



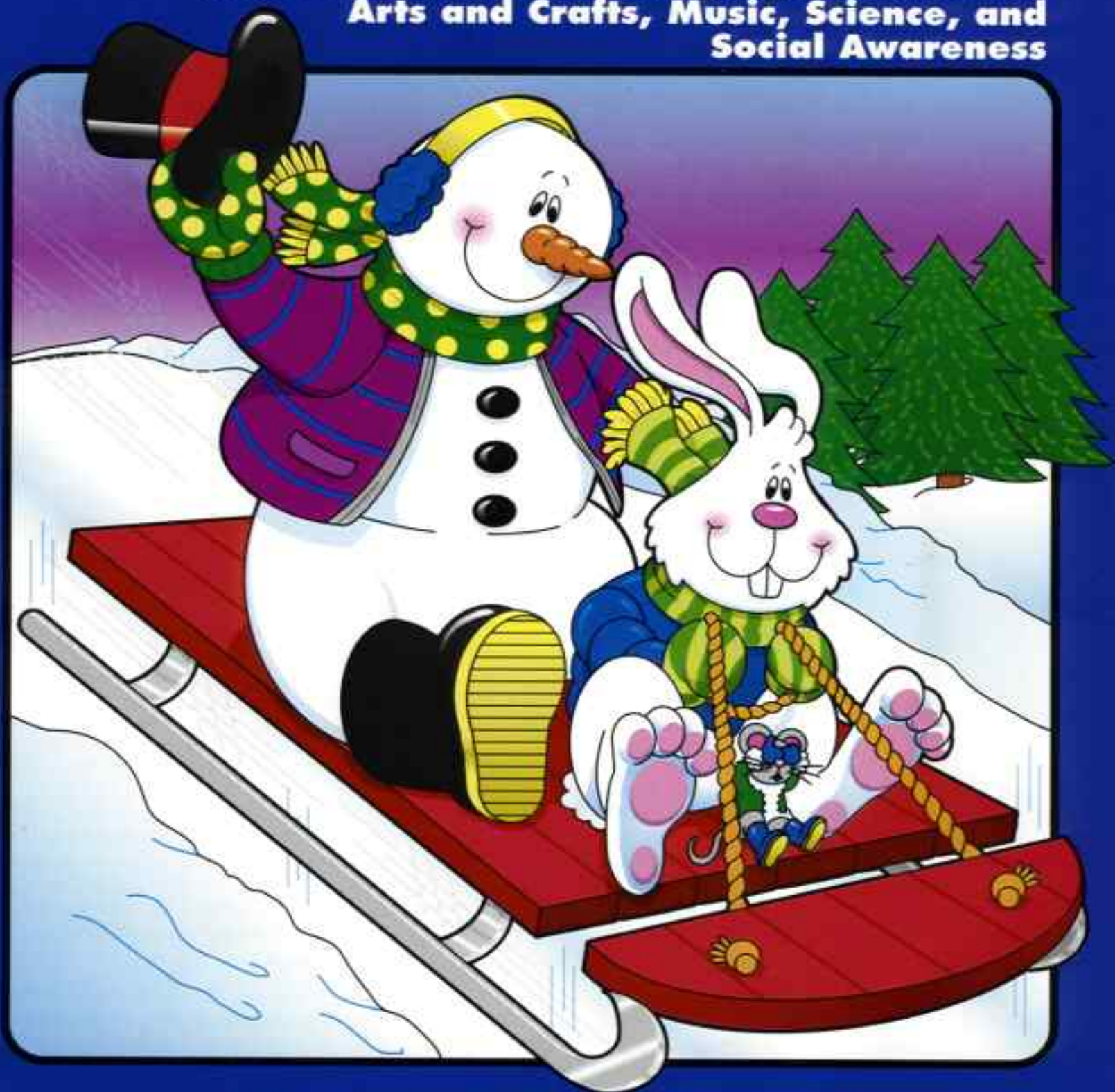
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# Terrific Topics

# WINTER

Grades  
Pre-K-1

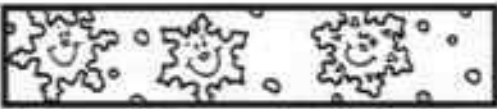
Includes Activities in Language Arts, Math,  
Arts and Crafts, Music, Science, and  
Social Awareness



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# WINTER



Winter is an invigorating time, offering children a fleeting opportunity to build snowmen, wage snowball wars, and spend time indoors basking by a cozy fire while sipping hot chocolate. The following activities focus on things associated with this magical time.

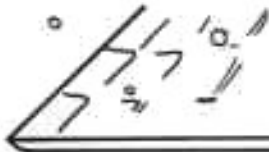
## WINTER LANGUAGE ACTIVITIES

### Winter Wonderland

**Skills:** Observation, Description

**Activity:**

While the class is free playing or working on another activity, call two or three children at a time over to a window in the classroom. Ask the children to look out the window and tell you about the special winter qualities they observe outside. You may choose instead to do this as a large group activity outside. If so, gather the children on the playground to observe the winter weather characteristics and discuss them as a group.



### Winter Stories

**Skills:** Creative Thought, Sentence Composition, Cooperation

**Activity:**

Begin a discussion about winter. Ask the children to describe a snowy day. Tell the children that, as a group, they will be creating a story about a snowy day or a snow person. As the children work together to create the story, write it on chart paper. You may later wish to write the story in book form on construction paper and allow the children to illustrate it. Laminate if possible. You may wish to give each child a turn taking the book home to share with his family.

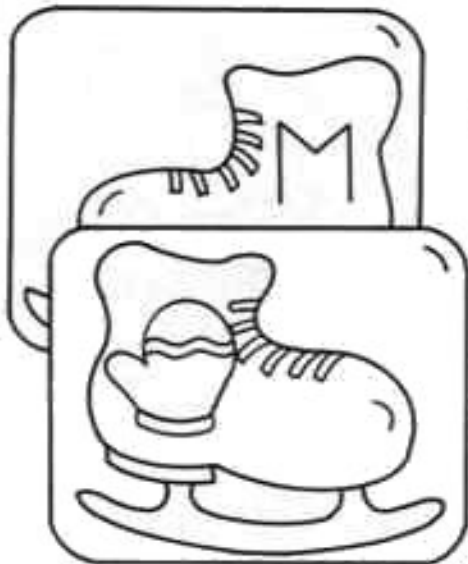


## Matching Ice Skates

**Skills:** Knowledge of Beginning Sounds, Knowledge of Alphabet and Sounds

**Activity:**

Photocopy, color, cut out, then laminate the Matching Ice Skates Cards on pages 27 and 28. Gather the children and explain that they are to look at each picture card, decide what its beginning sound is, and find the letter card that makes the sound. They then place the letter card next to the picture to make a pair of ice skates. Keep the cards in a zipper storage bag and have them accessible for free play.



## Winter Copy Cat

**Skills:** Creative Thought, Creating Sentences, Eye Contact, Listening, Repeating Sentences

**Activity:**

Gather the children and place them in pairs. The first child says a sentence about winter to the second child. Both children concentrate on eye contact. The second child repeats the first child's sentence back to her. The play then reverses with the second child creating a new sentence about winter. Make comments on creativity, form and eye contact.



## Cold Things

**Skills:** Creative Thought, Problem Solving

**Activity:**

Have the children describe the word "cold." Then have the children make a list of as many cold things as they can think of and write them on the chalkboard or chart paper.

## Winter Language Activities

### "Frosty" Vocabulary and Such

**Skills:** Vocabulary, Description, Definition

**Activity:**

Sing the songs "Frosty the Snowman" and "Winter Wonderland" with your class. After singing each, explain to the children that you want them to tell you what they think some of the words mean. Assure them that it is okay if they are mistaken about a meaning. Explain which definitions are correct, and give the correct meanings if no one guesses. Some target words for "Frosty the Snowman" are *village*, *square*, *soul*, *corn cob pipe*, and *paused*. Some target words for "Winter Wonderland" are *glistening*, *parson*, and *conspire*.

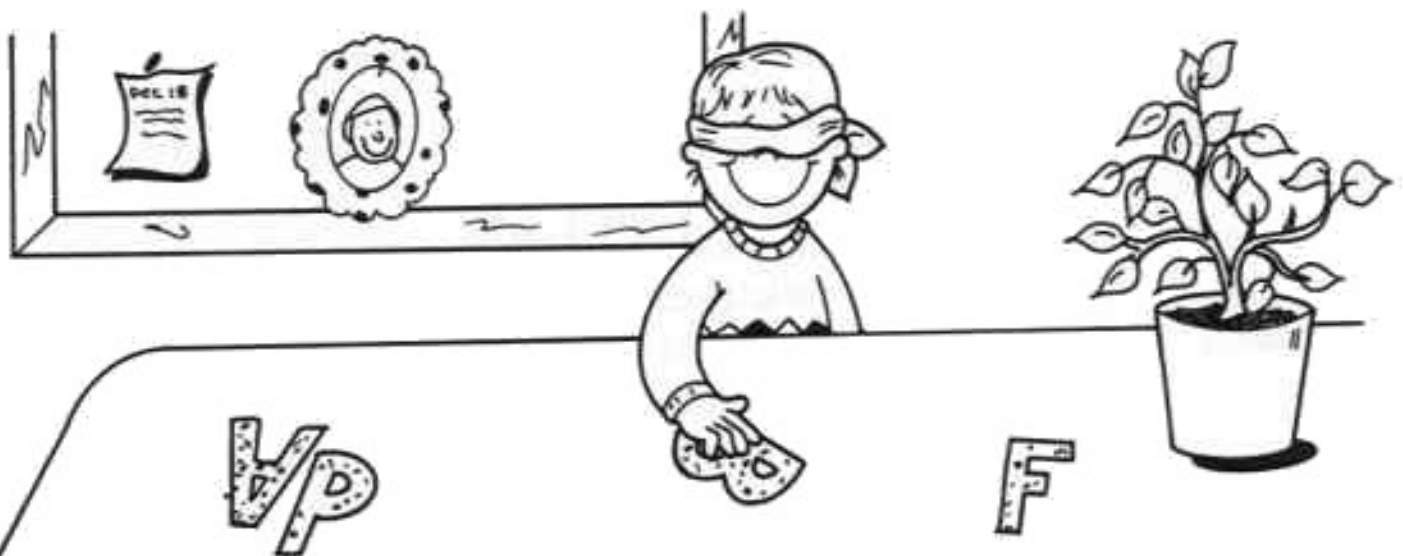


### Snowy Letters

**Skills:** Identifying Letters by Name, Tactile Discrimination

**Activity:**

From tagboard, cut out six-inch-tall letters, with the lines being about one inch wide. Glue rice to the letters and allow to dry well. Blindfold the children one at a time and give each a letter to feel. Children not wanting to be blindfolded can simply close their eyes. Encourage each child to feel the letter all around and notice any special attributes. Let the child guess which letter he is holding. If incorrect, give clues to help.



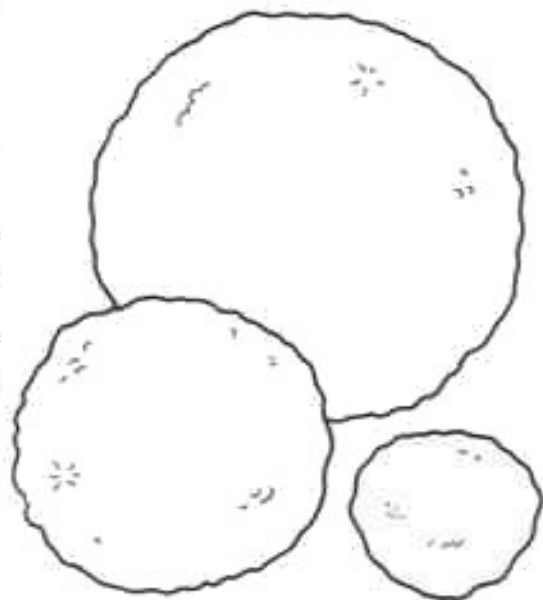
# WINTER MATH ACTIVITIES

## Snowball Size Matching

**Skills:** One-to-One Correspondence, Matching

**Activity:**

Use white construction paper to make three to five pairs of snowballs that match in size. While the children free play, invite a few children over and show them the snowballs. Explain that each snowball has a partner exactly the same size. Lay all of the snowballs out for the children to see. Each student should choose one snowball and then try to find its mate. Continue until all of the snowballs have been matched. Allow the children to play several times, then invite other children over to play.



## Jar and Lid Matching

**Skills:** Size Relationships, Eye-to-Hand Coordination, Fine Motor Skills, Comparing, Making Predictions

**Activity:**

Gather several different-sized jars with lids. Decorate each lid with one specific winter theme, such as snowflakes, snowmen, mittens, jackets, etc. If working with very small children, you may prefer to work with plastic jars. Take the lids off of the jars, and set the jars and lids on a table. Invite a few children over to look at the jars. Tell the children that you would like them to each choose a jar and try to guess which lid will fit on it. When each student has chosen, allow him to try to twist the lid on to see if he has chosen correctly. If not, ask him to tell you why he thinks it does not fit, then allow him to try again. After introducing all of the children to the jars, leave them in a convenient area for use during free play.



## Winter Math Activities

### Sled-to-Child Matching

**Skills:** Counting, One-to-One Correspondence

**Activity:**

Photocopy, color, cut out, then laminate the Sled-to-Child Matching Cards on page 29. Gather a few children and explain to them that they are each to choose a "sled" card and count the number of sleds shown on it. The student is then to find a "child" card showing the matching number of children. Students take turns making pairs until all cards are matched. Once all of the children have been introduced to the game, place the cards in a zipper storage bag and have them available for free play.



### Comparing Scarves

**Skills:** Estimation, Comparison

**Activity:**

Gather several different styles and lengths of winter scarves. Show the group two of the scarves at a time holding them away from each other. Tell the children that you want them to guess which of the scarves is longer, then which is wider. When the children have made their guesses, hold the scarves up to each other to compare length and width. Continue comparing other scarves. Later allow the children to pair up and challenge each other with scarf comparisons.



### Shape Matching

**Skills:** Knowledge of Shapes, Visual Discrimination, Finding Similarities

**Activity:**

For this activity, you may use any winter props you have around the room. Explain to the children that you are going to show them an item, and you would like them to each find something in the classroom with the same shape. For example, say to the class, "This scarf has a rectangular shape. Find something else that has a rectangular shape."

## Hanging Snowball Toss

**Skills:** Recognition of Numerals, Counting, Gross Motor Skills, Eye-to-Hand Coordination

**Activity:**

Cut ten plate-sized circles from poster board or use paper plates. Write a number from one to five on each of five plates, and draw one to five dots on each of the remaining five. Punch a hole in the top of each and attach a 12-inch piece of yarn to each. Hang the circles from a tree or playground equipment. Allow the children to use snowballs or artificial snowballs (such as crumpled pieces of scrap paper) to try to hit the targets. If you choose to keep points, award one point for a hit target, and two more if the child can name the numeral or tell the number of spots on the circle he hit.



## Which Is Wider?

**Skills:** Visual Discrimination, Comparing

**Activity:**

Photocopy, color, cut out, then laminate the "Which is Wider?" Woolly Bear Caterpillar Cards on page 30. Tell the children this weather myth: the thicker the black-colored band is on a woolly bear caterpillar, the milder the winter will be. Show the children the activity cards. Hold up two at a time and have them tell you which black-colored band is thickest. Encourage them to tell you which caterpillar forecasts the colder winter.



## Mitten Ordering

**Skills:** Comparing and Sequencing Numerals

**Activity:**

Make ten photocopies of the mitten pattern from page 31. Write a different numeral from one to ten on each mitten. Show these to a few children at a time and explain that the numbers are the "sizes" of the mittens. Explain to the children that you would like them to put the mittens in order from smallest to largest.



# WINTER SCIENCE ACTIVITIES

## Winter Discoveries

**Skills:** Using Science Tools, Observation

**Activity:**

Gather a dark piece of cloth or felt and one or more magnifying glass(es). While it is snowing, gather a spoonful of snow and lay it on the cloth. Invite a few children over at a time to use the magnifying glass(es) to look at the snow. Ask the children to describe what they see. If you live in a warm climate, in lieu of snow, you may use shaved ice or scrapings from the freezer.



## Melt Ice or Snow

**Skills:** Observing, Experimenting, Predicting

**Activity:**

Gather snow or ice from the freezer, place it in a bowl and show it to the children. Have them describe it. Ask them to guess what will happen to it as it sits in the classroom. Have them describe what is happening as it melts. You may wish to place several bowls of snow around the room, and have children discuss why some bowls of snow melt faster than others.

## Arctic Garden

**Skills:** Measuring, Mixing, Observing

**Activity:**

Let the children help you measure the following into a bowl: 6 tablespoons salt, 6 tablespoons bluing, 6 tablespoons water, and 1 tablespoon ammonia. Mix together. Place three pieces of charcoal into a pie tin. Pour the mixture over the charcoal until it is almost covered. Allow the children to drop food coloring over the mixture. Set aside to look at later. The "garden" will grow a little each day for about two weeks. Allow the children to observe daily how crystals are formed from the mixture. Note: Keep out of reach when not under supervision.

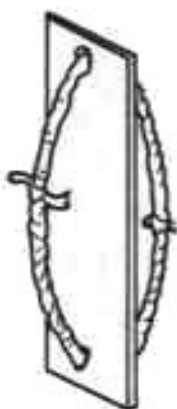


## Animal Prints

**Skills:** Observing, Describing

**Activity:**

Take the children outdoors after it has snowed. Ask the children to look closely to see if they can see any animal or bird prints in the snow. If they cannot find any, tell them that you found some, and then show them the ones they made.

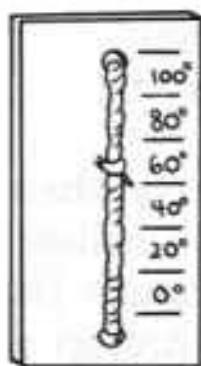


## Cardboard Thermometer

**Skills:** Counting, Comparing

**Activity:**

Make a thermometer by cutting an 8-inch by 4-inch strip of cardboard. Make two holes in the cardboard, the first one being one inch from the top, and the second being one inch from the bottom. Cut a 6½-inch length of red yarn and a 6½-inch length of white yarn and tie them together. Put each free end of the red-and-white piece through a hole and tie together at the back of the cardboard. Make degree marks on cardboard using pen or marker. Each day, check a real thermometer outside and adjust the cardboard thermometer so that the red yarn shows the new temperature. For more advanced children, have them count the difference in degrees. If you do not have access to an outdoor thermometer, check the daily highs on the news and compare these.



## Colored Snow

**Skills:** Predicting, Mixing, Observing

**Activity:**

Gather a few bowls full of snow or shaved ice and several colors of food coloring. Instruct each child to use a spoon to scoop some snow into a paper cup (preferably white). Tell him to choose two colors of the food coloring to drop into his snow. Next, have the child stir the snow and food coloring together. Let him tell you what he sees happening and what new color he has made. Ask him to tell you what he thinks happened. Let the children compare like colors and have them guess why the colors may be different shades.

## Winter Science Activities

### Making Frost

**Skills:** Observing, Making Predictions

**Activity:**

Gather a few glass mugs or tumblers. Show them to the children and explain that you are going to put them into the freezer. Ask the children to predict what will happen to the glasses: what will they feel like, look like, etc.? Leave the glasses in the freezer for fifteen to thirty minutes. Allow the children to observe and describe how the glasses look and feel. Have them describe what happens to the frost when they touch it. See if they can figure out that it melts because of the warmth of their hands. Ask them why their hands may be damp after handling the glasses.



### Freezing Water

**Skills:** Predicting, Experimenting, Observing

**Activity:**

Take a pan or bowl of water outside on a day when the temperature drops below 32° Fahrenheit. Allow the children to observe the water every few hours. Before the first observation, ask the children to predict what will happen to the water. You may wish to place one pan in a sunny spot, and one in a shady spot and have students compare the rate of freezing of the two pans of water. Ask the children to make hypotheses as to why one may be freezing faster than the other.

### Bird Treats

**Skills:** Fine Motor Skills, Observing

**Activity:**

Allow the children to make treats for birds by rolling pine cones or paper towel cores in peanut butter, then in birdseed. Hang the treats from a tree outside, preferably one that can be seen from the classroom. Occasionally, allow the children to look out to see if the birds are enjoying their treats.

# WINTER MUSIC AND MOVEMENT

## Traditional Songs and Activities

- "Frosty the Snowman"  
*After the song, encourage the children to "melt."*
- "The Three Little Kittens"  
*Encourage the children to act out.*
- "Winter Wonderland"  
*Allow the children to shake sleigh bells.*
- "Over the River"  
*Let the children make up movements and share with the class.*
- "Let it Snow"  
*Sing outside and allow the children to toss white confetti for snow.*
- "Jingle Bells"  
*Encourage the children to shake jingle bells.*



## Adapted Songs to Sing

### **This is the Way We Build a Snowman** (To the tune of "Mulberry Bush")

This is the way we build a snowman,  
Build a snowman, build a snowman,  
This is the way we build a snowman,  
On a snowy day.

- ...we roll the snow
- ...put on the face  
(part by part if desired)
- ...give him a broom
- ...put on the scarf
- ...put on the hat
- ...stand back and smile

## Winter Music and Movement Activities

### Adapted Songs to Sing

#### Did You Ever See a Snowman?

(To the tune of "Did You Ever See a Lassie?")

Did you ever see a snowman,  
a snowman, a snowman,  
Did you ever see a snowman  
go this way and that?  
Go this way and that way,  
go this way and that way,  
Did you ever see a snowman  
go this way and that?



(Allow the children to move as they think a snowman might.)



#### I'm a Little Snowman

(To the tune of "I'm a Little Teapot")

I'm a little snowman, short and fat.  
Here is my broomstick, here is my hat.  
When the sun comes out, I melt away.  
Whoops! I'm sorry, I cannot stay.

### Movement Activities

- Play several selections from *The Nutcracker*, by Tchaikovsky. Tell the children you would like them to dance in a way that the winter wind might dance.
- Play instrumental music and allow the children to dance like snowflakes with white scarves, streamers or tissues.
- Play "Freeze Dance." Tell the children that they are to begin dancing when the music begins to play. Explain that when the music stops, each child is to "freeze" in the position he is in until the music begins again.

## Finger Plays

### Snowflakes Whirling

Snowflakes whirling all around,  
*(flutter fingers like falling snow)*

○ All around, all around.  
*(students turn around)*

Snowflakes whirling all around,  
Until they cover all the ground.

○ *(flutter fingers down to ground)*

### Warm Hands, Warm

Warm hands, warm.

*(rub together)*

Do you know how?

○ *(hold hands out questioningly)*

If you want to warm your hands,

○ *(point to each other)*

Warm your hands right now.

*(rub together vigorously)*



### Five Little Snowmen

Five little snowmen playing in the snow,

*(hold up five fingers)*

The first one said, "Feel the winter wind blow."

*(hold up one finger, then move hands like wind)*

The second one said, "Let's play and play and play."

*(hold up two fingers, then pretend to run)*

The third one said, "Yes, it's cold today."

*(hold up three fingers, then hug self)*

The fourth one said, "Winter's a wonderful thing."

*(hold up four fingers, then hold out hands and smile)*

The fifth one said, "Yeah, who needs spring?"

*(hold up five fingers, then push hand away from body)*

Then out came the sun and its warmth could be felt,

*(hold arms in circle over head)*

And the five little snowmen knew they had to melt.

*(pretend to melt)*

# WINTER SOCIAL AWARENESS

## Field Trips

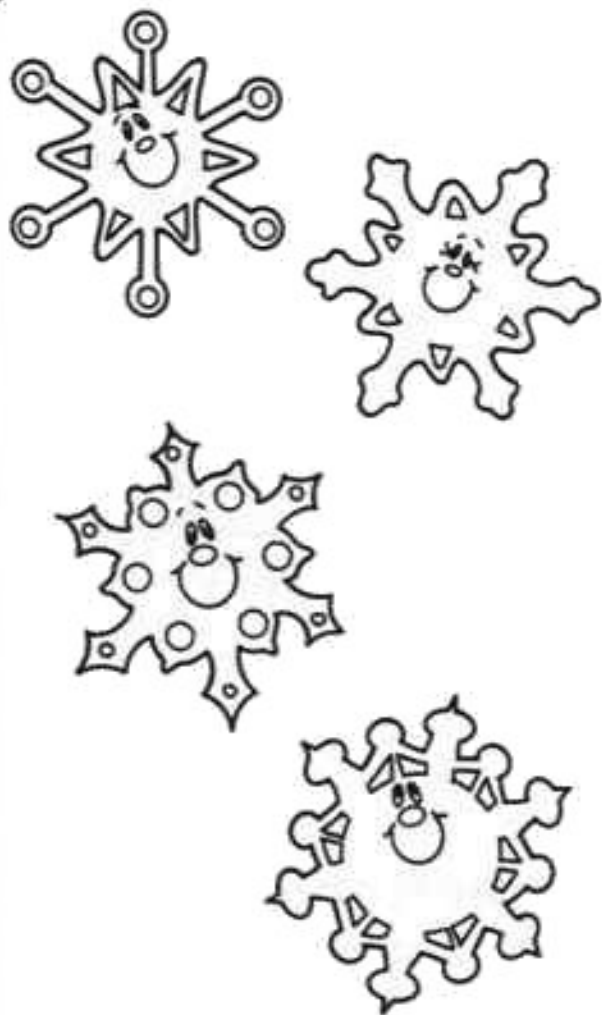
- Arrange a trip to an ice skating rink that accepts young children.
- If your school is close to a ski resort, set up a trip for your children to observe the snow-making machine in use.
- If you live in a warmer climate, arrange a field trip to the zoo. Ask the zoo personnel if they would give your children a presentation about special winter activities of the animals.



## Visitors

- Invite the students and their parents to school on an evening or a weekend for a snowman-building contest. If you live in a warmer climate, allow the families to use white garbage bags, stuffing, construction paper, glue, permanent markers, etc., to decorate the artificial snowmen.
- Invite someone from the local humane society to come in and talk to the children about cold weather care for animals.
- Ask someone from a snow-removal service to come and show the children a snow plow and talk about what the service does to make the roads safe during snowy and icy weather.



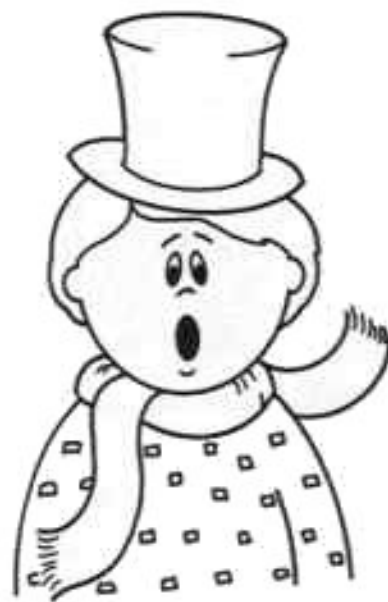


### Snowflakes Are All Different

Begin a discussion with your class about snowflakes. Explain to the children that although snowflakes have many similar qualities, no two are exactly alike. Have the children tell you the things that are the same: they are cold and white, they fall in the winter, etc. Then explain that each snowflake has a special design that may be seen if examined beneath a magnifying glass. Ask the children to tell you how people are like snowflakes. Steer them in the direction that we all have similar characteristics, but are in many ways different from each other. Remind the children that these unique qualities make it interesting to know other people and that our differences make each of us special.

### Snowman Emotion Game

Show the children a snowman prop such as a top hat or scarf. Explain to them that they are going to play an emotions game. Choose one child to be the snowman and give him the prop. Whisper an emotion in his ear and ask him to act it out while the rest of the class guesses how he is feeling. Allow other children to portray other emotions.



### Winters Are Different

Explain to the children that winters are different in different climates. Tropical areas experience mild winters and may find residents needing coats only a few nights a year, if at all. Arctic climates have very long, cold winters. Ask the children to describe the dress and life-style that may accompany winter in several different climates. Point out the tropical and arctic areas on a globe or map.



# WINTER ARTS AND CRAFTS

## Rice Collage Snowstorm

**Skills:** Creativity, Gluing, Fine Motor Skills

**Activity:**

Gather blue construction paper, rice, crayons, and glue. Have each child use crayons to draw a winter scene on construction paper. Allow the child to use the glue to dab "snow" on his scene. Before the glue dries, have him cover it with rice. After covering the glue, the student should shake off the excess rice. Allow the glue to dry and then display all of the snow pictures.



## Snowflake Crayon Rubbing

**Skills:** Fine Motor Skills, Coloring

**Activity:**

Cut out several sizes and shapes of snowflakes from tagboard or thin cardboard. Set the snowflakes, newsprint paper, and peeled crayons on an art table. Invite a few children at a time to come to the table. Show the children how to place snowflake patterns under their papers and color with the sides of the crayons to make the rubbings. Encourage the children to use several of the different snowflakes and different colors to make their snowflake pictures. Display the rubbings where the parents may admire the pictures.



## Cereal Snowman

**Skills:** Gluing, Fine Motor Skills, Drawing

**Activity:**

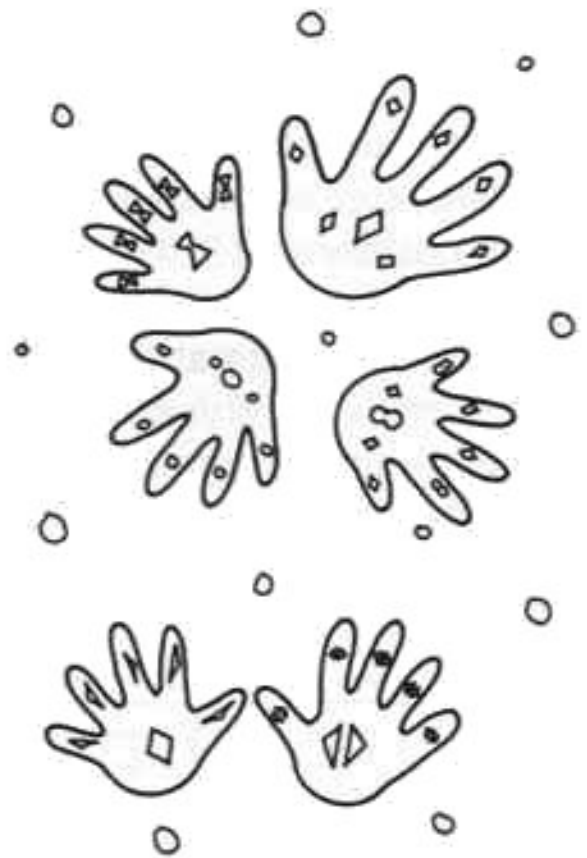
Give each child a piece of construction paper, a crayon, glue, and a hand-full of O-shaped cereal (any brand will do). Ask each child to draw a snowman, then glue the cereal to the inside of the snowman outline.

## Hand Snowflakes

**Skills:** Fine Motor Skills, Tracing, Cutting, Folding

### Activity:

Give each child a piece of construction paper and a pencil or crayon. Show each child how to place one hand on the paper and use the other to carefully trace it. Have the children cut out their hand tracings. Show them how to fold each finger in half towards the palm. While each is folded, have the children make small cuts on the fold to make the snowflake designs. Finish by folding and cutting a design into the palm. Hang the designs around the room. (Be sure to explain to the children that they made unique five-pointed snowflakes, slightly different from real snowflakes that have six points.)



## Mitten Puzzle

**Skills:** Fine Motor Skills, Cutting, Coloring, Working Puzzles

### Activity:

Photocopy the mitten pattern on page 31 and trace it onto a piece of tagboard for each student. Allow the student to decorate his mitten with crayons or markers. Help each child to cut his tagboard into a puzzle. Write (or have the child write if able) the child's name on the back of each piece of the puzzle. Allow the children to play with their puzzles and exchange puzzles with friends. Store in sandwich bags.



## Winter Watercolor Resist

**Skills:** Fine Motor Skills, Pre-Writing Skills, Painting

**Activity:**

Place a box of wax paper, white construction paper, dull pencils, paint brushes, and watered-down blue tempera paint on the art table. Let two or three children at a time work on the project. Give each child a sheet of construction paper, a sheet of wax paper, and a pencil. Instruct the children to place the wax paper on top of the construction paper (be sure it is wax-side down). Tell the children to make lines and scribbles on the wax paper by pressing hard with the dull pencil. When each child finishes drawing, allow him to paint the entire paper with the thin blue tempera to reveal a snowstorm.



## Green Pepper Snowflakes

**Skills:** Fine Motor Skills, Creativity, Printmaking

**Activity:**

Purchase three or four green bell peppers. Cut each in half horizontally and place on the art table along with dark construction paper and shallow bowls (larger than the peppers) of white tempera paint. Allow a few children to work at a time. Instruct them to dip the cut edges of green peppers in the white paint and press on the construction paper to make "snowflakes." Encourage the children to make several prints on each paper to make festive snowflake pictures.



## Soap Snow

**Skills:** Fine Motor Skills, Sculpting, Imagination

**Activity:**

Allow the children to help you mix 8 cups of powdered soap flakes and 1 cup water. (Double or triple the recipe for larger classes.) The mixture will be the consistency of play dough. When thoroughly mixed, give each child a portion to form into snowballs or sculptures. Have each child who opts to make a sculpture tell you about his sculpture.



## Winter Storm String Painting

**Skills:** Fine Motor Skills, Painting

**Activity:**

Gather the following and place on the art table: dark construction paper, a few paint brushes, several pieces of twine or yarn about one foot each, and a few bowls of white tempera paint. Give students the following directions:

- Fold a piece of construction paper in half and then unfold the page.
- Place all but the very end of a piece of twine in a bowl of paint.
- Pull the twine through the bristles of a paint brush, leaving the excess paint in the bowl.
- Gently drop the twine onto the paper on one side of the fold, still holding on to the end of the twine.
- Fold the empty side of the paper over, and place a hand on top of the paper.
- Pull the twine from the paper.
- Open the paper up to reveal the winter storm.

## Frost Pictures

**Skills:** Painting, Fine Motor Skills, Creativity

**Activity:**

In advance, make "frosty" paint by mixing equal parts of Epsom salts and boiling water. Allow the children to use this paint to paint a winter scene on black construction paper. When the paint dries, the pictures will sparkle.

## Winter Arts and Crafts

### “Whipped Snow” Painting

**Skills:** Fine Motor Skills, Mixing, Creativity

**Activity:**

Give each child a paper cup. Help children to measure  $\frac{1}{2}$  cup soap flakes and  $\frac{1}{4}$  cup warm water into their cups. Instruct the children to then vigorously mix their soap with spoons. When the fluffy mixture is well-whipped, allow the children to use a wooden ice cream stick to create pictures with the soap mixture on dark construction paper.

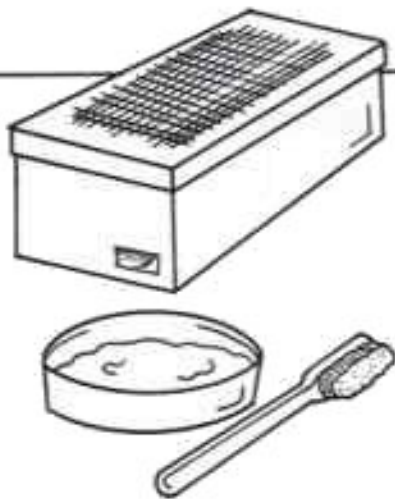


### Toothbrush Snow Scene

**Skills:** Drawing, Fine Motor Skills

**Activity:**

Make a screen box by cutting a hole (leaving a one-inch border) in the lid of a large shoe box. Staple a piece of screen to the lid so that the screen covers the hole. Have each child draw a winter scene on construction paper (small enough to fit in the screen box) using markers or crayons. Instruct the children not to draw any snow. Let each child take turns placing his picture in the screen box, placing the lid on the box and brushing the screen with white tempera on a toothbrush to “snow” on his picture.



### Glue Snow Scribbles

**Skills:** Creativity, Fine Motor Skills

**Activity:**

Allow the children to dribble glue from a bottle onto dark construction paper. Explain that they are just to make random patterns. Before the glue dries, have the children use spoons to shake sugar onto the glue. Let the sugar set for a few minutes, then show the children how to shake the excess back into the bowl of sugar. When thoroughly dry, hang the snow scribbles around the room for the children to enjoy.

# WINTER INDOOR GAMES

## Snow Swimming

Obtain a small children's swimming pool and fill it with cotton balls. You may wish to ask each parent/guardian to send in one or two packages to help with the cost (these may be reused in art activities later). Once filled, allow the children to play two at a time in the snow pool. For an extra-special sensory activity, allow the children to play in the pool with their bare feet. Encourage the children to tell you what it feels like to play in the pool. Ask them to compare the way the cotton balls feel to the way real snow feels.



## Rolling Snowballs

Set out a tumbling mat, or choose an area of the room (preferably carpeted) that is free of obstructions. Tell the children that they are to pretend to be snowballs rolling around on the ground. Give each child several turns to experiment with the different ways he can imitate a rolling snowball.

## Woolly Bear Caterpillar Dancing

Tell the children this weather myth: the faster a Woolly Bear Caterpillar is moving, the sooner cold weather is coming. Play a variety of speeds and styles of music, and have the children pretend to move like Woolly Bear Caterpillars. You may wish to do this the same day as the Woolly Bear Caterpillar math activity, "Which is Wider?," found on page 7.



## Something I Like About Winter

Choose something in your classroom to represent a snowball or a snowflake. Have the children sit in a circle and pass around the item. When a child gets the item, she holds it while she tells the class something she likes about winter. She then passes it to the next child.

## Winter Indoor Games

### I'm Wearing . . .

Seat the children in a circle. Explain to them that each child is going to take a turn naming a winter article of clothing that he is pretending to wear.

The first player may begin by saying, "I'm wearing a jacket." The second player will then add his choice of clothing, then repeat the first player's article. For example, player two might say, "I'm wearing a scarf and a jacket." Then player three might say, "I'm wearing a ski cap, a scarf, and a jacket."

See how far you can get around the circle before the children cannot remember all the items. If you have a large group, you will need to allow them to use regular articles of clothing such as jeans, a shirt, etc.



### Winter Rainstorm

Have the children sit in a circle, then join them. Tell them that the group will be making a series of noises that will progress from the sound of a light shower all the way to a loud storm.

Instruct the children that they are to copy what you do one at a time beginning with the child on your right. To begin the rainstorm with the sound of a sprinkle, rub your hands together. Once the last child begins rubbing her hands together, snap your fingers. Each child continues rubbing his hands together until the child to his left begins the new movement.

Once all children are snapping (or are trying to), make the storm louder by patting your thighs with your hands. Continue in the same manner with an action such as slapping your thighs, and climax the storm with thigh slapping and foot stomping. Once the last child is foot stomping, begin to do the actions again in reverse to end the winter rainstorm.

# WINTER OUTDOOR GAMES/FITNESS

## “Freeze” Tag

Gather your children and explain that they are going to play a tag game. Choose one or two children to be “it.” Choosing two makes the game more challenging since the other children will have to watch for two people chasing them. Explain that the “its” are to try to tag any child they can. The children can make themselves “safe” from being tagged by “freezing” their position by standing perfectly still. While frozen, they cannot be tagged. Once a child “freezes,” the “its” must turn their attention to different players. When a child is tagged, he replaces the “it” that tagged him. To notify the other players of his new status, when a child becomes an “it,” he should yell, “Ready or not, here I come.”

## Follow the Snow Path

Explain this variation of “Follow the Leader” to your children. Choose a child to be the leader. The rest of the children sit or stand in a group. The leader begins making a path in the snow starting at the group. The leader begins making a path in the snow starting at the group. Tell the children that you will send them one at a time to follow the path. Encourage the leader to make an interesting path by going around objects and zigzagging around the playground. Send the children to follow one at a time with about five to ten seconds between each. Continue play with new leaders until the tracks become too difficult to follow.



## Penguin Relay

Separate the class into several equal teams. Explain to the children that they will run (or waddle) a relay race. Have the teams line up behind a starting point. Tell them that the first child on each team will waddle like a penguin to a designated point and back to the starting point. She then tags the second person, and he does the same. The first team to have all of the penguins back to the starting point wins.



## Winter Outdoors Games/Fitness

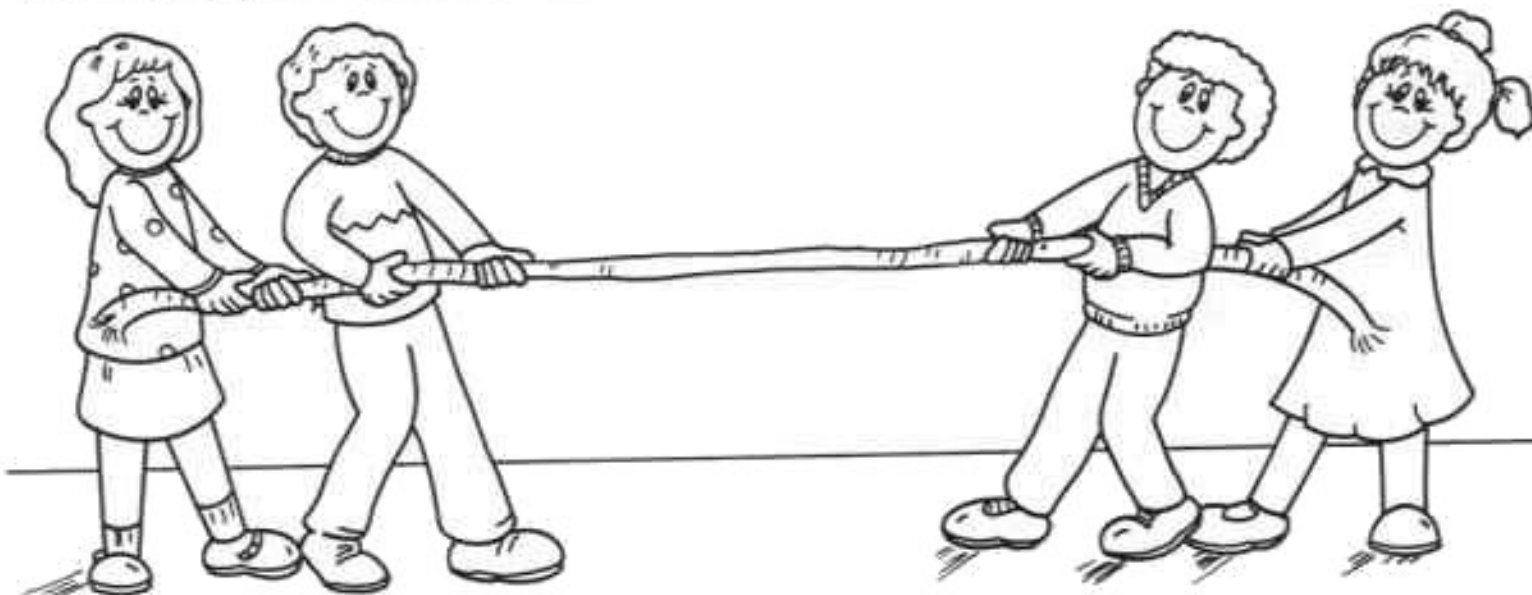


### Build a Snow Person

Take the children out and allow small groups to work together to build snow people. Have the children in each group give their snow person a name, decide what occupation he/she might hold, etc. If you live in a climate without snow, allow the children to use white garbage bags stuffed with newspaper and decorated with construction paper features. If possible, have the children do this activity in an area where the parents may enjoy the creations when they arrive to pick up their children.

### Eskimo Weather Forecasts

Share the following activity with the children that tells how some Eskimo villages "forecast" the coming winter weather. Tell the students that the citizens of a village divide into two groups. One group is called the ducks. The ducks consist of all of the people born during the summer. The other group is called the ptarmigans, which are those people born during the winter months. The two groups then have a tug-of-war. If the ducks win, superstition says that they will have a fair and mild winter. If the ptarmigans win, they believe the winter will be very cold! Separate the children into two groups according to birthdays. Be flexible with spring and fall birthdays to even out the groups. Allow the children to have a tug-of-war, and let them tell you how the winter will be.



# WINTER SNACK TIME SUGGESTIONS



## Blizzard Milk Shakes

To make this wintery treat, gather enough bananas and vanilla ice cream for each student to have one cup of ice cream and half a banana. Allow some of the children to help you scoop the ice cream into a blender. Let others help by peeling and cutting the bananas with blunt butter knives or wooden ice cream sticks. Allow the rest of the children to help by dropping the bananas into the blender. Blend well. Ask the children to explain what they see happening.

## Snow Logs

To make the snow logs, gather bananas, soft peanut butter, wooden ice cream sticks, shredded coconut and paper plates. Give each child one half of a banana. Let him spread peanut butter all over the banana with the ice cream stick. Sprinkle the coconut on paper plates and allow the children to roll their bananas in the coconut to complete their snow logs.

## Hot Apple Cider

On a cold day, allow the children to help stir instant hot apple cider mix with warm water. Enjoy with any of the other yummy snacks found in this section.



## Rainbow Ice Drinks

Gather several ice cube trays. Fill each with a different-colored fruit juice or fruit-flavored drink. When frozen, give each child a clear cup and several different-colored ice cubes and add apple or white grape juice. Have the children talk about what happens to the colors as the ice cubes melt.

## Winter Snack Time Suggestions

### “Snow Cones”

Let your children help you prepare this “snow” cone treat. Purchase a cupcake mix and white frosting. Allow the class to help you to follow the directions in making the cupcake batter. When the batter is mixed, let the children help you pour it into ice cream cones which are placed upright on a baking sheet. The cones should be filled about three-quarters full. Bake following the directions on the box. Allow the children to use ice cream sticks to frost their snow cones with the white frosting.



