valentines

Valentine Center Pieces

Valentine Necklaces

St. Patrick’s Day Celebration

Gold Nuggets Hunt

Late Winter Planting

# **Winter Songs**

## **Mitten Song**

Thumb in the thumb place,  
Fingers all together.

That's what we wear in cold and winter weather.

## **Raining/Snowing**

It's raining on the sidewalk,  
It's raining on our school.  
I'll have to put my rain boots on,  
And let it rain on me!

(Rain hat/Umbrella/Raincoat)

## **St. Patrick's Day**

Let's hold hands and dance the jig,  
Dance the jig,  
Dance the jig.

Let's hold hands and dance the jig.  
On St. Patrick's Day

## **Little Red Valentine**

Little Red Valentine, I love you  
(repeat )

Skip to my Lou my darling.

## Music Around Our School

There is music, here at our preschool  
There is music all around.  
There is music, here at our preschool  
There is music here at our preschool.  
(Clapping..Snapping..stamping..etc.)



## You'll Sing a Song

(With permission: Ella Jenkins)

You'll sing a song and I'll sing a song,  
And we'll all sing a song together.  
You'll sing a song and I'll sing a song,  
In \_\_\_\_\_ and \_\_\_\_\_ weather.

(Clap a song, snap a song, stomp a song, etc.)





## Clap Your Hands Like Me

C C C E G C C C E G  
 Clap your hands like me, clap your hands like me,  
 C C C C C C B C D  
 Everybody clap your hands like me.

E E D D C C E G A  
 Now smile at your friends and count to three.

G G G A 1 E 2 F 3 E D C  
 Everybody clap your hands like me.

Touch your shoulders like me...

Repeat

## There was a Little Snowman

There was a little snowman,  
 He had a carrot nose.  
 Along came a bunny,  
 And what do you suppose?  
 That hungry little bunny,  
 Looking for some lunch,  
 He ate that snowman's nose,  
 With a nibble, nibble crunch.

Nibble, nibble, nibble, nibble, nibble, nibble, nibble, **CRUNCH!**

The image shows three staves of handwritten musical notation. The first two staves are in 4/4 time and contain a melody of eighth notes. The third staff begins with a few notes, followed by the word 'crunch' written in a simple, childlike font, and ends with a hand-drawn smiley face in a circle.

# Winter Cooking

## Cheese Ball Snowmen

2 - 8oz. packages of Cream Cheese

Raisins for the eyes/mouth/buttons

Carrot for the nose

Crackers for the hat

Pretzels for the arms

**Serve with mini bagels**

## Snowman Pancakes

1 – ½ Cups Flour

2 tbsp. sugar

1 tbsp. baking powder

1 tsp. salt

2 eggs

1 cup milk

4 tbsp. melted butter

Licorice and other candies for decorations

## Snow Pudding

1 Package of instant Vanilla Pudding

2 cups of Milk

Shredded Coconut for the topping

# Circle Time Games

## **Cobbler, Cobbler, Mend My Shoe**

Cobbler, Cobbler, mend my shoe,  
Have it done by half past two.  
Sew it up and sew it down,  
Now show me where my shoe is found!

(A child sits in the middle of the circle. He/she takes one shoe off. While sitting in the center with eyes closed, the ‘cobblers’ - children around the circle - pass the shoe while chanting this rhyme. The last child to have the shoe places it behind him/her. The child missing the shoe in the center of the circle has three chances to guess which “cobbler” has the shoe! Then the child with the shoe has a turn sitting in the center of the circle while the children pass his/her shoe!)

## **The Missing Bell**

A child sits in the center of the circle. A small bell is placed behind him/her. While the child has his/her eyes closed, another child in the circle takes the bell and returns to sit in her place around the circle. The child in the center opens his eyes and tries to guess who has his bell. This is a wonderful listening game. Usually the bell “rings” when a child removes it from behind the child when it is being moved to the outside of the circle. This gives the child in the center a clue as to the area the bell is hiding!

## **Where’s My Kitty**

A child sits on a chair in the center of the circle. Place a small stuffed kitty under the chair. The “mother/father” cat sits on the chair with eyes closed. A child from around the circle takes the kitty. When it is placed behind him at his seat, the child makes a kitty cry sound. This is the clue to the child in the center to open his eyes. He/She says after looking under the chair, “Where’s my kitty?” The child has three chances to guess who has his kitty.

## **Winter Clothes Game**

Materials:

Different styles and colors of winter clothing –

Hats - Scarves - Mittens –

One child is chosen to be the snowperson. The teacher will dress this child. A child is chosen to be “it” and closes his or her eyes. The teacher will change the winter dressed child by removing a piece of her/his outer clothing. As the child opens his/her eyes, the teacher will ask what is different about the snowman.

The children can take turns removing a piece of the snowman’s clothing as the game continues!

## **The Leader Game**

The children sit in a circle. The teacher is the leader and does several actions...clapping, snapping, rolling arms, etc. As she changes her actions, the children follow her. All the actions are done from a sitting position. After the children understand the “leader” activity, the teacher chooses children to take turns being the leader. When the children understand the concept, a child is picked to sit in the middle of the circle with his/her eyes closed. Then a child sitting around the circle is chosen to be the “leader.” When the signal is given, the child opens his/her eyes and tries to guess who the leader is!

