

Five-Day Toddler Winter Wonderland Lesson Plan (Ages 2-3)

Materials Needed (General Weekly Supply List)

- A variety of board books focusing on winter, snow, and animals (e.g., *The Snowy Day* by Ezra Jack Keats, or similar simple concepts).
- Ice cubes, blue food coloring.
- Sensory bin materials (rice, pom-poms, spoons, small cups).
- Large tray or plastic container for activities.
- Baking soda and white hair conditioner (for "Magic Snow").
- White paper, washable paint, large paintbrushes/sponges.
- Washable glue stick, cotton balls.
- Stuffed animals (bear, squirrel).
- Blankets, pillows, or large boxes for building.
- Winter clothing items: Hats, mittens, scarves, large zippers (can use dress-up clothes).
- White whipped cream or plain yogurt, vanilla extract (for edible paint).
- Music source for songs.
- Wipes/Towels for inevitable messes.

Day 1: Brrr! Hello Cold and Blue

Learning Objectives (Tell them what you'll teach)

By the end of this session, learners will be able to:

- Identify the color blue and attempt to name it (Blue/Boo).
- Experience and verbalize the concept of "cold" (Brrr/Cold).
- Participate in a simple action song about winter.

Introduction (15 minutes)

Hook: What is Cold? (Sensory Introduction)

- **Activity:** Teacher presents a small ice cube wrapped in a paper towel.
- **I Do:** Teacher models holding it briefly and saying, "Brrr! Cold! Ice is cold!"
- **We Do:** Learners gently touch the ice cube (with supervision).

Success Criteria

The learner successfully touched the ice and responded to "cold" (e.g., pulling hand away, verbalizing, or making a face).

Body: Content & Practice (1 hour 30 minutes)

Instructional Sequence: Identifying Blue

I Do (Modeling - 15 minutes): Teacher points out blue objects in the room and uses the phrase

"Look, blue!" Teacher sings a simple song emphasizing the color.

Song & Movement (We Do - 15 minutes):

- **Song:** (To the tune of "Twinkle Twinkle Little Star") "Blue, blue, deep and bright, Blue is everywhere in sight. Winter sky is sometimes blue, I see blue, how about you? Blue, blue, deep and bright, Blue is everywhere in sight."
- **Movement:** Learners hold up blue items or point to blue on their clothes when the word "blue" is sung.

Story Time (We Do - 30 minutes)

- **Story:** Select a simple board book heavily featuring the color blue (e.g., *Little Blue Truck* if a winter book isn't available, focusing just on the color).
- **Engagement:** Pause often and ask, "Where is the blue?" or "Is the sky blue?"

Activity/Craft: Blue Sensory Bin (You Do - 30 minutes)

- **Setup:** Fill a sensory bin or tray with materials dyed blue (rice, dry pasta, pom-poms, small plastic toys). Include scoops and small cups.
- **Practice:** Learners explore the bin. Focus on sensory vocabulary: "Scoop the blue rice," "Feel the soft blue pom-pom."

Conclusion & Recap (15 minutes)

Formative Assessment & Closure

- **Recap:** Teacher holds up a blue item and asks, "What color is this?" and holds up the ice cube again and asks, "How does this feel?"
- **Transition:** Sing a clean-up song while putting away the blue materials.

Differentiation

- **Scaffolding:** If the child resists touching the ice, let them touch a bowl that held ice, or use a blue scarf to represent cold air.
- **Extension:** For advanced learners, introduce a second color contrast (e.g., red or yellow) and practice sorting the blue materials from the other color.

Day 2: White and Fluffy Snow

Learning Objectives

By the end of this session, learners will be able to:

- Identify the color white.
- Explore the texture of imitation snow.

Introduction (15 minutes)

Hook: Looking for White

- **Activity:** Point to white things outside (clouds, the wall) or inside (paper, cotton balls).
- **Question:** "What color is this paper? It's white, like snow!"

Song & Movement: I'm a Little Snowman

- **Song:** (To the tune of "I'm a Little Teapot") "I'm a little snowman, round and white. Look at me, what a sight! When the sun comes out, I melt away! Bye-bye snowman, have a good day!"
- **Movement:** Learners stand still like a snowman, then crouch down slowly to melt.

Body: Content & Practice (1 hour 30 minutes)

Instructional Sequence: The Color White

I Do (Modeling - 15 minutes): Teacher shows white objects (cotton balls, sheet of paper, white block) and practices the word "White."