### Hot Chocolate with Snowballs

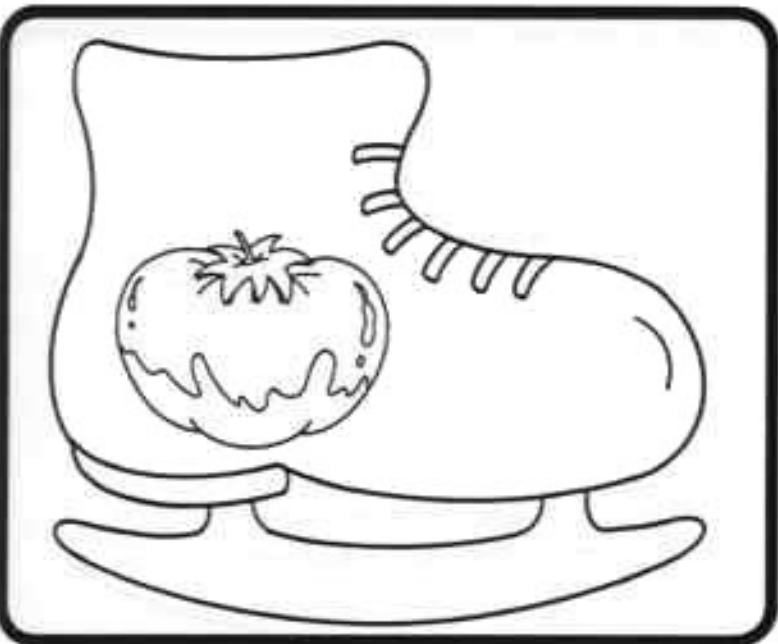
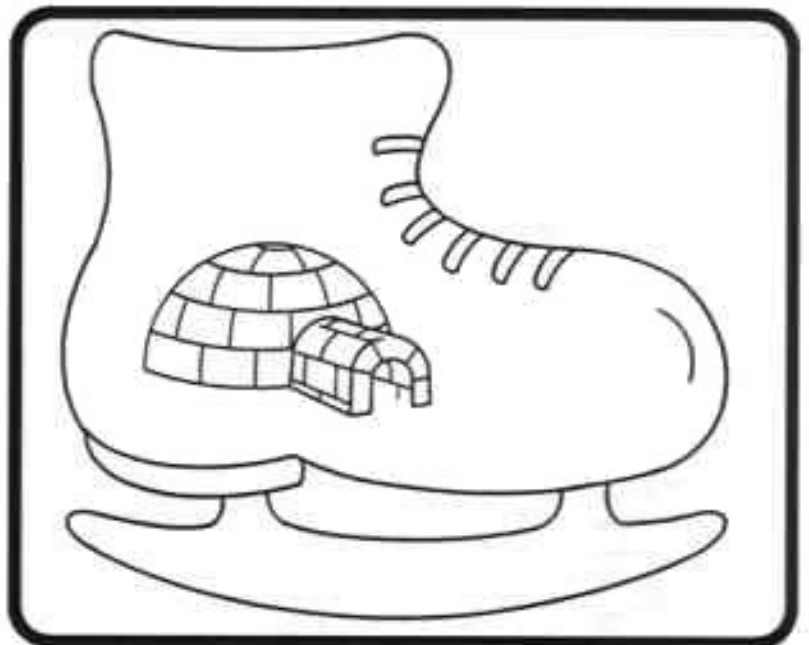
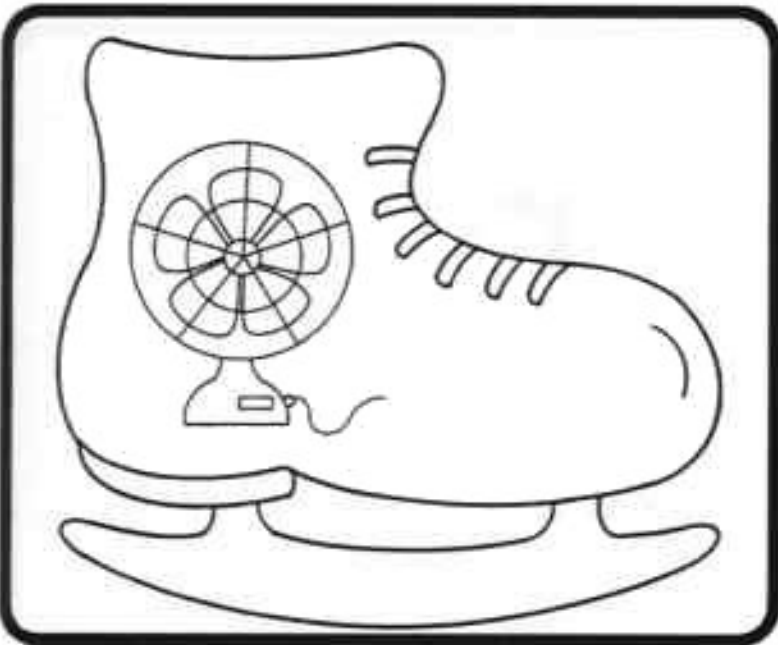
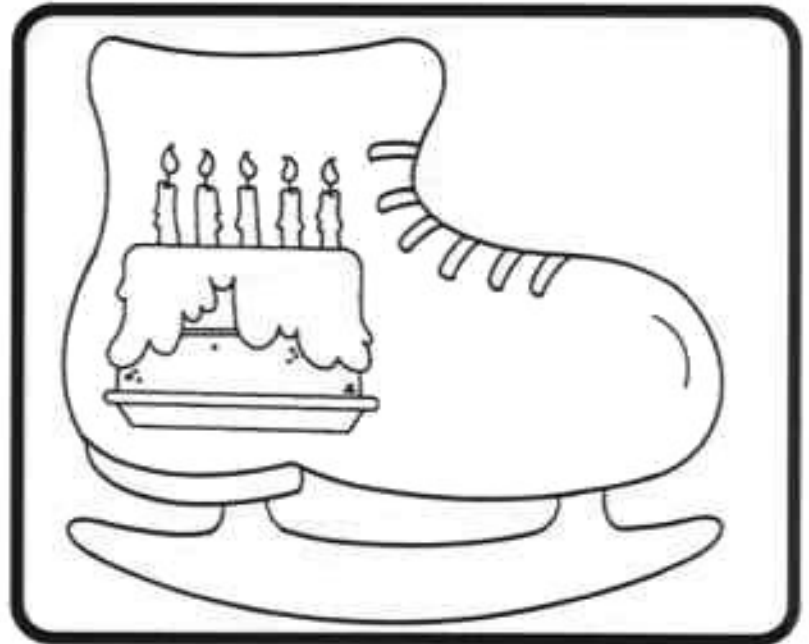
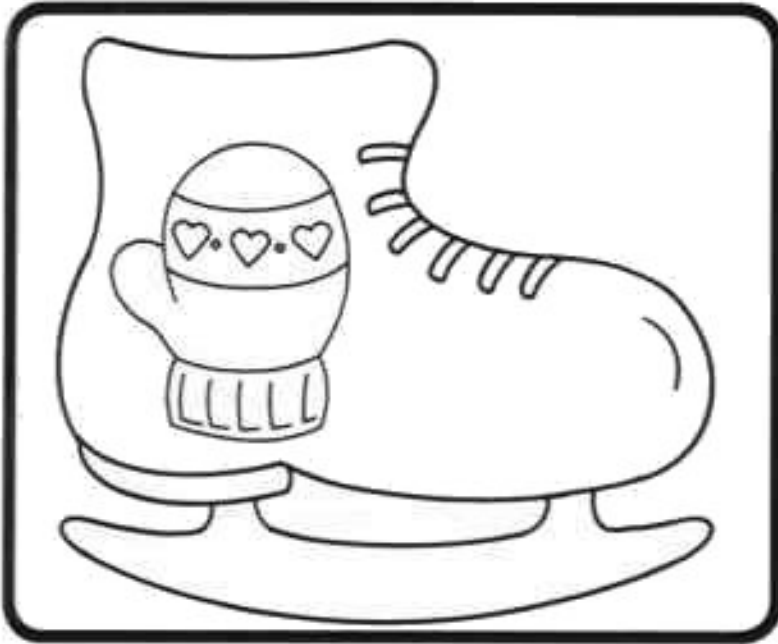
Purchase instant hot chocolate mix. Give each child a plastic foam coffee cup or a mug with the mix in it. Add warm water and allow each child to stir his hot chocolate with a spoon or ice cream stick. Let children add miniature marshmallows for snowballs. Try to schedule this activity after outside time to help warm the children up.

### Snowball Sandwiches

Use circle cookie cutters to cut bread into “snowballs.” Give each child a small cup of marshmallow fluff and two cut pieces of bread. Have him use a blunt knife or ice cream stick to spread marshmallow fluff onto bread. He should then place the two slices together for a snowball sandwich.

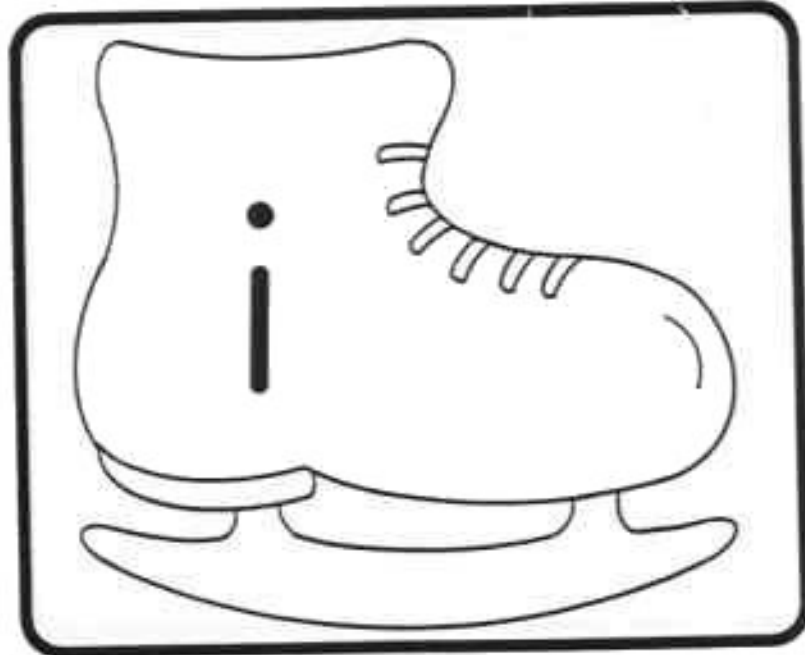
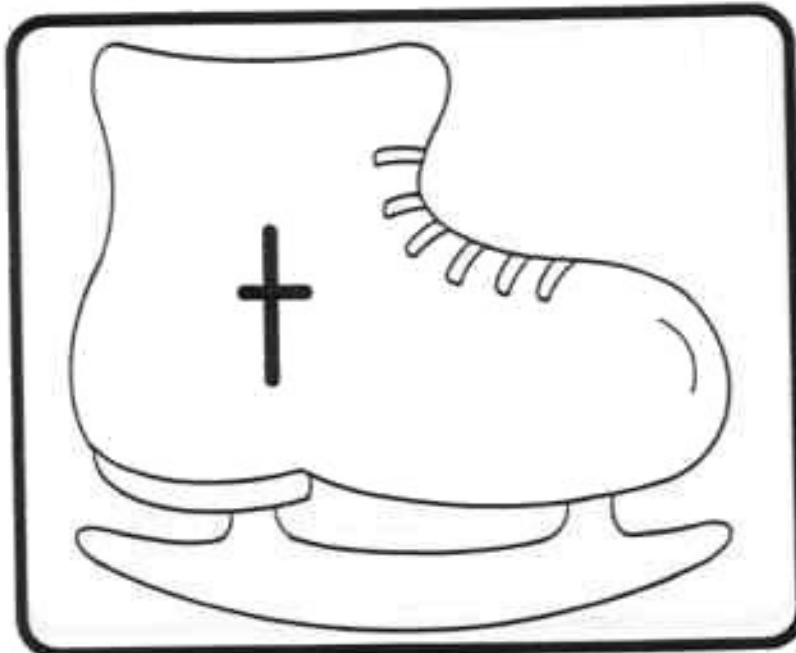
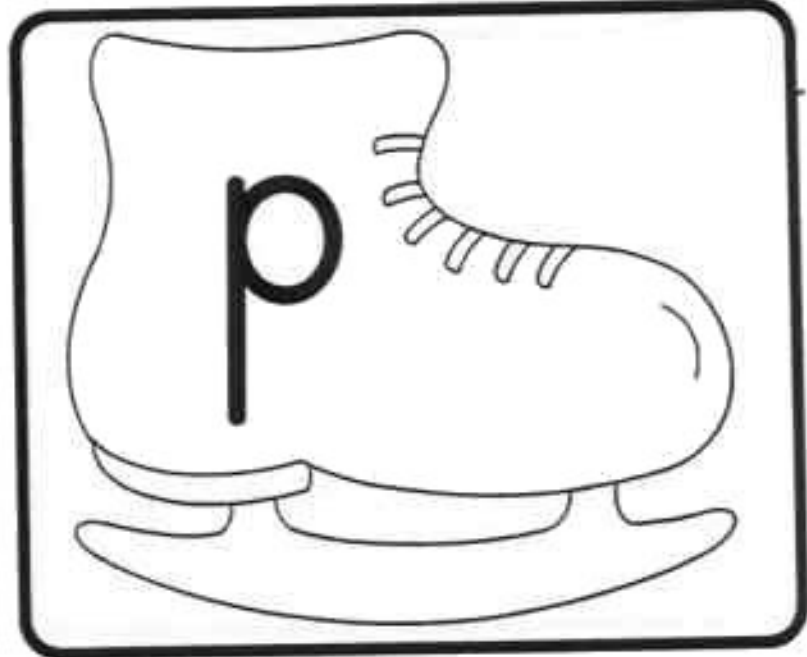
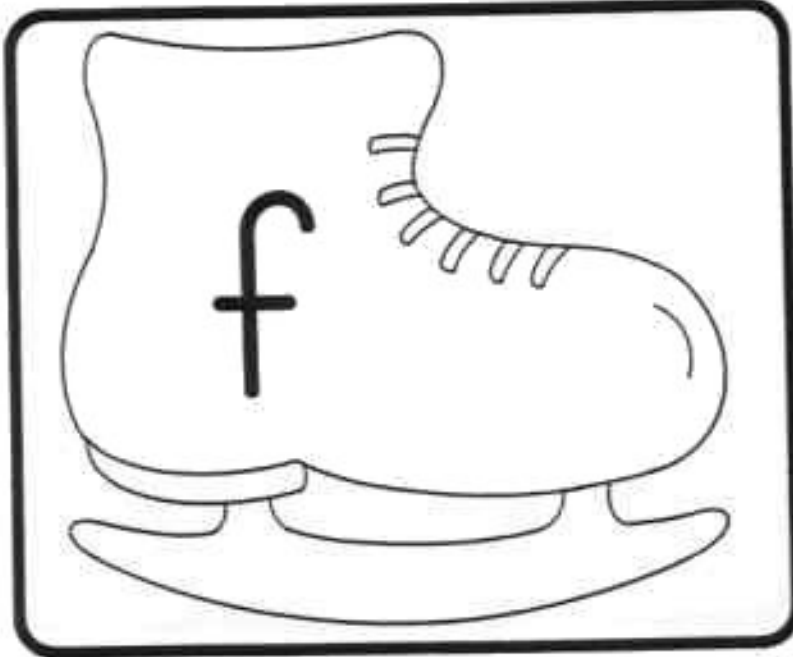
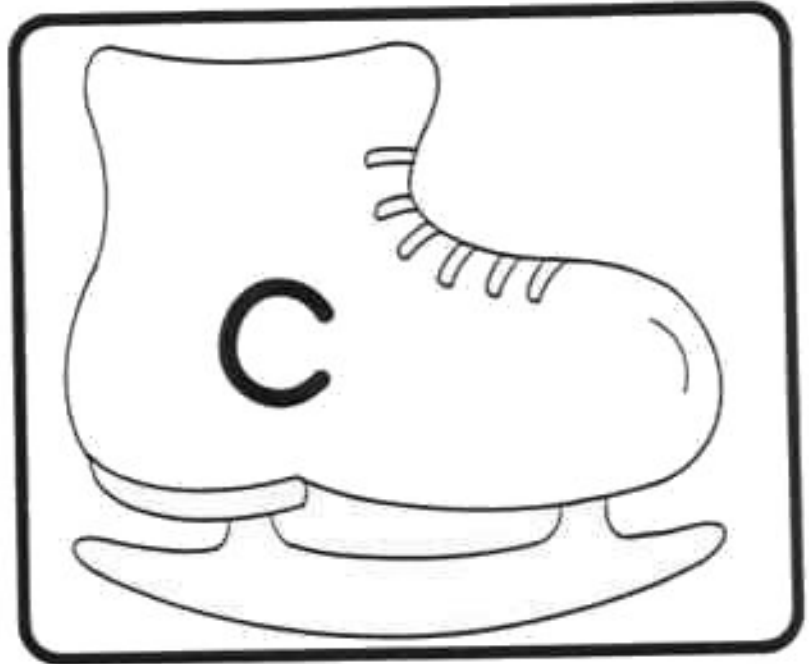
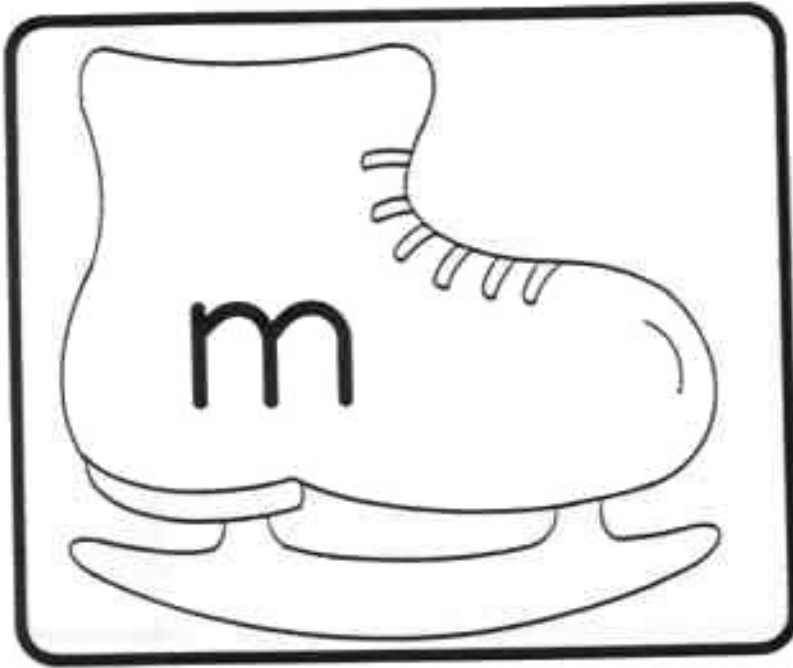


Matching Ice Skates Cards

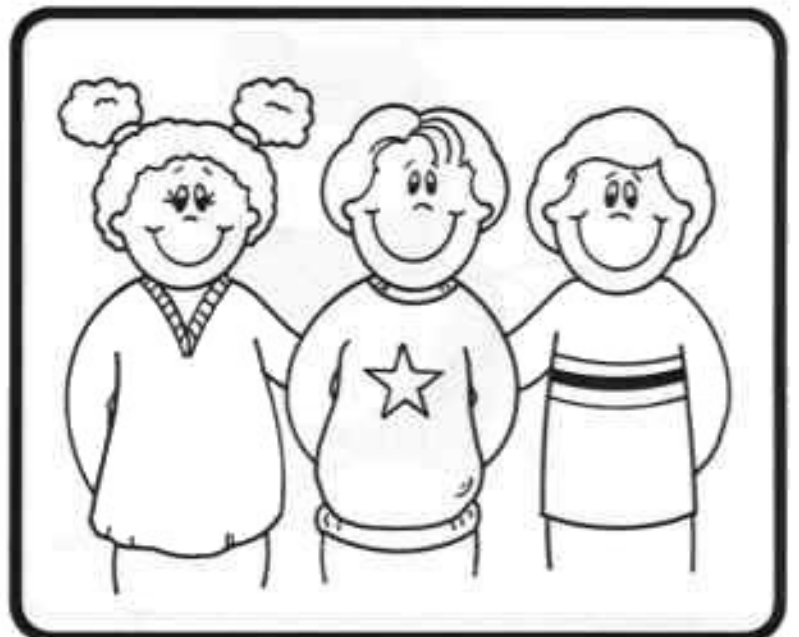
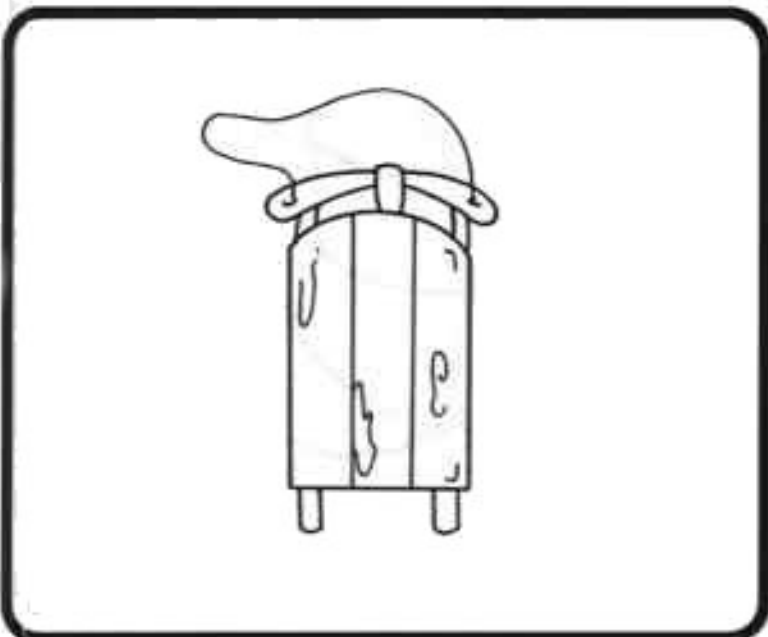
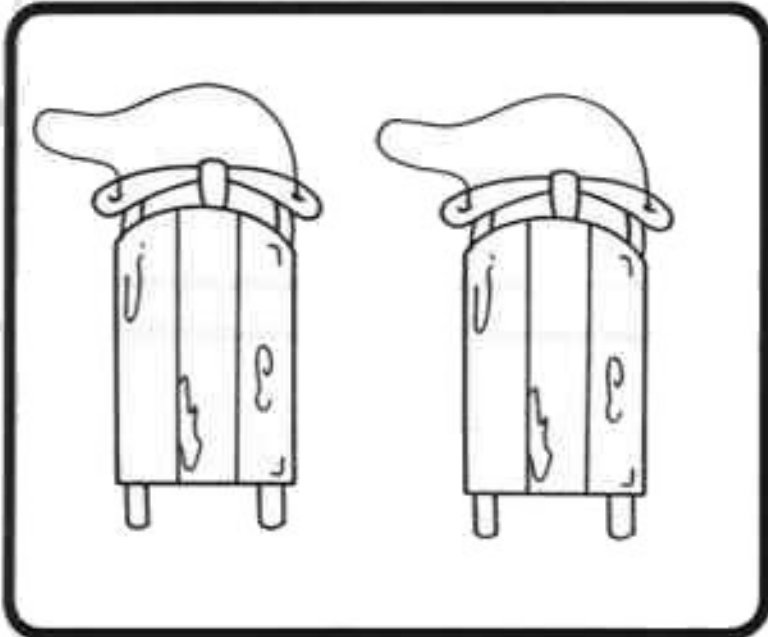
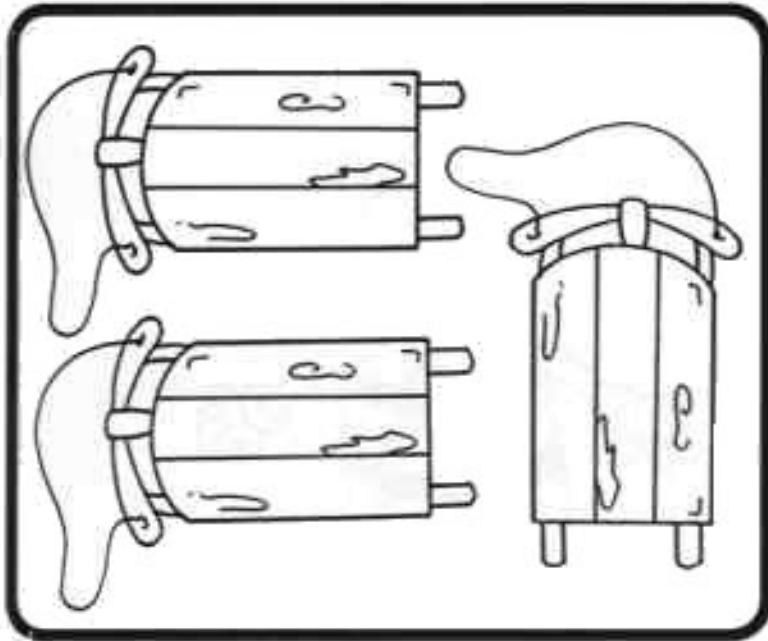


# Winter Patterns

## Matching Ice Skates Cards



Sled-to-Child Matching Cards

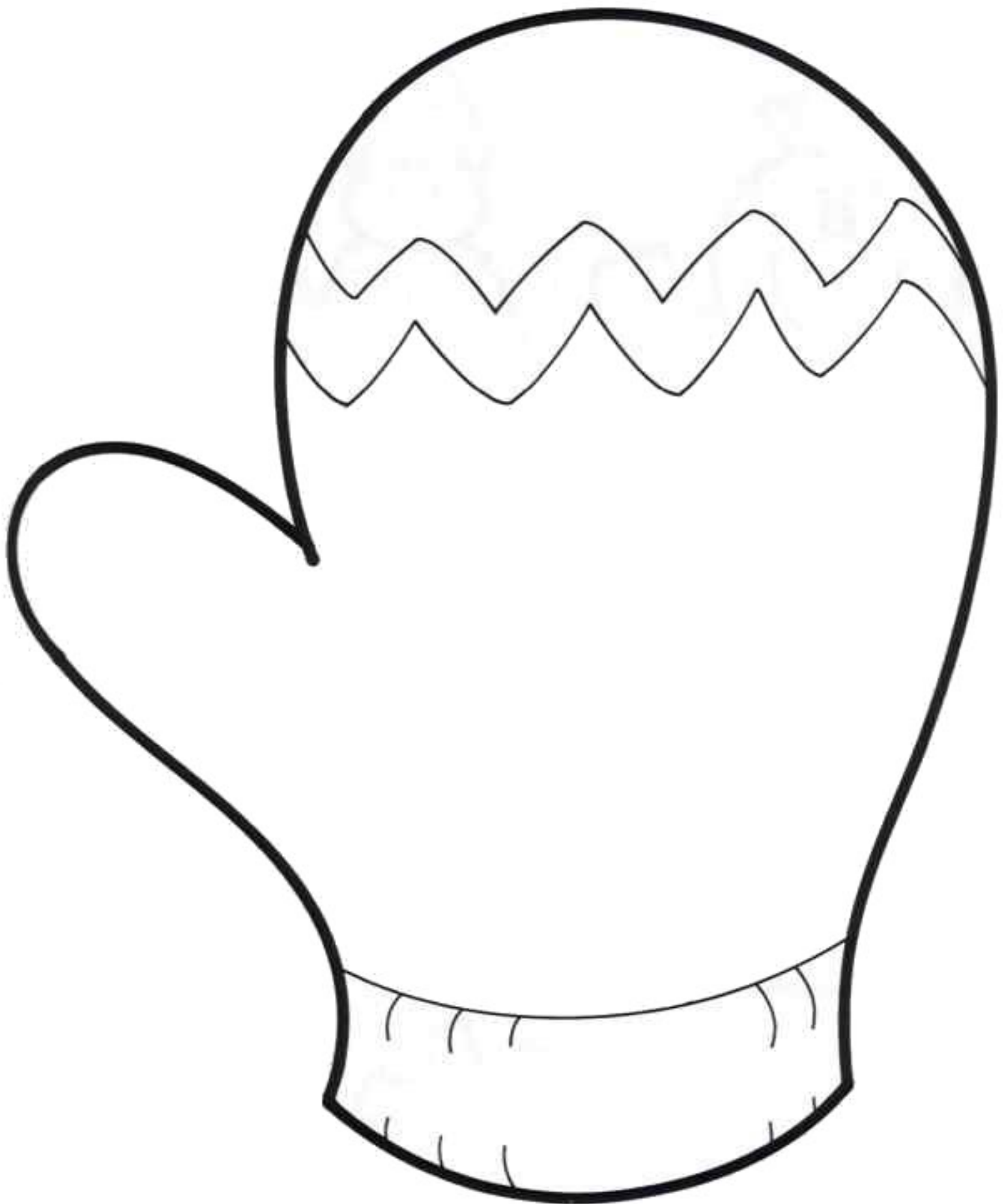


# Winter Patterns

## "Which is Wider?" Woolly Bear Caterpillar Cards

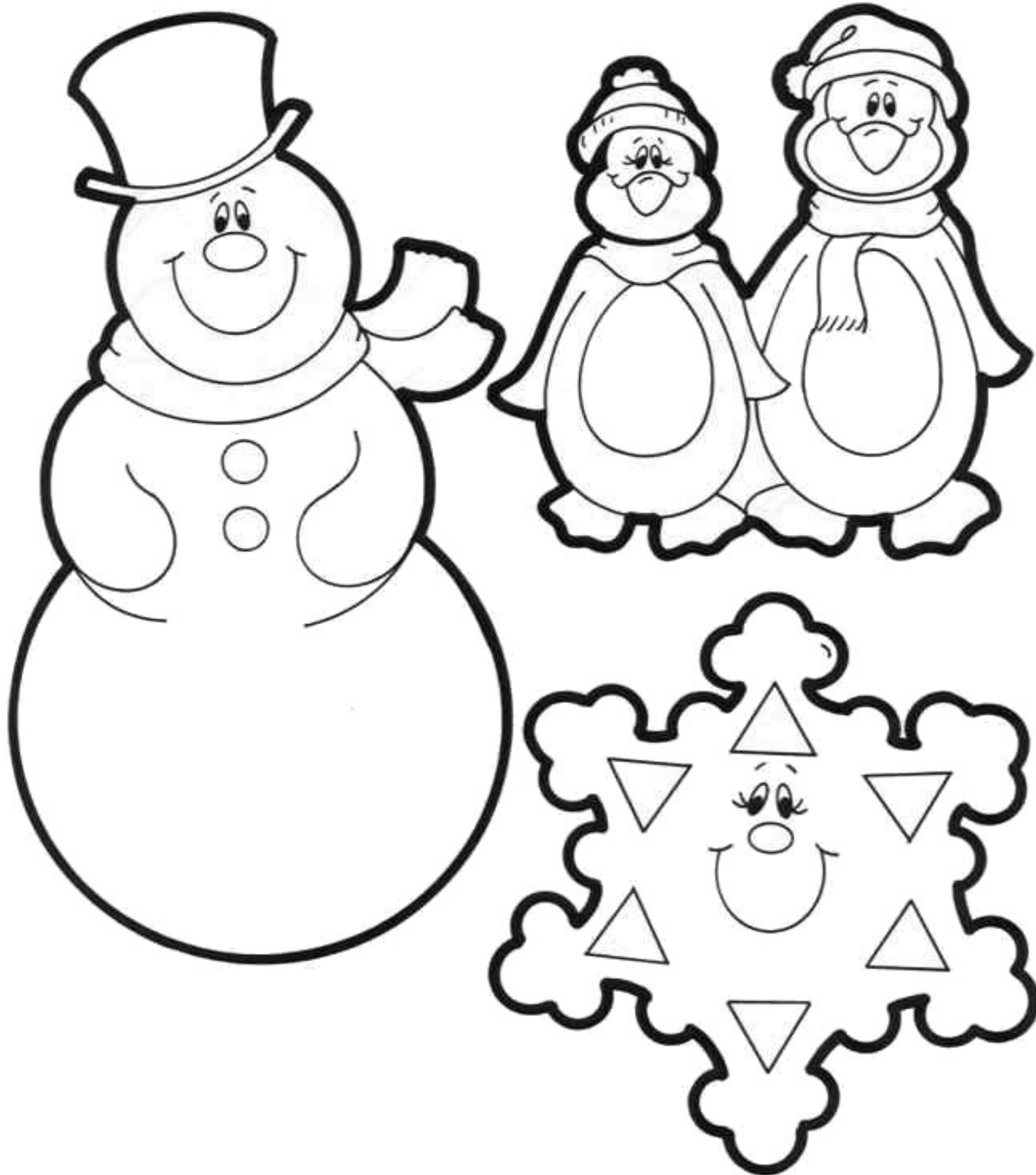


Mitten Pattern





Winter Patterns  
Snowman, Penguins, Snowflake





# HANUKKAH



Hanukkah, also called Chanukah, is an eight-day festival which is celebrated beginning on the 25th day of Kislev, which is the third month in the Jewish calendar. It is also called the Feast of Dedication and the Feast of Lights. Use the following activities to help non-Jewish students to become familiar with the traditions which are associated with Hanukkah, and take advantage of the opportunity to increase their cultural awareness. If you have Jewish students, have them share the Hanukkah traditions of their families with the non-Jewish students.

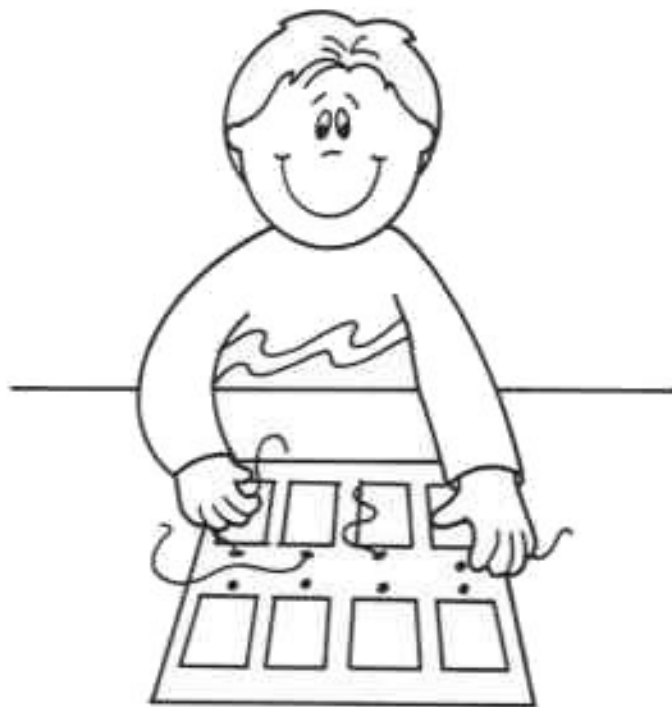
## HANUKKAH LANGUAGE ACTIVITIES

### Hanukkah Matching Board

**Skills:** Matching, Visual Discrimination

**Activity:**

Photocopy the Hanukkah Matching Board on page 42. Glue to tagboard and laminate if possible. Punch holes where indicated. Insert a shoe string or yarn next to each picture on the left side of the page. Tie a knot in the end of the string on the back of the board so that the string will not pull through. Have the children match the objects by inserting the loose end of each string in the hole next to an object so that each string connects objects that are the same.



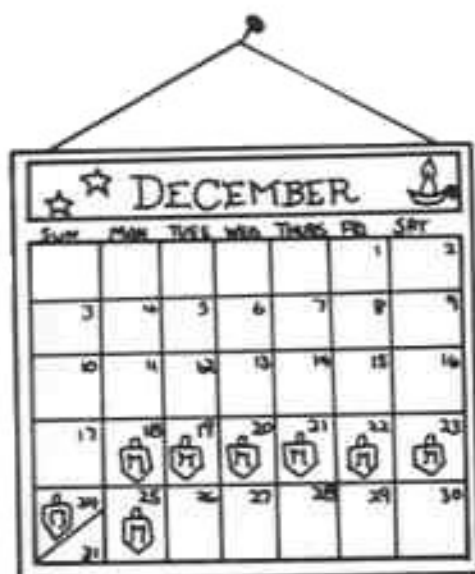
### Following Directions Worksheet

**Skills:** Listening Skills, Following Directions

**Activity:**

Give each child a copy of the Following Directions Worksheet on page 43. Tell the children that you are going to give directions and they are to listen carefully and do exactly what you say. Give the children crayons. Give them appropriate directions based on the group's skill-level. Examples of directions are: "Draw a blue line from the star to a candle," "Put a ring around the dreidel," and "Color the tallest candle red." Collect and review the pages to see who may need help in this area.

# HANUKKAH MATH ACTIVITIES



## The Eight Days of Hanukkah

**Skills:** Counting, One-to-One Correspondence  
**Activity:**

Show the children a calendar with the days of Hanukkah indicated. This may be a store-bought or a teacher-made calendar, and the days may be indicated with stickers or drawings of Stars of David, dreidels, menorahs, etc. Let the children come up one at a time and touch the days to count the number of days Hanukkah lasts.

## Counting Candles

**Skills:** Counting, Matching Numbers to Numerals

**Activity:**

Make a menorah with candles like the one in the picture from cardboard or tagboard. Write the numerals one to nine on each candle beginning on the left. Make dot cards from tagboard or construction paper with one to nine dots on them. Allow the children to work a few at a time counting the number of dots on each card, then placing each card above the appropriate numeral.



## Short vs. Tall Candles

**Skill:** Comparing Sizes

**Activity:**

Cut several candle shapes of different sizes from construction paper. Show the children some of the candles and tell them that some of the candles are short, and some are tall. Explain that you are going to hold up two candles, and you would like them to tell you which is short and which is tall. Ask for volunteers or call on children to answer.

# HANUKKAH SCIENCE ACTIVITIES

## Candle Experiment

**Skills:** Observing, Hypothesizing

**Activity:**

This activity should be done as a teacher demonstration. Gather a candle, a match or lighter, a glass large enough to place over the candle, and a bowl large enough to place the mouth of the glass in. Explain to the children that fire must have oxygen from the air to burn. Secure the candle to the bottom of the bowl and put 1" of water in it. Let the children watch as you light the candle. Let it burn for a few seconds, and explain that it has all the air it needs. Then invert the glass and place it over the candle and into the water. When the flame goes out, ask the children to tell you why they think it went out. Explain that when the flame burned up all of the oxygen in the glass, it went out.



## Oil vs. Water

**Skills:** Experimenting, Manipulating,  
Describing Properties

**Activity:**

Fill a two-liter soda bottle half full with vegetable oil. Fill the bottle the rest of the way with water and enough food coloring so that the water is obviously separate from the oil. Tightly cap the bottle. Allow the children to manipulate the bottle. Have them describe the properties that they see. Which liquid always stays on top? Have students see that the two liquids can mix temporarily, but they will always separate.



# HANUKKAH MUSIC AND MOVEMENT

## Traditional Song to Sing

### The Dreidel Song

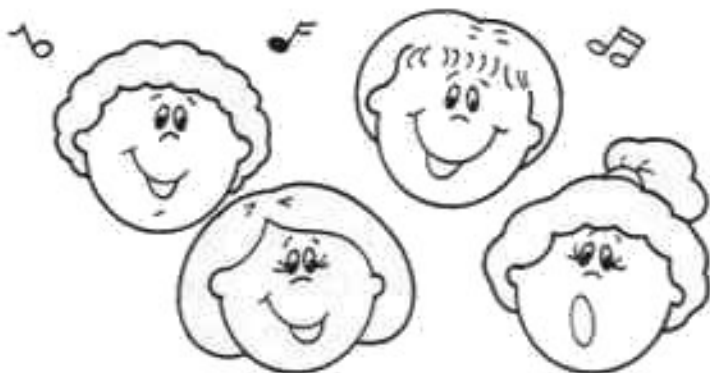
I have a little dreidel. I made it out of clay.  
And when it's dry and ready, My dreidel I will play.  
Dreidel, dreidel, dreidel, I made it out of clay.  
Dreidel, dreidel, dreidel, My dreidel I will play.

## Adapted Songs to Sing

### Hanukkah's the Feast of Lights

(To the tune of "London Bridge")

Hanukkah's the Feast of Lights,  
Feast of Lights, Feast of Lights.  
Hanukkah's the Feast of Lights,  
Let's all celebrate!



Eight days has Hanukkah...Let's all celebrate.  
Every day we light a candle...On the menorah.  
The helper candle is called the shammash...On the menorah.

### The Candles on the Menorah

(To the tune of "The Wheels on the Bus")

The candles on the menorah are lit each night,  
Lit each night, lit each night.  
The candles on the menorah are lit each night,  
During Hanukkah.

The first night of Hanukkah, we light one,  
We light one, we light one.  
The first night of Hanukkah, we light one,  
Seven more to go.

*(Repeat last four lines with second to seventh night.)*

The last night of Hanukkah, we light all eight,  
Light all eight, light all eight.  
The last night of Hanukkah, we light all eight,  
Happy Hanukkah!



# HANUKKAH SOCIAL AWARENESS



## Hanukkah Talks

Invite someone of the Jewish faith to come in and talk with the children about Hanukkah. Have the speaker explain the traditions and symbols of the holiday. Ask him or her to tell the story of the Maccabees and their fight to regain their temple. If the speaker is older, ask him to talk about how the traditions might have changed since his childhood. Have the speaker tell the children the things he enjoyed the most about Hanukkah as a child. Allow the children to ask any questions they may have about Hanukkah.

## Where is Israel?

Explain to the class that Jewish families live all over the world. Tell them that one place where people of the Jewish faith live is Israel. Explain that anyone who is Jewish can go and live there if he likes, no matter where the person originally lived. Show the children Israel on a world map or globe. Show the children the distance between Israel and where you live.



## Helping Our Friends

Explain that the middle candle on the menorah is called the shamash, which means helper. It is called this because it is used to light the other candles each night during Hanukkah. Have each child tell you about a time when he has helped someone. Let each student tell you about a time when someone has helped him. Tell the children that during Hanukkah most people are feeling generous and kind and will help others. You may wish to have a class project of collecting items such as canned goods, blankets, clothing, toys, etc. for a charitable group.

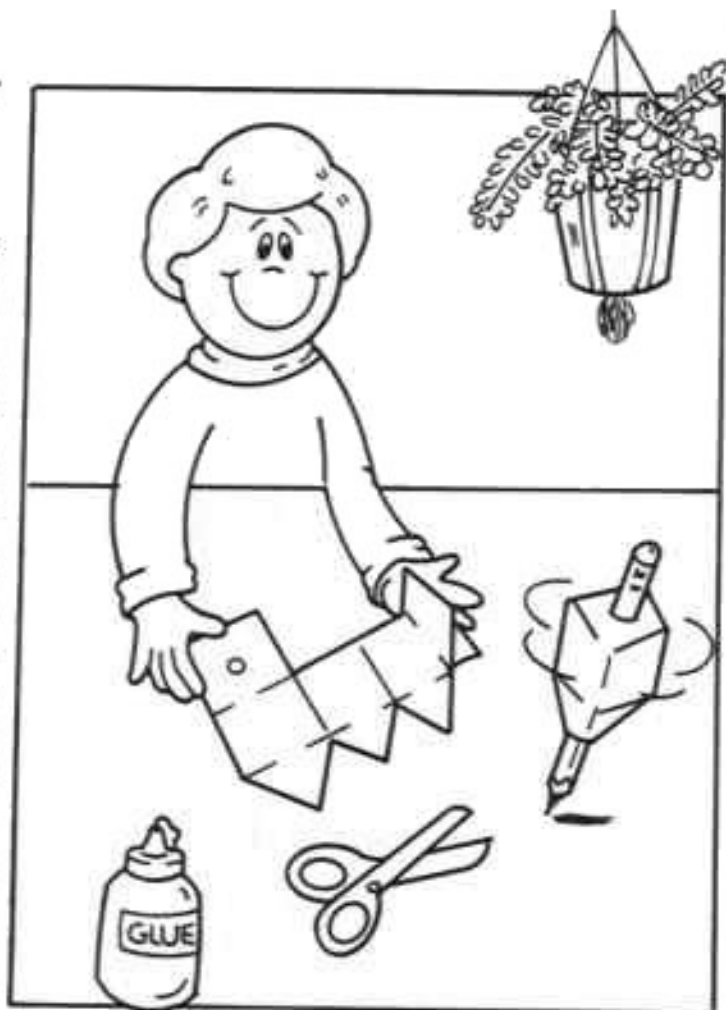
# HANUKKAH ARTS AND CRAFTS

## Colorful Dreidels

**Skills:** Creativity, Decorating, Fine Motor Skills

**Activity:**

A dreidel is a toy (similar to a spinning top) used by children and adults in a game of chance played during Hanukkah. Photocopy the dreidel pattern on page 44 for each child. Allow each child to decorate the sides of his dreidel with the Hanukkah symbols or with designs. Work with the children one at a time to help each child cut out his construction paper pattern, put glue on the tabs, and fold the pattern to make the dreidel. Have the child push a pencil through the center of the top square and far enough into it so that the pencil point comes out the bottom of the dreidel. Let students spin their dreidels or use yarn or string to hang them around the room.

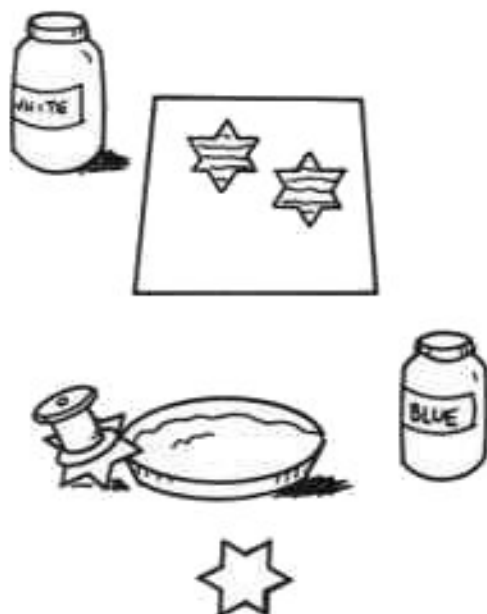


## Star of David Prints

**Skills:** Printmaking, Fine Motor Skills

**Activity:**

Obtain a piece of corrugated cardboard. Trace the page 44 Star of David pattern onto the cardboard several times and cut out each one. Make a stamp by gluing each star to the end of a spool or clothespin. Set the following items on the art table: the Star of David stamps, bowls of blue and white tempera paint, and black construction paper. Allow the children to dip the stars into the paint and press on the construction paper to make designs.



## Tissue Paper Menorah Art

**Skill:** Creativity

**Activity:**

Provide each student with a piece of construction paper, a pencil, glue, and 1" squares of tissue paper in a variety of colors. Have each student draw a menorah on his paper and show him how to wrap a square of tissue paper on the eraser-end of his pencil, put a dab of glue on it, and attach it to the menorah. Let students continue to cover their menorahs with tissue paper squares. Encourage them to use the different colors of tissue paper to create interesting pictures. You might also show them how to use red, yellow, or orange tissue-paper squares to make flames on the candles. Display the menorah art in the classroom or let students take them home to share with their families.



# HANUKKAH GAMES

## Hanukkah Gelt Hunt

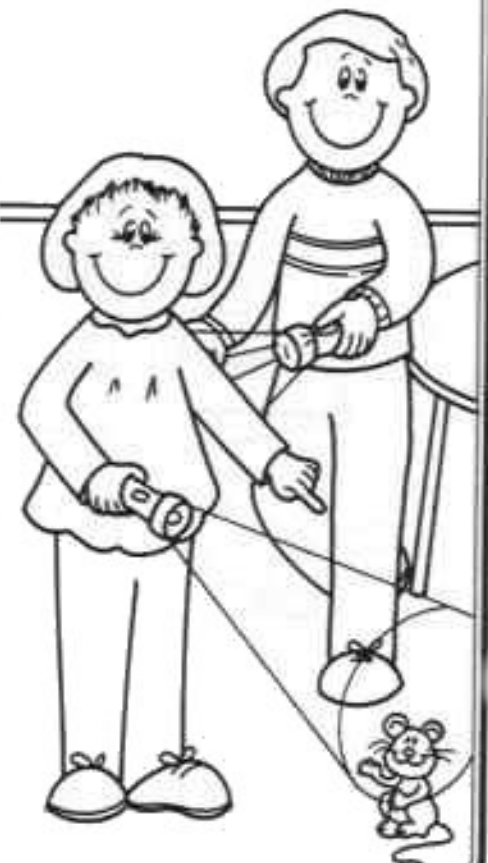
Tell the children that one of the games played by Jewish families during Hanukkah involves something called gelt. The gelt are real coins hidden by parents that the children must find. Have a gelt hunt in your class, but substitute gold-foil-covered chocolate coins for real coins. Hide the coins around the room for the children to find. Be sure each child finds at least one. Allow the children to take the gelt home, or let them enjoy it during snack time. Note: Make sure none of your children are allergic to chocolate. If you are unable to find store-bought gelt, or prefer not to give your class chocolate, cut out circles from yellow construction paper. Give each child a treat such as a sticker or piece of candy for each paper coin found.