# CD Fun

1. **Individualization** – Rosemary Hallum  
“Call it Macaroni”  
“The Saints Go Marching In”
2. **Sally the Swinging Snake** – Hap Palmer  
“On the Count of Five”
3. **Big Fun** – Greg and Steve  
“The Mack Chicken Dance”
4. **Simplified Rhythm Stick Activities** –  
Laura Johnson  
“Hi Ho Medley”
5. **Get a Good Start** – Georgiana Stewart  
“Simon Says Jog Along”
6. **I’ve Got the Music in Me** – Jack  
Hartmann  
“Hip-Hop Hokey Pokey”

7. **Fun and Games** – Greg and Steve  
“I Can Work with One Hammer”
8. **Perceptual Motor Rhythm Games-**  
Jack Capon and Rosemary Hallum  
“Seven Jumps”
9. **Bean Bag Activities** – Georgiana Stewart  
“Bean Bag Rock”
10. **Finger Plays and Foot Plays** –  
Rosemary Hallum and Henry Glass  
“I Have Ten Little Fingers”
11. **Dr. Jean and Friends** – Jean Feldman  
“Tooty Ta”
12. **Kids in Action** – Greg and Steve  
“Goin’ on a Bear Hunt”
13. **Action Songs for Preschoolers** –  
Kimbo  
“Movin’ Every Day”

# Monarch Butterflies

Raising Monarch butterflies in an early childhood setting:

(Life cycle takes 30 to 40 days to complete)

**-NEEDS-**

1. Monarch eggs or caterpillars:  
[www.educationalscience.com](http://www.educationalscience.com) or call 281-557-9783  
League City, TX
2. Healthy milkweed (Asclepias) plants
3. A small Aquarium with a screened lid (rearing Chamber)
4. Butterfly net house

Cut a few leaves from a milkweed plant. Rinse the leaves under clean water and then pat them dry. Put the milkweed leaves in the rearing chamber and then carefully add the Monarch caterpillars. Apply the lid so that the caterpillars cannot get out.

Replenish the caterpillars' food supply (milkweed) daily. Caterpillars do not require water as they get all the water from the leaves. Caterpillar feces (droppings) should be cleaned on a daily basis.

Monarch caterpillars grow fast and shed their skins several times during their growth. After reaching their full length of about 2 ¼" – usually 10 to 14 days after hatching from their eggs, the caterpillars stop eating and crawl to the top of the rearing chamber. Each one spins a silken pad to secure itself to the lid and then hang upside down in a J shape until the next day.

Once the chrysalis cracks open, it takes less than 90 minutes to be full-sized and ready to fly.

## **Books:**

- "Gotta Go! Gotta Go!" – Sam Swope
- "Hurry and the Monarch" – Antoine O Flatharta
- "Fly! Monarch, Fly!" – Nancy Wallace
- "Worms, Shadows, and Whirlpools" – Worth and Grollman  
(Science in the Early Childhood Classroom)

# References / Resources / Catalogs

**Kimbo Educational**, N.J. (800)631-2187. (CD's / Video Catalog) [www.kimbo.com](http://www.kimbo.com)  
Johnson, Laura. 1976 **Simplified Rhythm Stick Activities**, (all selections) **Action Songs for Preschoolers**, "Statues" and "Bean Bag Rock." Georgiana Stewart), CD's.

**Educational Activities Catalog** – 1-800-223-4666 or [learn@edact.com](mailto:learn@edact.com) (CD's and Videos Catalog) Hallum, Rosemary. "Call It Macaroni," **Individualization**. CD.

**Community Playthings** – 1-800-777-4244 (Blocks, Riding Equipment-Furniture)

**Discount School Supply** - (800)627-2829 (Craft supplies/paint/ books/equipment/CD's

**Hannah Lucia's Gifts – Puppets-** [www.Hannahlucia.com](http://www.Hannahlucia.com) or 713-691-1974.

**The Felt Source**. Little Folks Visuals. (877)463-1053. [www.thefeltsource.com](http://www.thefeltsource.com)

**Oriental Trading Company** – 1-800-228-2269 – (Mail Boxes)

**The Book Vine for Children** – (800) 772-4220 (Great Book Reference) [www.bookvine.com](http://www.bookvine.com)  
(Infant/Toddler/Preschool Books).

**Lakeshore Learning Materials** – [www.lakeshorelearning.com](http://www.lakeshorelearning.com) (800) 421-5354.

**M.S. Creations** – 1-888-352-8367 (Puppets, Videos, Books, Science materials) [www.m-s-creations.com](http://www.m-s-creations.com)

**Modern Learning Press/Educators Publishing Service**. 800-627-5867. Resource books for educators and parents.

**Family-Friendly Communication for Early Childhood Programs** – NAEYC ISBN: 0-935989-78-1 (Early childhood info to reproduce for parent information hand-outs...Excellent!)

Many of these songs that have become part of my repertoire I learned from my mother, a former kindergarten teacher, at early childhood conferences and trainings, and from my grandmother, who sang to me from the time I was born. If I have not properly acknowledged a verse or tune, I apologize and will be happy to correct any error.

All other songs and music are believed to be in the public domain.