## Festival of Light Flashlight Games

Play any of these flashlight games to help celebrate Hanukkah. You may wish to have each student bring one inexpensive flashlight from home for the games.

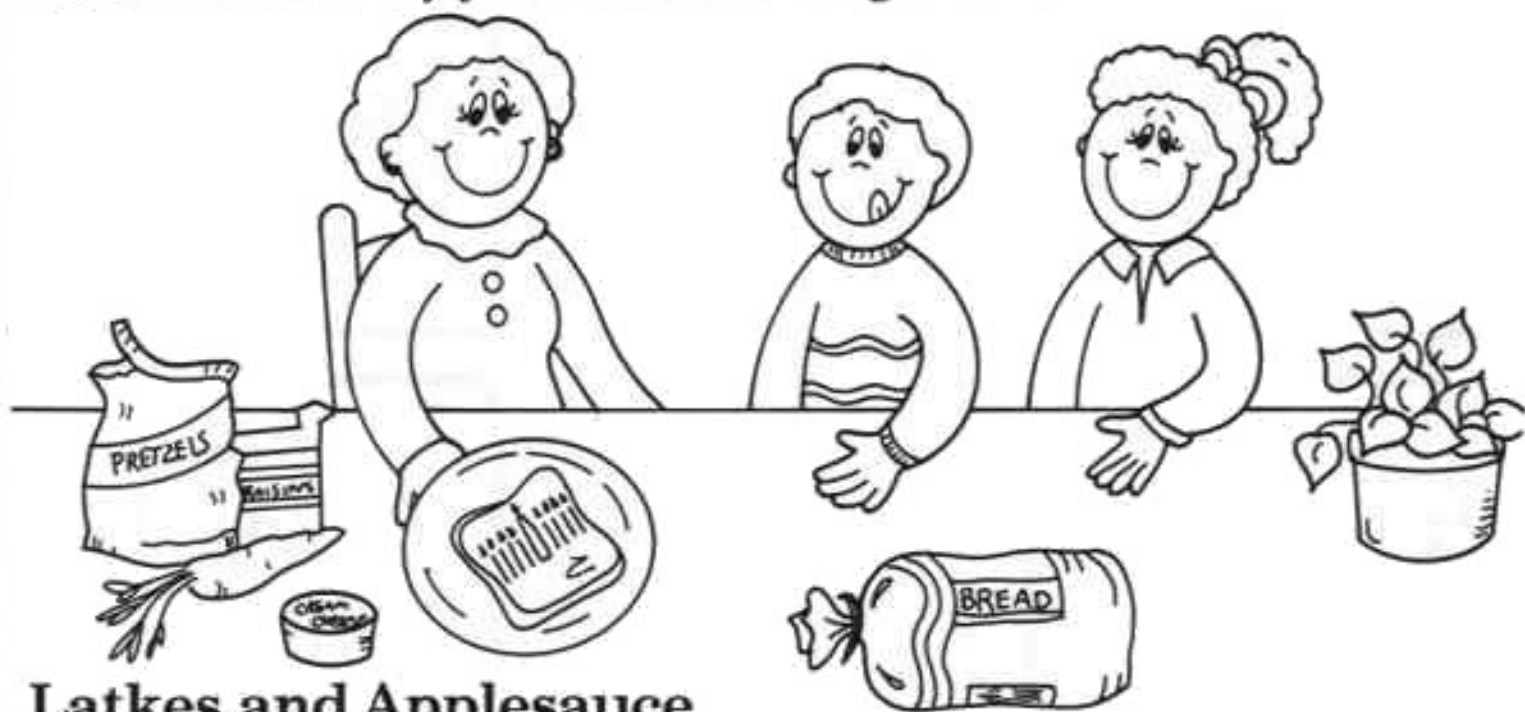
- 1) Give each child a flashlight and darken the classroom. Allow the children to maneuver around obstacles using their flashlights as guides.
- 2) Put colored cellophane over one flashlight. Give each child a flashlight and have him move his light to follow the light of the colored flashlight.
- 3) Write a word or draw a line on the chalkboard and have the children trace it with their beams.



# HANUKKAH SNACK TIME SUGGESTIONS

## Menorah Snack

Gather the following items: one piece of bread per child, spreadable cream cheese, one carrot stick per child, eight straight pretzels per child, nine raisins per child, and several plastic knives. Set all of the above out on a table. Make one example of the menorah snack and set it on the table with the ingredients. Instruct a few children at a time to come to the table and have each child begin by spreading the cream cheese on a piece of bread. Each child should then place his carrot stick in the middle of the bread for the shamash. The pretzels may be put on the bread next, with four on each side of the carrot, to represent the eight other candles. Last, add the raisins to the tops of the pretzels and the carrot to represent the flames. Let each student enjoy his menorah during snack time.

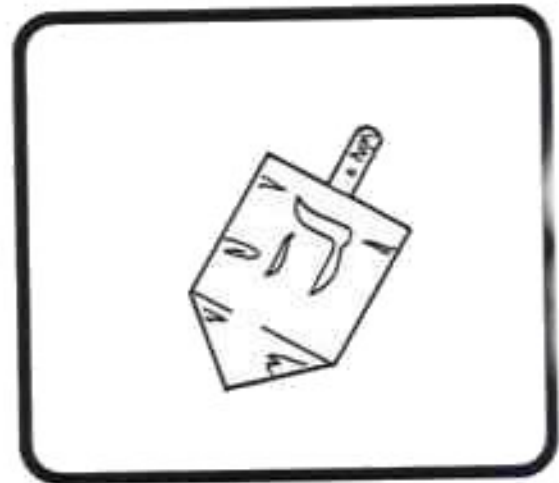
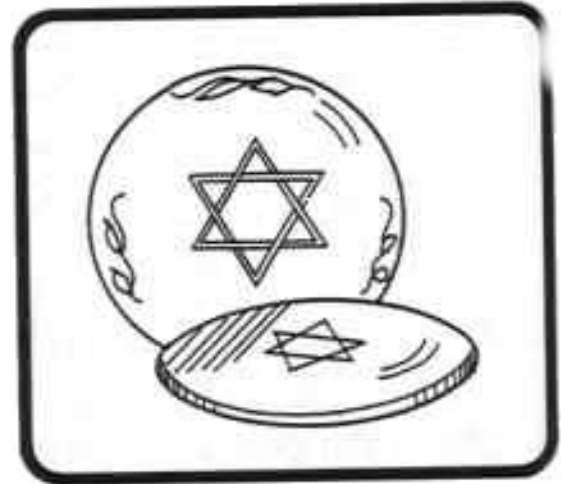
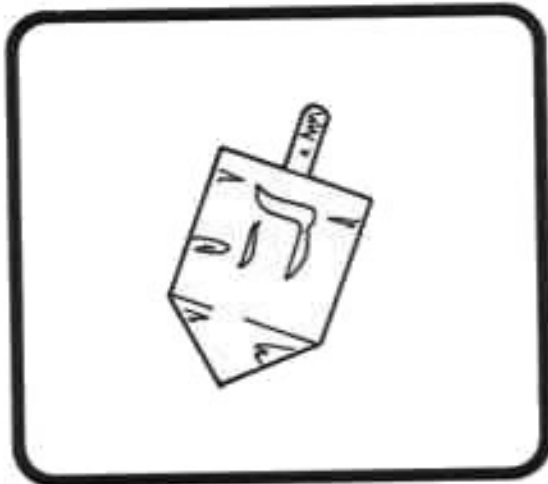
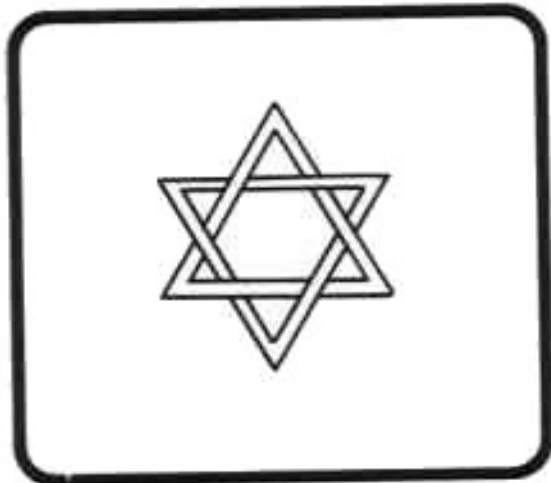
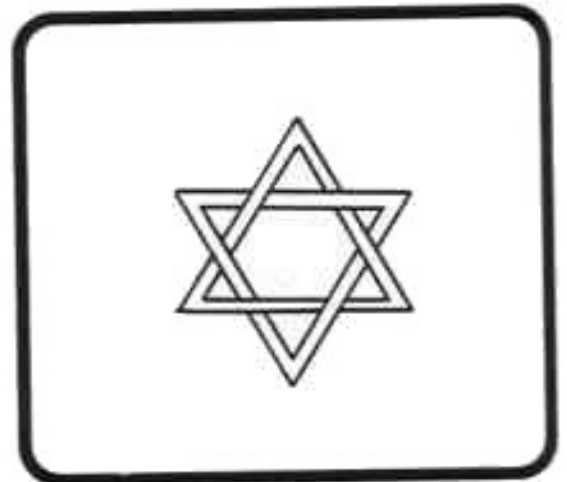
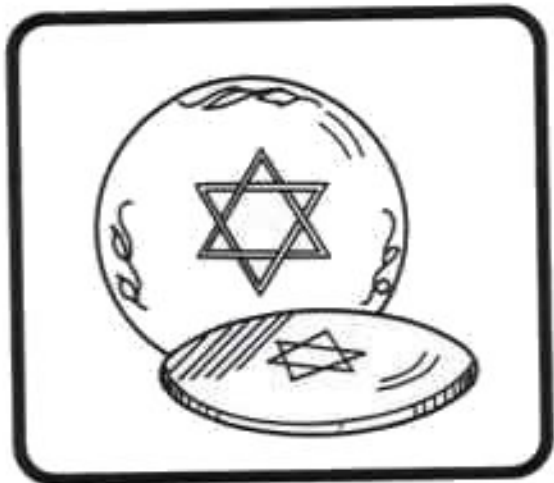


## Latkes and Applesauce

Gather the following: 2 raw potatoes, 1 small onion, 1 teaspoon salt, 1 pinch pepper, 1 tablespoon matzo meal flour,  $\frac{1}{2}$  tablespoon baking powder, and 2 eggs. Let the children help you during the following recipe whenever possible. Begin by peeling the potatoes then soaking them in cold water. Grate the potatoes until you have 2 cups. Pour off the liquid. Grate the onion, then mix with the potato, salt, and pepper. Mix the flour and baking powder and add to the potato mixture. Beat the eggs, then add to the mixture. Drop by spoonfuls onto a hot, greased fry pan and flatten with the back of the spoon. Brown the latkes on both sides, then drain the fat. Serve with applesauce sprinkled with cinnamon. Note: Use caution whenever cooking around children.

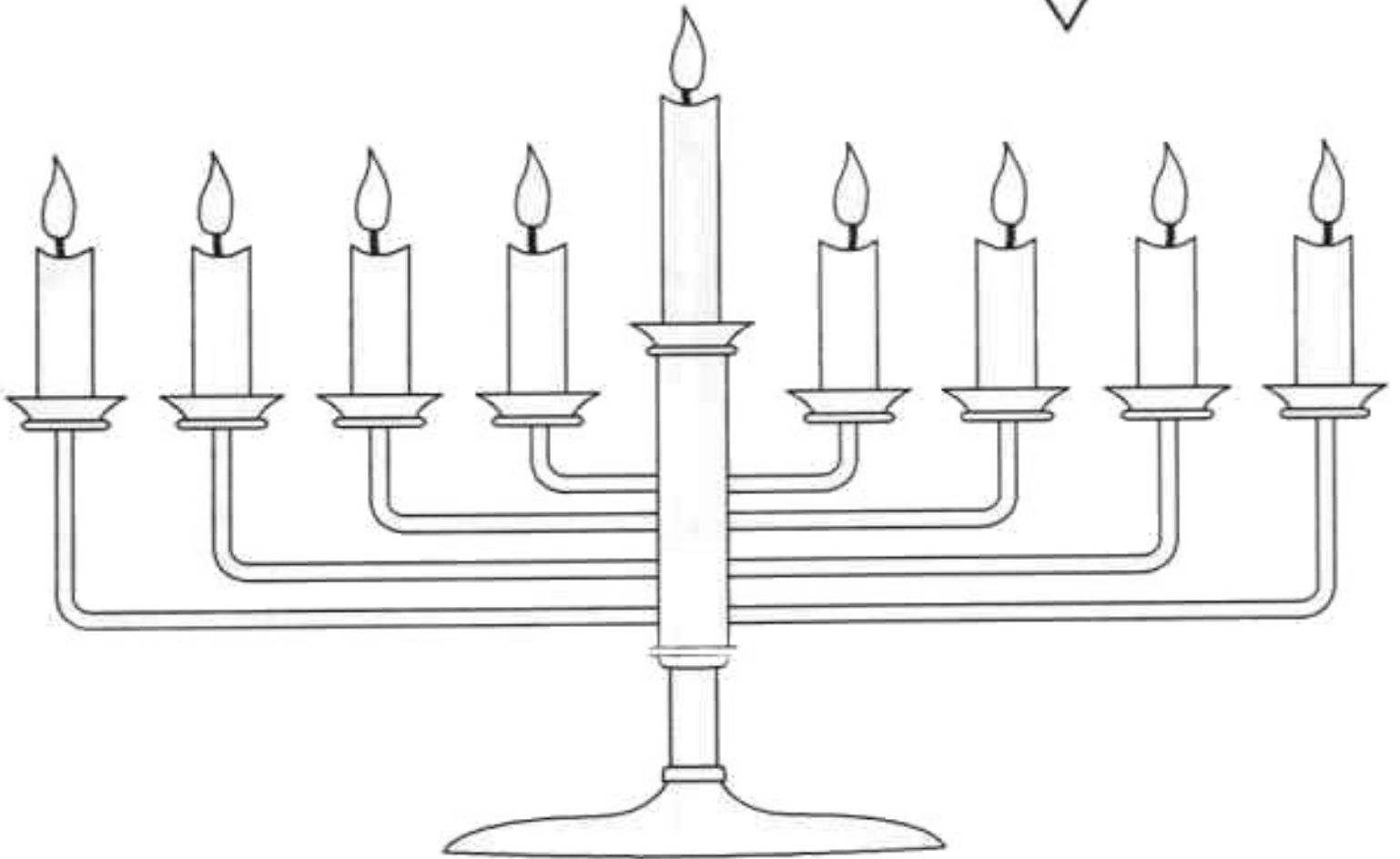
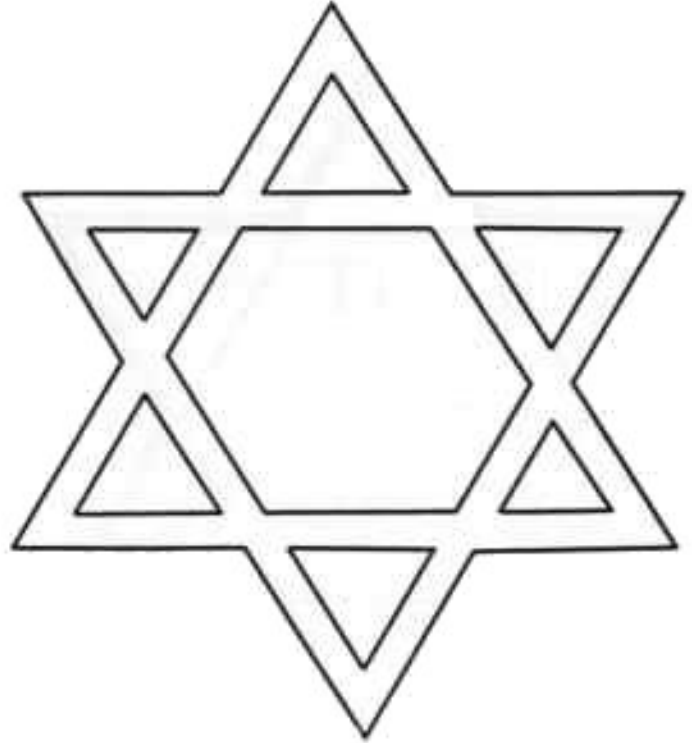
# Hanukkah Patterns

## Hanukkah Matching Board

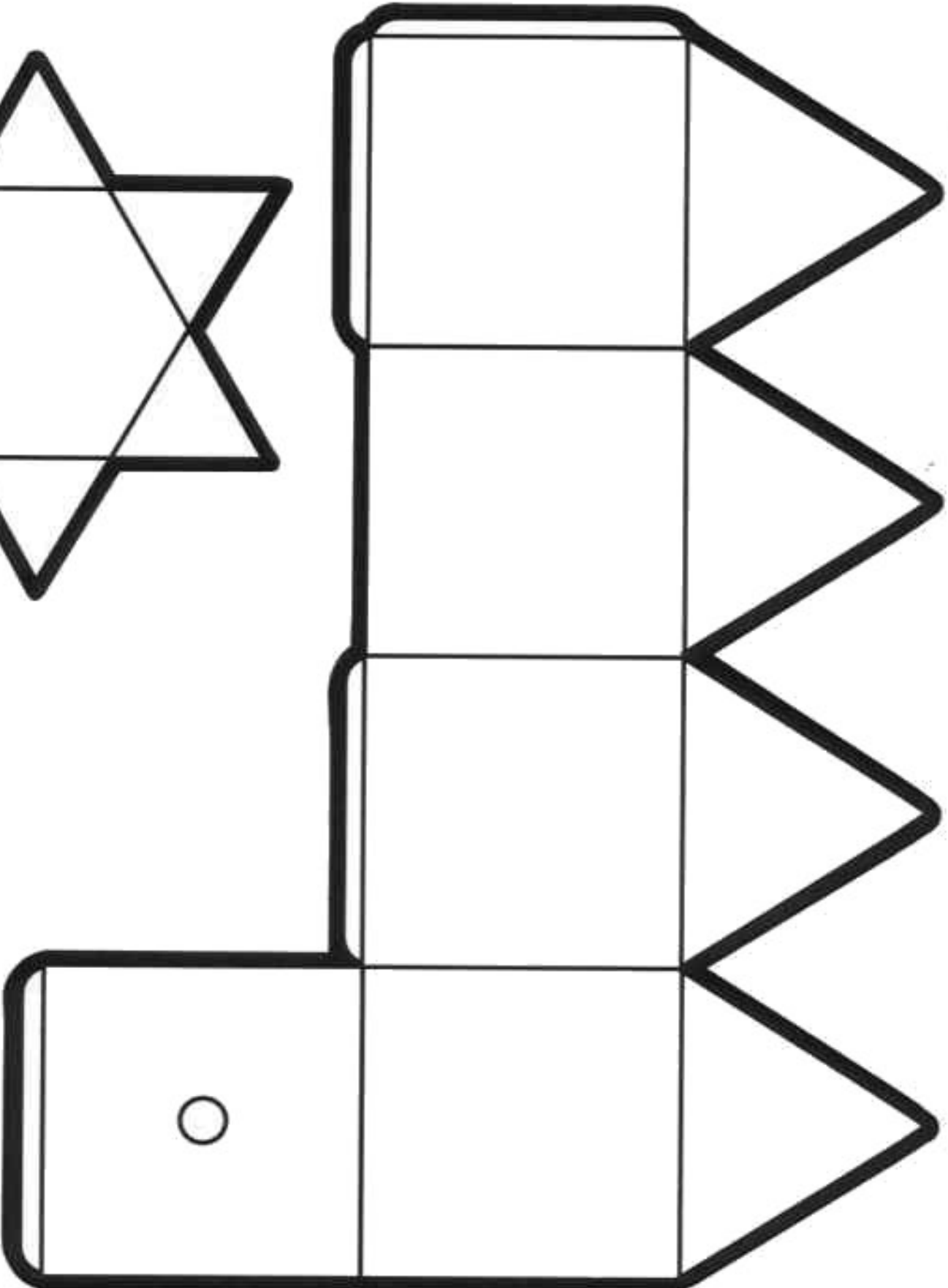
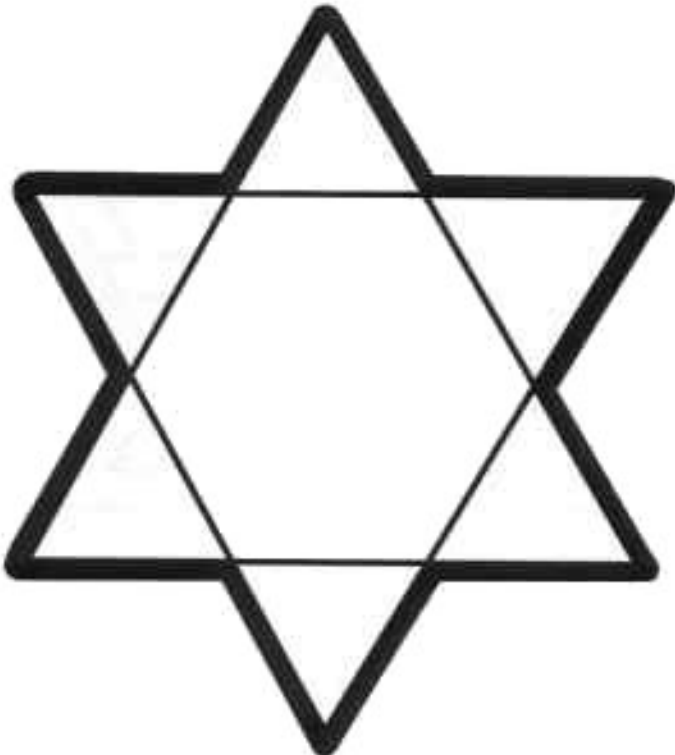


Name \_\_\_\_\_

### Following Directions Worksheet

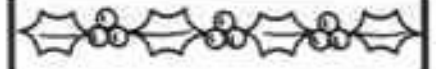


**Hanukkah Patterns**  
Star of David, Dreidel





# CHRISTMAS



Celebrated on December 25, Christmas is a Christian feast commemorating the birth of Jesus Christ. Celebrants exchange gifts and sing traditional holiday songs, called carols. Many of the traditions of Christmas, such as the decorating of evergreen trees and the story of Santa Claus, are borrowed from non-Christian traditions, but have been incorporated into the holiday in such a way that they have taken on new meaning for those who participate.

## CHRISTMAS LANGUAGE ACTIVITIES

### Christmas Card Story

**Skills:** Creativity, Composing Stories

**Activity:**

Gather used Christmas cards or purchase a variety pack of new cards. Explain to the children that they are going to look at some pictures and then make up a group story about what they see. Show the children the cards one at a time. With each card, ask the children to describe what they see. Ask the children to tell you what they think might be happening in the picture. Follow the directions for the Santa letter on page 46 to have the class write stories about the card. Write the stories on a piece of construction paper and attach the card. Place where the parents may view them.



### Christmas Stories Retold

**Skills:** Memory, Storytelling

**Activity:**

Read one or several favorite Christmas stories to the class daily over a one-to-two-week period. Explain to the children that each child is going to get a chance to tell a story himself. Give each child a chance to look at the pictures of his chosen story and let him retell the story in his own words. Tape record their stories and let them listen to the tapes.

## Christmas Language Activities

### Opening Presents Sequencing

**Skill:** Sequencing

**Activity:**

Photocopy and cut out the Opening Presents Sequencing Cards from page 59. Show the cards to a few children at a time and explain that they are to look carefully at them. They are to decide which of the pictured events happened first, second, third, and last. Allow the children to work with the cards in small groups.



### Letter to Santa

**Skills:** Creativity, Composing Sentences

**Activity:**

Explain to the children that they are going to write a group letter to Santa Claus. Ask the children how they think the letter should begin. Explain that most letters begin with a greeting like "Dear Santa." Write this on chart paper or poster board. Ask the children to discuss the points they would like to make in the letter. Have them tell you how the first sentence should begin. Give each child a turn to add a sentence to the letter. Ask the children to tell you how to end the letter. When finished, let all of the children sign the letter and hang it where the children and parents may enjoy it.

## Christmas Stringing

**Skills:** Fine Motor Skills

**Activity:**

Gather any or all of the following materials: popped popcorn, O-shaped cereal, fresh cranberries, red and green straws cut into 1" sections, red and green macaroni. Allow the children to work together using blunt (plastic) sewing needles and 2-foot sections of yarn to string the materials. Encourage the children to make patterns with the materials. When a section of yarn is completed, secure each end by making a large knot around one of the pieces of macaroni or cereal. When finished, hang around the classroom, or give each child a piece to take home.



## Gifts They Would Like...

**Skills:** Creative Thought, Symbolism

**Activity:**

Ask the children to think about the people to whom they would like to give Christmas gifts. Tell them to decide what they think those people would like to get as gifts. Give the children several pieces of paper and crayons or markers and ask them to draw pictures of those presents their loved ones would enjoy. As the children draw, circulate among the class and ask each child to tell you about the picture she is drawing. Write the description on her paper, and the name of the person for whom the gift is intended.





# CHRISTMAS MATH ACTIVITIES

## Bull's-Eye Counting

**Skills:** Counting, Gross Motor Skills

**Activity:**

Make a Christmas bean bag from holiday material. Use masking tape to make a bull's-eye on the floor. It should have four rings, with a number from 1 to 4 in each ring, as shown in the picture. Give each child a piece of paper with his name on it. Explain to the children that they are each going to toss the bean bag into the bull's-eye, then look at the number in the ring where the bean bag landed. The student is to draw that many large dots (dime-sized) on his paper. Play three rounds. Allow the children to touch the dots as they count the total number of points they got.



## Big or Little Christmas Trees

**Skills:** Size Awareness and Discrimination

**Activity:**

Make several copies of the Big or Little Christmas Trees sheet from page 60, on green paper if possible. Explain to the children that you are going to show them some Christmas trees. Ask the children to compare the trees and state whether each is big or little.



## Measuring and Weighing Presents

**Skills:** Measuring, Weighing, Comparing

**Activity:**

Gather several size boxes, place differing amounts of sand or rocks in each, and wrap like Christmas presents. Allow the children to use measuring tapes, rulers, bathroom scales, etc., to weigh and measure pairs of presents. Have the children tell you which present in each pair is heavier, larger, etc., and let them make comparisons of their own.

## Christmas Math Activities

### Matching Wrapping Paper

**Skills:** Matching, Visual Discrimination

**Activity:**

Use tagboard; glue; and six, nine, or twelve different patterns of new or used wrapping paper to make a wrapping-paper matching board. Draw lines on the tagboard to mark a number of equally-sized squares equivalent to the number of wrapping-paper patterns you have. Glue a different piece of wrapping paper to each square marked on the tagboard. Laminate or cover the board with clear contact paper if possible. Make matching cards from the same wrapping paper and also laminate or cover with clear contact paper. Explain to the children that they are to take a wrapping paper card, look on the matching board to find its mate, then set the card on top of the mate. The children continue to play in small groups until all the cards have been matched.



### Santa's Sack Sorting

**Skills:** Classification, Problem Solving

**Activity:**

Photocopy, cut out, and laminate the page 61 patterns and the page 62 sacks. Let the students review the categories (clothes, toys, candy, etc.) found on the sacks. Explain that they will take turns looking at the gift patterns and sorting them onto the appropriate sacks. Ask students if any of the gifts could go onto more than one sack. You may also want to have students think of other gifts that could go onto the sacks.

### Santa's Sack Toss

**Skills:** Gross Motor Skills, Counting

**Activity:**

Use a large box and tempera paint or colored contact paper to make a game box. Cut six holes in one side of the box. Explain to the children that they are to take turns throwing bean bags or soft balls through the holes. Give each child three to five tries, keeping track of her points. Give each child a special treat for doing her best.

# CHRISTMAS SCIENCE ACTIVITIES

## Yellow and Blue Finger Painting

**Skills:** Color Experimenting, Fine Motor Skills

**Activity:**

Give each child a piece of white construction paper or finger-paint paper. Explain to the children that you will be giving them some yellow and some blue finger paint, and you want them to mix the colors together. Give each child the paint, in differing quantities (one child more blue, one more yellow, etc.). As the children mix the paints together, ask each child to describe what he sees happening. When mixed, ask each child to compare his shade of green with his neighbor's. Ask children to tell you why they think the colors of green are different.



## Pine Cone Examination

**Skills:** Examining, Describing

**Activity:**

Gather several pine cones (as a class on the playground, if possible). Allow the children to use magnifying glasses to get a closer look at the pine cones. Ask them to describe what they see. Explain that pine cones help trees to reproduce by falling from the tree and spreading seeds on the ground.

## Christmas Scents Bottles

**Skills:** Olfactory Perception, Matching

**Activity:**

Make a photocopy of the Christmas Scents pictures on page 63. Gather all of the items shown on the page and place each inside a different box or other container. Blindfold a child and direct him to a box and let him smell the contents. Have him take off the blindfold and ask him to point to the picture of what he smelled. Allow each child to try.

# CHRISTMAS MUSIC AND MOVEMENT

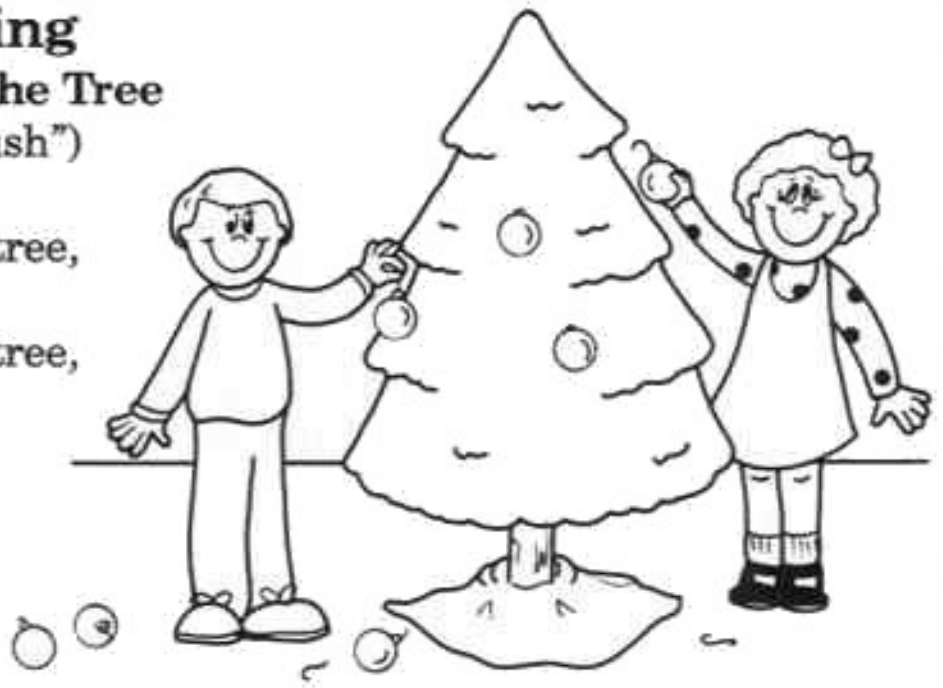
## Adapted Songs to Sing

### This is the Way We Trim the Tree

(To the tune of "Mulberry Bush")

This is the way we trim the tree,  
Trim the tree, trim the tree.  
This is the way we trim the tree,  
Isn't Christmas fun?

...trot like reindeer  
...wrap the presents  
...sit on Santa's lap  
...open the presents



*(Allow the children to make up additional verses.)*



### Here We Go 'Round the Christmas Tree

(To the tune of "Mulberry Bush")

Here we go 'round the Christmas tree,  
Christmas tree, Christmas tree.  
Here we go 'round the Christmas tree,  
We're going to take it home.

This is the way we...

chop the tree... We're going to take it home.  
carry the tree... So gently and careful.  
stand it up... It's so nice and tall.  
put on the lights... Look how beautifully  
bright.  
hang the trim... Making it look just right.  
place the presents... Hurry Christmas morn!

## Christmas Music and Movement



### Movement Activities

Use the following songs to develop movement activities with your class.

“The Twelve Days of Christmas”

*Let children hold up appropriate pictures.*

“Jingle Bells”

*Allow the children to shake bells.*

“Rudolph the Red-Nosed Reindeer”

*Encourage the children to trot like reindeer.*

“Must Be Santa”

*Teach the children the movements to this song.*

### Finger Plays

#### Here is the Chimney

Here is the chimney, *(make fist with thumb inside)*

Here is the top. *(place palm of other hand on top of fist)*

Open the lid, *(remove hand quickly)*

And out Santa will pop! *(pop out thumb)*



#### Five Little Snowflakes

Five little snowflakes dancing on the wind,

*(Hold up five fingers, then hands pretend to dance like snowflakes.)*

The first one said, “It’s fun to twist and spin.”

*(Hold up one finger then twist hands together.)*

The second one said, “There’s winter in the air.”

*(Hold up two fingers, then hug self as if cold.)*

The third one said, “But we don’t care.”

*(Hold up three fingers, then cross arms and shake head.)*

The fourth one said, “We will tumble to the ground.”

*(Hold up four fingers, then show hands tumbling.)*

The fifth one said, “We’ll decorate the town.”

*(Hold up five fingers, then pretend to sprinkle about.)*

“Who” went the wind in the cold winter night,

*(Move arms side to side imitating wind.)*

And the five little snowflakes whirled out of sight.

*(Hold up five fingers, then whirl hands.)*



# CHRISTMAS SOCIAL AWARENESS

## Christmas Tree Farm

If you live in a region where Christmas trees are grown, plan for your class to visit a Christmas tree farm. Ask the tree farm employees to tell the children about what is necessary to grow trees, how old the trees are, and anything else the children may wish to know. If possible, make arrangements to select a tree for your school.

## Christmas Tree Sale

If you do not live near a tree farm, allow your group to visit a reputable Christmas tree vendor. Allow the children to walk around and look at the different sizes and shapes of trees. If possible, allow your children to pick out a tree for your school.

## Retirement Home

Arrange for your children to visit a local retirement home during the holidays. You may wish to have your children sing Christmas carols to the elderly residents, take gifts they have made, etc.



## Lunch with Santa and Parents

Invite Santa Claus and the parents of your class in for a special luncheon. Along with the regular lunch, serve the following treats: gelatin snacks in the shapes of Christmas trees and bells (follow directions on box) and gingerbread men sandwiches. To make the sandwiches, use cookie cutters on wheat bread, spread with peanut butter and jelly, and add raisin eyes.

# CHRISTMAS ARTS AND CRAFTS

## Christmas Card Rubbings

**Skills:** Fine Motor Skills, Following Directions

### Activity:

Recycle used Christmas cards, or purchase a variety pack of new ones. Pick out the cards with imprinted pictures. Explain to the children that they are going to use paper and crayons to make rubbings of the cards. Set out several crayons without the wrappers and newsprint paper. Tell each child to place a Christmas card underneath a sheet of paper. To make the rubbing, the child gently rubs the paper with the side of a crayon. Let the children use several cards or the same one a few times to make designs.



## Christmas Card Collage

**Skills:** Cutting, Gluing, Creativity, Fine Motor Skills

### Activity:

Use recycled Christmas cards or, as in the above activity, purchase several variety packs. (If you are doing several Christmas card activities, you might ask each family to send in one box.) Allow the children to select several cards for their collages. Have the children use blunt scissors and glue to create collages. (These cards work well even with beginning cutters since they do not fold as easily as paper.)



## Packing Peanut Wreath

**Skills:** Gluing, Painting, Fine Motor Skills

### Activity:

Gather a box of packing peanuts, glue, green tempera paint and a wreath-shaped piece of poster board. Allow the children to work cooperatively to glue the peanuts to the wreath. When the glue dries, allow the children to paint the wreath.



## Coffee Filter Ornaments

**Skills:** Creativity, Painting, Fine Motor Skills

**Activity:**

Purchase food coloring (you may substitute diluted tempera paint) and a package of round coffee filters. Allow each child to squeeze drops of food coloring (or drop tempera from a cotton swab or eyedropper) onto a coffee filter in a random design. When dry, punch a hole in the top and tie on a yarn hanger.

## Pipe Cleaner Ornaments

**Skills:** Fine Motor Skills, Creativity

**Activity:**

Purchase packages of red, white and green pipe cleaners. Cut each pipe cleaner in half and place them all on the art table. Create sample ornaments to give students ideas. Encourage the children to try to make candy canes and wreaths as well as their own holiday creations.



## Holiday Lights

**Skills:** Fine Motor Skills, Painting, Following Directions

**Activity:**

Cut out one tree shape from a piece of 9 x 12-inch green construction paper for each child. Set bowls of several colors of tempera paint and cotton swabs out on the art table. Allow the children to come over a few at a time. Show the children how to dip the end of a cotton swab in the paint and press on to the paper to make Christmas tree lights. When a cotton swab loses its shape, instruct the child to throw it away and get a new one. When the paint has dried, allow the children to use markers or crayons to add the wires for the lights as well as other decorations to their trees.



# CHRISTMAS INDOOR GAMES

## Popcorn Game

If you choose to string popcorn and have access to a hot-air popper, this activity can be a fun way to prepare the popcorn. Set the popper in the middle of the classroom floor on a clean white sheet. Follow the popping instructions. Before the popping begins, teach the class the following lyrics to the tune of "I'm a Little Teapot:"

I'm a little popcorn, in a pot.  
Heat me up and watch me pop.  
When I get all fat and white, I'm done.

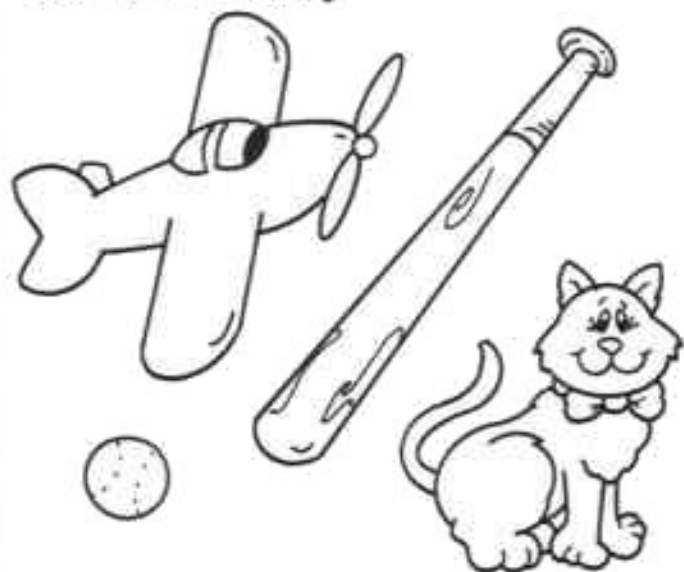
Popping popcorn is lots of fun!

Let the children sing this song and pretend to be "popping" kernels of popcorn while the popcorn pops.



## Christmas News

Let your class make up a news story. Gather the children and seat them in a circle. Explain that you are going to begin a story, and everyone will get a turn to add to it. Have a tape recorder handy so that children can listen to the story they make later. Start the story by saying, "One Christmas Eve..." and pass the tape recorder around the circle, giving each child a chance to add to the story.



## What I Want for Christmas

Seat the children in a circle and explain that you are going to play an alphabet game. Tell them to think about all of the things that they might like to get for Christmas. Explain that you will go around the circle and give each child a different letter. Each child is to name something beginning with that letter that he might like for Christmas.

# CHRISTMAS OUTDOOR GAMES/FITNESS

## Christmas Carol Tag

Gather the children and explain that they are going to play a tag game. Tell them that there will be two children chosen to be the first two "its." The "its" will run around trying to tag any of the other children. The children may be safe from being tagged, however, by stopping in place and singing any Christmas carol that comes to mind. At this point, the "it" must begin to chase another player. When a child is tagged, he becomes an "it" in place of his tagger.

## Reindeer Races

Design an obstacle course around the permanent equipment on your playground. For example: the course could go down the slide, under the monkey bars, around the swing, etc. Teach the course to the children and allow them to race through it in groups of three to five. While they run the race, they must gallop like reindeer and hold their hands to their heads to represent antlers.

## Reindeer Tag

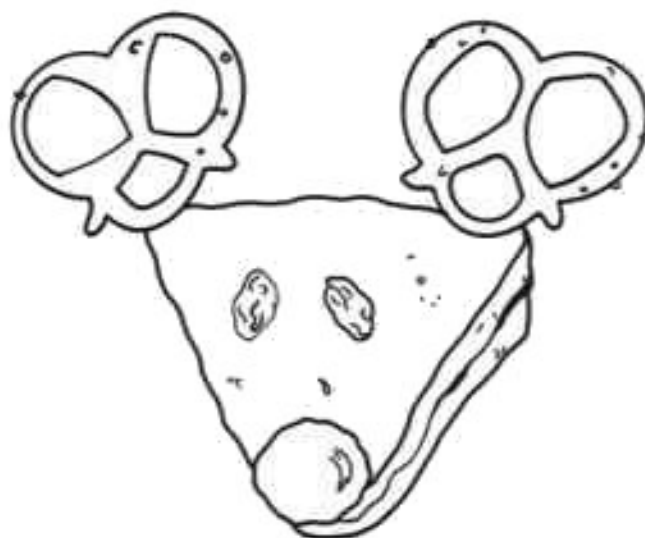
Gather the children and explain that they are going to play another version of tag. In this game, two "its" gallop around trying to tag the other players. When they are not tagging players, they must hold their hands to their heads as antlers. Once a child is tagged, she also becomes an "it" and must run like a reindeer and try to tag others. The last two children tagged become the first reindeer of the next round.



# CHRISTMAS SNACK TIME SUGGESTIONS

## Rudolph Sandwiches

Cut bread slices into fourths by cutting corner to corner. Give each child two of the bread triangles. Have each child spread peanut butter on one piece of bread with a blunt butter knife. Place the other piece of bread on top. Allow the children to place raisins for the eyes, a cherry for the nose, and pretzels for the antlers.

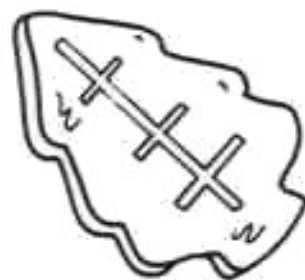


## Gingerbread Cookies

Purchase a gingerbread cookie mix and allow the children to help you mix the ingredients. Use gingerbread-man-shaped cookie cutters to cut out the dough. Bake according to the mix directions. When cooled, allow the children to use icing and other toppings to create their own gingerbread person.

## Cream Cheese Mints

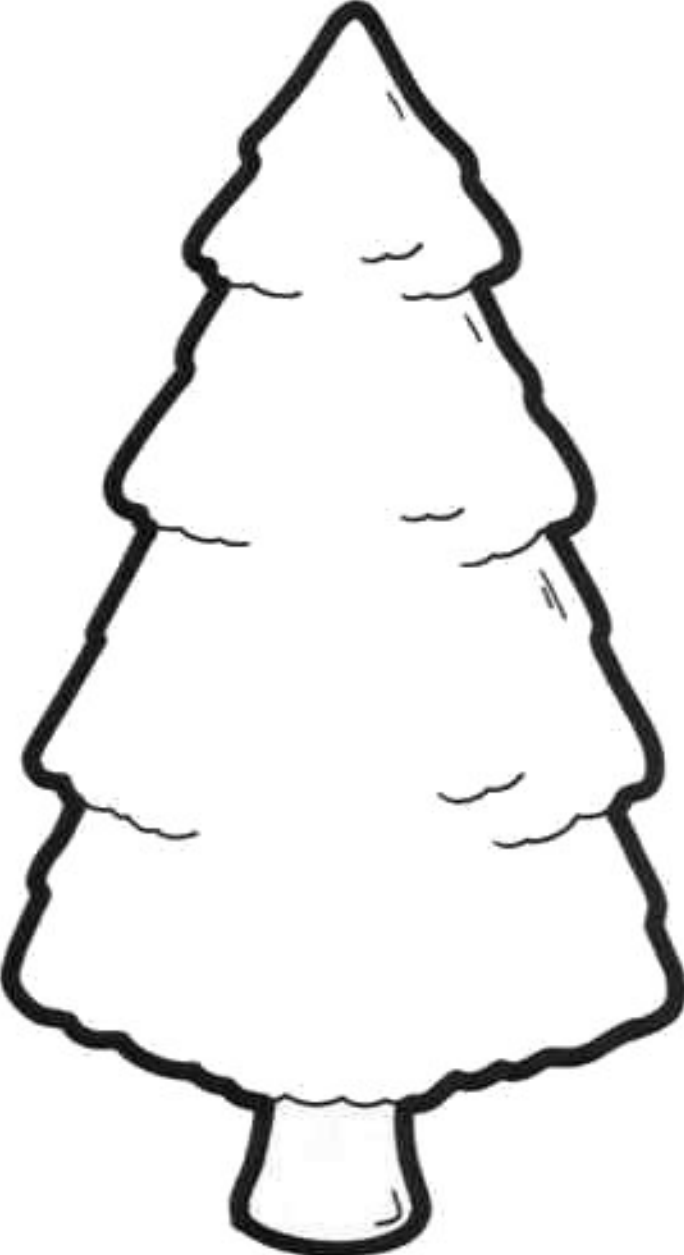
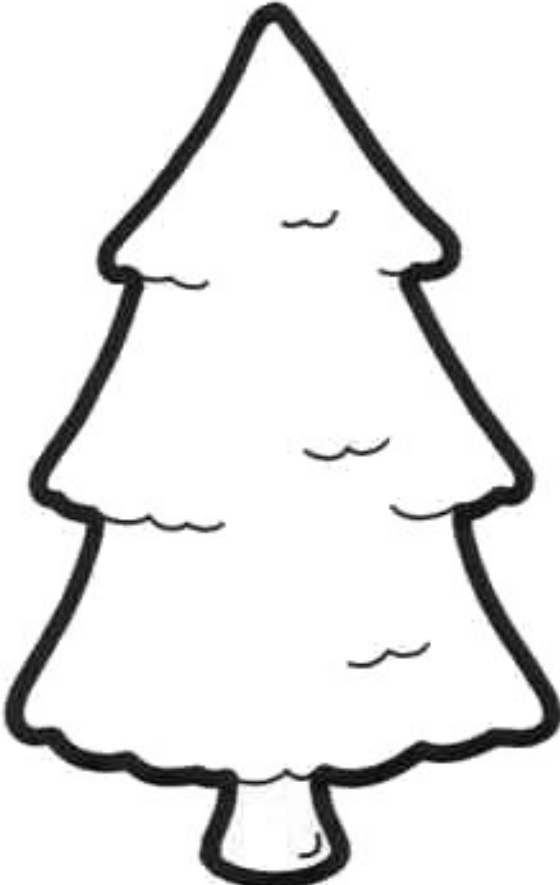
Gather the following ingredients: 2 ounces cream cheese,  $\frac{1}{2}$  teaspoon oil of peppermint,  $1\frac{2}{3}$  cups of powdered sugar, and red or green food coloring. For larger classes, double the recipe. Purchase a mint mold (or ask parents if they have any you may borrow) at a craft store or cake decorating supply store. Let the cream cheese warm to room temperature. Allow the children to help you mix the food coloring and oil of peppermint into the cream cheese. Mix in the sugar and let the children take turns kneading. Have each child take a pinch and roll it into a marble-sized ball. Have each child press his mint ball in sugar, then into his choice of molds. The child should remove the mint from the mold immediately. Set on a tray to chill. Allow each child to repeat until all of the batter is used.



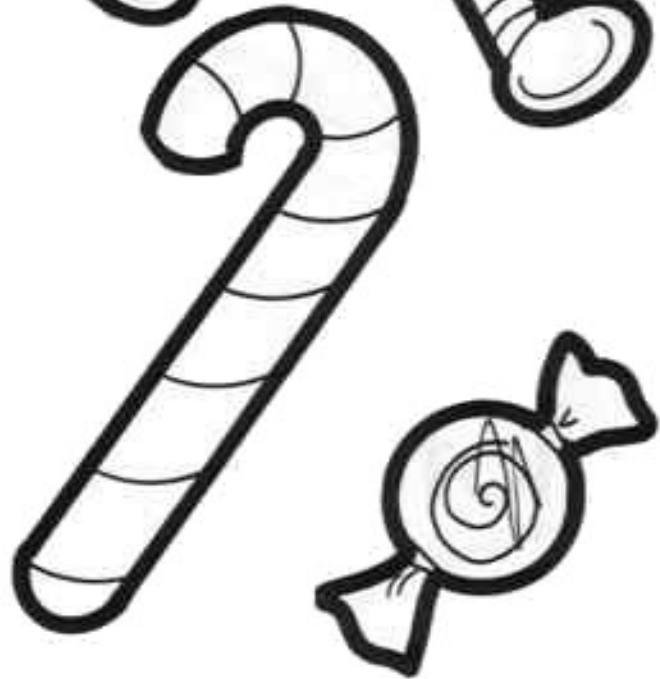
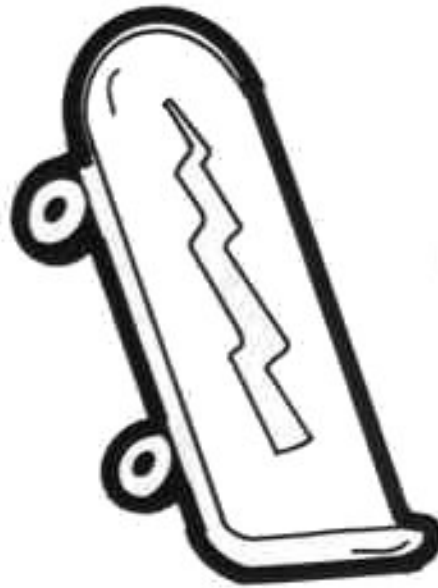
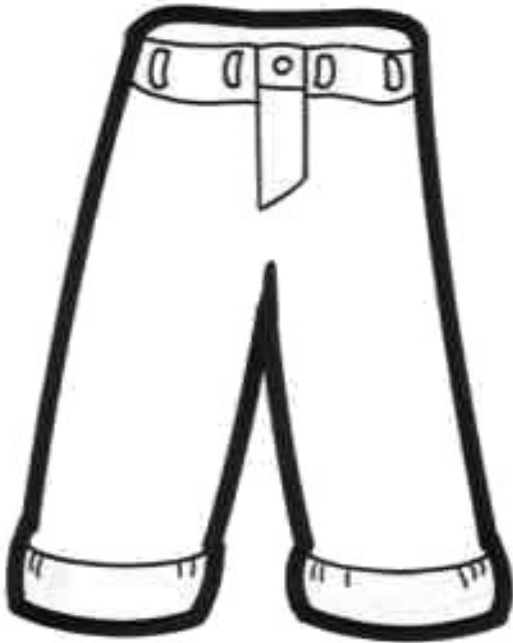
Opening Presents Sequencing Cards



**Christmas Patterns**  
Big or Little Christmas Trees



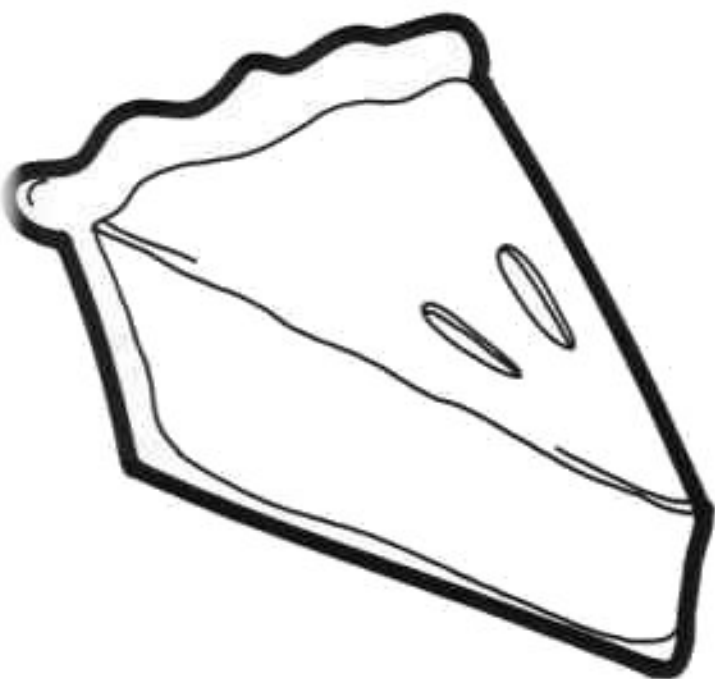
Santa's Sack Sorting



**Christmas Patterns**  
**Santa's Sack Sorting**

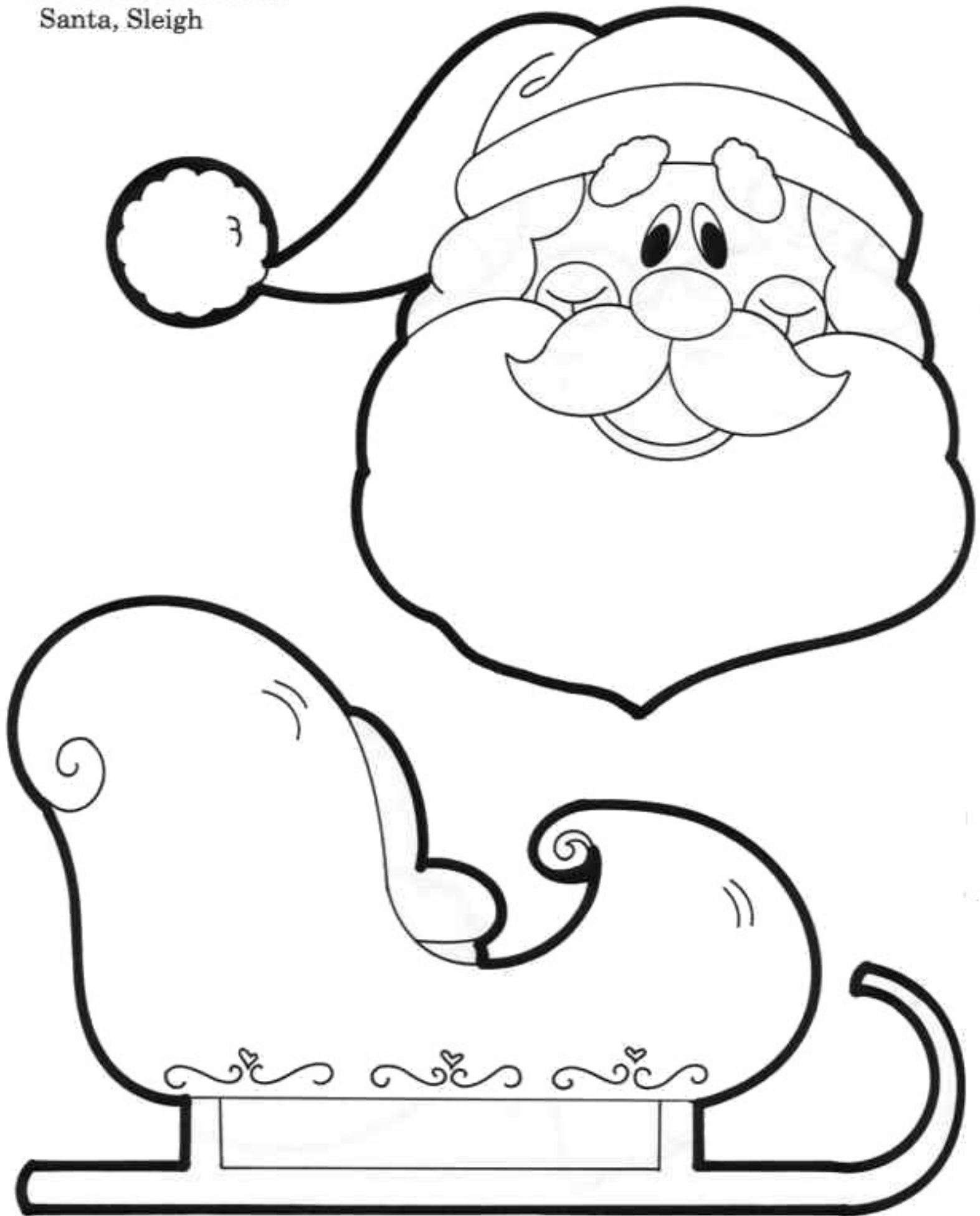


Christmas Scents Pictures

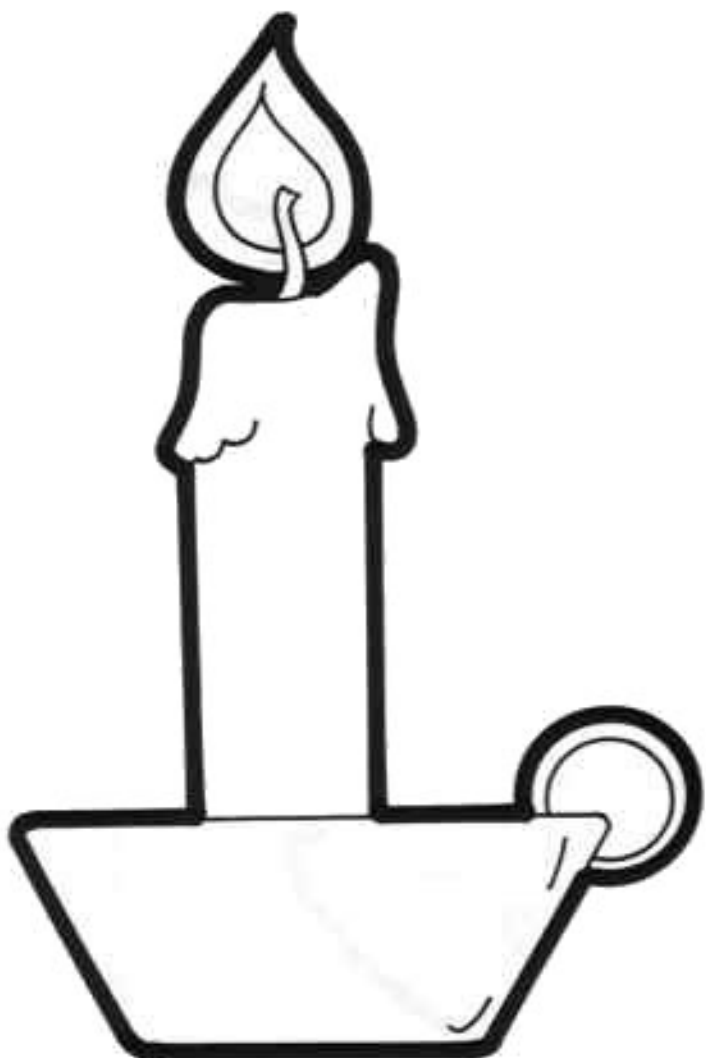
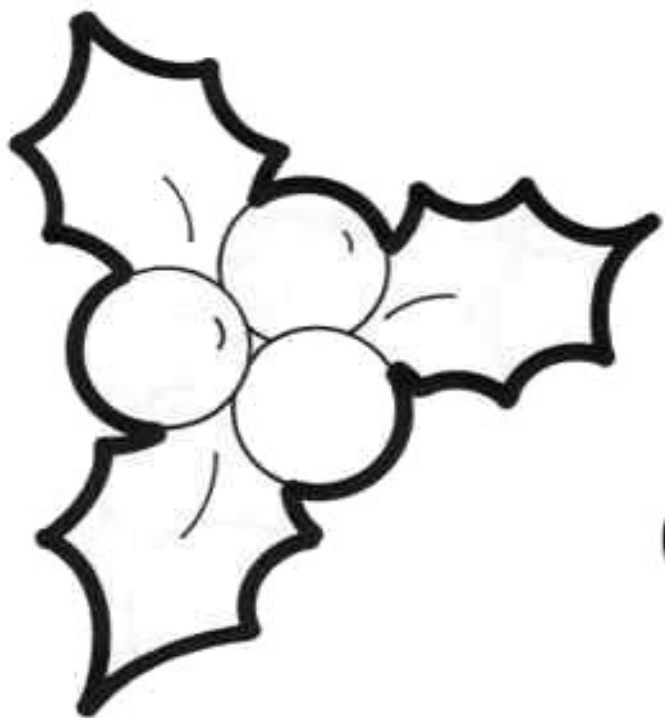




Christmas Patterns  
Santa, Sleigh



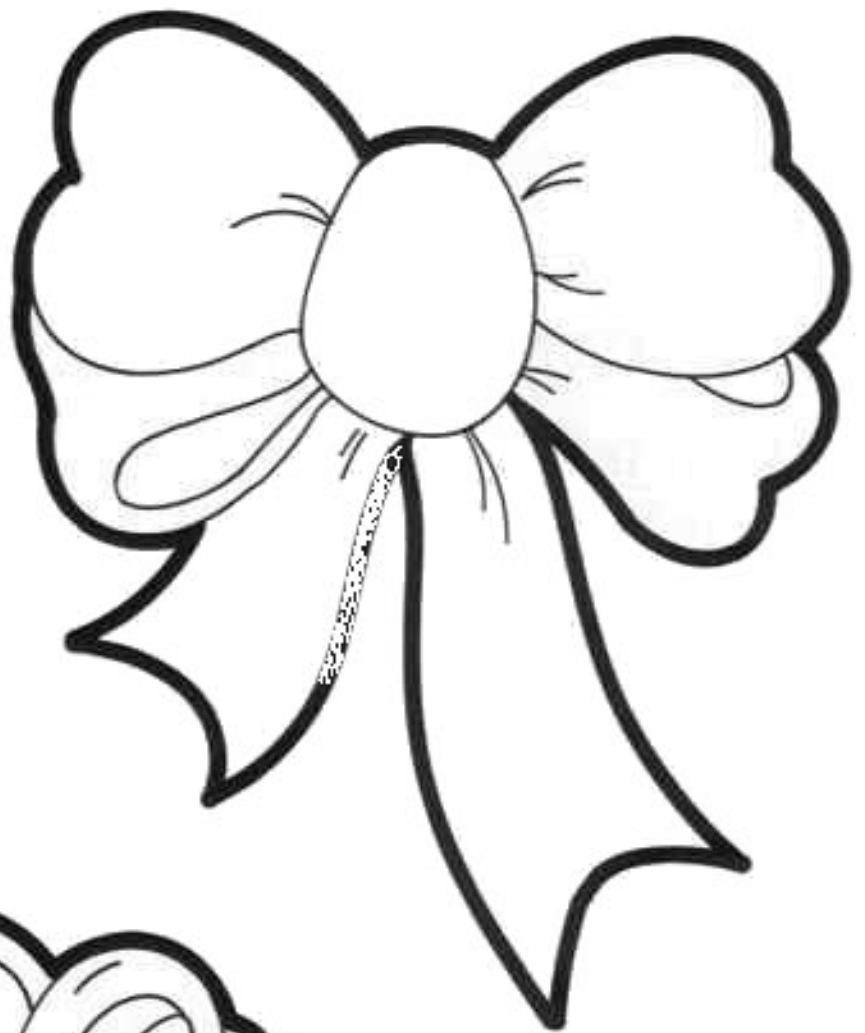
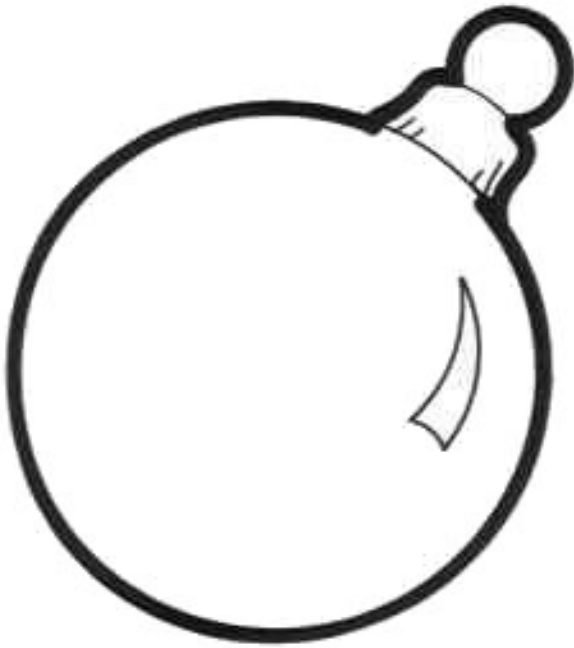
Holly, Candle, Stocking



**Christmas Patterns**  
Candy Cane, Wreath, Bells



Ornament, Bow, Present





# KWANZAA



Kwanzaa is a seven-day festival which is observed by some African-Americans in late December and early January. It was begun in an attempt to increase awareness of African heritage by encouraging unity, self-determination, and cooperation in the African-American community. To celebrate Kwanzaa, participants exchange gifts and share an African-style meal called "karamu." Use the following activities to increase cultural awareness among your students.

## KWANZAA LANGUAGE ACTIVITIES

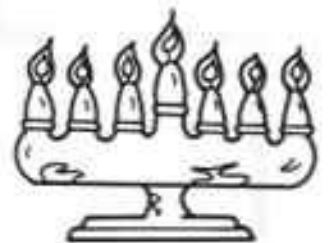
### What is a Symbol?

**Skills:** Vocabulary, Description

**Activity:**

Ask the children to describe what they think a symbol is. Explain to the children that they see symbols every day. Have them name a few. Introduce the seven Kwanzaa symbols:

- 1) **Mkeka:** a black, red, and green Kwanzaa place mat symbolizing the history of Africans.
- 2) **Kikombe Cha Umoja:** a large cup symbolizing unity. During Kwanzaa everyone drinks from it.
- 3) **Mazao:** fruits and vegetables standing for the harvest and work. These are placed on the mkeka.
- 4) **Muhindi:** ears of corn symbolizing the importance of children. Each family places one ear of corn on the mkeka for each child, or one if there are no children in the family.
- 5) **Kinara:** candle holder, the heart of the Kwanzaa setting, which stands for the people who lived many years ago in Africa.
- 6) **Mishuma Saba:** the Kinara's seven candles which light the way. The center candle is black, the three left candles are red, and the three right candles are green.
- 7) **Zawadi:** gifts for children which are rewards for promises kept through the year. These are often crafts, books, or African pictures or carvings.



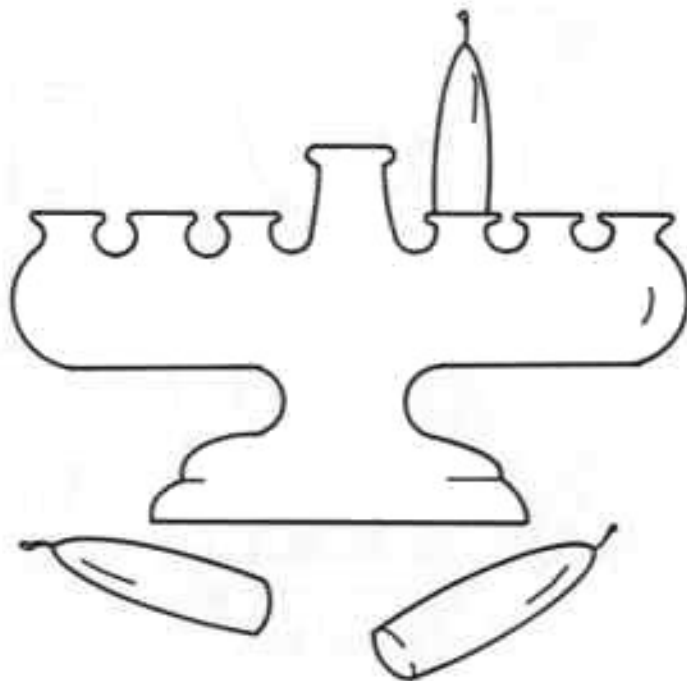
# KWANZAA MATH ACTIVITIES

## Counting Mishumaa Saba

**Skills:** Counting, One-to-One Correspondence

**Activity:**

Gather the Mishumaa Saba (candles) from the Kinara (if you have one displayed in your classroom) or make them from construction paper. Allow the children a few at a time to use the candles to practice their counting. Encourage them to count the total number of candles, the number of each color, and the difference between the number of red and green to black.



## Matching Mkeka to Muhindi

**Skills:** Forming Sets, Counting, Numeral Recognition, Matching Number to Numeral

**Activity:**

Photocopy, cut, and laminate the Matching Mkeka to Muhindi Cards from page 78. Show them to the children and explain that they are to look on a Mkeka (place mat) card and read the numeral on it. They are then to find the Muhindi (corn) card that matches by counting the ears of corn. Allow the children to work with the cards during free play.

## “Next To” Numbers

**Skills:** Numeral Recognition, Relational Concepts

**Activity:**

Photocopy the Kinara from page 79. Write the numerals one through seven on the candles. Show the children the Kinara and explain that you are going to read a number from the Kinara, and you are going to choose a child to tell you the two numbers next to the number you read. Ask for volunteers, then continue until all children have had a turn.

# KWANZAA SCIENCE ACTIVITIES



## Color Matching Kinara

**Skills:** Color Recognition, Matching Activity:

Photocopy the Kinara from page 79 and color the candles appropriately (the three on the left red, the center candle black, and three on the right green). Gather one black, three red, and three green candles or crayons. Show the Kinara to the children and explain that they are to place the crayons/candles on top of the candles in the picture that are the same color. Encourage the children to say the name of the color as they place each crayon on the Kinara. Allow each child to have a turn.

## Bendera Color Matching

**Skills:** Color Matching, Fine Motor Skills

**Activity:**

Photocopy and color the Bendera from page 80, or make one from construction paper. The top stripe should be green, the middle stripe black, and the bottom stripe red. Gather about fifteen clothespins. Make matching clothespins by using paint, markers, stickers or glue and construction paper to make one-third of the clothespins green. Mark another third of the clothespins red and the last third black. Explain to the children that they are to pin each clothespin to a section of the flag that is the same color as the mark on the clothespin.



# KWANZAA MUSIC AND MOVEMENT

## Adapted Songs

**Do You Know...** (To the tune of "Muffin Man")

Do you know what a Kinara is,  
A Kinara is, a Kinara is?  
Do you know what a Kinara is?  
It's a Kwanzaa candle holder.

## Other Verses

**Mkeka...**It's a Kwanzaa place mat.

**Kikombe Cha Umoja...**It's the Kwanzaa cup.

**Mazao...**They are fruits and vegetables.

**Muhindi...**They are ears of corn.

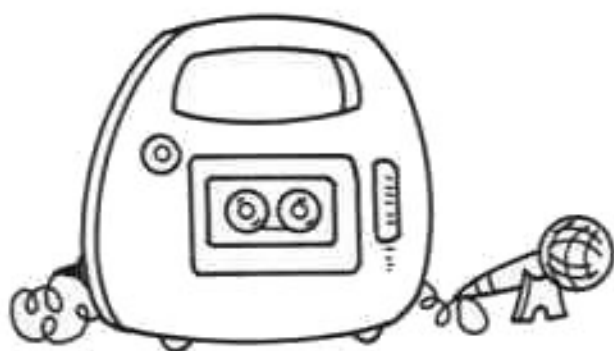
**Mishumaa Saba...**They're the Kinara's candles.

**Zawadi...**They're Kwanzaa gifts for children.



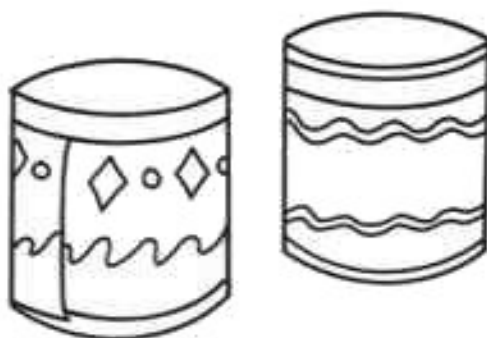
## African Music

Gather a few recordings of African music and allow the children to dance to them. If possible, allow them to dress in African-style attire and dance barefoot as some Africans do.



## Coffee Can Drums

Allow the children to make the drums described on page 74. Play the recordings of the African music and allow the children to play their drums to the beat.



## Painting to Music

Tape a long piece of butcher paper to a fence or wall outside. Take a tape player and painting supplies to the paper and allow the children to paint a mural as they listen to African music. Encourage the children to feel the beat as they paint.



# KWANZAA SOCIAL AWARENESS



## Families from Different Places

Prior to this activity, ask each student to talk with his parents about where his family's ancestors lived. To begin the activity, talk with the children about the fact that families come from many places. Use a map to find where some of the children's ancestors lived before coming to the United States. Explain that African-Americans have ancestors that came to this country from Africa. Find Africa on a map.

## African Clothing

Gather pictures of people in African clothing. Talk about what the people are wearing. Explain that the material is usually lightweight, then ask the children to guess why. See if the children can guess where the bright colors come from (natural dyes from plants and berries).



## African Art

Schedule a visit to a local art gallery featuring African art or art by African-Americans. If no museums in your area are exhibiting such art, visit the local library. The librarian will be happy to gather books containing African art for your children.



## Group Flag

Let the children work together to make a group Bendera. Divide a piece of poster board into the sections of the Bendera and mark with a crayon or marker. Allow the children to take turns using glue and construction paper squares to cover the poster board. Hang the Bendera when finished.

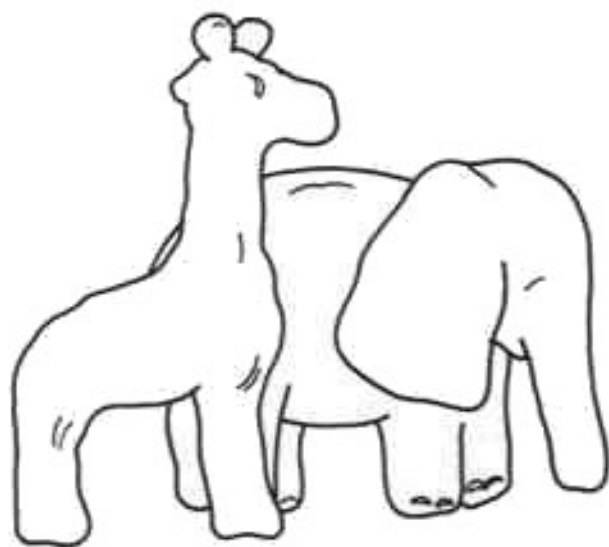
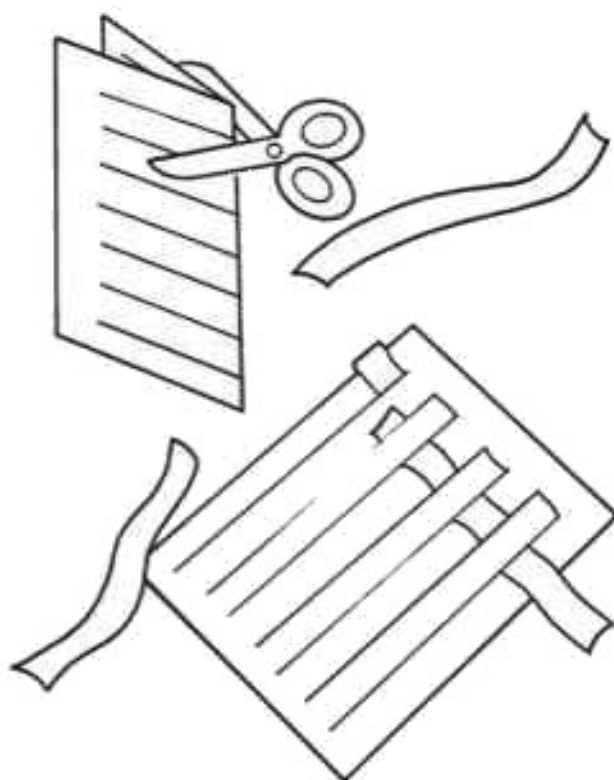
# KWANZAA ARTS AND CRAFTS

## Weave Mkeka

**Skills:** Fine Motor Skills, Weaving

**Activity:**

Let students weave Mkekas. Prepare the following for each child: fold one piece of 9" x 12" black construction paper in half lengthwise and make cuts into the paper beginning at the fold and ending about 1 inch from the edge (see example). Cut nine 1" x 12" strips from red and green construction paper. Show the children how to weave the strips over and under the cuts in the black paper. When finished, have the children tape the end pieces in place.



## Clay Animals

**Skills:** Fine Motor Skills, Creativity

**Activity:**

Explain to the children that Africans often use clay to make sculptures. A favorite object to sculpt is any type of animal. Give each child a piece of clay or molding dough and allow him to form it into any shape he likes.

## African Shields

**Skills:** Creativity, Gluing, Cutting/Tearing

**Activity:**

Show the children pictures or examples of African shields. Tell the children that they are going to design their own shields. Give each child a shield shape that you have cut from brown construction paper or brown grocery bags. Allow the children to tear or cut construction paper into shapes of their choice and glue to the shields. When the children have finished gluing the construction paper, allow them to use tempera paint to complete their shields.

# KWANZAA INDOOR GAMES

## Symbol Simon Says

Gather the symbols of Kwanzaa. Give one to each child. Explain that you will be giving directions, but only to people holding certain items or wearing certain colors. For example, give the direction, "If you're holding a candle/fruit/book, touch your toes," or "If you're wearing yellow/a dress/jeans, jump up and down," etc.



## Drum Imitating

Use the coffee can drums the children made from page 74. Explain to the children that you are going to play a beat or pattern and they are to repeat it on their drums. Start with simple rhythms, such as four fast beats or three slow beats. Then play several different patterns of beats for the children to imitate. You may also allow the children to take turns leading the others in beats and rhythms.

## Corn-on-the-Cob Relay Race

Divide the children into several equal teams. Explain to the children that they are going to have a relay race using ears of corn. Mark a starting line and turn around point about three feet apart on the floor using masking tape. Tell the children that the first person on each team will push an ear of corn with her nose from the starting line to the turn around point and back. Once she pushes the corn back across the starting line, the next player does the same. Continue until all players have had a turn. The first team to have the last player cross the finish line wins.



# KWANZAA OUTDOOR GAMES/FITNESS



## Community Eyes

Gather the children and divide them into groups of two. Place a blindfold on one child in each pair or have the child close his eyes. Have each blindfolded child's partner lead him to a certain place on the playground. Tell the partner to give specific directions as the pair walk. When they have reached their destination, have the children trade places and repeat. This activity not only works on the skills of listening, following directions, observing and giving directions, but also on trust.

## Over the Mishumaa Saba

Set a paper candlestick on the ground. Mark a starting line about one inch away from the candlestick with a ribbon, stick, etc. Have each child take a turn lining up at the starting line and jumping over the candlestick. After each child has had a turn, move the starting line about 6" further away from the candlestick and give everyone another turn. Continue moving the starting line until children can no longer jump over the candlestick.



## Community Tag

For this interesting version of tag, choose one child to begin as "it." Explain to the rest of the children that they may not run from "it," they must hop ("it" also has to hop). When "it" tags the first child, the two join hands and set out together to tag more children. As each child is tagged, he joins the chain of "its" and the "its" work together to tag the rest of the children. Continue until everyone is in the community of "its." Note that since all of the "its" are holding hands, only the two outside "its" are able to tag others.

# KWANZAA SNACK TIME SUGGESTIONS

## Banana Bread

If you do not have a recipe for homemade banana bread, purchase a mix from the grocery store and allow the children to help you follow the directions for preparation.

## “Ground Nuts”

Ground nuts are peanuts grown in Africa. Allow the children to enjoy an assortment of types of peanuts.



## Fried Plantains

If your grocery store has these banana-like fruits available, fry and serve with crackers.

## Bendera Crackers

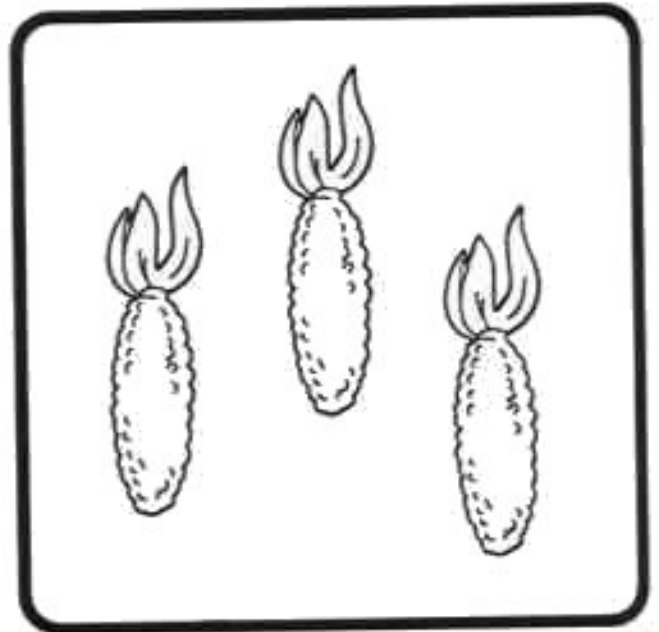
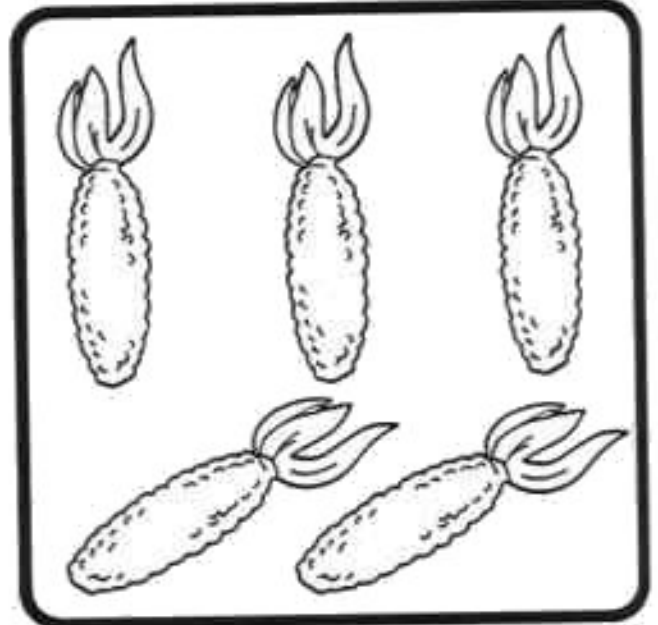
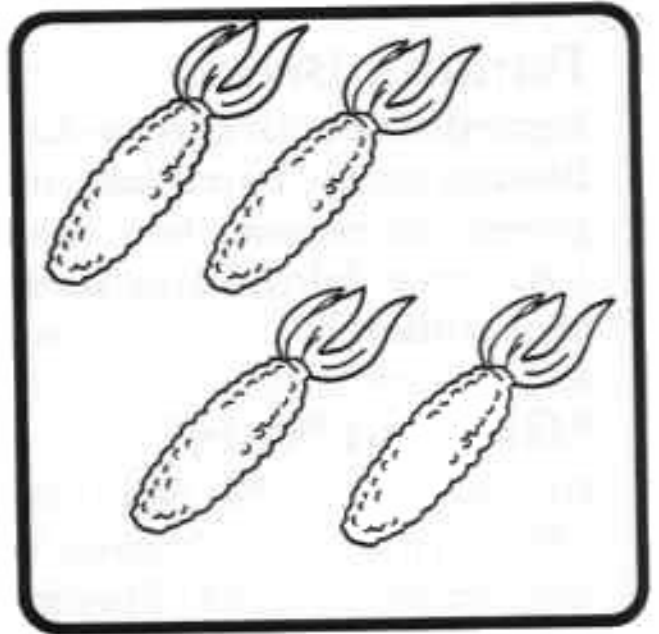
Purchase red, green and black frosting or mix white frosting with the appropriate color of food coloring (you may have to go to a bakery supplier for the black). Serve the children graham crackers and allow them to use ice cream sticks to spread the frosting on their crackers to make them look like Benders.



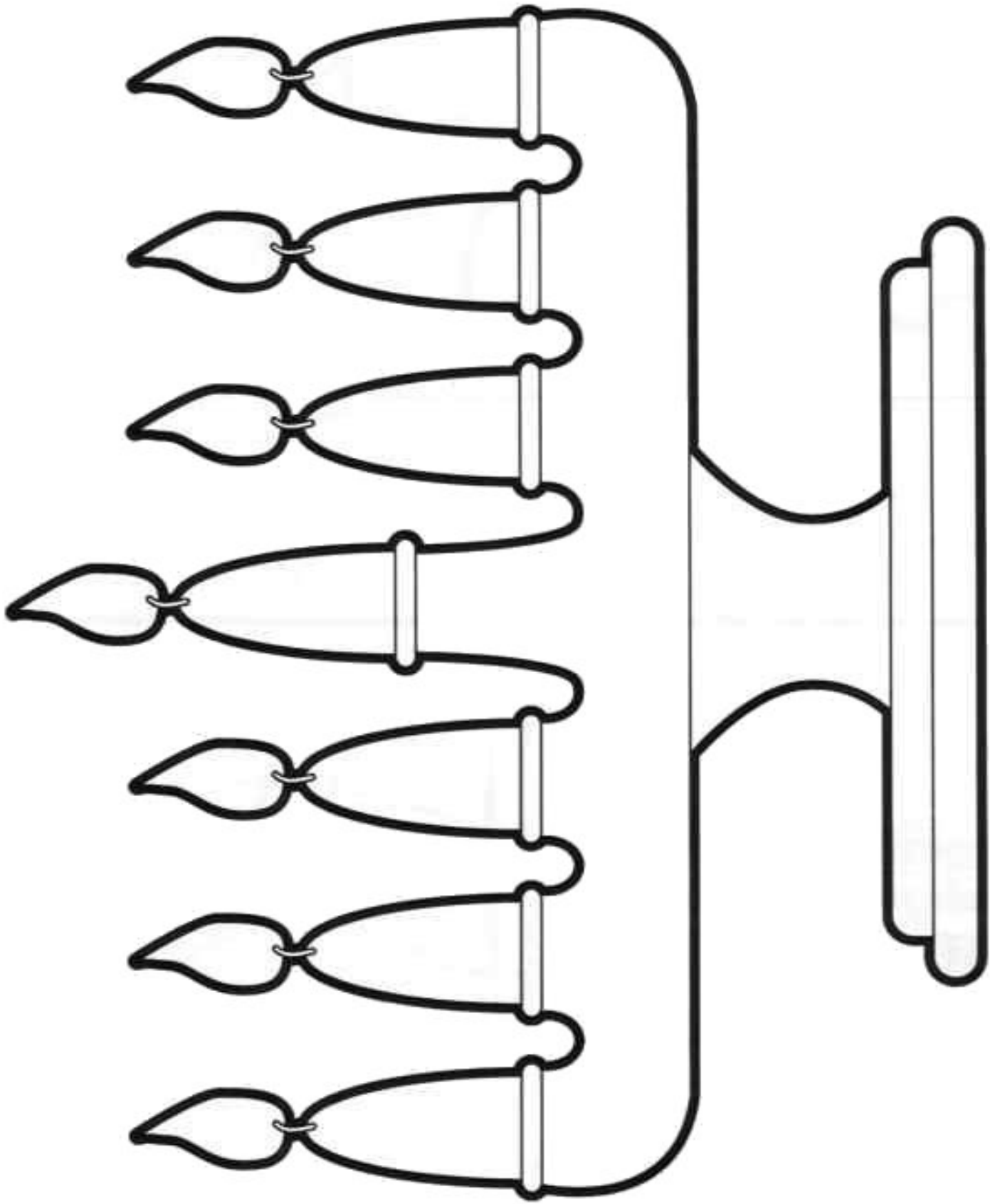
## Banana Butter

Give each child one half of a banana and  $\frac{1}{8}$  cup of peanut butter in a plastic cup. Allow children to mix with ice cream sticks. You may allow them to add any combination of shredded coconut, cinnamon, raisins, or marshmallows. Give children slices of bread and let them spread their banana butter with the ice cream sticks.

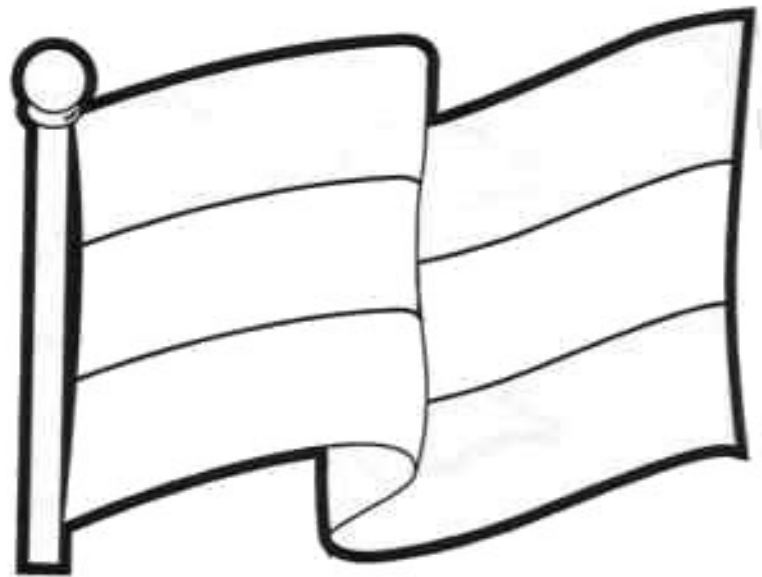
**Kwanzaa Patterns**  
Matching Mkeka to Muhindi Cards



**Kinara (Candle Holder) and the Seven Candles**

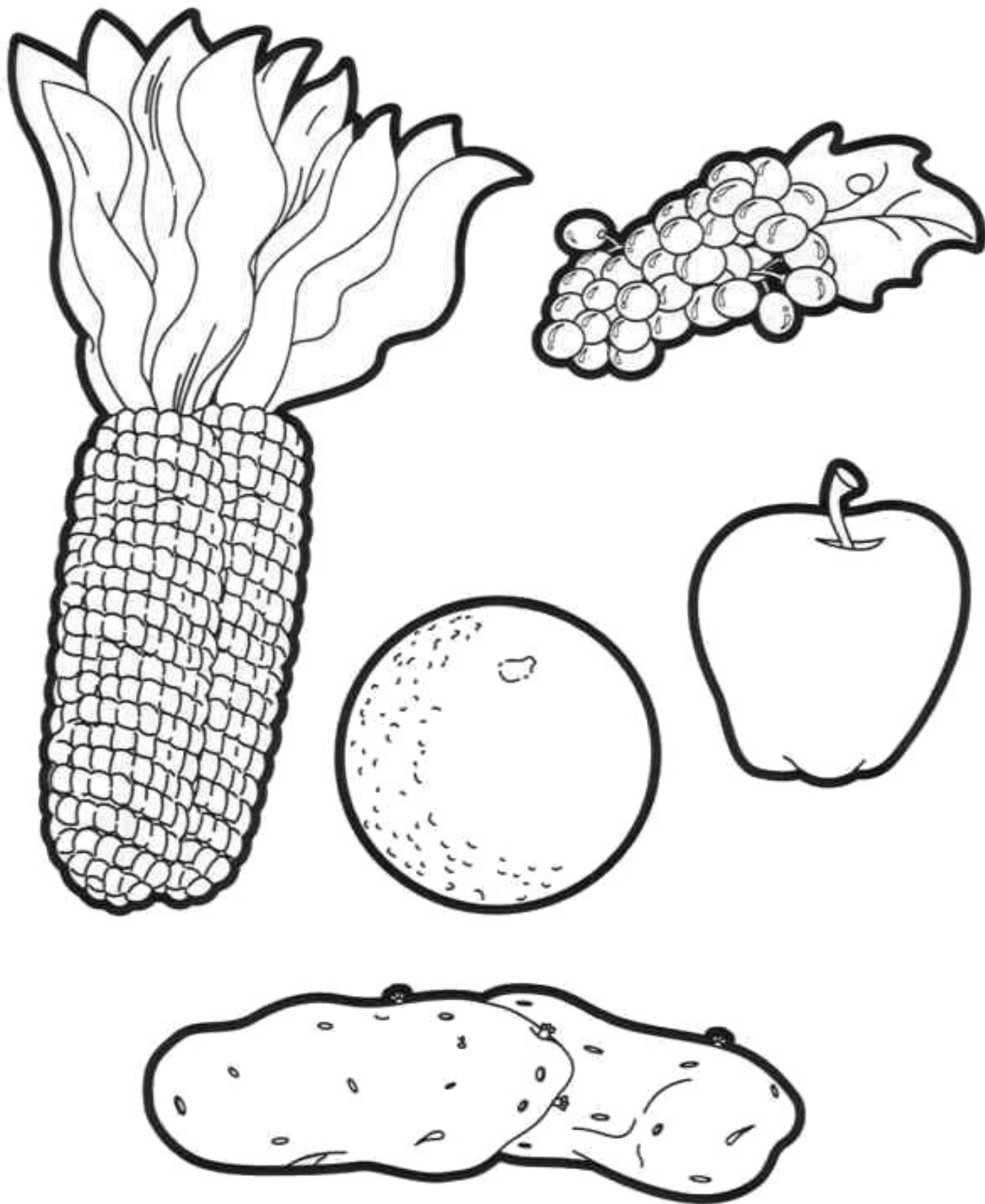


**Kwanzaa Patterns**  
Bendera, Mkeka

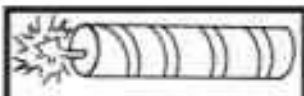


Mazao

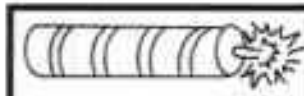


**Kwanzaa Patterns**  
Kikombe Cha Umoja, Zawadi





# NEW YEAR'S DAY



The beginning of a new year is a good time to stress the importance of conscientiousness about one's life. Just as adults take this opportunity to make changes in their lives, children also should evaluate which of their daily habits might need some modification. These activities can help students to celebrate the new year and to make some resolutions about the year to come.

## NEW YEAR'S LANGUAGE ACTIVITIES

### Similar Firecrackers

**Skills:** Visual Discrimination, Matching

**Activity:**

Make a photocopy of the Similar Firecrackers Cards from page 92. Color the two copies of each firecracker identically. Cut out the firecrackers, then laminate if possible. While the children free play, invite a few children over to you. Explain that you have pictures of firecrackers. Tell the children that each firecracker has one partner that looks just the same. Allow the children to work together to pair up the firecrackers. Show all of the children the game, then make it available during free play. The activity can be made more difficult by having more copies of the cards (but coloring the cards so that there is still only one match for each card).



### New Year's Resolutions

**Skills:** Creative Thought, Sentence Composition

**Activity:**

Explain to the class that New Year's Day is a time when many people make resolutions. Tell the children that a resolution is a decision someone makes to try to change something about himself for the better. A person may try to keep his room cleaner, watch less television, or stop eating so many sweets. Have each child tell you something that he could decide to do for the new year. Make a list of these on chart paper and display for the parents.

# NEW YEAR'S MATH ACTIVITIES



## Sixty Second Count

**Skills:** Time Awareness

**Activity:**

Obtain an analog stopwatch. If your school does not have one, ask the parents if they may have one you can borrow. Tell the children that there are 60 seconds in a minute. Ask them to tell you how many times they think they can perform an activity (such as hopping, clapping, etc.) in 60 seconds. Have them try to sit still while they watch the stopwatch count down 60 seconds the first time. See if they would like to revise their original estimates of what they can do in 60 seconds, then allow them to try.

## Counting Backwards

**Skills:** Counting Backwards

**Activity:**

Explain to the children that on New Year's Eve, many people count down the seconds of the last minute. Write the numbers one to ten (or five for very young children) on the chalkboard and have the children count up with you. Then have the group count backwards with you by looking at the numbers, then without looking at the numbers.



## Party Hat Sort

**Skills:** Classification

**Activity:**

Gather several colors of construction paper and cut about five party hat-shaped triangles from each. Decorate one hat of each color with the same pattern. Show the hats to the children and explain that they are to sort the hats by one of the two similar characteristics, color or pattern. Real party hats (with matching colors and patterns) could also be sorted by students.



# NEW YEAR'S SCIENCE ACTIVITIES

## Sound Recognition Noisemakers

**Skill:** Auditory Perception

**Activity:**

Use the noisemakers described on page 86 in this activity. Tell the children that you want them to shake the noisemakers and listen to the sounds they make. Have the children tell you which sounds are soft and which are loud. Have them compare several. Repeat with the children listening for high and low pitches.



## Dancing Confetti

**Skills:** Observing, Describing

**Activity:**

Gather colored popcorn kernels, a package of effervescent antacid tablets, and a clear jar. Place the popcorn kernels in the jar and fill the jar half full with water. Explain that you are going to make the popcorn dance. Have the children describe what they see happening as you put the tablets into the water.



## Balloon Experiment

**Skills:** Hypothesizing, Describing, Experimenting

**Activity:**

Blow up several balloons. Use a safety pin to pop a balloon or two to show students how balloons burst. Put a piece of cellophane tape on an unpoped balloon and tell the children that you are going to stick the pin through the tape. Have them predict what will happen. They may be surprised to see that the balloon does not explode with a pop. (This may take some practice.) Have the children describe what they saw and hypothesize about why the balloon did not pop loudly like the others. Explain that the tape keeps the balloon from suddenly ripping apart; therefore, the air leaks out slowly.

# NEW YEAR'S MUSIC AND MOVEMENT

## Movement Activities

### Costume Dancing

Allow the children to dress up in whatever festive costumes they might like to wear and have them dance to music.

### Balloon Rice Noisemakers

Let the children make these noisemakers by placing funnels in the mouths of balloons and pouring a few spoons full of rice into each balloon. Help the children blow up the balloons and secure. Play music and allow the children to shake their balloon noisemakers to the beat.

### Soda Can Noisemakers

To make these noisemakers, give each child a soda can. Have children use funnels to place several spoons full of gravel or pebbles inside each can. Each child then should stick an 8-to-12-inch dowel in the opening of the can. Use tape to secure the sticks in the holes, then cover the cans with construction paper and decorate. Allow the children to shake their noise makers to music.

### Traditional Song to Sing "Auld Lang Syne"



# NEW YEAR'S SOCIAL AWARENESS

## Community Resolution Banner

After you have talked about New Year's resolutions with your class, give each child a piece of construction paper and let him draw a picture of his resolution. As the children work, circulate among them and write their descriptions of the resolutions at the bottoms of their papers. When they have finished, allow the children to tape their pictures to a piece of butcher paper you have taped to the wall. Allow each child to tell the class about his resolution. See how many resolutions are the same, and let the children identify other resolutions that they would also like to keep.

## New Year's Around the World

Talk with the children about the many ways New Year's Day is celebrated around the world. Here are a few interesting customs:

- In Spain, families spend a great deal of time cleaning their homes before New Year's Day. On New Year's Day, they have great feasts where they eat the best food they can afford.
- In Switzerland, children hide in the house on New Year's Day and surprise their parents and other relatives by yelling, "Happy New Year!"
- The song many Americans sing on New Year's Day, "Auld Lang Syne," originated in Scotland.
- In Denmark, families "smash in the New Year" by banging on friends' doors and setting off fireworks.
- Children in Italy usually receive gifts of money for New Year's Day.
- New Year's Day in China is called Yuan Tan (wahn-tahn) and is a celebration lasting fifteen days. Each year on the Chinese calendar is represented by one of twelve animals.
- The Japanese New Year is a very festive and colorful time of year. It is called Oshoogatsu (oh-show-gah-tsu). The Japanese begin preparing before New Year's Day by making sure that the entrances of their houses are scrubbed well and sprinkled with salt. The homes are decorated with bamboo and pine branches.
- New Year's Day in Russia is celebrated with a winter festival. This time of year New Year's Day trees are found in shop windows as well as in homes. A favorite Russian New Year's gift is a set of "nesting dolls." These are often hand-painted dolls made from wood or papier-mâché that fit one inside the other.

# NEW YEAR'S ARTS AND CRAFTS



## Confetti Collage

**Skills:** Fine Motor Skills, Gluing

**Activity:**

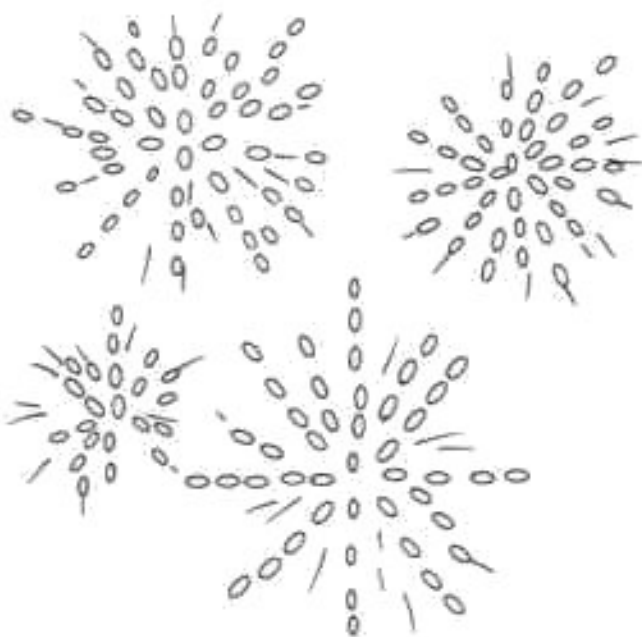
Provide students with hole punches, construction paper, and glue. Allow the children to use the hole punch to make confetti from the construction paper. When they have made enough confetti, tell them to use the glue to make designs on pieces of construction paper, then sprinkle the confetti on the glue. Excess confetti can be poured off. Papers can be hung around the room when the glue dries.

## Fireworks Dot Printing

**Skills:** Fine Motor Skills, Creativity

**Activity:**

Set out cotton swabs, white paper and several different-colored stamp pads on the art table. Tell the children that they are to make firework designs by pressing the cotton swabs onto the stamp pads, then onto the paper. Have the children describe what they see if the colors mix on the paper.



## Balloon Prints

**Skills:** Fine Motor Skills, Print Making

**Activity:**

Blow up several small balloons. Set the balloons, pie tins, and construction paper on the art table. Pour colored tempera into the pie tins so that the bottom is barely covered. Explain to the children that they are to press the balloons into the paint, then onto their papers to make designs. Allow them to use the same balloon in different colors for an interesting result.



# NEW YEAR'S INDOOR GAMES

## Who's Missing?

Choose one child to be the first "it." Have "it" hide her eyes. While she is not looking, send a child from the group to a spot that is not visible to "it." When the missing child is well out of sight, instruct "it" to turn around and look at the children. The object is for "it" to try and guess who is missing from the group. If she has a hard time figuring it out, allow her classmates to give her hints about the missing child. When she guesses, allow the hidden child to become the new "it" and repeat.



## Airborne Balloons

Allow the children to help you inflate several balloons. Once the balloons are blown up and tied off, tell them that the object of this game is to get all of the balloons in the air and keep them there. Children are to work together to hit the balloons volleyball-style to each other, trying not to let any hit the floor. Allow the children to perform the activity several times. If you have a stopwatch, time the children and see if they can continue to beat their own best times. For another interesting version of this game, group the children into threes and give each group two balloons. Let them find out how much teamwork and communication it takes to keep the balloons in the air. See which group can keep its balloons in the air the longest.



# NEW YEAR'S OUTDOOR GAMES/FITNESS



## New Year's Day Parade

During art time, allow your children to make party hats and noise makers. Before you go outside, have the children gather their hats and noise makers. You may also take out some ribbons and batons. Instruct the children to line up to make a parade wearing their party hats and making noise with their noise makers. If possible, allow other classes to come out and join the festivities.

## Bubble Chasing

This is a favorite treat for all ages. Blow bubbles and allow the children to chase them. To make it interesting, give the children instructions on how to act as they chase the bubbles... like ballerinas, soldiers, babies, bunnies, etc. You may also challenge students' listening skills by having each child wait until you call the beginning letter of his name or the color of an article of clothing that he is wearing before he chases the bubbles. You might also want to allow each of the children to have a turn blowing the bubbles for the other children to pop.



## Hoop Races

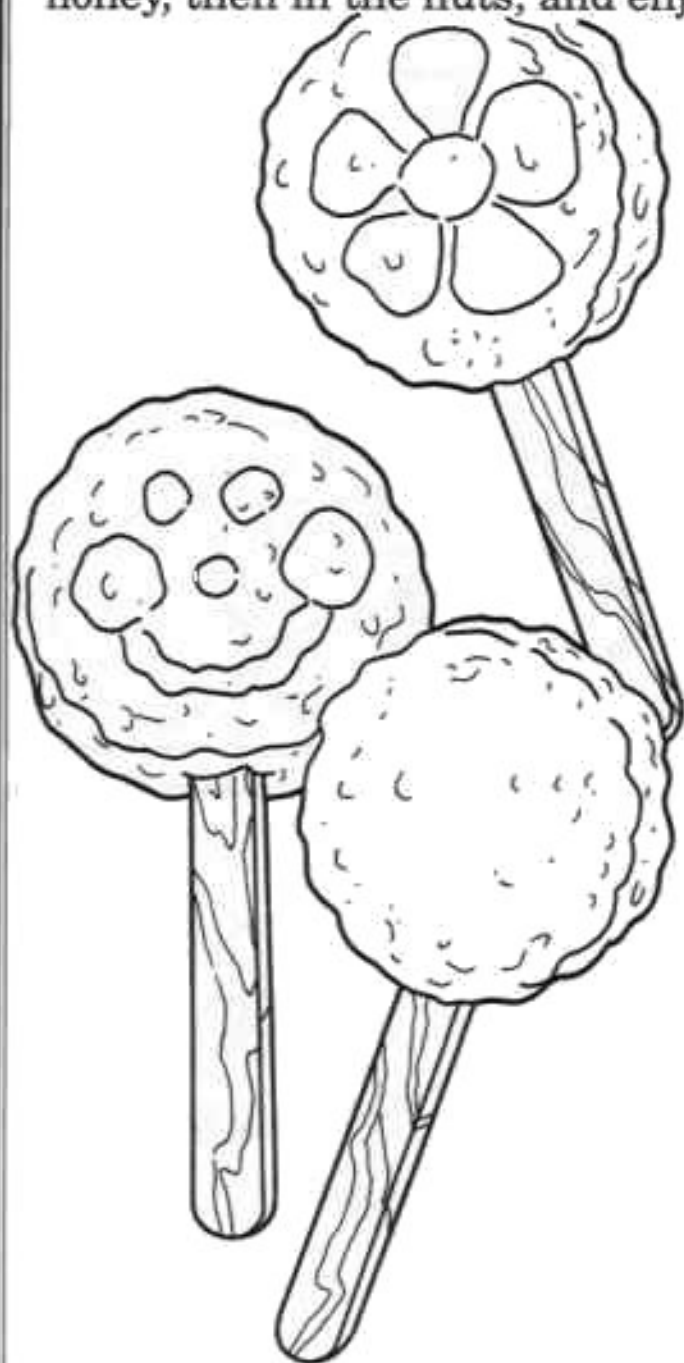
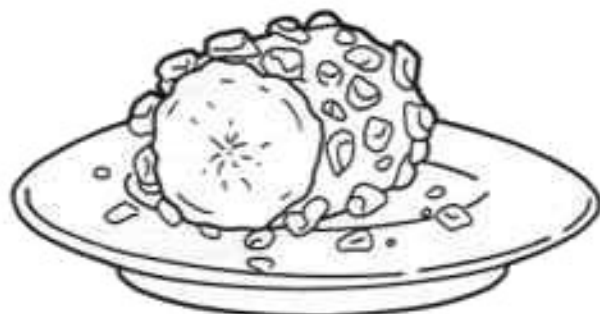
For this activity, gather several hula hoops (or use bike wheels). Let the children roll the hoops across the ground as they walk alongside them. Before you begin a race, allow everyone a chance to practice rolling a hoop. When the children are ready to play, place them into relay teams. Show the children the starting point and a turn-around point and have them race.



# NEW YEAR'S SNACK TIME SUGGESTIONS

## Honey Nut Bananas

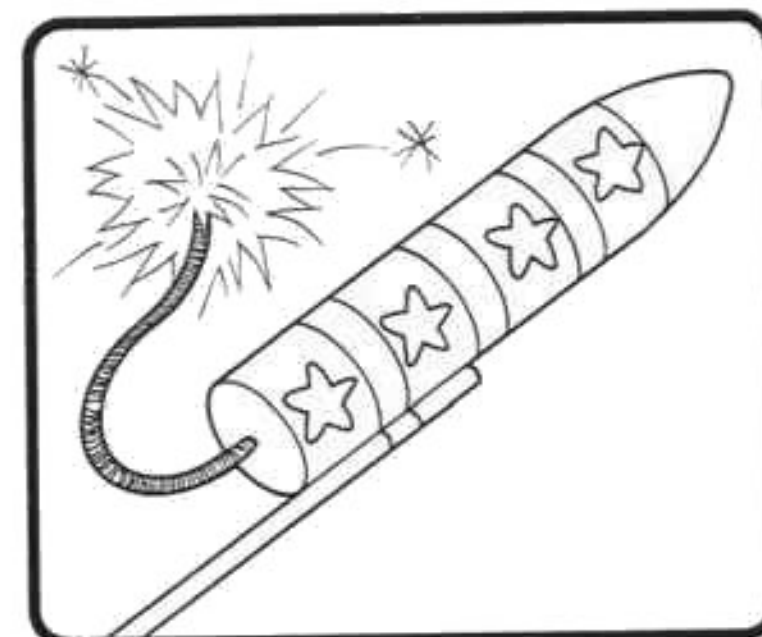
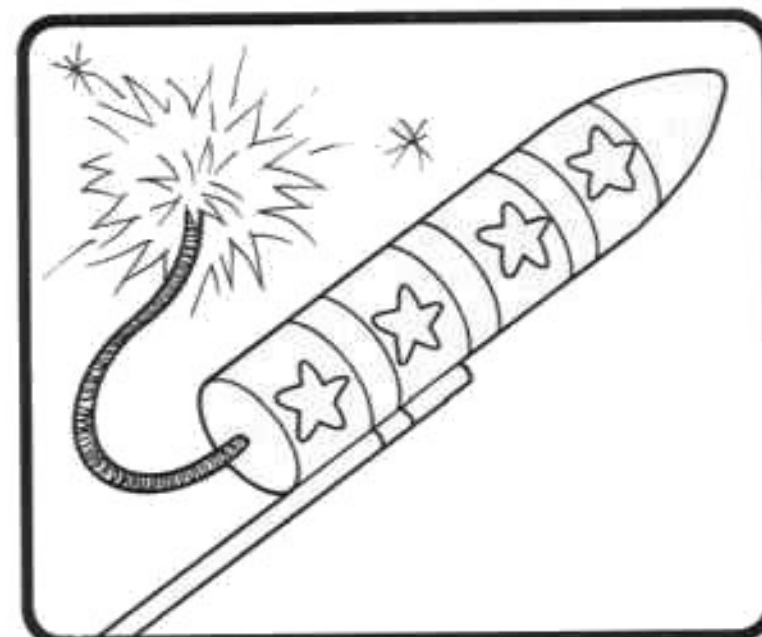
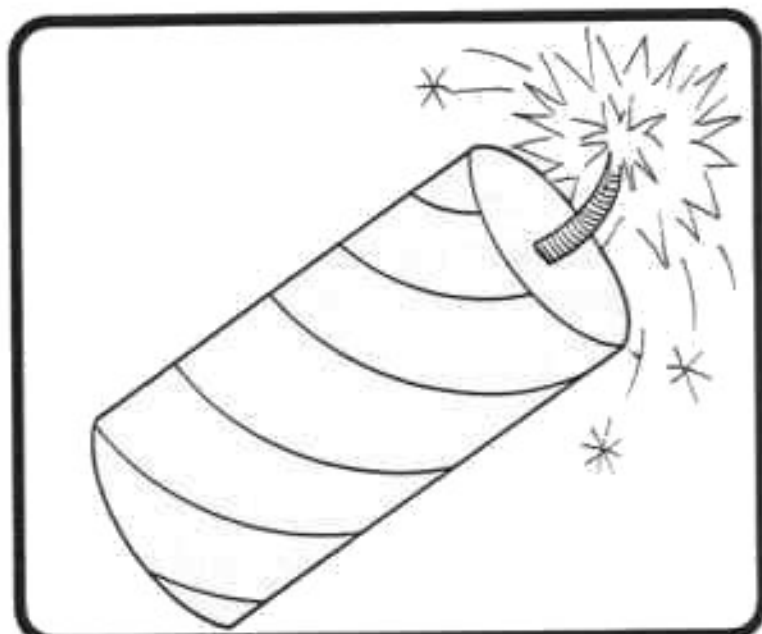
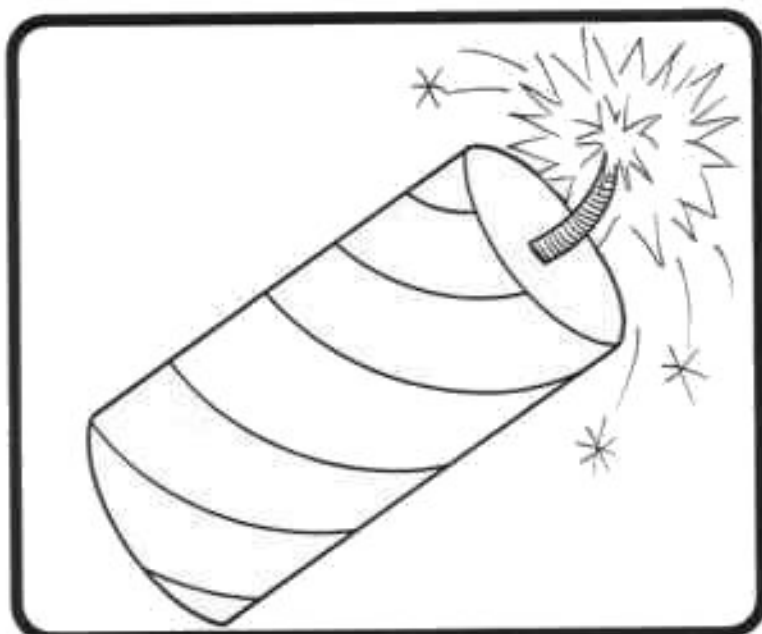
Purchase half as many bananas as you have students, a jar of honey and chopped nuts. Set out a small bowl of nuts and a bowl of honey for each group of two or three children. Give each child one half of a banana and an ice cream stick or blunt knife. Instruct the children to use the ice cream sticks to cut their bananas into chunks. They then roll the bananas in the honey, then in the nuts, and enjoy.



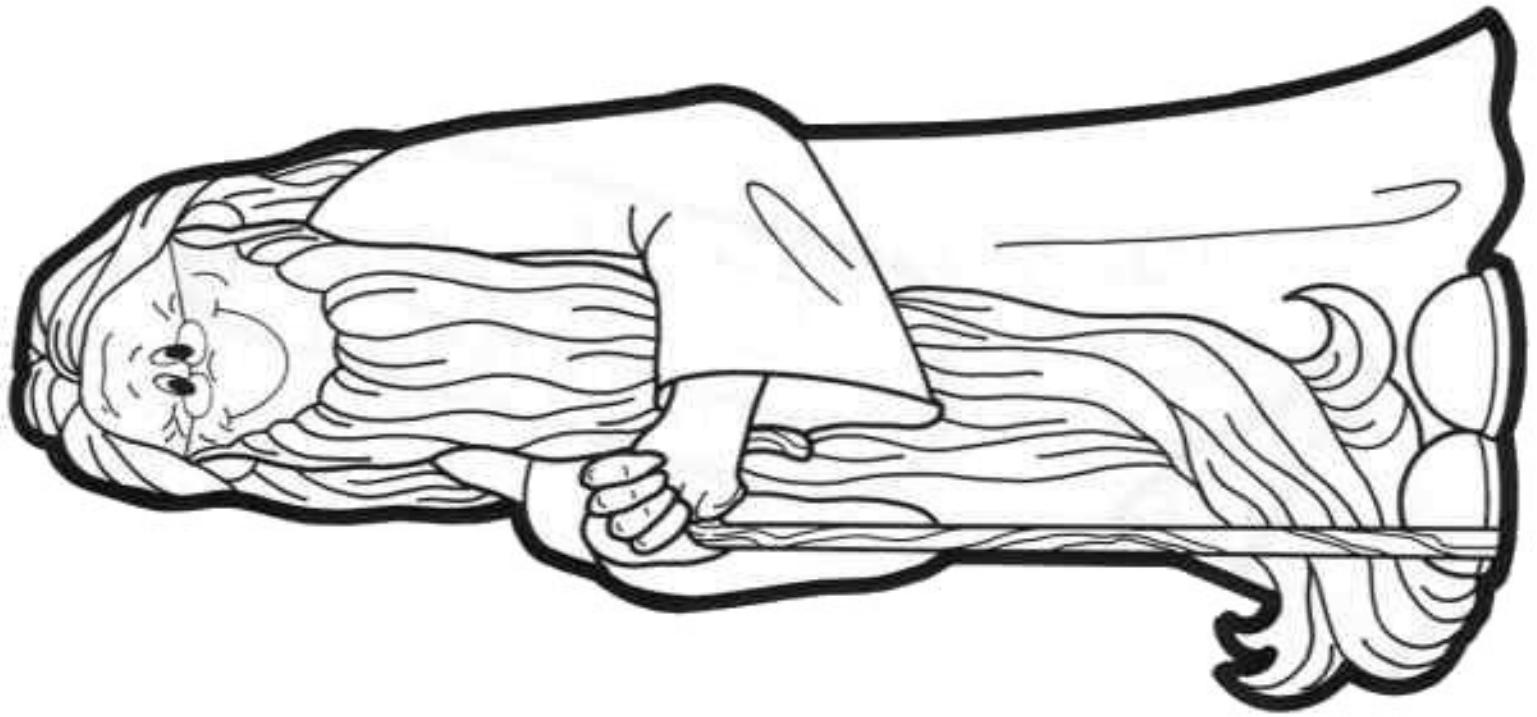
## New Year's Day Cookie Pops

Purchase a cookie mix and allow the children to help you follow the directions to mix the batter. When the batter is well-mixed, give each child a ball of dough. Make an example cookie for the children to copy; it should be round and about  $\frac{1}{2}$  inch thick. Make a chart of where the children's cookies are located as they set their cookies on a cookie sheet. Before each child puts his cookie on the sheet, have him push an ice cream stick into the cookie to make it like an ice cream pop. Before you bake the cookies, allow each child to paint his cookie with an egg yolk and food coloring mixture and sprinkle with colored sugar or other toppings. When baked, this will result in a shiny, glazed coating. You could also choose to bake the cookies first and allow children to decorate them with colored frosting and sprinkles when cool.

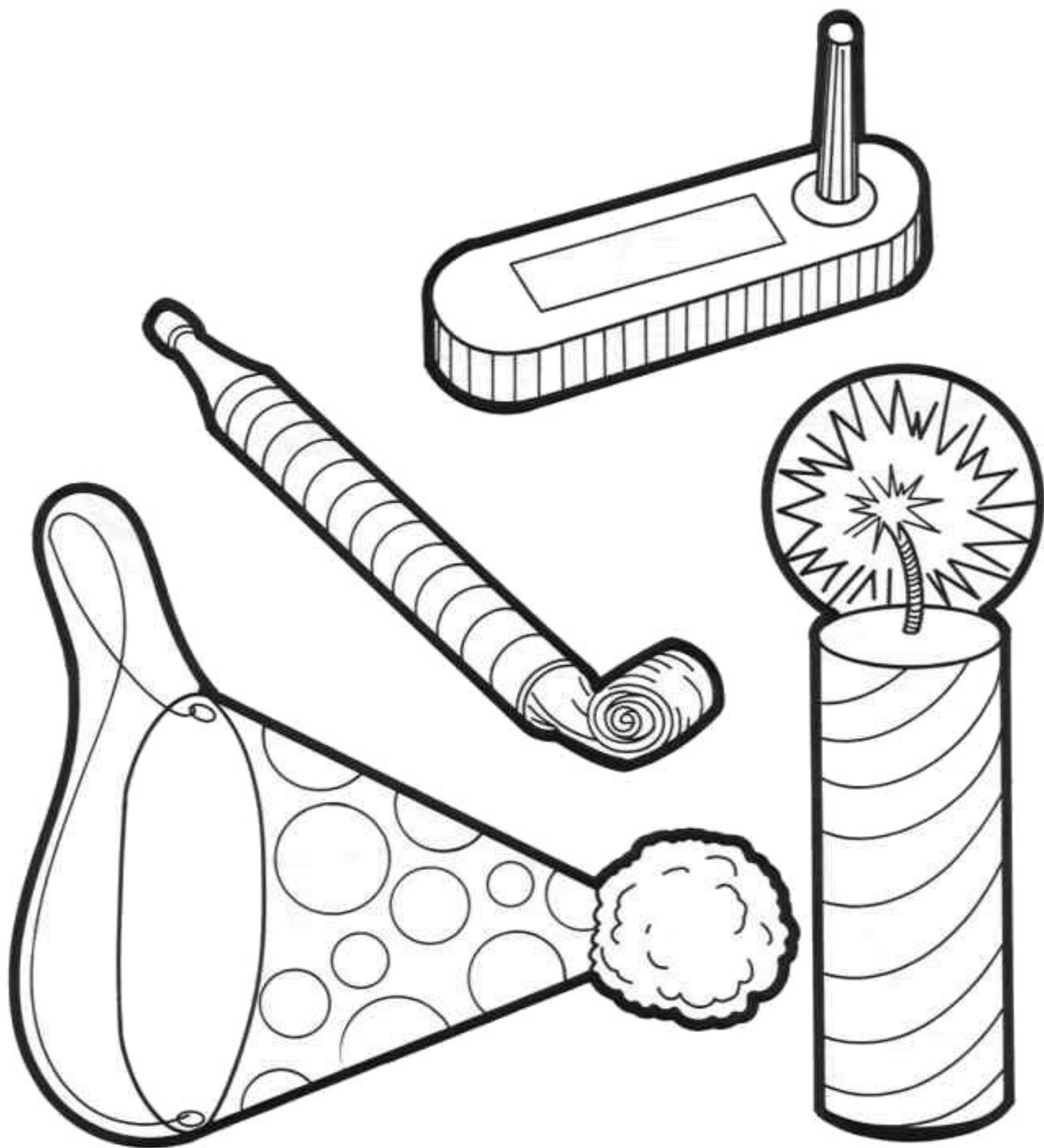
New Year's Activity  
Similar Firecracker Cards



Father Time, Baby New Year



New Year's Patterns  
Noisemakers, Party Hat, Firecracker



# BLACK HISTORY MONTH


Students of all ages should be made aware of the significance of the Civil Rights Movement, and the instrumental role which Dr. Martin Luther King, Jr., played in it. Black History Month is a time which is set aside to pay particular attention to the lessons which Dr. King and other black leaders have taught our nation, but these activities can be used at any time throughout the year when you study civil rights.

## BLACK HISTORY LANGUAGE ACTIVITIES

### Martin's Big Words

**Skills:** Creative Thinking, Vocabulary  
**Activity:**

Tell the children that as a child, young Martin loved to learn big words. Ask the children to name big words. See what the biggest word they can think of is. As the children are telling you their big words, make a list to share with the parents. For extra fun, have the children tell you what they think the definitions are of each of the big words.



multiplication  
musical



### Creative Thinking

**Skills:** Creative Thinking, Problem Solving

**Activity:**

Lead a discussion with the children about several ideas relating to Martin Luther King, Jr.'s, ideals. Have them tell you how they work to get along with others. Discuss appropriate ways for students to show others that they like and respect them. Give them a few problems to solve, such as: two friends both want to swing, what can they do to avoid a fight and both be happy?

# BLACK HISTORY MATH ACTIVITIES



## George Washington Carver Peanut Match

**Skills:** Matching Number to Numeral,  
Counting

**Activity:**

Photocopy and cut out the George Washington Carver Peanut Match Cards from page 105. Talk with the children about Carver. Show them the cards and explain that each numbered peanut card corresponds to a second card that has a matching number of nuts on it. Let students match the cards to make pairs.

## George Washington Carver Bean Sort

**Skills:** Classification

**Activity:**

Purchase a bag of dried mixed beans and an egg carton. Show the children the beans and explain that when it is a child's turn to do the activity, she is to look carefully at the beans and sort the beans by color. Explain that they are to put all of the same colored beans into a separate section of the egg carton.

**Interesting facts:** George Washington Carver was a slave as a boy. After he was freed, he went to college to study plants. He became a teacher and scientist. His contribution as an African American was to help the South's economy by introducing peanuts as a crop. This made the South less dependent on cotton. He is also known for inventing many uses for sweet potatoes and soy beans.





# BLACK HISTORY SCIENCE ACTIVITIES

## Sprout Sweet Potatoes

**Skills:** Working with Plants, Observation

**Activity:**

Talk with the children about George Washington Carver. Gather a few sweet potatoes and explain that you are going to sprout them. To do this, cut off the end of the potato and use toothpicks to support it in a bowl of water as shown in the picture. Each day have the children observe and describe what they see happening to the sweet potato.



## Does Color Matter?

**Skills:** Social Awareness

**Activity:**

Talk with the children about Martin Luther King, Jr.'s, concept of judging people by the content of their character, not the color of their skin. Ask the children if the color of an object makes a difference in how it works. Do some simple experiments, such as bouncing a red ball and a blue ball to see if one bounces higher, pouring water into a yellow cup and a green cup, etc. Talk about the purpose that skin has (covers our internal organs and protects them, keeps germs and dirt out, etc.,) and compare it to the skin of animals. Remind the children that brown, yellow, white and red skin all serve the same purpose. No matter the color of our skin, we all have similar feelings, the same body parts and organs, etc.



# BLACK HISTORY MUSIC AND MOVEMENT



## Traditional Songs to Sing

If I Had a Hammer *Let the children act out the verses.*  
Happy Birthday (to Dr. King)

## Adapted Songs to Sing

Peace Was His Dream (To the tune of "Bingo")

There was a man named Dr. King  
And peace was his dream, Oh,  
P-E-A-C-E, P-E-A-C-E, P-E-A-C-E,  
Yes, peace was his dream, oh!

He preached to love your fellow man,  
And judge him not by color,  
J-U-D-G-E, J-U-D-G-E, J-U-D-G-E,  
Yes, judge him not by color.



## Recent Artists

Gather recordings by recent African-American artists such as Aretha Franklin, Stevie Wonder, B.B. King, Michael Jackson, Miles Davis, etc. Let the children listen to a few selections from each artist, then talk about the differing styles and messages of the artists.



# BLACK HISTORY SOCIAL AWARENESS



## “I Have a Dream”

Talk with the children about Martin Luther King, Jr.'s, “I Have a Dream” speech. Tell the children some of his dreams such as a stop to violence, equal rights for all people, etc. Begin a discussion with the children about what their dreams for their world are. Have the children discuss the current needs of the environment, society, etc.



## Today's African-American Role Models

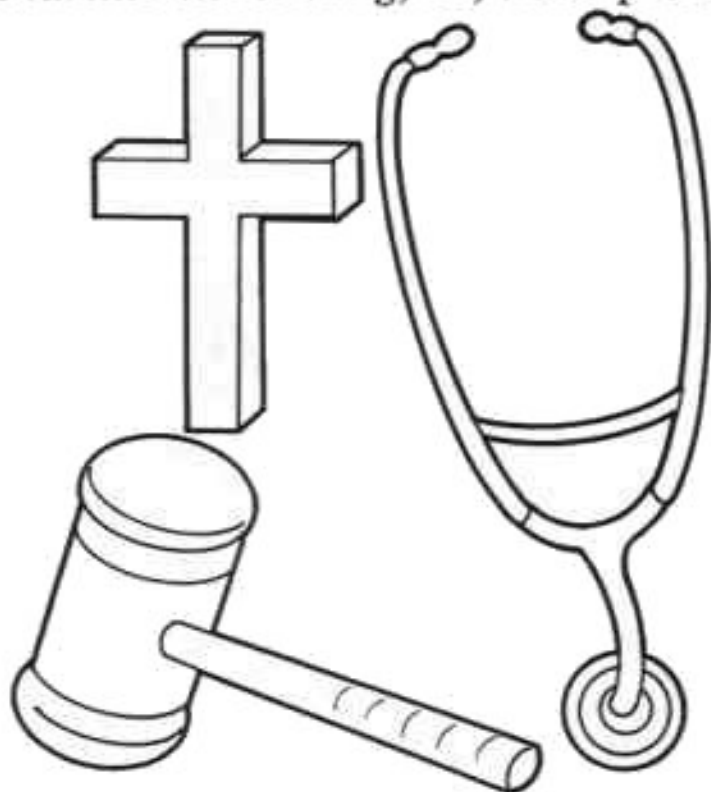
Talk with the children about the many African-American citizens in this country who have made good lives for themselves, helped others and deserve respect. Some of these people are Oprah Winfrey, Michael Jordan, Jesse Jackson, Maya Angelou, Colin Powell, etc. Tell the children that many of these people came from very modest beginnings and have worked very hard to achieve their successes.

## African Americans in History

Gather several books from the library about African-Americans who have influenced the United States' history. Talk with the children about these people and what they did. Some of the people you may choose to talk about are: Harriet Tubman; Rosa Parks; Martin Luther King, Jr.; Frederick Douglass; Grandma Moses; and many more.

## Where's Atlanta?

Atlanta, Georgia is where Martin Luther King, Jr., grew up. Show the children a map of the United States and show them where you are. Then show them where Atlanta is and talk about how far away from there you are. Also show the children Montgomery, Alabama, where Martin Luther King, Jr., was a preacher.



## How Will You Help?

Martin Luther King, Jr., had thought about being many things when he grew up. Two of the careers he considered were medicine and law. He decided to become a preacher like his father. All three of these professions help people in one way or another. Ask the children to tell you what they would like to be when they grow up. Have them explain to the other children how they will help people in their jobs.

## All About Rosa Parks

Talk with the children about how one person can make a difference in beginning to change society. Tell them about Rosa Parks' story. Explain to the children that when people see something they don't like in society, they can work together to make a change.



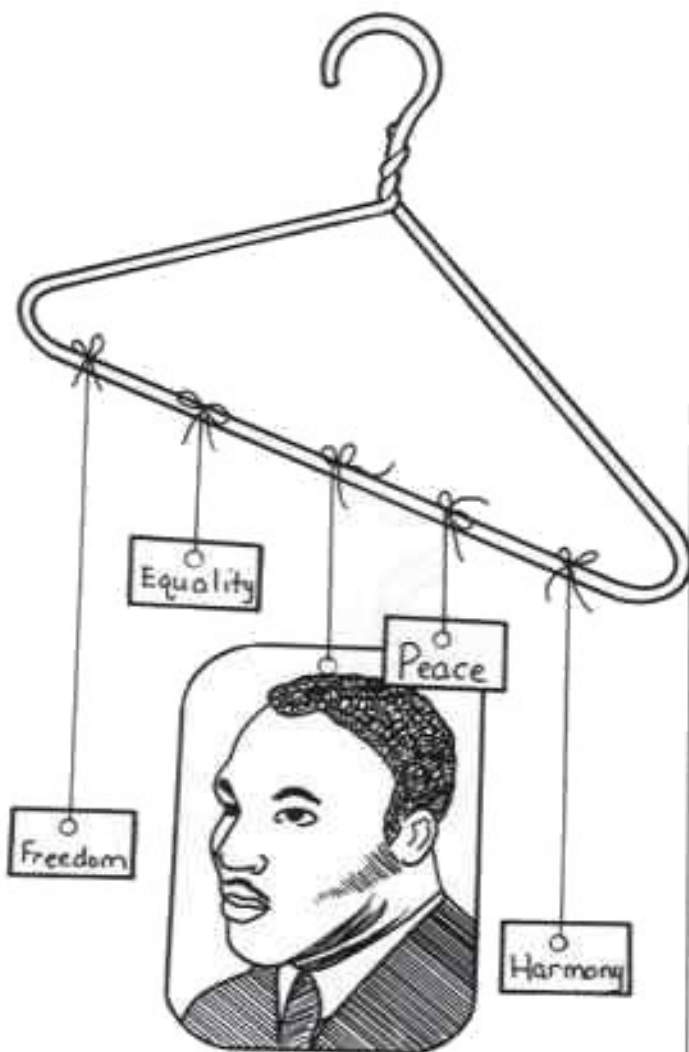
# BLACK HISTORY ARTS AND CRAFTS

## Martin Luther King Mobile

**Skills:** Creativity, Fine Motor Skills, Following Directions

**Activity:**

Give each student a copy of the page 106 pattern, a coat hanger, construction paper, string, tape, and scissors. Have the child write words that relate to Martin Luther King, Jr., such as *freedom*, *equality*, *peace*, and *harmony*, on the construction paper and cut them out. Have the child also cut out the Martin Luther King pattern. Let the student attach the pattern and the pieces of construction paper to the coat hanger with the string and tape to make a mobile. Hang the mobiles around the classroom.



## Dream Pictures

**Skills:** Creativity, Expression

**Activity:**

Talk with the children about their dreams. They may have dreams about future careers or ways they can improve the world, etc. Allow the children to use their choice of crayons or markers to draw pictures of things they dream about. As they work, circulate among the children and write what they say about their pictures on the bottoms or backs of the pages.

## Okra Prints

**Skills:** Printmaking, Following Directions

**Activity:**

Talk with the children about okra. Explain to the children that the okra plant is not native to the United States. Tell the children that when slaves were being brought from Africa, they weren't allowed to bring anything with them. But they did manage to bring okra; they hid the seeds in their hair and planted them when they arrived! For the activity, cut a few pieces of fresh okra in half, and allow the children to dip the okra pieces into tempera and press on paper to make prints.

# BLACK HISTORY INDOOR GAMES

## The Dream Game

Gather the children and have them sit in a circle on the floor. Explain that you are going to pass around an eraser (or any other item of your choice). Tell the children that while a student is holding the eraser, he is to share with the other children something that he would like to see happen in the future.



## Peanut In a Cup

To make each toy, you will need a peanut, a paper cup, an 18-inch long piece of string, an unsharpened pencil, and glue. Poke a hole in the bottom of the cup. Tie a large knot in the string and pull the string through the hole in the cup so the knot is on the inside. Tie the other end of the string around the peanut. Poke a hole in the side of the cup near the bottom. Stick the pencil through so that it touches the other side of the inside of the cup and glue into place. When the glue is dry, let a child hold the toy by the handle and try to swing the peanut into the cup.

## Cooperation Games

Allow the children to play cooperation games with a parachute (if you don't have a parachute, a sheet or tablecloth will work nicely). You may show the children how to make the parachute wave up and down. One fun game to play is "Pop Goes the Weasel." Place several light balls on the parachute and have the children sing the song. When you get to the "Pop" part, all of the children should very quickly raise and then lower the parachute at the same time to see the balls "pop."



# BLACK HISTORY

## OUTDOOR GAMES/FITNESS

### Peaceful Demonstration

Allow the children to simulate a peaceful demonstration. Tell the children that Martin Luther King, Jr., believed that when we see something wrong with society, we should educate people about it and let them know our views. He never believed in violence. He often rallied people to hold peaceful demonstrations. Help the children to make posters telling what they would like to see changed. Let the children march around the playground with their posters.



### Newspaper Race

Discuss the way newspapers can communicate information about civil rights and other important topics. Gather five to ten used newspapers. Make newspaper "stepping stones" by taking two sheets per team and folding them in half twice. Divide the children into several equal teams. Line the children up and give the first player two of the folded newspaper "stepping stones." Explain that the first child on each team is to begin the race when told by setting one of the newspapers on the ground, standing on it, then laying the other paper on the ground, stepping on it, then picking up the first piece. The child continues this way stepping only on the newspapers until he reaches a stopping point. When he reaches the stopping point, he picks up the newspapers and runs back to the starting line, where he gives the papers to the next teammate. This continues until one team has all players finish.



# BLACK HISTORY

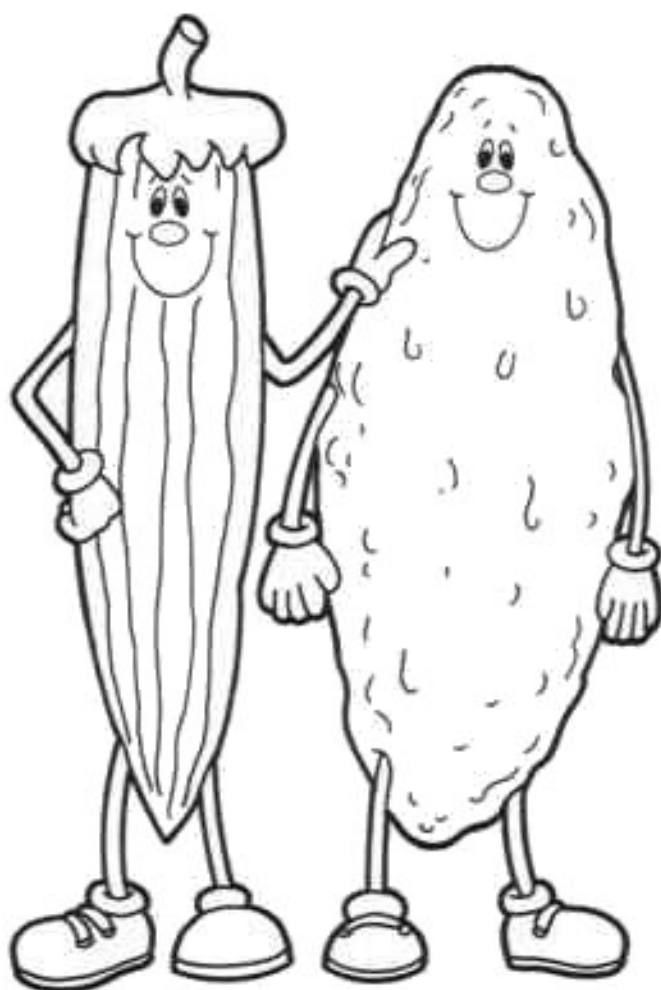
## SNACK TIME SUGGESTIONS

### Okra Treats

Allow the children to sample okra in different dishes. Okra may be fried, boiled, baked, etc. See page 101 for an interesting fact about okra.

### Sweet Potatoes

With lunch, serve the children sweet potatoes in one of the many ways they may be prepared. They may be baked like regular baked potatoes, candied, boiled (served with butter, cinnamon and/or marshmallows), or baked into a soufflé. See page 96 to find out more about George Washington Carver, the man who helped popularize sweet potatoes and peanuts as crops.



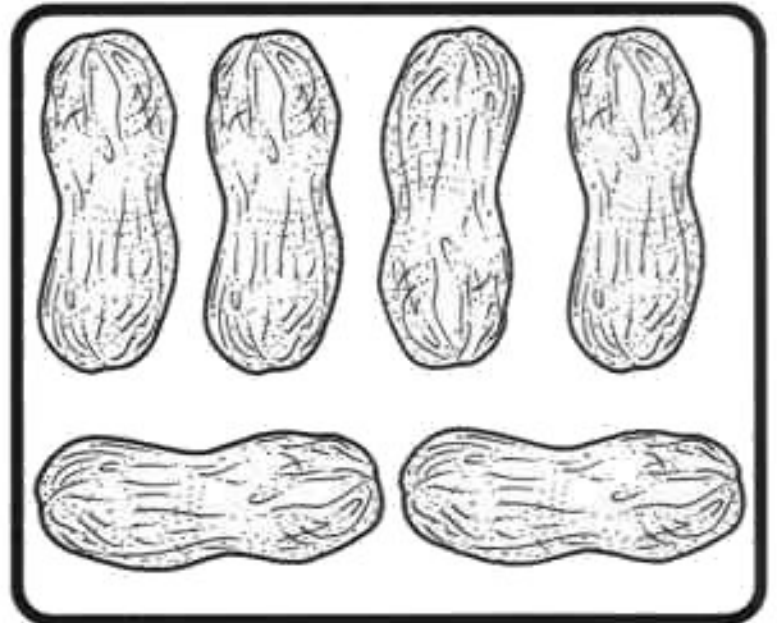
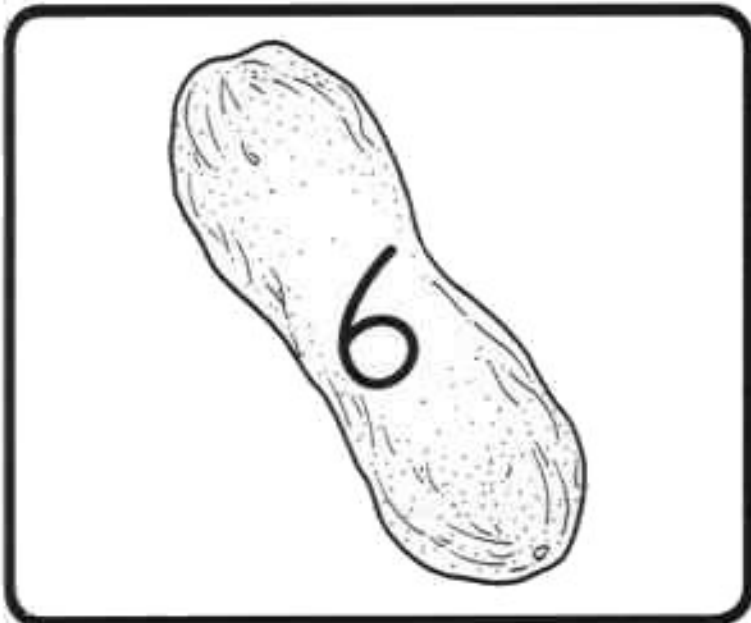
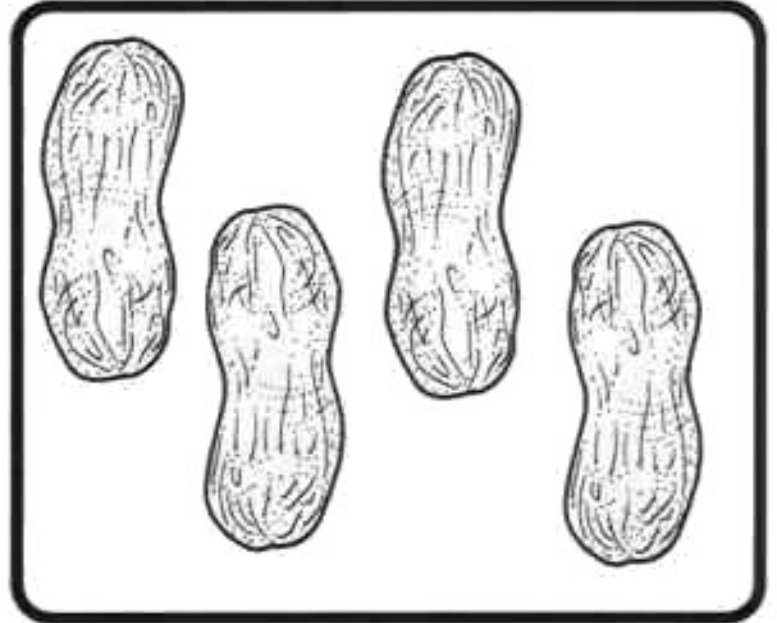
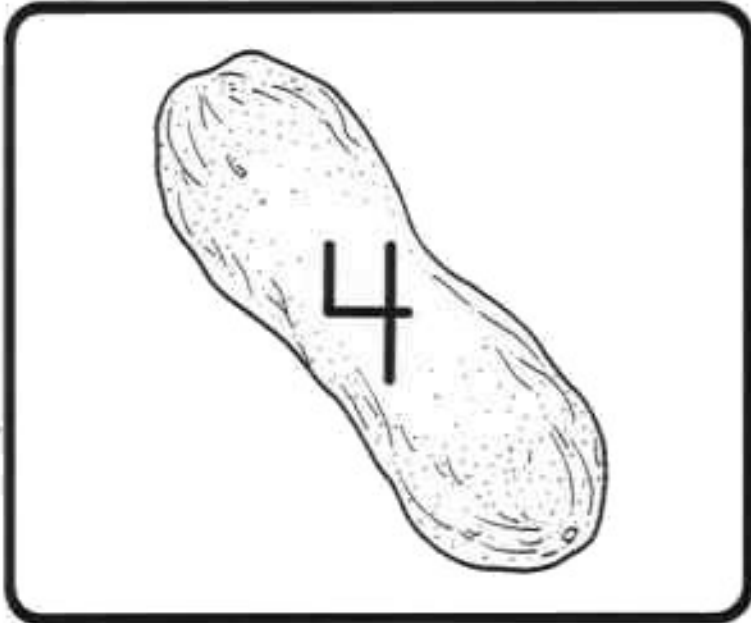
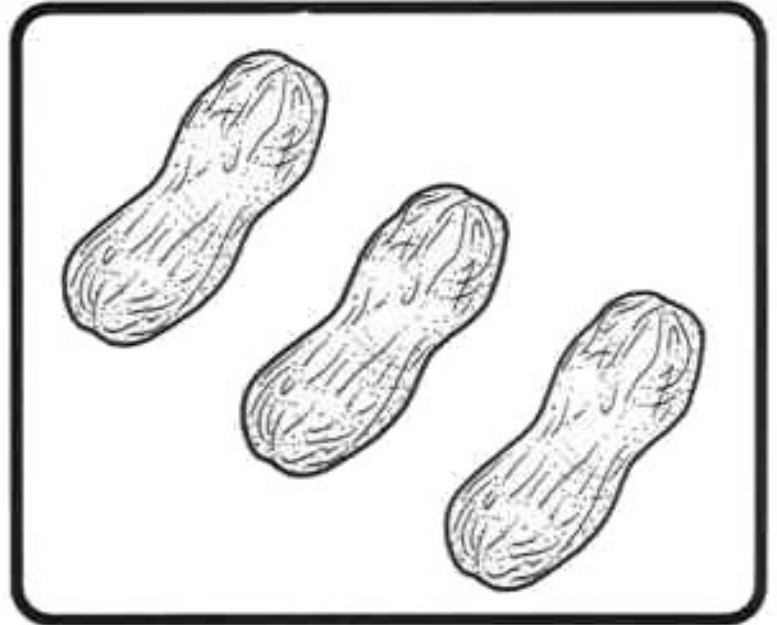
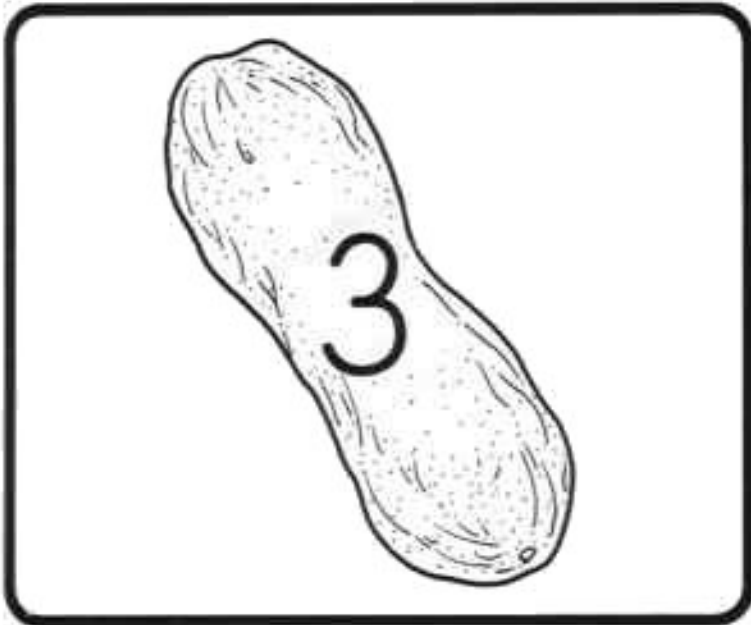
### Homemade Peanut Butter

Allow the children to help you measure out the ingredients and follow the directions below to make homemade peanut butter. For each cup of unsalted, shelled roasted peanuts (allow the children to shell the peanuts), gather  $\frac{1}{2}$  teaspoon salt and 2-3 tablespoons vegetable oil. Put all ingredients in a blender and blend for one minute. Enjoy with crackers for a snack soon after you make it, as homemade peanut butter spoils more quickly than traditional store-bought peanut butter. You may wish to spice up your peanut butter by adding cinnamon, a banana, jelly, or any other interesting ingredient.





George Washington Carver Peanut Match Cards



Dr. Martin Luther King, Jr.





# GROUNDHOG DAY



A popular American legend is that the groundhog, or woodchuck, emerges from hibernation on Groundhog Day, February 2. If the day is sunny and he sees his shadow, he will return to his burrow to sleep through 6 more weeks of winter weather. A cloudy day means that he will not see his shadow, which predicts an early spring. Groundhog Day is a fun way to introduce a study of the seasons or a discussion of superstitions and myths. Use the activities in this section to make Groundhog Day a learning experience that is also a lot of fun!

## GROUNDHOG DAY LANGUAGE ACTIVITIES

### Sequence Cards

**Skills:** Sequencing, Problem Solving

**Activity:**

Photocopy and cut out the Groundhog Sequence Cards from page 116. Explain to the children that you are going to show them several cards with Groundhog Day pictures on them. Tell them that you would like them to look at the pictures and decide which picture happened first, second, third, and last. Show the children the pictures and allow them to put the cards in order.



### Fact vs. Superstition

**Skill:** Differentiating between Fact and Fantasy

**Activity:**

Explain to the children that the event that takes place on Groundhog Day is not a real scientific method for forecasting the weather, but one of many traditions in the United States. Ask the children to tell you other things they can think of that are mythical or superstitious traditions. Show the children the Fact vs. Superstition Cards from page 117 and have them look at the pictures. Ask them to sort the cards into two categories: "real" and "pretend."

# GROUNDHOG DAY MATH ACTIVITIES



## Groundhog Hole Matching

**Skills:** One-to-One Correspondence

**Activity:**

Make three to five photocopies of the Groundhog and Groundhog Hole patterns from page 118. Cut out, color, and add felt or masking tape to the back of each piece (felt if you have a flannel board, or tape if you do not). While the children free play, gather a few students and show them the groundhogs and holes. Explain that you want each groundhog to have one hole. Tell the children that they are to place one groundhog beside each hole on the flannel board or wall.

## Groundhog Twins

**Skills:** Visual Discrimination, Matching

**Activity:**

Make two photocopies of the Groundhog Twin Cards from page 119. Color the groundhogs and cut them out. Show the cards to the children and explain that each groundhog has a twin wearing the exact same clothing. Allow the children to look closely at the groundhogs and match the twins.

## Groundhog-to-Shadow Matching

**Skills:** Matching, Visual Discrimination

**Activity:**

Photocopy the Groundhog-to-Shadow Matching Cards on page 120. Show the patterns to the children and explain that they are to look at the outline of each groundhog and find the shadow that matches the shape. Tell them that you would like them to put each shadow beside the matching groundhog. Allow the children, one at a time, to work with the cards while the other children free play.



# GROUNDHOG DAY SCIENCE ACTIVITIES

## Shadow Tracing

**Skills:** Observation, Tracing

**Activity:**

Take the children outside on a sunny day and have them look for their shadows. Pair the children up and allow them to trace each other's shadows. They may do this on a concrete surface with chalk, or on butcher paper with crayon or markers. Write each child's name on his shadow. Allow the children to decorate their shadow tracings if you like.



## What Makes a Shadow?

**Skills:** Observing, Hypothesizing

**Activity:**

Talk with the children about shadows. Ask them to tell you what they think makes shadows. Ask them why they do not cast shadows outside on cloudy days. Allow the children to experiment with different light sources (the sun, overhead lights, flashlights, overhead projectors, etc.) to make shadows.



## Shadow Guessing

**Skill:** Problem Solving

**Activity:**

Set a sheet over two chairs, or hang it from the ceiling. Choose one child to be the leader for the first round. Have all of the other children hide their eyes. Let the leader choose an object from the classroom, and have him take it behind the sheet. Then have the other children look at the sheet. The leader is to hold a light or flashlight behind the object. Allow the class to try to guess the object by the shadow it casts on the sheet. When the children have guessed, choose a new leader.

# GROUNDHOG DAY MUSIC AND MOVEMENT

## Adapted Songs to Sing

### Where is Punxy Phil?

(To the tune of "Paw Paw Patch")

Where, oh where is Punxy Phil?  
Where, oh where is Punxy Phil?  
Where, oh where is Punxy Phil?  
In Pennsylvania in his groundhog hole.

Punxy Phil will you see your shadow?  
Punxy Phil will you see your shadow?  
Punxy Phil will you see your shadow?  
At Gobbler's Knob this Groundhog Day.

Yes, oh yes, he saw his shadow,  
Yes, oh yes, he saw his shadow,  
Yes, oh yes, he saw his shadow,  
Winter time will be here awhile.

No, he didn't see his shadow,  
No, he didn't see his shadow,  
No, he didn't see his shadow,  
Now spring time will be here soon.



### I'm a Little Groundhog

(To the tune of "I'm a Little Teapot")

I'm a little groundhog, short and fat.  
I'm smaller than a pig, but bigger than a cat.  
If I see my shadow, winter's here to stay.  
But if I don't, spring's on its way.

## Groundhog Day Science Activities



### Groundhog Predictions

**Skills:** Making Predictions

**Activity:**

Talk with the children about Punxatawney Phil and the weather-predicting aspect of Groundhog Day. Explain to the class that Phil the groundhog is not always right. Early on Groundhog Day, have students look outside and decide what Phil would do if he had to make a prediction on their playground. Then have the children predict what they think Phil will really do. Write the predictions down and see who was right after Phil comes out. Save these and see which prediction was right about the end of winter.

### Cloudy vs. Sunny

**Skills:** Knowledge of Sunny and Cloudy Conditions

**Activity:**

Photocopy and cut out the Cloudy vs. Sunny Cards from page 121. Talk with the children about how they can tell if a day is sunny or cloudy. Discuss the fact that on sunny days, everything is brighter and there are shadows. Show the children the cards and have them sort into two categories, sunny and cloudy.

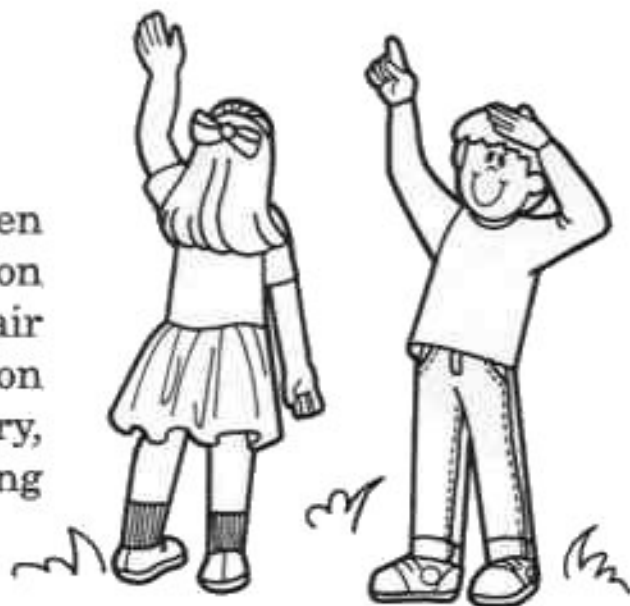


### Cloud Texture Matching

**Skills:** Tactile Discrimination

**Activity:**

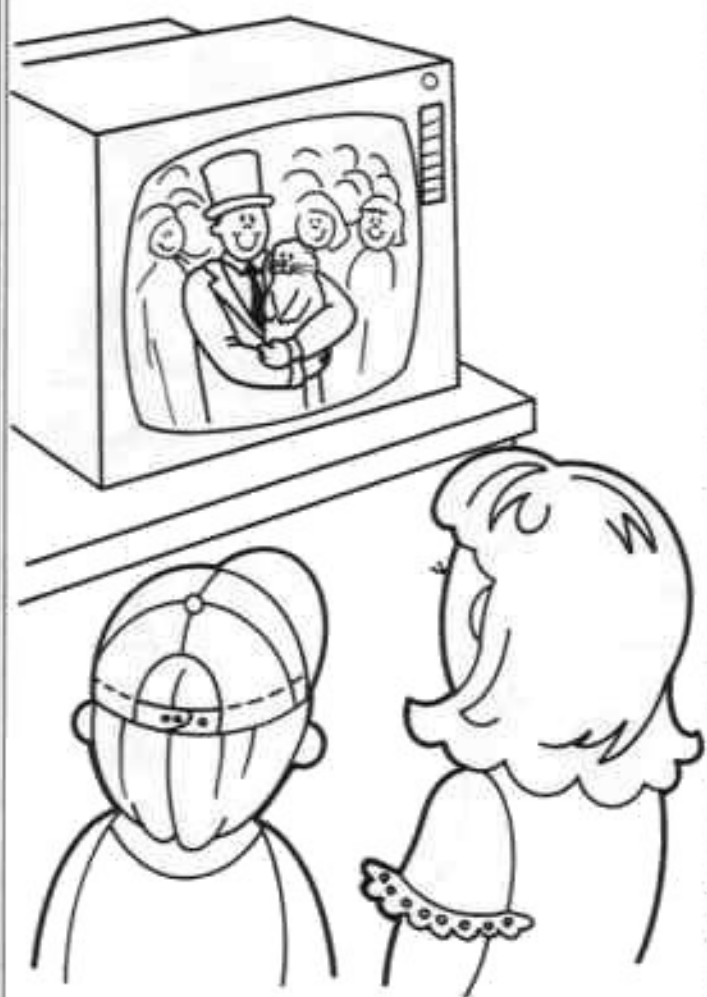
Make pairs of texture clouds by cutting ten or twelve cloud shapes from construction paper. Glue any of the following to each pair of clouds: sand, rice, coffee grounds, cotton balls, feathers, macaroni, etc. When dry, allow the children to take turns matching the clouds while blindfolded.



# GROUNDHOG DAY SOCIAL AWARENESS

## Punxatawney Live

If you have access to a television, find out if any network has live coverage of the festivities in Punxatawney. If so, arrange for your class to watch the ceremony as it takes place. If your school does not carry cable, but a network has live coverage of it, see if a parent will tape it for you. If no one is carrying it live, set your VCR (or ask a parent to) for the evening news. Regardless of which way the children view the ceremony, talk with them about what they saw. Let them tell you about what they think of Phil. Explain to them that the citizens of Punxatawney meet every year in Gobbler's Knob to celebrate their famous forecaster. Ask the children if they would like to visit Punxatawney some day on Groundhog Day.



## Where's Punxatawney?

Get a large, detailed map of the United States. Find Punxatawney ahead of time, and mark with a marking pen, sticker, etc., for easier reference. Also mark the town where your school is located. Allow the children to look at the map and observe the distance between your town and Punxatawney. To make the distance more concrete to the children, find out the driving time to Punxatawney and tell the children that if you got in a car right now and drove until you got there, you wouldn't be there until lunch time tomorrow, three bedtimes from now, etc. Explain this distance is why you may have a very different weather condition than Punxatawney on Groundhog Day.





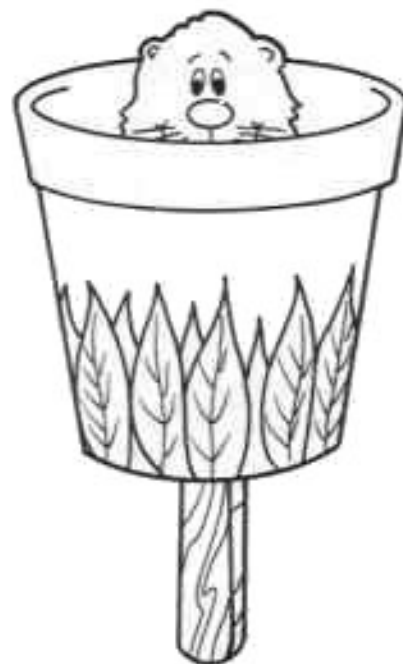
# GROUNDHOG DAY ARTS AND CRAFTS

## Groundhog Puppet

**Skills:** Fine Motor Skills, Following Directions

**Activity:**

Reproduce page 122 as many times as you need to give each student a Groundhog Puppet pattern. Gather one ice cream stick and one plastic foam cup per child, glue, and crayons. Allow each child to use the crayons to color his pattern, cut it out, then have him glue the pattern to the end of his ice cream stick. While the glue is drying, allow the child to draw grass and greenery on the cup or use the grass pattern from page 122. When the glue has dried, let the child push the ice cream stick through the bottom of the cup. The child may then move the stick up and down to make his groundhog pop in and out of his hole. You may wish to allow the children to use this art project to accompany the songs found on page 111.



## Handprint Groundhog

**Skills:** Fine Motor Skills, Creativity

**Activity:**

Make a sample handprint groundhog similar to the one shown in the picture. Allow each child to dip his hand into brown paint using his free hand to gently pull the ring finger up to keep it paint-free. Then have the children press their hands with the palm side towards the top of yellow (for a sunny day) or blue (for a cloudy day) construction paper. When the paint is dry, allow the children to use crayons or markers to add facial features to the groundhogs. Encourage the children to each add a background including the groundhog hole, the sun or clouds, etc.



# GROUNDHOG DAY INDOOR GAMES

## Feed the Groundhog



Begin this activity about one week before Groundhog Day. Photocopy the groundhog pattern from page 118, color, cut out, and glue to a brown paper lunch bag. Explain to the children that they are going to “feed the groundhog.” Periodically through the week, allow the children to place peanuts (or other treats) in the bag for tasks performed. Tasks will vary with age and may include tasks such as reciting the alphabet, counting to ten, remembering manners, etc. On Groundhog Day, allow the children to share the goodies in the bag.

## Shadow Play Games

Gather an overhead projector or lamp. Allow the children to do any of the following activities with the light source.

- Make letters or animals with their fingers.
- Make objects or letters with their bodies (such as trees, airplanes, elephants, birds, etc.)
- Play shadow charades: position the other children so that they can see only the clue-giver’s shadow.
- Trace each other’s bodies on butcher paper.



## Phil’s Hole

Use a circular piece of elastic large enough for all of the children to hold while sitting or standing in a circle. Have the children move as you give them directions. Tell them to put their bodies inside the hole, pull it over/behind them, jump over the hole, etc. You may also ask them to place the hole flat on the ground, to make it tall by holding it over their heads, or stretch the hole into shapes as a group.

# GROUNDHOG DAY OUTDOOR GAMES/FITNESS

## Shadow Tag

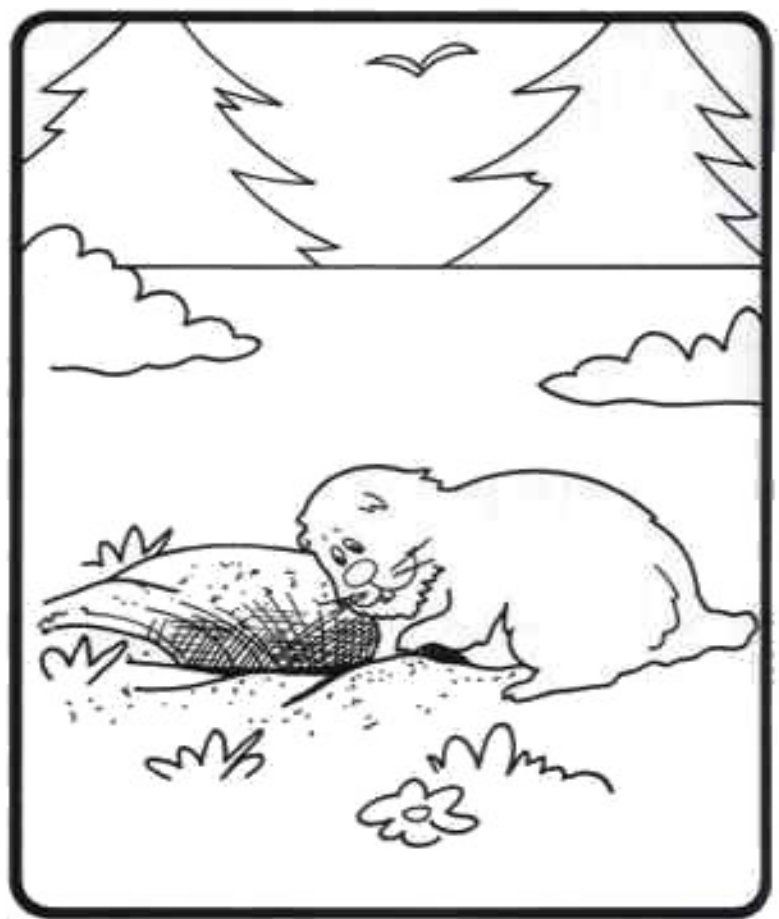
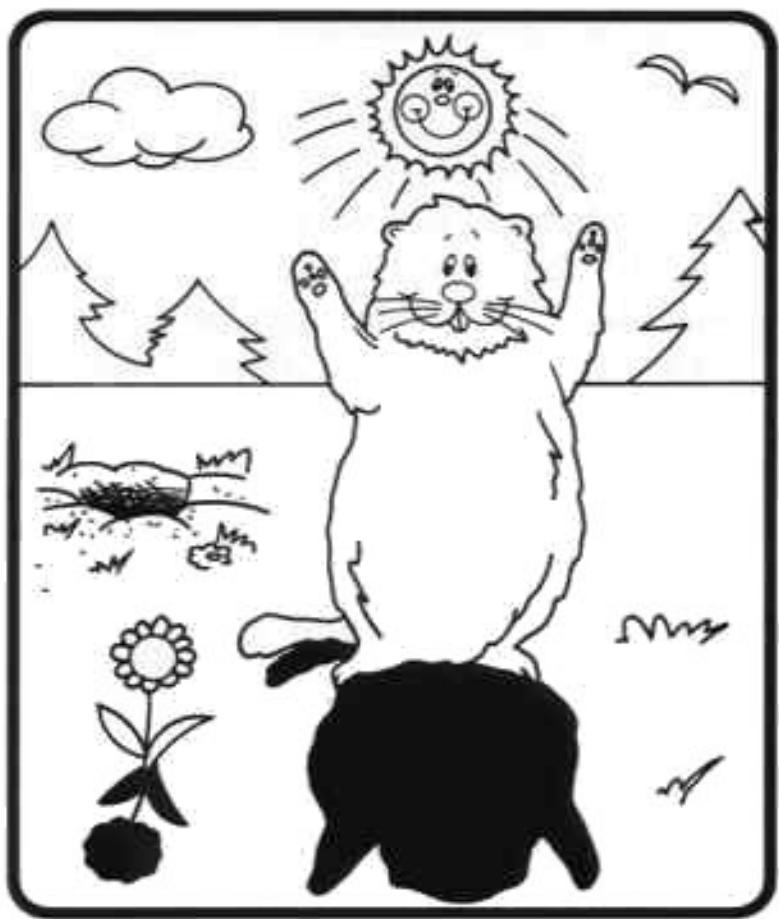
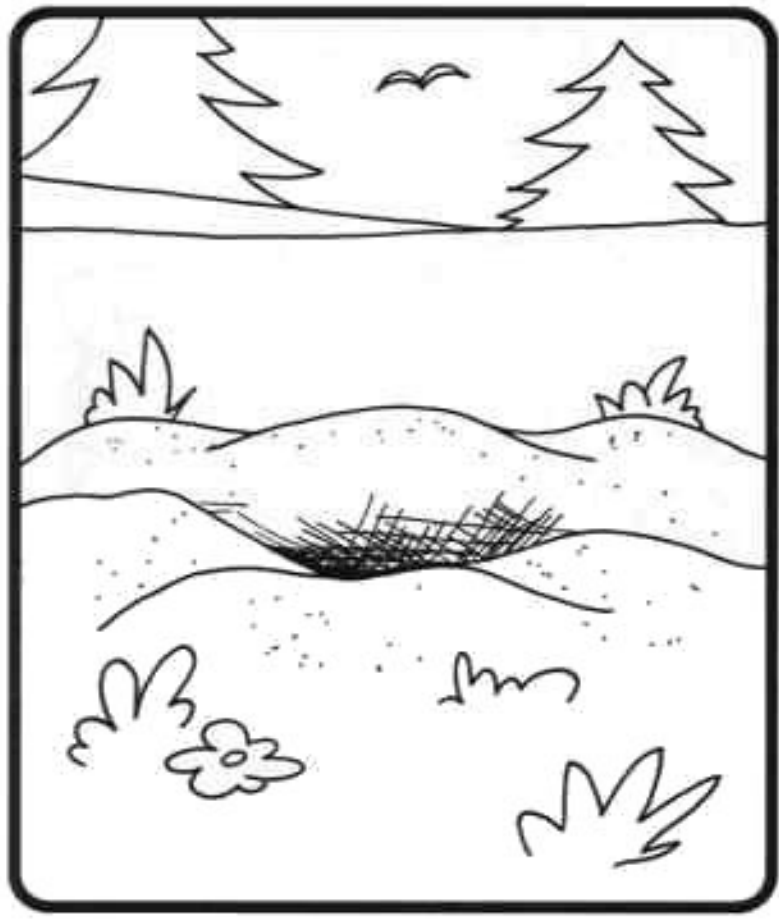
Take advantage of a sunny day by playing this tag game. Choose two children to be "it." Explain to the children that the "its" are to try to tag the other children by stepping on their shadows. The children will learn to maneuver their bodies as well as their shadows. When a child is tagged, he joins the "its" trying to tag the other children. Play continues until all children are "its." Begin again selecting two new "its."



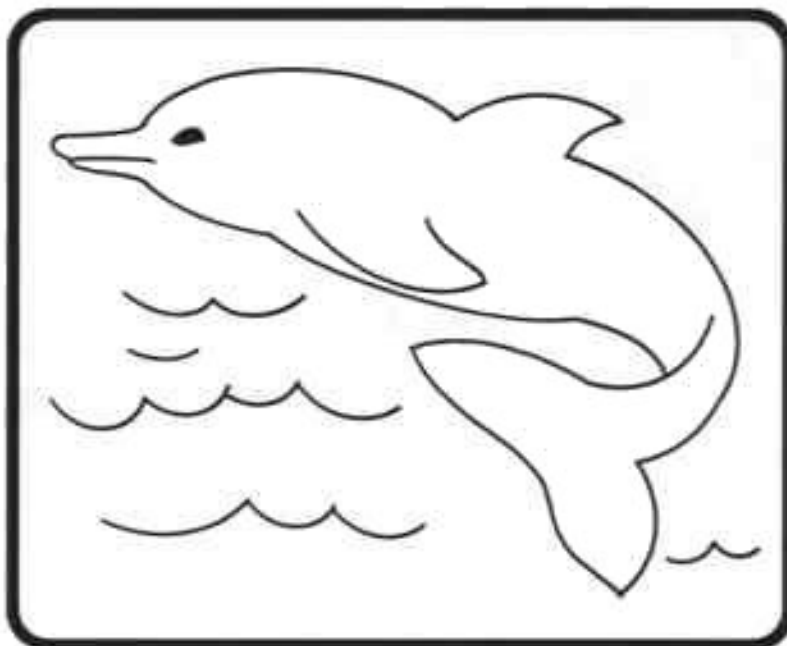
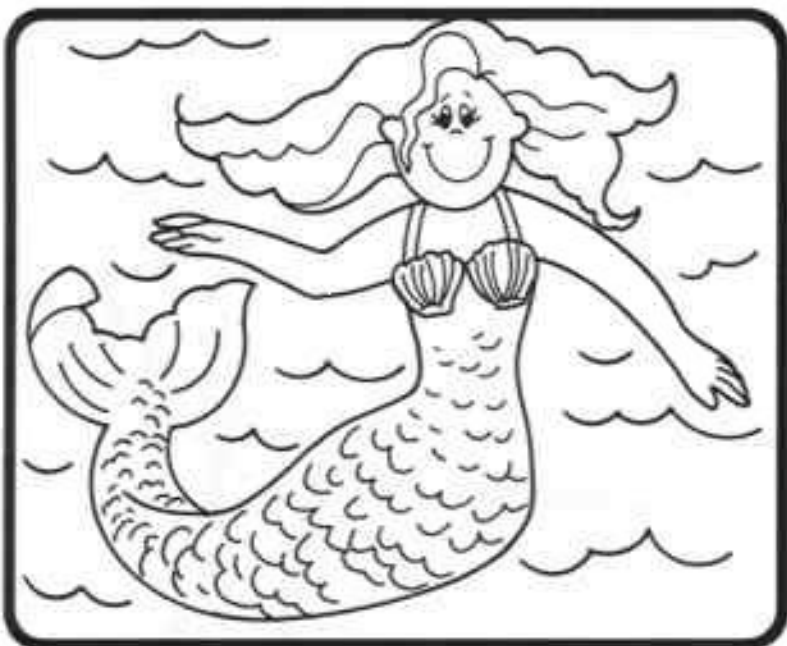
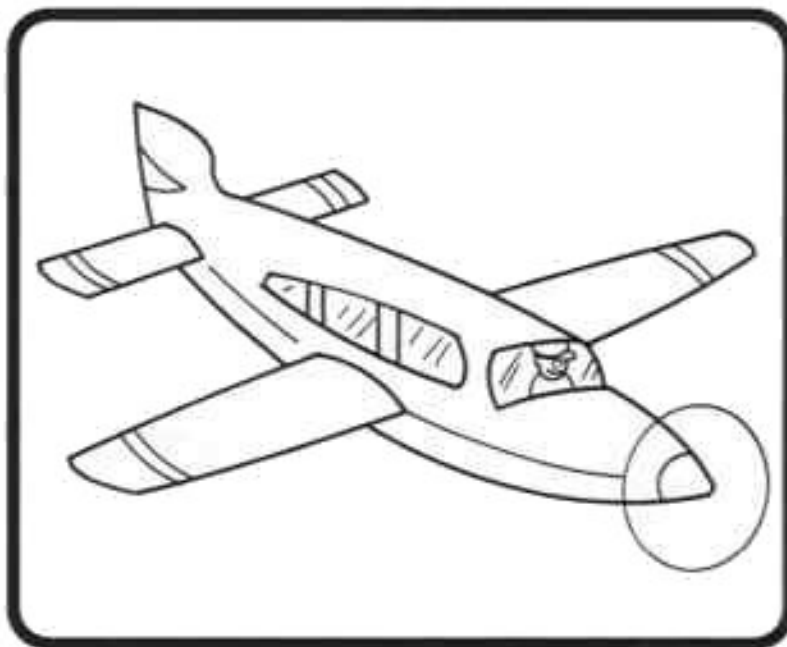
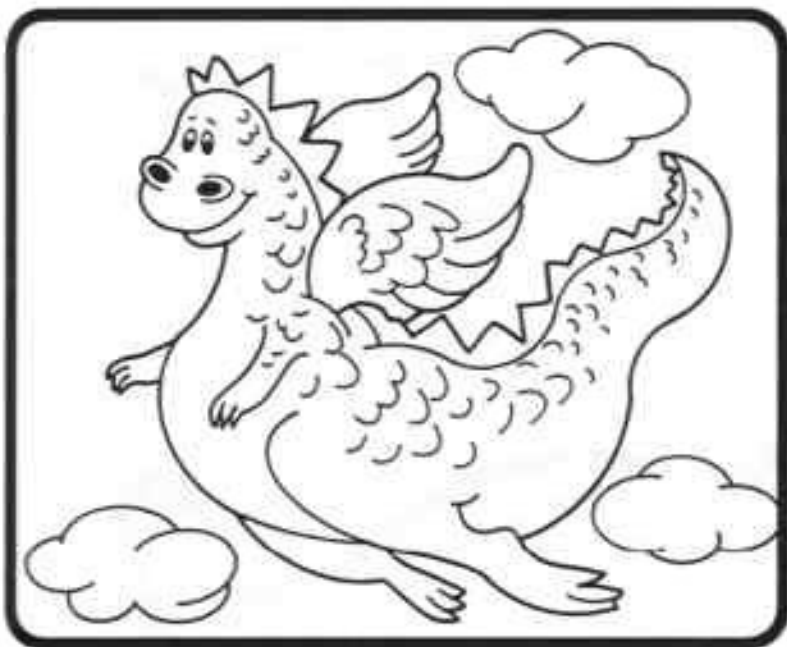
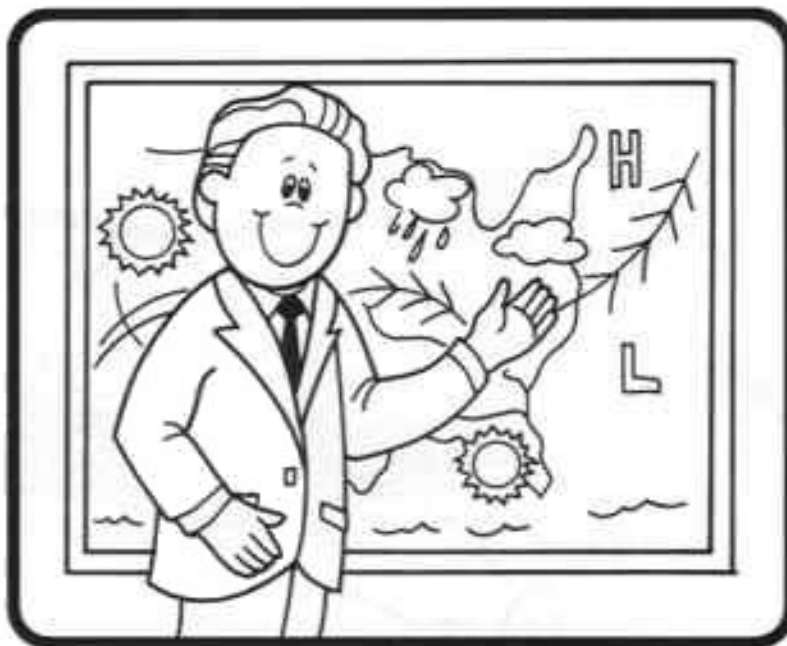
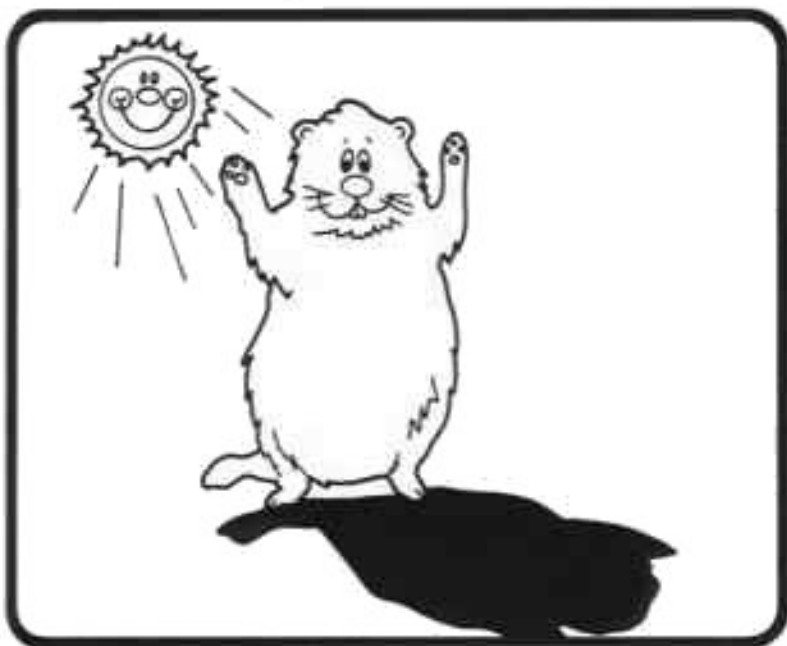
## Sunny Day, Cloudy Day

Play this game like the traditional game "Red Light, Green Light." Choose one child to be the weather, and have the others (the groundhogs) line up at a starting point. Explain that the weather stands with her back turned and says, "Cloudy day, cloudy day, cloudy day." While it is cloudy, the groundhogs advance towards her. But when she turns around saying, "sunny day" anyone caught moving goes back to the starting point. Continue until one child tags the person playing the weather.

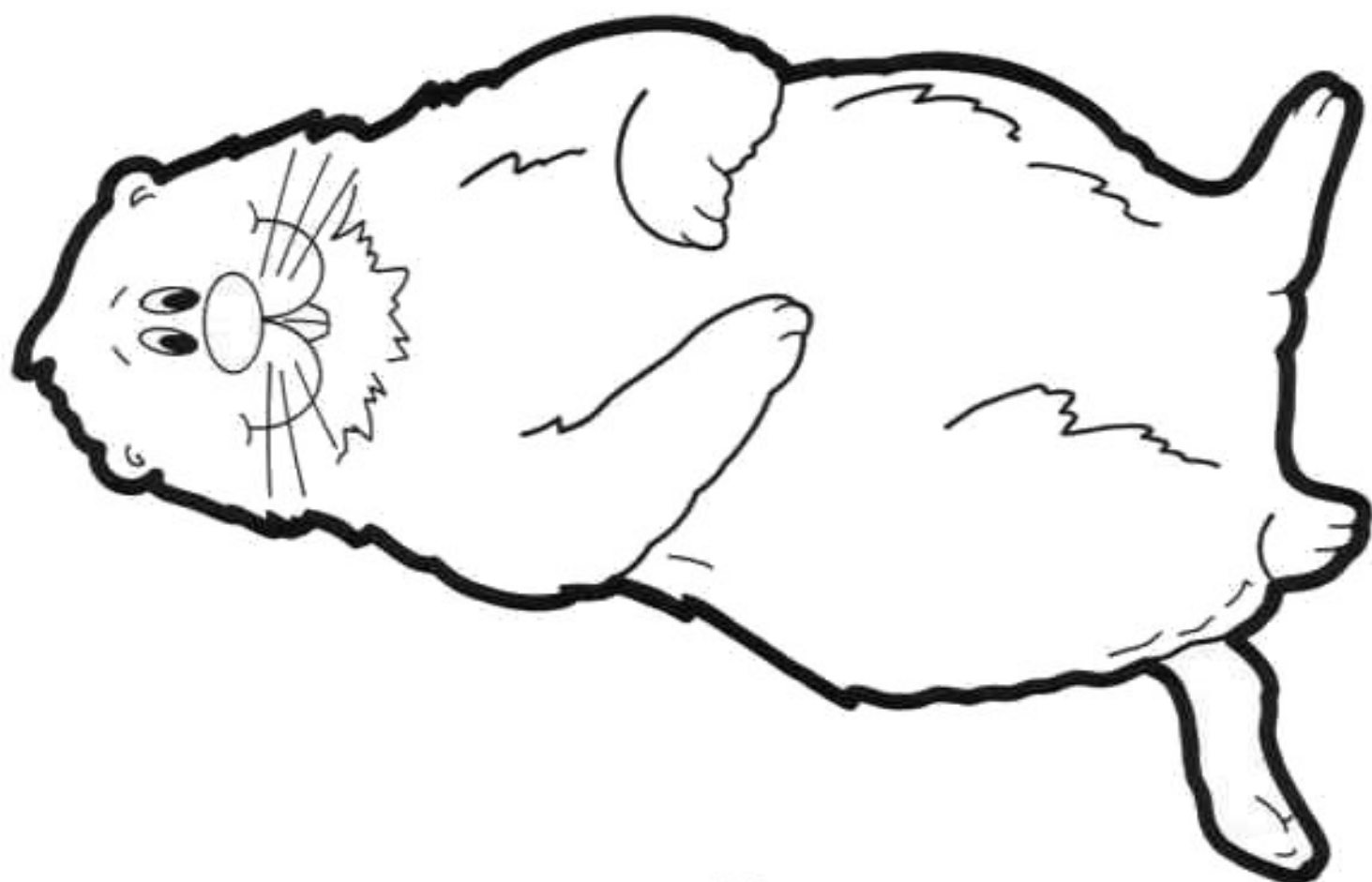
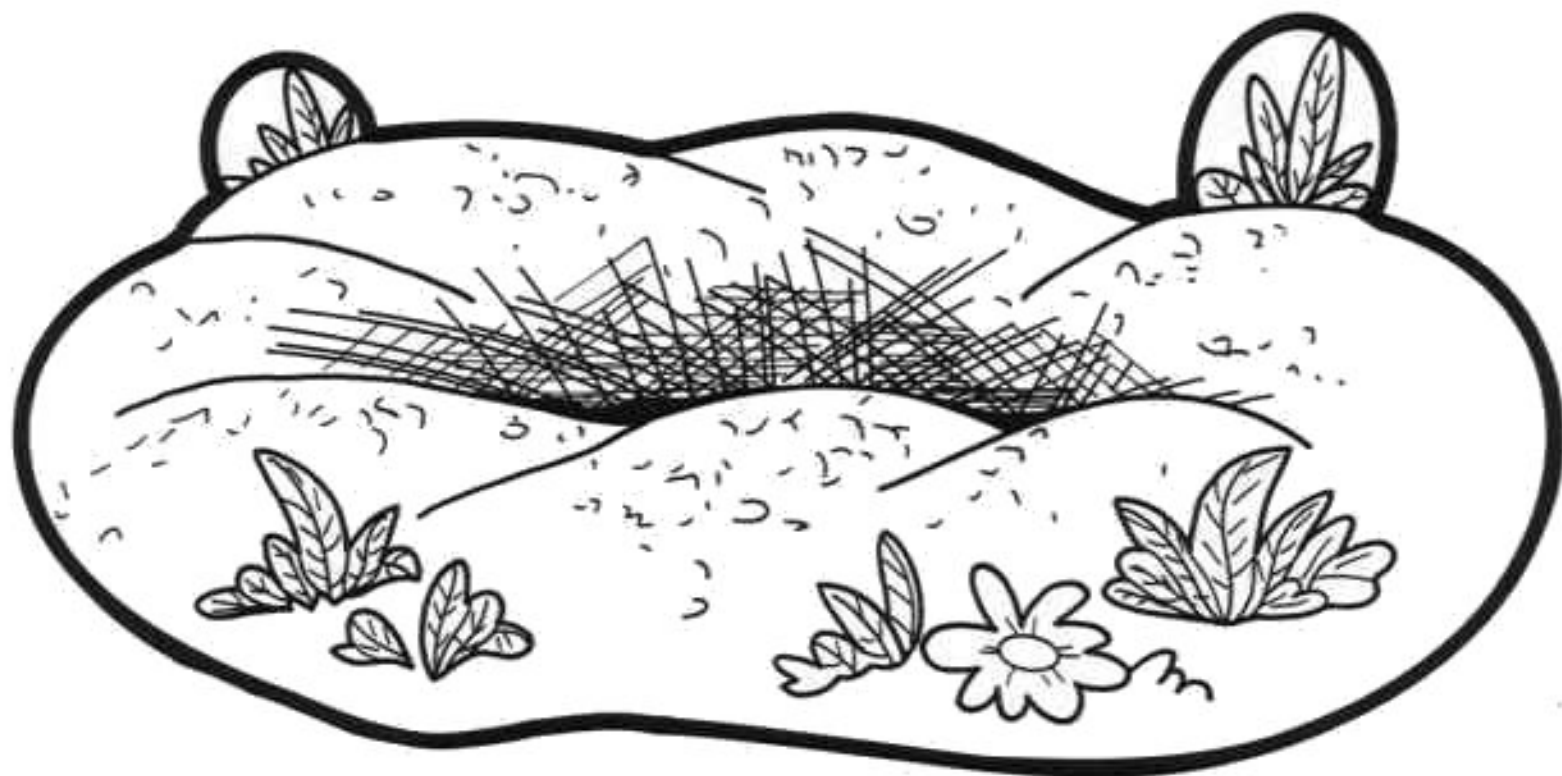
Groundhog Day Patterns  
Sequence Cards



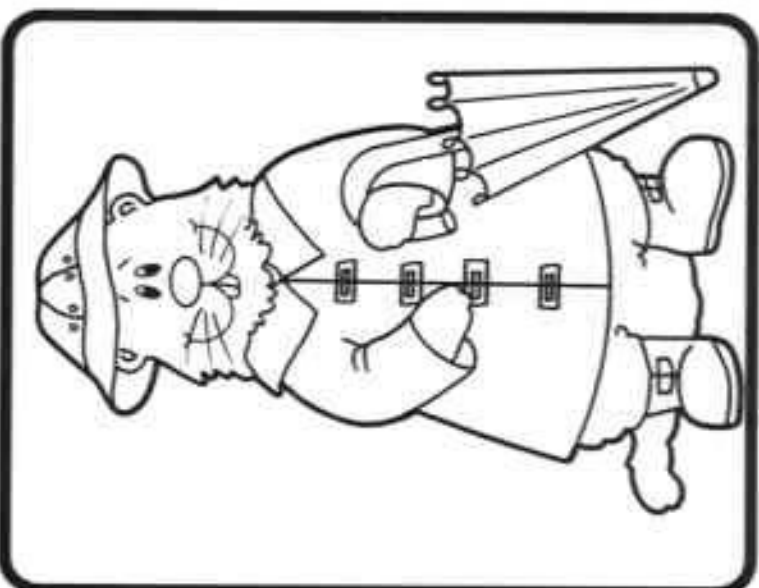
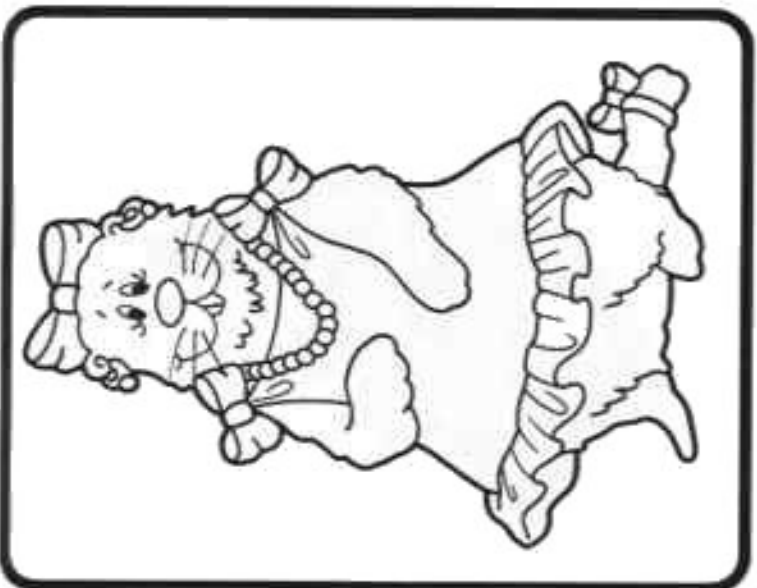
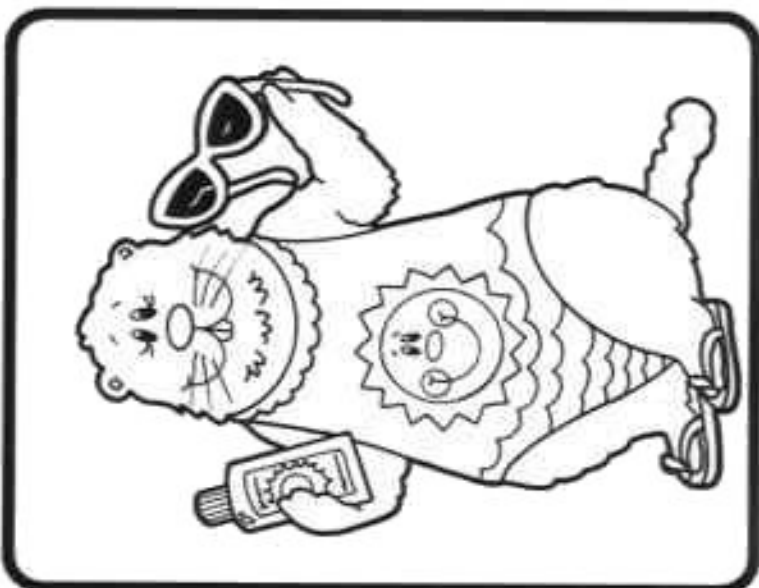
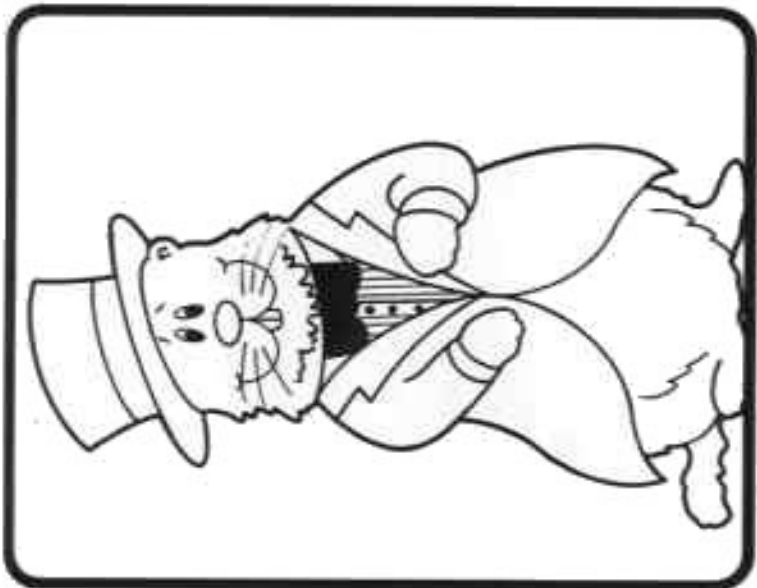
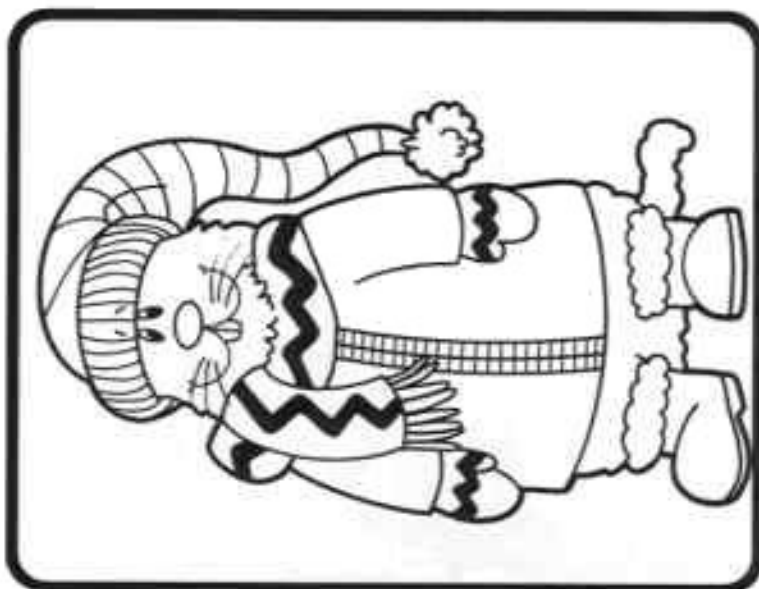
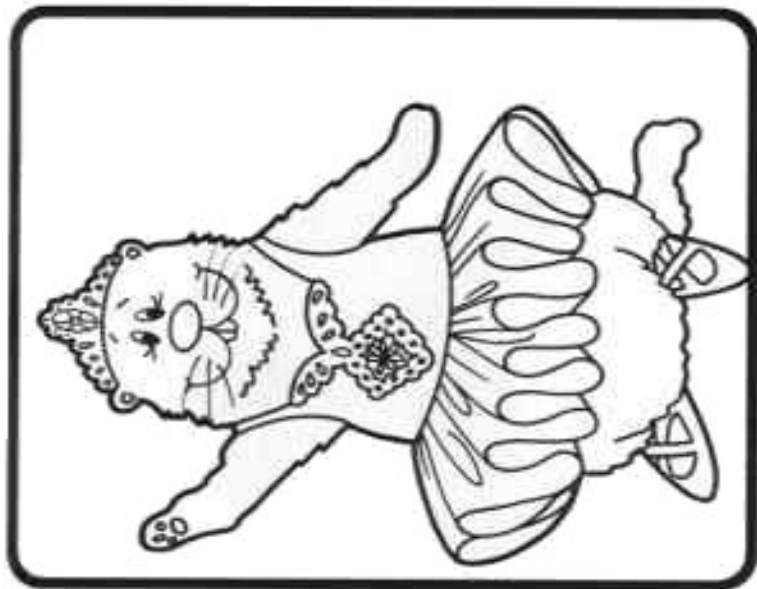
Fact vs. Superstition Cards



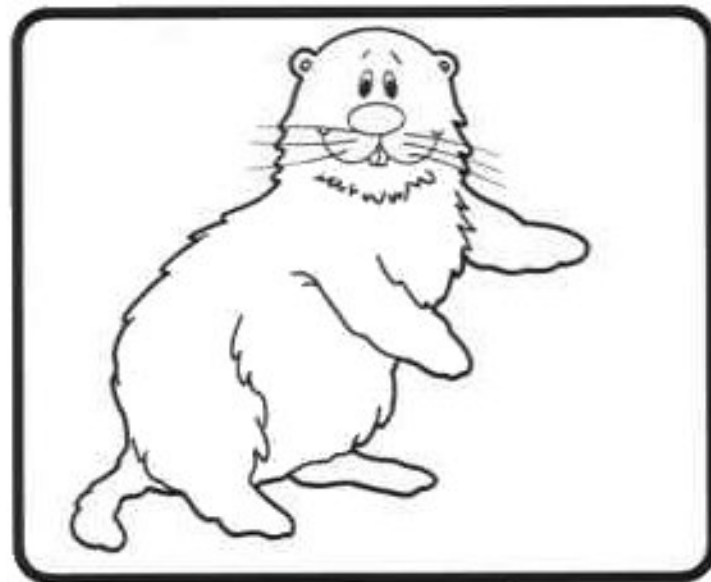
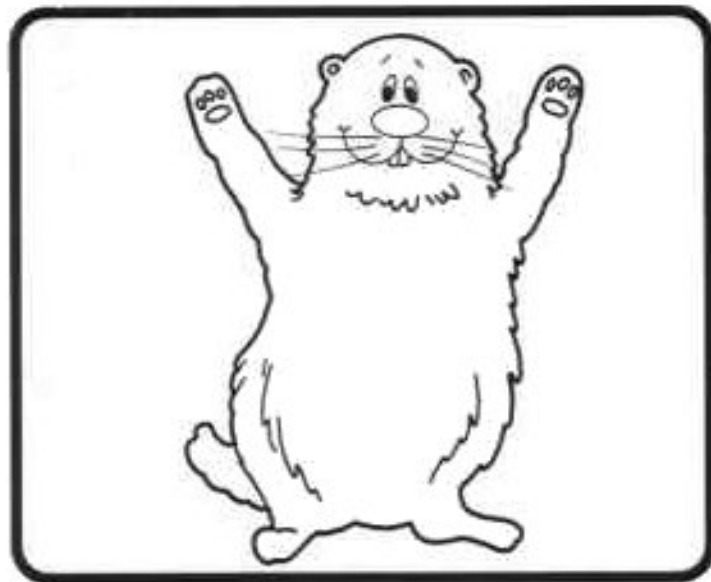
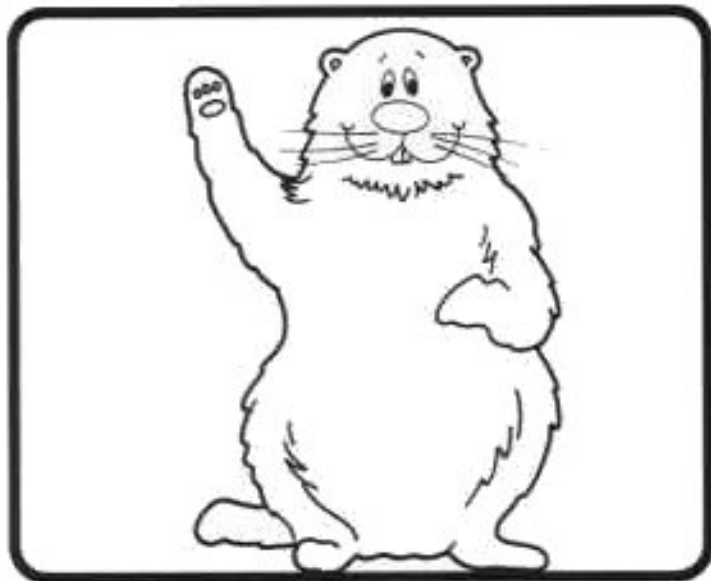
Groundhog Day Patterns  
Groundhog and Groundhog Hole



Groundhog Twin Cards

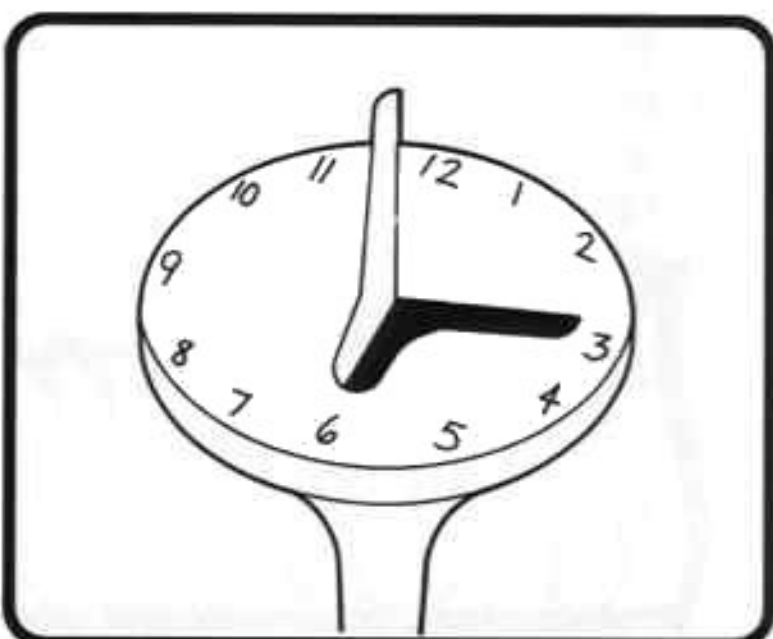
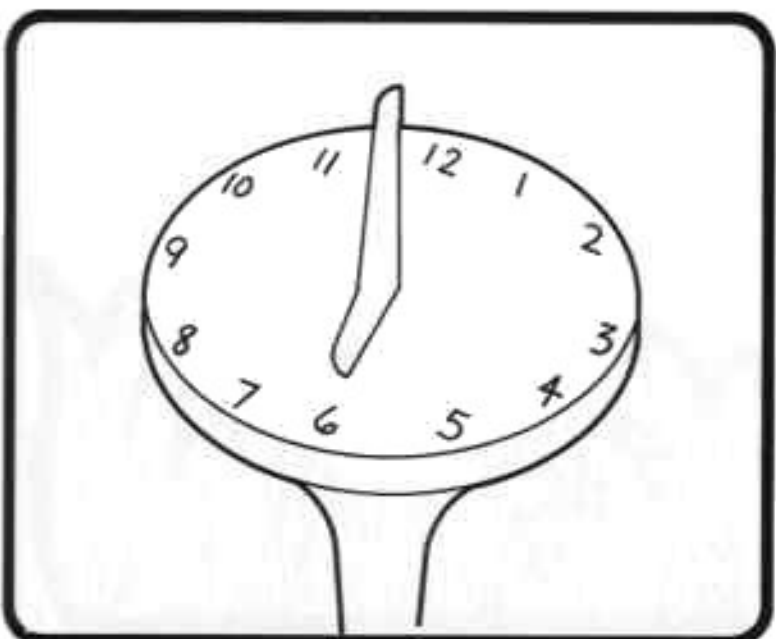
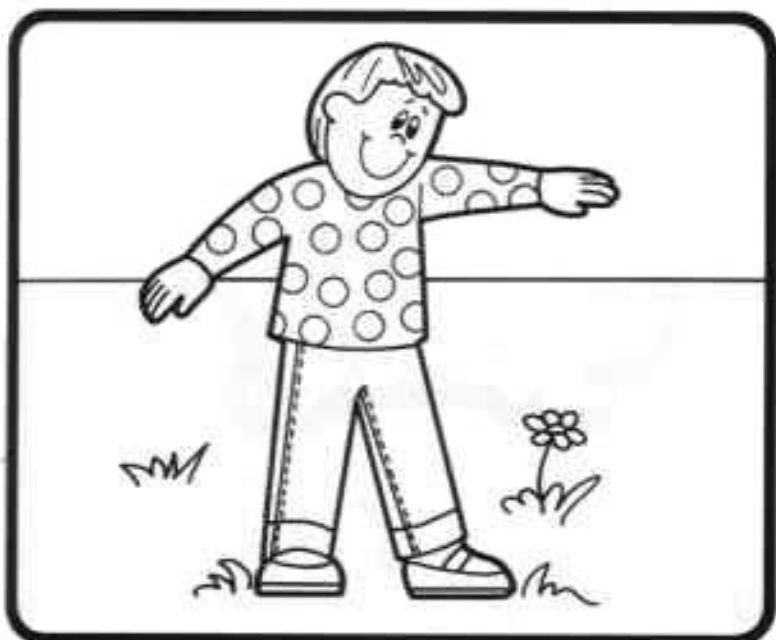
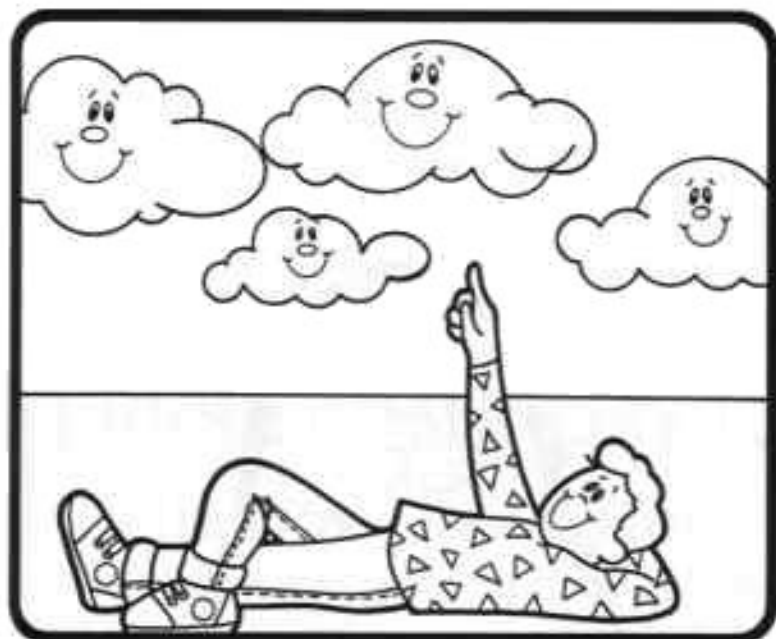


Groundhog Day Patterns  
Groundhog-to-Shadow Matching Cards



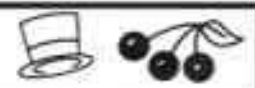


Cloudy vs. Sunny Cards

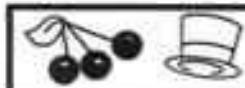


**Groundhog Day Patterns**  
**Groundhog Puppet Patterns**





# PRESIDENTS' DAY



Our nation's success as a democracy is represented in the diversity and strength of those men whom our ancestors chose as their leaders. Students should be made aware of the significance of those choices, and of their civic duty to make good choices when they are able to vote. Celebrate Presidents' Day by teaching students about the office of the President of the United States and about their future role in determining who fills that office.

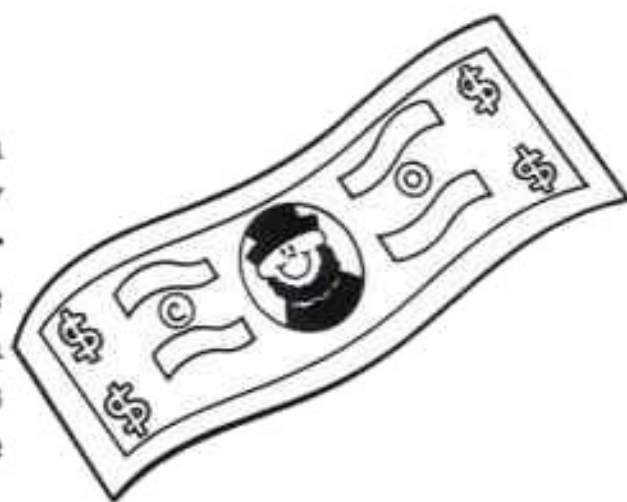
## PRESIDENTS' DAY LANGUAGE ACTIVITIES

### Dollar Bill Object Hunt

**Skills:** Visual Discrimination, Observation

**Activity:**

Gather a few dollar bills and let the children look at them. Explain that there are many pictures, letters, and numbers on a dollar bill. Allow them to tell you some of the objects, letters, and numbers they see. Then have students look for some of the objects that are more difficult to find, such as the eagle, pyramid, etc.



### Coin Letter Hunt

**Skills:** Letter Recognition, Observation

**Activity:**

Gather at least one coin per child in the class. For this activity, allow each child to select one coin. Let each child take a few minutes to look at her coin. Explain that you are going to call out several letters, and you want each child to see if she has any of the letters on her coin. Call out letters and allow the children to tell you if they see them on their coins.

## Presidents' Day Language Activities

### Name Hunt

**Skills:** Letter Recognition, Name Recognition

**Activity:**

Print the words "George Washington" and "Abraham Lincoln" on the chalkboard or chart paper. Tell the children that these are the names of two of our best-known presidents. Allow each child to come up one at a time to see if he can find all of the letters in his name among the letters on the board.



### Patriotic Necklace

**Skills:** Fine Motor Skills, Patterning, Following Directions

**Activity:**

Gather white felt or construction paper, blue yarn, and red straws. Cut the straws into 1-inch pieces. Use the pattern to the right to cut felt or construction paper into 2-inch stars with two holes punched across the widest part. Cut the yarn into 18-to-24-inch strips. Make a sample necklace like the one shown, threading the yarn through the holes in the stars and through the centers of the straws. Alternate stars and straws. Give each child a piece of yarn, two stars, and three pieces of straw. Explain that you want them to make a necklace like yours using the materials you gave them.



### Plastic Canvas Flags

**Skills:** Fine Motor Skills, Pre-Writing

**Activity:**

Purchase several pieces of large-count plastic craft canvas; blunt plastic needles; and red, blue, and white yarn. Cut each child a 3-by-4-inch piece of the plastic canvas. Allow the children to use the needles to weave the colored yarn through the canvas to make red, white, and blue-striped flags.

# PRESIDENTS' DAY MATH ACTIVITIES



## Sorting Coins

**Skills:** Classifying, Sorting

**Activity:**

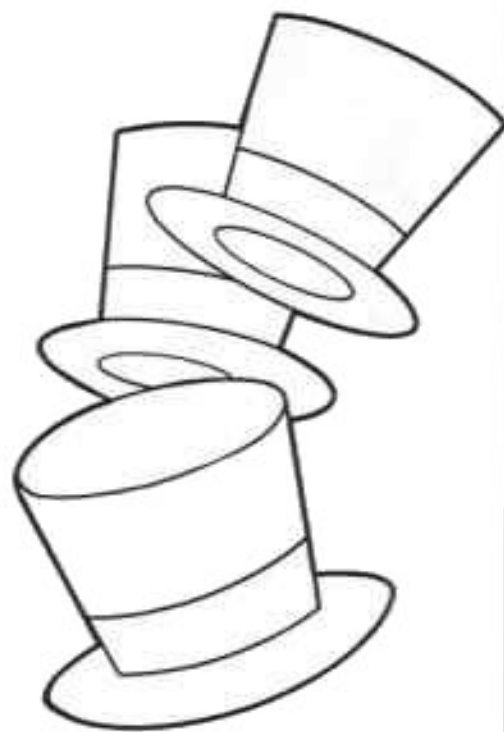
Gather about ten of each type of coin or coin manipulative. While the children free play, invite a few over to do the activity. Show the children the coins and explain that you would like them to sort the coins into piles of similar coins. Allow the children to work together to sort the coins. Allow them to sort into an egg carton if you wish. For older children, you may ask them to sort the coins by other characteristics, such as year minted.

## How Many Hats?

**Skills:** Counting, Adding

**Activity:**

Cut out about ten top hats from black construction paper. Tell the children that you are going to give them some word problems about hats. Give them several different addition word problems and allow them to manipulate the hats to find the answers. Sample question: Mrs. Lincoln found two of Abraham's hats in the morning. She found two more in the evening. How many did she find that day?



## How Many Cherries?

**Skills:** Counting, Matching Numerals to Numbers

**Activity:**

Using the page 133 cherry tree as a stencil, trace and cut out ten green construction paper cherry trees. On one half, write the numbers 1 to 5. On the other half, draw one to five cherries. Tell the children that they are to count the cherries on each tree and find the tree with the matching number on it. Allow the children to work in small groups or individually.

# PRESIDENTS' DAY SCIENCE ACTIVITIES

## Money-Colored Ice Cubes

**Skill:** Color Mixing

**Activity:**

Ask the children to tell you what colors mix to make the color green. Show the children a clear pitcher of water and blue and yellow food coloring. Allow the children to take turns squeezing drops of the blue and yellow food coloring and stirring until you have green water. When mixed, pour into ice trays, freeze, then serve with water at snack time.



## Penny Shining

**Skill:** Experimenting

**Activity:**

Gather the following: one box of salt, one bottle of white vinegar, a tablespoon measuring spoon, a pitcher of water, several clear jars, a towel, and several pennies (the dirtier the better). Tell the children that you are going to clean the pennies with their help. Have the children help you as you fill each jar half full of water. Add 1 tablespoon salt and 3 tablespoons white vinegar per jar. Add about ten pennies to each jar and let sit for 2-3 minutes. Take the pennies out, rinse with water and set on towel to dry. Allow the children to compare the clean pennies to some dirty ones.

## Comparing Coins

**Skills:** Weight Comparison, Coin Identification

**Activity:**

Gather several of each type of coin and a balance scale. Ask the children to find out which coin combination equalling 25 cents is heaviest: 25 pennies, 2 dimes and 1 nickel, 5 nickels, or 1 quarter? Allow the children to work with the coins in a similar fashion with other amounts.

# PRESIDENTS' DAY

## MUSIC AND MOVEMENT

### Traditional Song to Sing

"Yankee Doodle Dandy"

### Movement Activities

**Patriotic Marching:** Play patriotic marching music for the children and encourage them to march like the brave soldier George Washington.

**Flag Waving:** Give each child a small plastic flag. Play or sing the song "You're a Grand Old Flag" and allow the children to wave their flags to the music.



### Finger Play

#### My Hat It Has Three Corners

My hat it has three corners.

Three corners has my hat.

And had it not three corners,

It would not be my hat.

Teach the children the words to this finger play. Each time the children say the word "hat," they should point to their heads. When the word "three" is spoken, they should hold up three fingers. When they say the word "corners," they should point to their elbow. Each time the finger play is repeated, encourage them to say it faster.

# PRESIDENTS' DAY SOCIAL AWARENESS



## Who is the President Now?

Often during President's Day, we talk about former presidents. Take an opportunity to talk with the children about the current president. See how many children know who the president is. Share some of the president's background with the children, where he grew up, how he got into politics, etc. Tell the class about some of the changes the president is trying to make in the United States. If possible, share interesting facts with the children about the president's childhood.

## Where does the President Live?

Tell the children that while a person is President he and his family live in Washington, D.C., in a special house. Explain that this house is called the White House. Find Washington, D.C., (point out that it is named after George Washington) on a map. If possible, check out books about the White House and share some of its history with the children and allow them to look at the pictures. As a follow up activity, allow the children to draw pictures of the White House.



## Early Presidents' Homes

Talk with the children about where George Washington and Abraham Lincoln were born. Show the children Virginia (Washington) and Kentucky (Lincoln) on a map. Talk about Washington and the cherry tree, and Lincoln and the log cabin. Ask the children to tell you how they think these presidents' childhoods and their own may be different and alike. This would also be a good opportunity to talk about the current president's birth state. Explain to the children that one of the requirements to hold the office of president is to have been born in the United States.



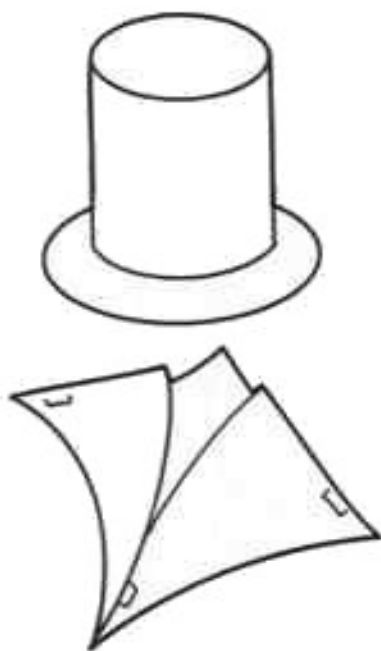
# PRESIDENTS' DAY ARTS AND CRAFTS

## Patriotic Hats

**Skills:** Fine Motor Skills, Following Directions

**Activity:**

Provide students with black and blue construction paper. Allow each child to choose the type of hat he will make. To make the Lincoln top hat, a child can roll a long piece of black paper into a cylinder and tape. Then tape a small circle to the top, and a large circle to the bottom. The Washington three-cornered hat is made from three pieces of blue paper, where each is cut into a triangle with one long side. Match up the short sides of two triangles and staple in the lower corner. Repeat for the remaining two corners.



## Old-Fashioned Marble Paper

**Skills:** Following Directions, Fine Motor Skills

**Activity:**

Gather a 9-by-12-inch (or larger) casserole pan, a few colors of oil-based paint, and paper. Fill the casserole pan half-full with water. To make the marble paper, drop several drops of each color of the paint onto the water. Swirl with a paint brush or pencil. Gently set the paper on top of the water for a few seconds, then carefully pull off and set aside to dry. Add a few more drops of paint between each new paper.



## Patriotic Streamer Kites

**Skills:** Following Directions, Drawing

**Activity:**

Cut the center out of one paper plate per child. Give each child the outer part of the paper plate and allow him to decorate it with red and blue crayons or markers. After the child has decorated his plate, punch three equally-spaced holes around the edge and tie a short length of yarn to each hole. Tie the three loose yarn ends together and attach a longer piece of yarn that will be used to fly the kite. Help the student staple red and blue streamers onto the kite. When finished, the child can run (outside) and pull his kite behind him.

# PRESIDENTS' DAY INDOOR GAMES



## Flag Dancing

If you have a flag on the grounds, take the children to watch it. Ask the children to describe how the flag is moving. Take the children to the classroom and ask them to move like flags. Explain that you are going to give them several conditions in which to "wave." First ask them to move like they are blowing in a gentle breeze. Then ask them to move as if they were waving in no wind, a strong wind, and in a hurricane.

## Coin Stacking

Allow each child to take a handful of pennies from a container. Explain to them that you want to see how high they can stack the pennies. Have the children count as they stack the pennies until they fall over. Have more pennies available for those who can stack more than the handful they grabbed.



## Penny Passing

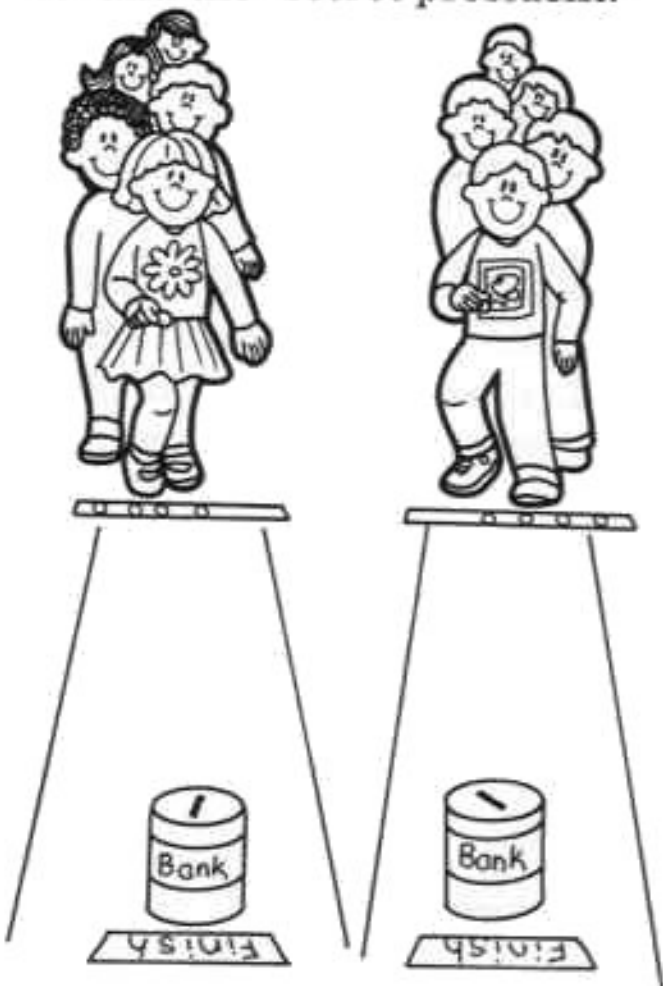
Have the children stand in a circle facing the center, with their shoulders touching. Choose one child to be Abe, and have him stand in the center of the circle. Have the children put their hands together behind their backs and give about six children pennies. Instruct the children to begin passing the pennies around the circle. Each child should pretend to pass a penny even when he does not have one. Abe is to try to catch someone holding a penny. When he thinks he sees someone with a penny, he points to that child. That child then exposes her palms. If she has a penny, she becomes the new Abe. If she doesn't, play continues until Abe catches someone with a penny.



# PRESIDENTS' DAY OUTDOOR GAMES/FITNESS

## Secret President

Gather the children and have them stand in a circle. Choose one child to be "it" and have her hide her eyes. Select a "secret president" from the children standing in the circle. Position "it" in the middle of the circle. Explain that the "secret president" is to lead the others in movements. The trick is for the "secret president" to lead the others so that "it" does not see him. Tell the other children that it is important for them to not watch the "secret president" continuously. "It" watches the group and is allowed three guesses to name the "secret president." When she guesses correctly or uses her third try, choose two new children to play the parts of "it" and the "secret president."



## Penny Races

Divide the children into two equal teams. Mark a starting line with masking tape and line the children up behind it. Place one penny in a line for each player on each team. Set a container at the end of each line of pennies to represent the "bank." Tell the children that the first player on each team is to pick up the first penny and carry it to the "bank." He then runs back and tags the second player on his team. She picks up the second penny and carries it to the "bank," then runs back and tags the third player, etc. Continue until all the pennies are in the bank. The first team to finish wins.

# PRESIDENTS' DAY SNACK TIME SUGGESTIONS

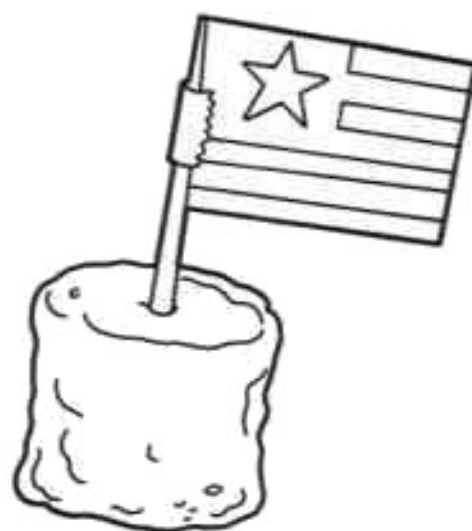
## Cherry Pie Treats

Purchase a few packages of instant biscuits. Set the biscuits on a cookie sheet and allow the children to use their thumbs to press a small opening in the top of each. Let them fill the opening with cherry preserves. Bake according to the biscuits' directions. When baked and cooled, enjoy at snack time or with lunch.



## Patriotic Favors

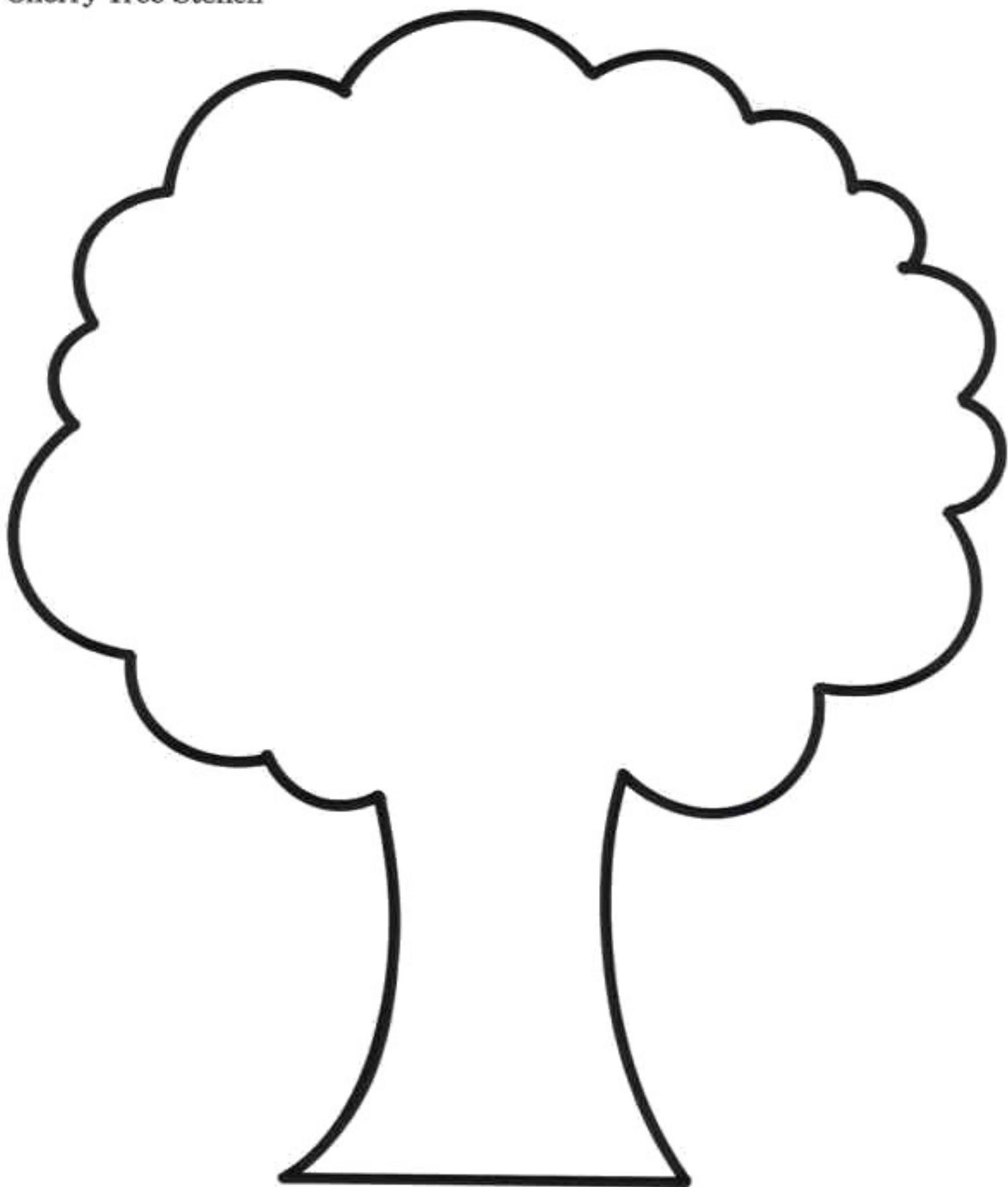
Have each child make a small construction paper flag and tape it to a toothpick. Give each child a marshmallow and have him stick his flag in the center of it. Set on the table at lunch time to brighten the day, then allow the children to enjoy the marshmallows as dessert.



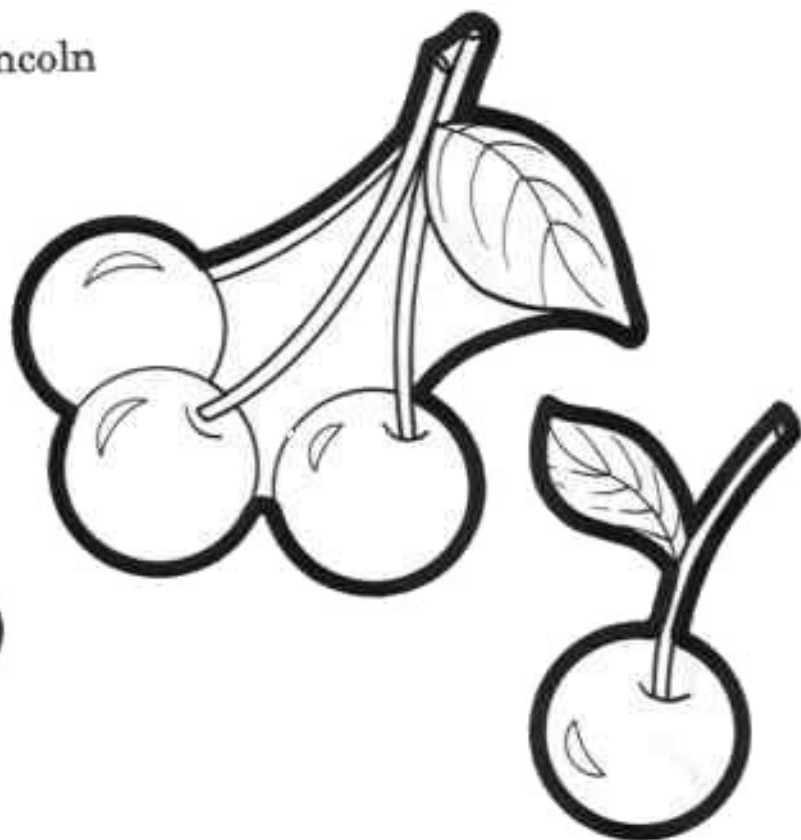
## Lincoln Peanut Butter Logs

Gather a few rolling pins, a loaf of whole-wheat bread, peanut butter and blunt knives or ice cream sticks. Allow each child to use the rolling pin to flatten a piece of bread. Next, instruct the children to use the knives or ice cream sticks to spread the peanut butter on the bread. Last have them roll the bread into "logs."

Cherry Tree Stencil

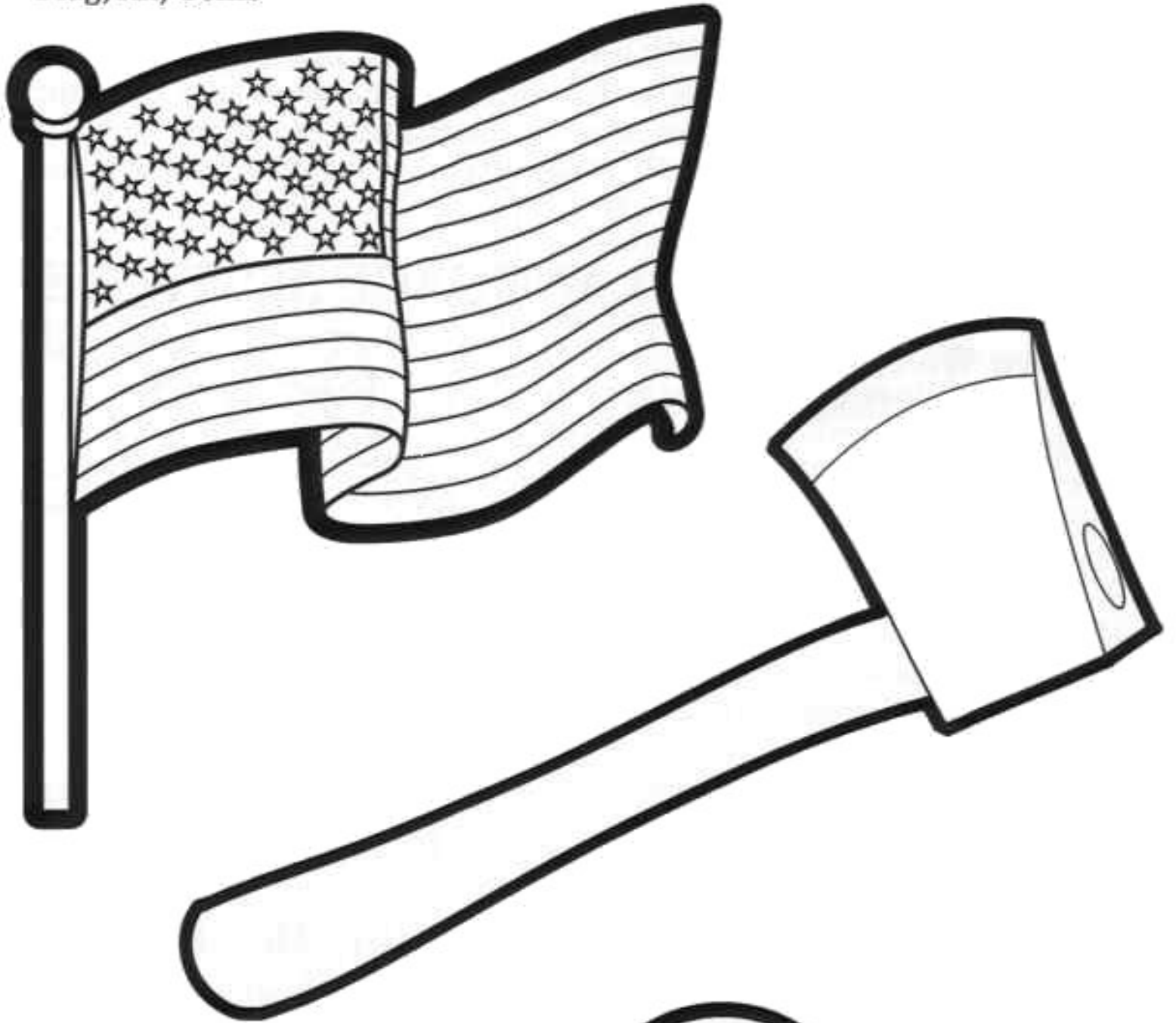


**Presidents' Day Patterns**  
Top Hat, Cherries, Washington, Lincoln



# Presidents' Day Patterns

Flag, Ax, Coins





# VALENTINE'S DAY



Valentine's Day is a day to celebrate love. Use this opportunity to teach your students about love for each other, which is not necessarily romantic love. Discuss the fact that there are many people who love them, and that they should love others as well. These activities should reinforce those lessons.

## VALENTINE'S DAY LANGUAGE ACTIVITIES

### Whom We Love

**Skills:** Logical Thought, Creativity

**Activity:**

Ask the children to describe what they think the word "love" means. Write their ideas down. Then ask the children to tell you whom they love, and why. Make a list of these answers. Give the children construction paper and crayons and ask them to make pictures of the people they love. When the children are finished, let them tell you who each person is, and write their captions about why they love each person below that person's name.



### Valentine Matching

**Skills:** Visual Discrimination, Matching

**Activity:**

Purchase a package of assorted valentines, making sure there are at least two of each style in the package (or buy two packs). Glue one of each to poster board and allow the children to match the loose valentines to the ones on the poster board.





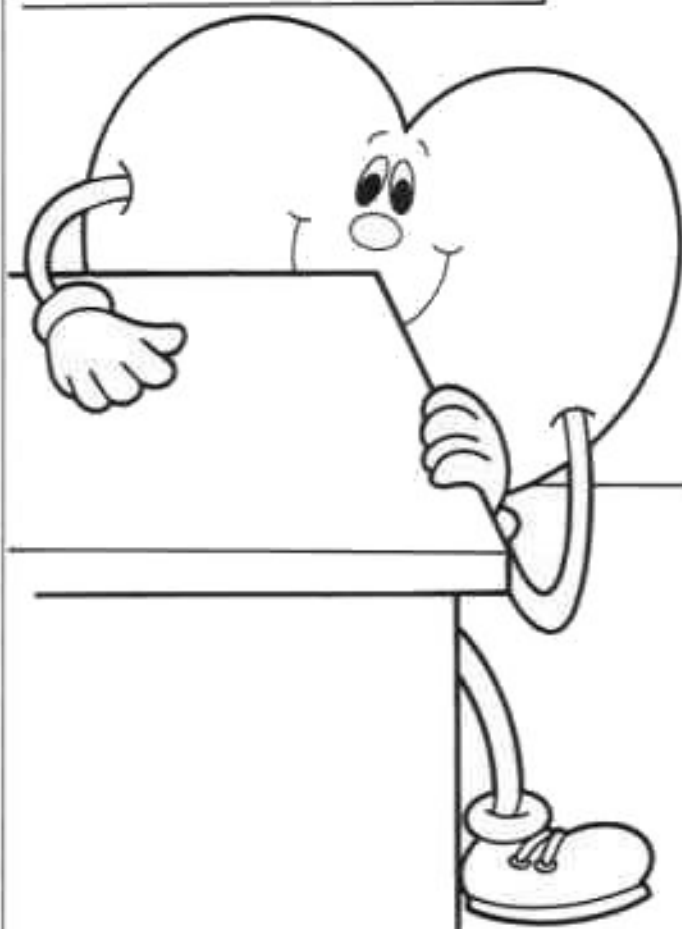
## Valentine's Day Language Activities

### Hidden Valentines

**Skills:** Visual Discrimination, Following Directions

**Activity:**

Make one photocopy of the Hidden Valentine worksheet from page 145 for each child. Give each child a worksheet and explain that there are hearts hidden throughout the picture. Direct them to use red crayons to color all of the hearts they can find. Have them count how many hearts they found, and help them to write the number at the bottoms of their papers. When finished hunting for the hidden valentines, allow the children to finish coloring the pictures any way they wish. (There are 10 hearts hidden in the picture.)



### Pouring Candies

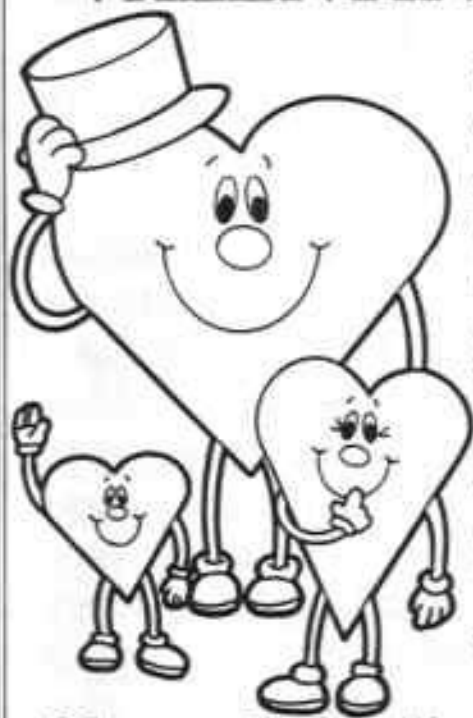
**Skills:** Fine Motor Skills, Pre-Writing Skills, Eye-to-Hand Coordination

**Activity:**

Set two clear plastic cups on a tray. Fill one three-quarters full with heart-shaped cinnamon candies. Explain to the children that when playing this activity, they are to pour the candies from one cup to the other. Tell them that they are to be very careful not to let any of the candies spill. Allow the children to work with the activity one at a time during free play.



# VALENTINE'S DAY MATH ACTIVITIES



## Smallest-to-Largest Hearts

**Skills:** Size Awareness, Ordering Sizes

**Activity:**

Cut three to six hearts from red, pink or white construction paper. Cut them so that each heart is about one inch larger than the last. Show the children the hearts and explain that they are to line them up from smallest to largest. If necessary, show the children how to do the activity once. While doing the activity, encourage the children to use the words "small," "smaller," "smallest," and "large," "larger," and "largest."

## Shape Valentine Boxes

**Skills:** Sorting by Shape

**Activity:**

Make three sorting boxes from shoe boxes. Place a construction paper circle on the front of one, a square on another, and a triangle on the last. Make simple valentine cards from construction paper in the three shapes. Allow the children to work in small groups to sort the valentines into the appropriate boxes by their shapes.



## How Many Beads?

**Skills:** Counting, Ordering

**Activity:**

Make valentine counters from beads and pipe cleaners as shown in the example. Tell the children that they are to count the beads on each valentine. For more advanced children, as they count the beads, have them place the valentines in order from smallest number of beads to greatest.

# VALENTINE'S DAY SCIENCE ACTIVITIES

## Heartbeat

**Skills:** Observing, Knowledge of Body  
**Activity:**

Gather several working stethoscopes. Put the children into small groups. Allow them to use the stethoscopes to listen to each other's and their own heartbeats. Have them describe the best place to hear the beat. Encourage them to see what else they might hear with the stethoscope such as breathing, stomach noises, etc.



## Rough vs. Smooth Valentines

**Skills:** Tactile Exploration and Discrimination,  
Classification by Texture

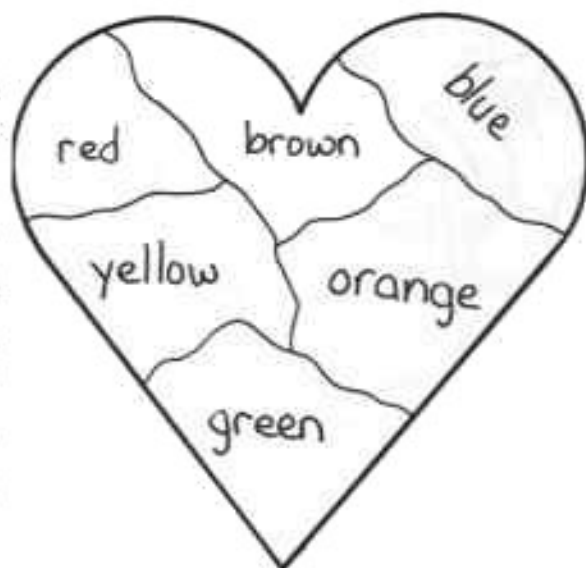
**Activity:**

Cut the following materials into heart-shaped pieces: canvas, sandpaper, felt, corduroy, etc. Allow the children to feel each heart and describe its texture. Have the children group the hearts into rough and smooth categories.

## Heart Color Matching

**Skills:** Color Awareness and Matching  
**Activity:**

Make a color heart like the one shown in the picture. You may make the colored sections from construction paper, markers or paint. Gather one clothespin for each color on your color heart. Make a clothespin to match each color using the same colored construction paper, marker, or paint. When the glue or paint is dry, allow the children to work one at a time clipping the clothespins to the matching sections on the heart.



# VALENTINE'S DAY MUSIC AND MOVEMENT

## Traditional Songs to Sing

"If You're Happy and You Know It"

## Adapted Songs to Sing

### Oh Valentine

(To the tune of "Oh Christmas Tree")

Oh valentine, oh valentine,  
Please accept my valentine.  
Oh valentine, oh valentine,  
Please accept my valentine.  
It's red and pink, and frilly, too.  
It says just how much I love you.  
Oh valentine, oh valentine,  
Won't you be my valentine.

### I Love You (To the tune of "This Old Man")

I love you, If you love me,  
Say my Valentine you'll be.  
If you say no, I will be very blue.  
If you say yes, my dreams come true.



## Finger Play

One little, two little, three little hearts,  
Four little, five little, six little hearts,  
Seven little, eight little, nine little hearts,  
Bring love on Valentine's Day.

*Students hold up one finger for each "heart" as it is mentioned.*

## Movement Activity

Play a festive song and encourage the children to move around the room pretending to be Cupid shooting his arrows.

# VALENTINE'S DAY SOCIAL AWARENESS



## Post Office Field Trip

Allow the children to make some of the valentines described on page 142, or ones of their own design for their parents. Ask each child to bring in a stamped envelope with his address on it. Have the children place the valentines in their envelopes. Schedule a field trip and tour of the post office at least one week before Valentine's Day. While there, have the children mail their valentines. If you are unable to go to the post office, follow the instructions above, then make a group trip to your school's mailbox to mail the valentines.

## Feeling Tree

Have the children talk about different feelings. Give them each several medium-sized construction paper circles. Allow them to draw faces portraying different feelings on the circles. When the children have finished their faces, have them punch holes in the tops and use yarn to make hangers. Have each child hang his face from a construction paper tree while describing the emotions.



## Valentine's Day Visits

Make arrangements with your local hospital for your children to take valentines to noncontagious children in the hospital. Your children may also brighten the sick children's day by singing some Valentine's Day songs.



# VALENTINE'S DAY ARTS AND CRAFTS



## Valentine Place Mats

**Skills:** Creating, Gluing, Coloring, Cutting  
**Activity:**

Set the following items out on the art table: large sheets of red construction paper, heart-shaped doilies, glue, children's scissors, pink and white scrap construction paper, pink and white rickrack, etc. Allow the children to use the materials any way they wish to make place mats. When the glue is dry, cover each with clear contact paper. If having a holiday party, use the place mats then, or use them with lunch on Valentine's Day.



## Valentine Doily Hearts

**Skills:** Creating, Gluing  
**Activity:**

Cut out hearts from red and pink construction paper. Give each child one of the hearts and a white paper doily. Have each child glue his heart on top of the doily, then allow him to use crayons or markers to write, "I love you," or draw a special picture for someone he loves.

## Valentine Sachet

**Skills:** Gluing, Fine Motor Skills

**Activity:**

Cut scrap material into hearts of the same size. Spray perfume on cotton balls and place in an empty, clean pickle or mayonnaise jar. Allow each child to choose two pieces of the material to make his sachet. Have him place one of the perfumed cotton balls between the two hearts and glue together.



# VALENTINE'S DAY INDOOR GAMES

## Valentine Balloons

Put a marble inside ten red, pink and/or white deflated balloons. Then blow them up and tie them off. The marble will cause the balloon to zigzag back and forth when thrown. Have each child take a partner and instruct the pair to take a balloon and stand 2-3 feet apart. Tell them that after each successful catch, each student is to take one step backwards from his partner. Each time they miss, they are to begin at 2-3 feet again.

# VALENTINE'S DAY OUTDOOR GAMES/FITNESS

## Cupid's Ring Toss

Gather hula hoops or activity rings and orange cones. Explain to the children that their goal is to toss the hoop so that it lands around the cone. Make a starting line about 3 feet away from the cone. Give every child a chance to try to pitch the hoop over the cone. If you have a larger group, you may have a few cones set up and allow several children to try at once. After each child has tried, move the starting line back about 1 foot, then allow every child to try again, regardless of the outcome of his last toss.

## Valentine's Obstacle Course

Set up an obstacle course on your playground. One station of the obstacle course could be the "Tunnel of Love." To make the "Tunnel of Love," acquire a large appliance box, fold the ends inside the box for durability, and paint with red and pink hearts. The children crawl through this station. Another station may be "Cupid's Arrow Toss" where the children toss play arrows or suction darts through a hoop hung from the tree. You may set up a "Lover's Leap" over playground equipment or two lines drawn on the sidewalk. Be creative to make up other stations. Explain the stations to the children and allow each child to take a turn at each station.



# VALENTINE'S DAY SNACK TIME SUGGESTIONS

## Cheese Hearts

Gather several heart-shaped cookie cutters. While the other children are busy, allow a few children to use the cookie cutters to make hearts from cheese slices. Point out to the children that not only is the piece they pulled out a heart, but the hole they left in the slice is a heart, too.



## Honey and Peanut Butter Heart Sandwiches

Give each child a paper cup and an ice cream stick. Allow the children to scoop two spoonfuls of peanut butter, one spoonful of margarine and one spoonful of honey into their cups. Instruct the children to mix the ingredients together well. While the children are mixing, allow a few children at a time to use heart-shaped cookie cutters to make two hearts from bread. When the honey and peanut butter are mixed, instruct the children to use their ice cream sticks to spread the mixture onto the bread.



## Valentine-sicles

Give each child a paper cup. Write each child's name on the bottom of his cup. On two clear plastic cups, measure out one ounce, and mark with tape or a permanent marker. Have the children use these measuring cups to measure one ounce of plain yogurt and one ounce of red fruit drink into their cups. Let them mix with ice cream sticks or plastic spoons. When mixed, have the children leave the stirrers in the juice and place them in the freezer. When the mixture has frozen, allow the children to enjoy their treats.



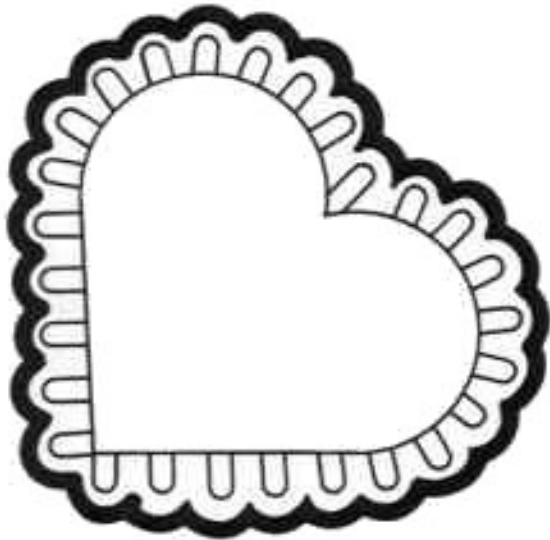
Hidden Valentines

Name \_\_\_\_\_

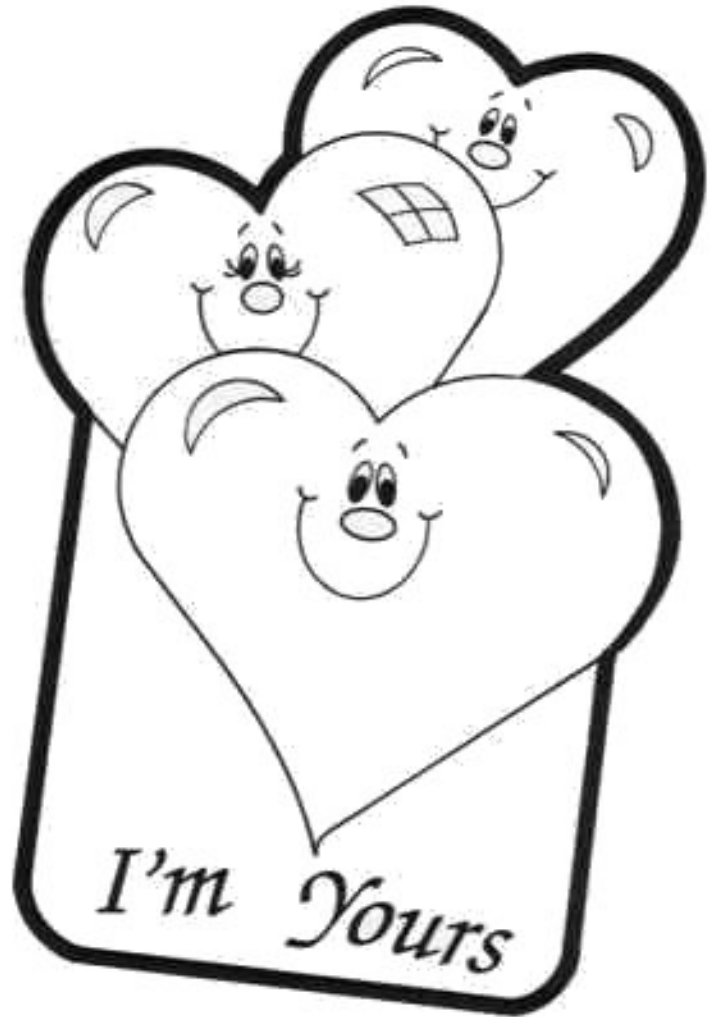


There are \_\_\_\_\_ hearts hidden in the picture.

Valentine's Day Patterns  
Cupid, Hearts, Roses



Valentines





# DENTAL HEALTH MONTH



Children should know the benefits of taking care of their teeth, including the long-term effects of dental hygiene neglect. Dental Health Month is celebrated during the month of February, but these activities can be used any time throughout the year when you would like to stress the importance of taking care of one's teeth.

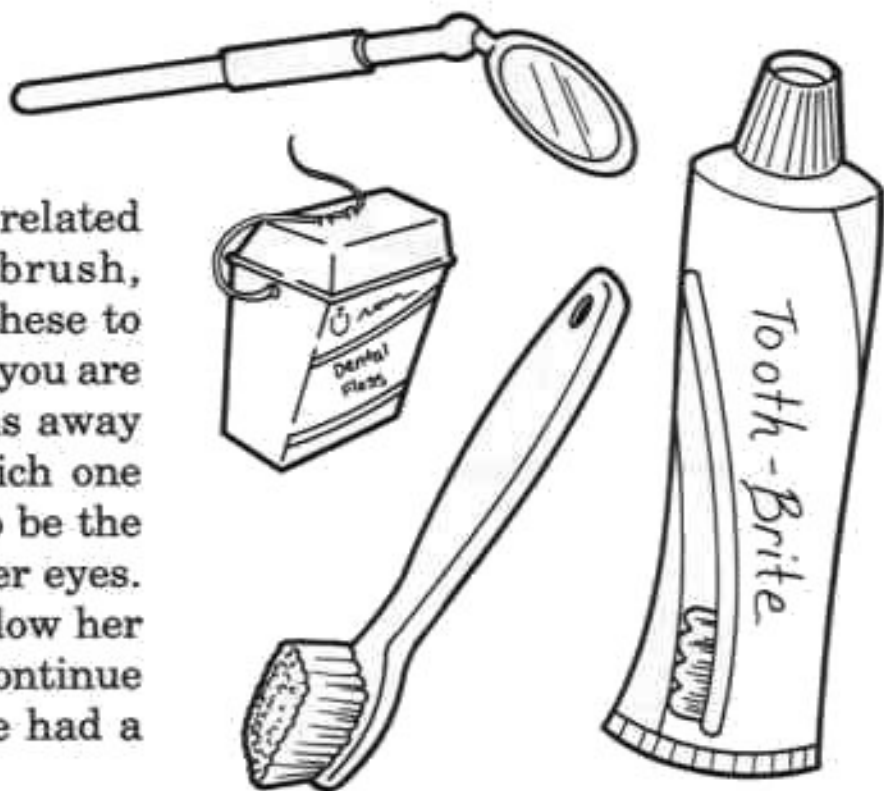
## DENTAL HEALTH MONTH LANGUAGE ACTIVITIES

### What's Missing?

**Skill:** Memory

**Activity:**

Gather several dental health-related objects such as a toothbrush, toothpaste, floss, etc. Show these to the children and explain that you are going to take one of the items away and they are to tell you which one you took. Choose one child to be the guesser and have her hide her eyes. Once the object is hidden, allow her to guess which one you hid. Continue until all of the children have had a turn.



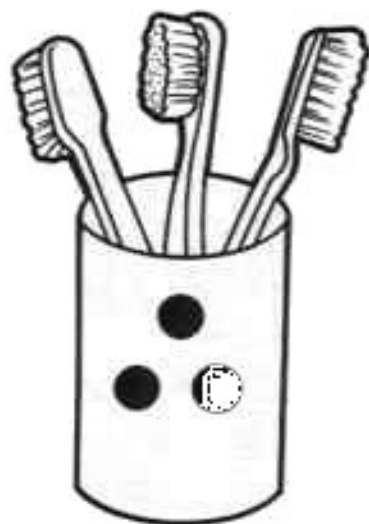
### Beginning Sound Tooth Match

**Skills:** Beginning Sounds, Matching

**Activity:**

Photocopy and cut out the Beginning Sound Tooth Match Cards found on page 158. Explain to the children that each letter card is paired by matching the letter to the beginning sound of the picture. Allow the children to work individually or in small groups to match the pictures.

# DENTAL HEALTH MONTH MATH ACTIVITIES



## Number Cans

**Skills:** Counting, Forming Sets, One-to-One Correspondence

**Activity:**

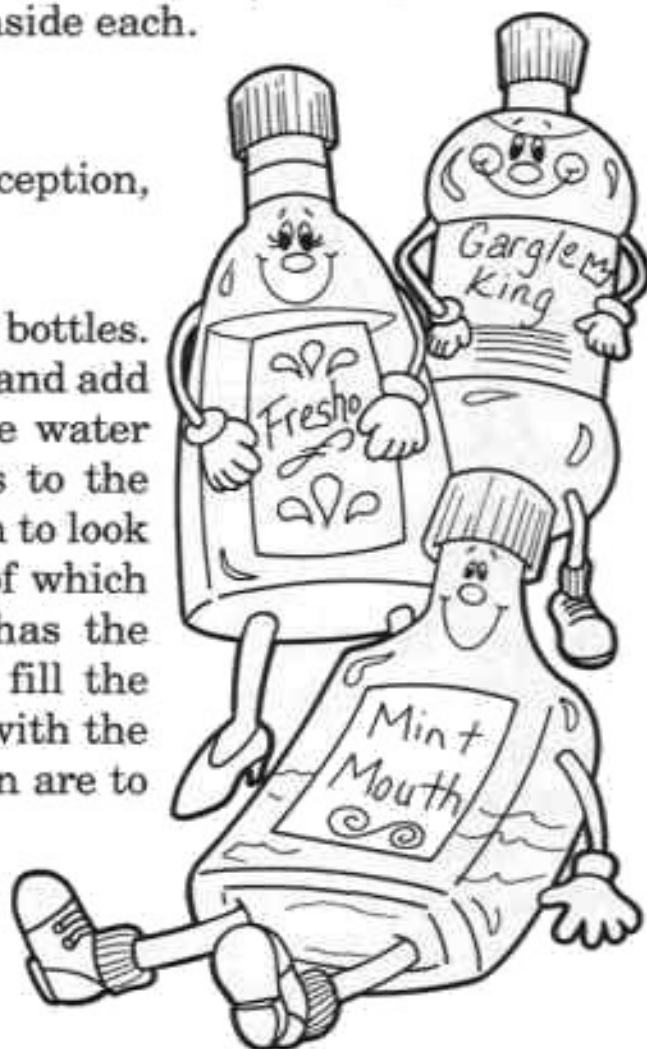
Gather about five empty, clean soup cans. Cover with contact or construction paper and draw one to five dots on each. Gather fifteen toothbrushes (or substitute ice cream sticks for pretend toothbrushes). Allow the children to work individually to count the number of dots on each can and place the corresponding number of toothbrushes inside each.

## Mouthwash Game

**Skills:** Observing, Ordering, Visual Perception, Comparing

**Activity:**

Gather several empty plastic mouthwash bottles. Fill each with varying amounts of water and add blue or green food coloring to make the water look like mouthwash. Show the bottles to the children and explain that you want them to look at the bottles and place them in order of which has the least "mouthwash" to which has the most. A variation of this activity is to fill the bottles so that each bottle has a match with the same amount of water in it. The children are to match by "mouthwash" levels.



## Toothpaste Graph

**Skills:** Counting, Subtracting

**Activity:**

Survey the children as to what kind of toothpaste they use and have them help you make a graph. Have the children count to find out what brand is used most, least, etc.

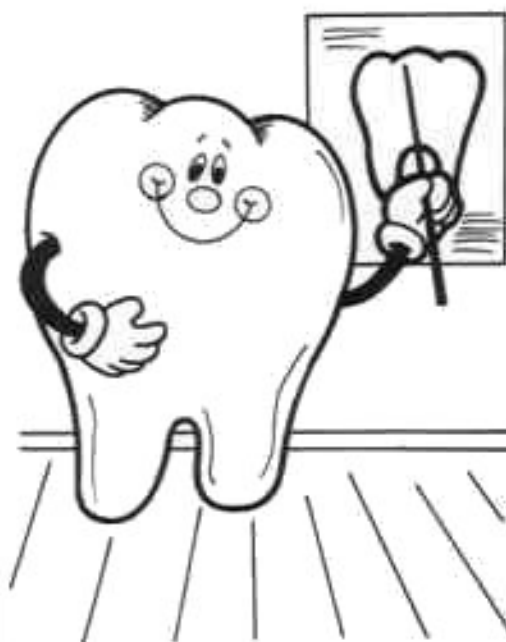
# DENTAL HEALTH MONTH SCIENCE ACTIVITIES

## Homemade Toothpaste

**Skills:** Mixing Ingredients, Toothbrushing

**Activity:**

Gather the following ingredients: salt, baking soda, and peppermint flavoring. Have the children help you mix 1 teaspoon salt, 4 teaspoons baking soda and 1 teaspoon peppermint flavoring. Add enough water to make a foamy paste. Allow the children to brush with this homemade toothpaste.



## Parts of a Tooth

**Skills:** Knowledge of Parts of Teeth

**Activity:**

Make a copy of the page 159 Parts of a Tooth diagram and show it to the children. Point out the different parts of a tooth and name each. Have students say the words with you. Give each child a chance to look in the mirror to figure which parts of a tooth he can see. Leave the chart up through the month and periodically have the children point to the parts.

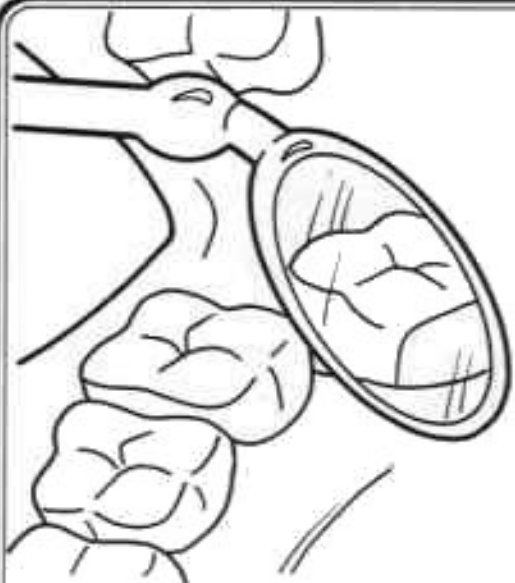
## Happy Teeth/Sad Teeth

**Skills:** Knowledge of What is Good for Teeth

**Activity:**

Gather several magazines with pictures of food in them. Make two large teeth from poster board. Draw a large smiley face on one and a sad face on the other. Explain that you want the children to look through the magazines for pictures of food. Have the children cut or tear out the pictures. They are then to glue each food to the appropriate tooth according to whether it is good for teeth or bad for teeth.





## Looking at Teeth

**Skills:** Examining, Observing, Describing

**Activity:**

Gather a few dental mirrors if possible. Pair students and tell them that you want each student to use a mirror to examine his partner's teeth. Have each student describe what he sees. See if students can count the teeth in their partners' mouths. Let them describe the differences between front teeth and back teeth.

## Dissolving a Tooth

**Skills:** Experimentation, Observation

**Activity:**

Try to get a real tooth. You may ask the parents of the school-aged children if they have one they would donate, or sometimes dentists offices have some available. Show the children the tooth and explain that it is a real tooth that has fallen out of someone's mouth. Begin a discussion about all of the foods and drinks that can harm your teeth. Pour a glass of cola and drop the tooth in it. Tell the children that you are going to observe the tooth every few days. In a few weeks, you will be able to see where the cola has eaten away the enamel. Remind the children that this is why it is important for us to brush our teeth each day.



## Water Conservation

**Skills:** Knowledge of Environment

**Activity:**

Talk with the children about the importance of turning the water off while brushing our teeth. Gather a few clean milk jugs and run water for the average length of time it takes to brush teeth. Catch the water in the milk jugs. Explain to the children how much water would be wasted in just one morning if every child in the class forgot to turn off the water.

# DENTAL HEALTH MONTH MUSIC AND MOVEMENT

## Adapted Songs to Sing

### This is the Way We Brush Our Teeth

(To the tune of "Mulberry Bush")

This is the way we brush our teeth,  
Brush our teeth, brush our teeth,  
This is the way we brush our teeth,  
Two times every day.

This is the way we squeeze the toothpaste,  
...rinse our mouth,  
...floss our teeth.

### Brush Your Teeth

(To the tune of "Row, Row, Row Your Boat")

Brush, brush, brush your teeth,  
Brush them every day.  
Brush them up and brush them down,  
Forever they will stay.

Brush, brush, brush your teeth,  
After every meal.  
And don't forget to after snacks,  
Wonderful they will feel.

### Every Morning

(To the tune of "Did You Ever See a Lassie?")

Every morning make your toothbrush go this way and that way,  
Every morning make your toothbrush go this way and that.  
Go this way and that way, go this way and that way.  
Every morning make your toothbrush go this way and that.

Every evening make your toothbrush...  
After eating make your toothbrush...





# DENTAL HEALTH MONTH SOCIAL AWARENESS

## Field Trips

Arrange for your children to visit a dentist's office. Try to find a dentist who specializes in pediatric dentistry. While at the dentist's office you may have the dentist and/or a dental hygienist speak to the children. Have them talk with the children about all of the things they do in a typical day, the education they needed, etc. Allow the children to ask questions. If you are unable to take a field trip, try to arrange for one of these professionals to visit your school.



## Dental Tools

Talk with the children about all of the tools used to make sure we have healthy teeth. If you visit a dentist's office, ask the dentist to point out these tools. Your students may enjoy seeing such tools as the x-ray machine, drill, buffer, pick, mirror, etc. Have the children first guess how each piece of equipment is used, then discuss what it really does. Make a photocopy of the dental tools from page 160 and allow the children to name and describe the use of each object, then color as desired.



## Dentist's Office

During dental health month, transform your play area into a dentist's office. Gather some play dentist tools and arrange a dentist chair. Allow the children to role play all aspects of the dentist office including patient, dentist, receptionist, and dental hygienist.

# DENTAL HEALTH MONTH ARTS AND CRAFTS

## Toothbrush Painting

**Skills:** Fine Motor Skills, Creativity

**Activity:**

Allow the children to experiment painting with toothbrushes. You may place a few at the easel, as well as on the art table with tempera and paper. As the children experiment, ask them to describe how the marks they are making look different from ones made by a regular paint brush. Encourage them to experiment with the different ways the toothbrush will paint.



## Toothpaste Clay

**Skills:** Fine Motor Skills, Creativity

**Activity:**

Give each child the following ingredients on a paper plate: 1 teaspoon creamy toothpaste, 2 teaspoons white glue, and 4 teaspoons cornstarch. Allow each child to use his finger to mix the ingredients on his plate. When mixed, slowly add 1 teaspoon water to each mixture. Allow the children to mold their clay into any sculpture desired. If the clay dries out, add a few drops of water. When finished, set aside for 24 hours to harden.



## Class Mural

**Skills:** Cooperating, Creativity, Drawing

**Activity:**

Lay a piece of butcher paper on the floor along with crayons or markers. Explain to the children that you would like them to draw pictures on the mural of something they have learned about dental health. When finished, hang the mural where the parents may view it.

# DENTAL HEALTH MONTH INDOOR GAMES

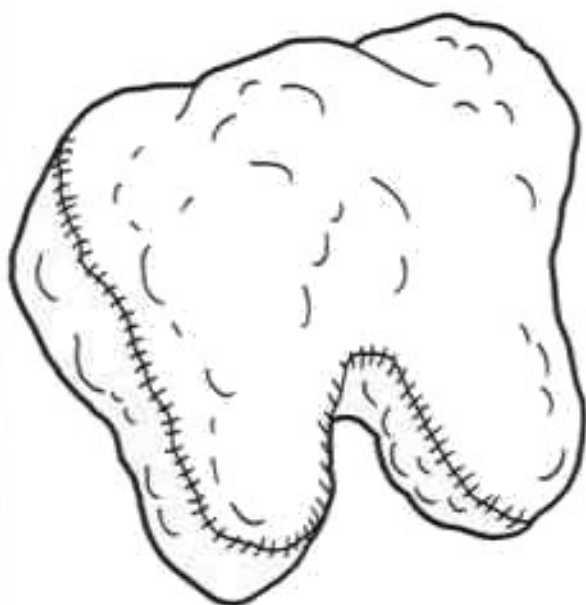
## What Toothpaste?

Gather the children and have them sit in a circle. Choose one child to be "it." Blindfold "it" and place him standing in the center of the circle. Tell the children that they are to think about what type of toothpaste they use, or their favorite toothpaste. Explain that "it" is to spin around (carefully) holding his arm out with his finger pointing. When he comes to a stop, he says, "What toothpaste?" The child that the finger is pointing to answers the question in a silly or disguised voice. "It" listens carefully, then tries to guess to whom the voice belongs. If he does so within three guesses, he chooses another "it." If he does not, he gets another turn.



## Tooth Bean Bag Games

Make tooth-shaped bean bags from white fabric and beans. Allow the children to play one of many bean bag games with the bean bags. You may wish to have them follow your directions. Some directions you may give are: "Toss the bean bag up in the air and catch with one hand" or "Stand up, throw the bean bag in the air, sit down, and catch the bean bag." You may also allow the children to pair up and toss the bean bag to each other. Try hanging a toothbrush from the ceiling and see if the children can hit it with the bean bags. The class may also use these special bean bags throughout the month for traditional games such as "hot potato."



# DENTAL HEALTH MONTH OUTDOOR GAMES/FITNESS

## Mouthwash Relay

Separate the children into three or four equal teams. Spread the children across the playground in lines. Give the first child on each team a plastic cup full of "mouthwash" (a water and food coloring mixture). Explain that when you say "Go," the first child is to run to the second child and give him the cup of mouthwash. The second child runs and passes the cup to the third child, and so on. The trick is to try to run without spilling any of the water. The team that finishes first without spilling any mouthwash wins.



## Dinosaur Floss Three-Legged Race

Allow your children to play this classic outdoor game with a little twist. Let the children pretend that the rope you are using to tie their legs together is dinosaur dental floss.



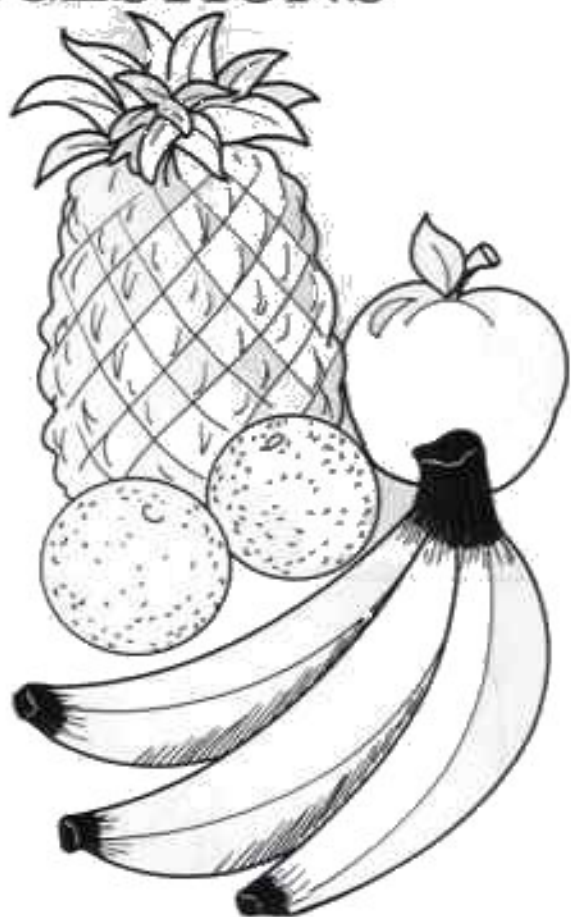
## Mr. Plaque

Designate an area on the playground to be the "dentist's office." Select a child to be "Mr. Plaque" and explain that his goal is to tag the other children. The other children are safe from "Mr. Plaque" as long as they are in the dentist's office, or stop and pretend to brush their teeth. Whenever "Mr. Plaque" tags anyone, that child must go and wait outside the dentist's office until the next round begins.

# DENTAL HEALTH MONTH SNACK TIME SUGGESTIONS

## Healthful Sweets

Allow your children to enjoy many healthy sweets such as fruits during this month. One fun mixture is ambrosia. To make, gather two apples, three oranges, one fresh pineapple, two bananas, and one cup orange juice. Let the children help you peel the oranges, bananas and pineapple. Give them blunt knives and have them cut the fruit into bite-sized pieces and place in a large bowl. Use a sharp knife to cut the apples into bite-sized pieces leaving the skin on. When all of the fruits are in the bowl, pour in orange juice and mix. You may wish to garnish with shredded coconut. Also, you may add any other fresh fruit in season. Serve with juice for a snack.

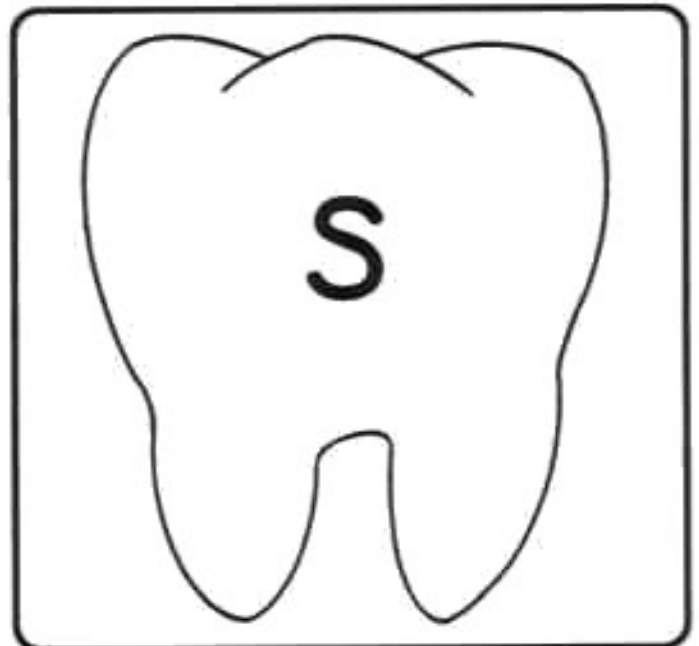
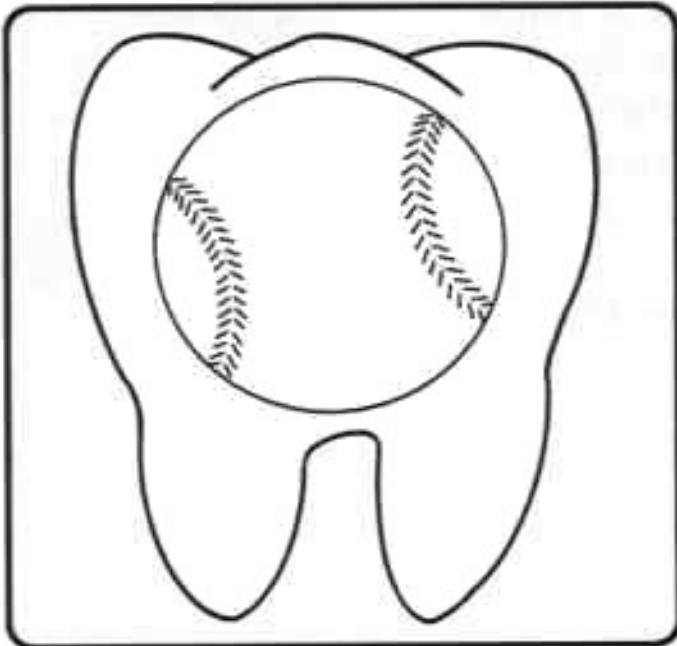
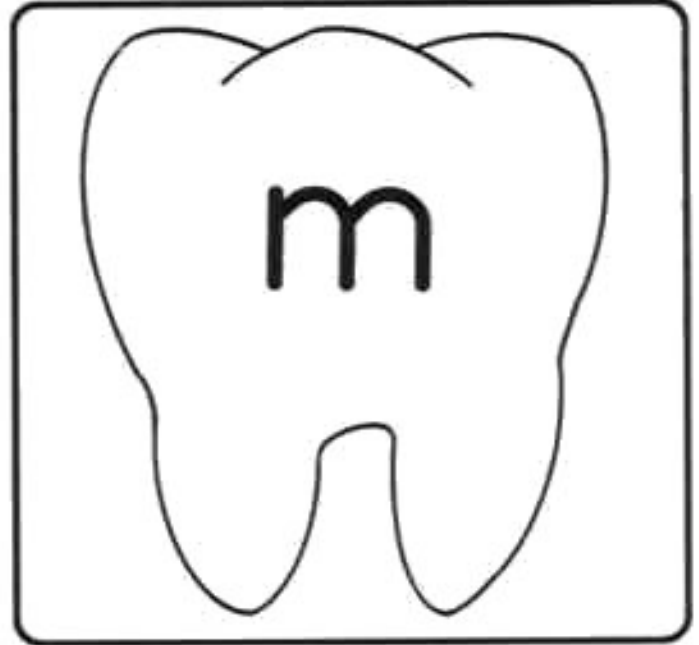
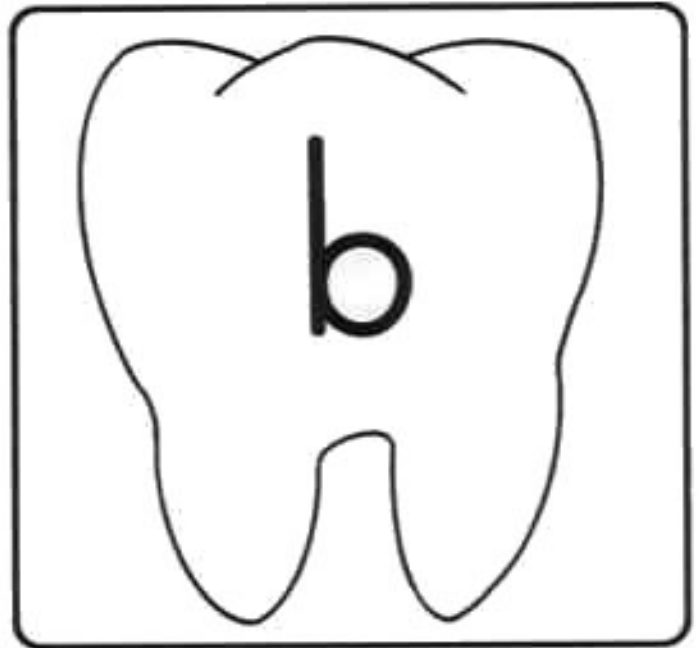
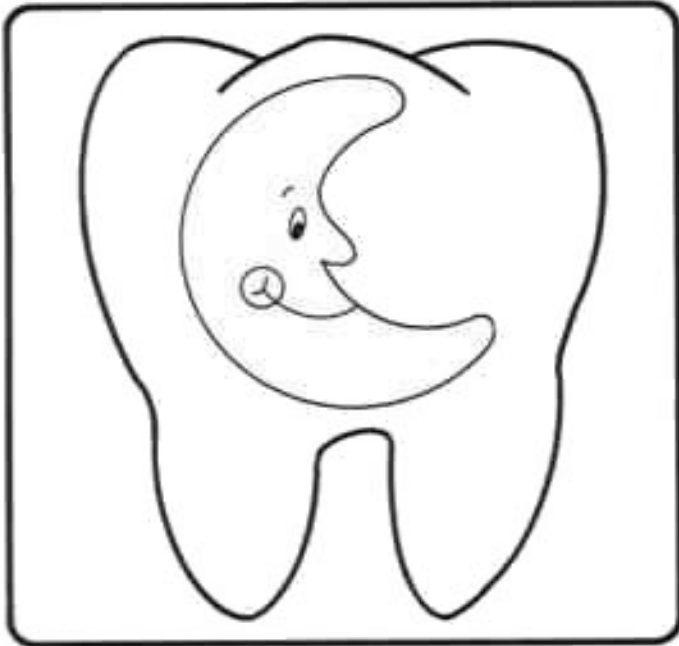


## Healthy Food Guessing

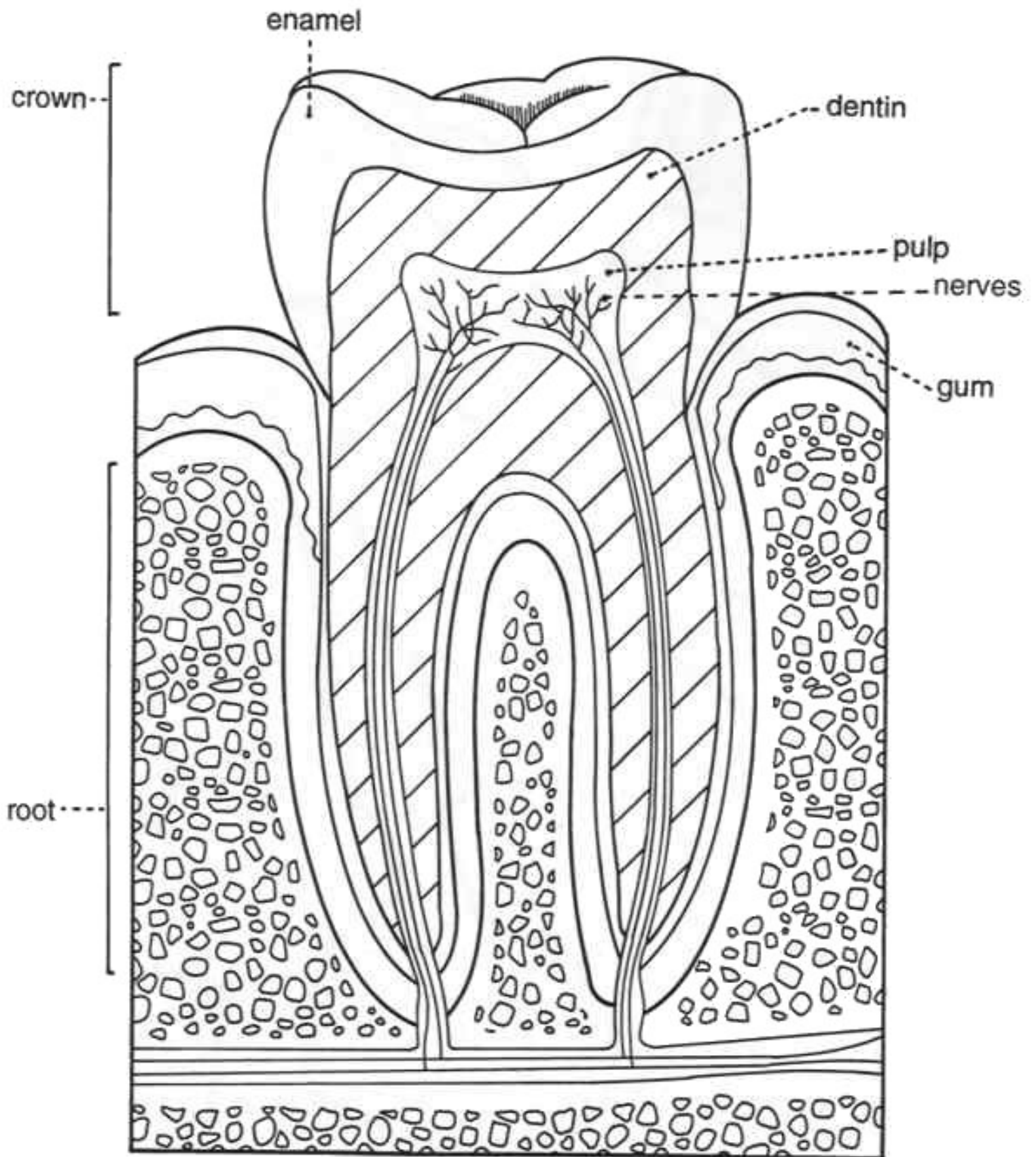
Gather several healthful foods and make a display platter showing all of the foods. Place the remaining food on a tray. Place the display platter where the tasting child can see it, and hide the tray of remaining food. Blindfold the tasting child and give her a piece of food to taste. Take the blindfold off as she is chewing and let her look at the platter. She is to try to tell you what she is tasting by pointing at the food she thinks it is. Give all of the children in the class a try. After everyone has had a chance, enjoy the leftovers with snack or lunch. Note: Whenever giving the children foods that are not on your regular menu, be sure to check with your director or the parents for any food allergies.



Dental Health Month Patterns  
Beginning Sound Tooth Match Cards



Parts of a Tooth



Dental Health Month Patterns  
Dental Tools