Story Time (We Do - 30 minutes)

- **Story:** A book about playing in the snow (e.g., *The Snowy Day*).
- **Engagement:** Focus on the illustrations, emphasizing "White snow!" and "Look at the footprints!"

Activity/Craft: Magic Snow Sensory Play (You Do - 45 minutes)

- **Setup:** Mix baking soda and white hair conditioner to create a moldable, cool, white "magic snow." Place on a tray. Add small plastic animals or cookie cutters.
- **Practice:** Encourage learners to touch, pat, and squeeze the snow.
 - "Pat, pat, pat the white snow."
 - "Squish it! Squish it!"

Conclusion & Recap (15 minutes)

Formative Assessment & Closure

- **Recap:** Hold up a cotton ball (white, soft) and ask the learner to describe it. "Is it white? Is it soft?"
- **Transition:** Clean up the snow together.

Day 3: Where Do the Animals Go? (Sleeping)

Learning Objectives

By the end of this session, learners will be able to:

- Name two winter animals (e.g., bear, squirrel).
- Understand the simple concept that some animals "sleep" in winter (hibernation).
- Use dramatic play to explore animal actions.

Introduction (15 minutes)

Hook: Finding the Sleepy Bear

- **Activity:** Hide a stuffed bear under a blanket or inside a box.
- **Question:** "Shh! Where did the bear go? The bear is sleepy because it's cold!"

Song & Movement: Sleepy Bears

- **Song:** (To the tune of "Frère Jacques") "Sleepy bears are sleeping, sleeping, sleeping, sleeping now. Shhh, shhh, shhh, shhh, shhh, shhh. Time to wake up now!"
- **Movement:** Learners curl up and pretend to sleep, then "wake up" quickly.

Body: Content & Practice (1 hour 30 minutes)

Instructional Sequence: Animal Homes

I Do (Modeling - 15 minutes): Teacher shows pictures of a squirrel gathering nuts and a bear in a cave. Use simple actions: digging (squirrel), snoring (bear).

Story Time (We Do - 30 minutes)

- **Story:** A book about animals in winter or preparing for sleep.
- **Engagement:** Encourage animal sounds or actions when the animal appears in the story.

Activity: Building a Cozy Cave (You Do - 45 minutes)

- **Setup:** Use blankets, chairs, pillows, and large boxes to create a temporary "bear cave" or den.
- **Practice:** Encourage dramatic play. Learners crawl inside the cave and pretend to sleep or rest, practicing the "Shhh" sound.
 - **Relevance:** This teaches safety (staying cozy when cold) and encourages imaginative play.

Conclusion & Recap (15 minutes)

Formative Assessment & Closure

- **Recap:** Ask, "What did the bear do when it was cold? Sleepy!" Practice the snoring sound.
- **Reinforcement:** Everyone gives the stuffed bear a "goodnight hug."

Differentiation

- **Scaffolding:** Use a flashcard of the animal and repeat the name multiple times.
- **Extension:** For advanced toddlers, introduce sorting animal pictures into two groups: "Sleeping" and "Awake" (e.g., bear vs. bird).

Day 4: Cozy Winter Clothes

Learning Objectives

By the end of this session, learners will be able to:

- Name at least two items of winter clothing (hat, mitten, coat).
- Practice simple self-help dressing skills (e.g., pulling on a hat, putting hand in a mitten).

Introduction (15 minutes)

Hook: Getting Dressed

- **Activity:** Bring out a large coat and mittens. Model putting them on.
- **Question:** "It's cold outside! What do we need to wear? A hat! A mitten!"

Song & Movement: Put on Your Gear

- **Song:** (Modified "Head, Shoulders, Knees, and Toes") "Hat, scarf, coat, and boots, coat, and boots. Hat, scarf, coat, and boots, coat, and boots. We wear them when it's cold outside, Hat, scarf, coat, and boots, coat, and boots."
- **Movement:** Learners touch the corresponding part of their body where the clothing goes.

Body: Content & Practice (1 hour 30 minutes)

Instructional Sequence: Learning the Names

I Do (Modeling - 15 minutes): Teacher holds up a hat, mitten, and coat, emphasizing the name and the action ("Put on the hat!").

Story Time (We Do - 30 minutes)

- **Story:** A book focusing on getting bundled up to go outside (e.g., *The Mitten* or a simple getting-dressed story).
- **Engagement:** Stop and try on the corresponding item whenever it appears in the book.

Activity: Mitten Match & Practice (You Do - 45 minutes)

- **Setup:** Lay out several pairs of mittens (or gloves) in varied colors/patterns. Include an oversized coat with a big zipper or large buttons (if possible).
- **Practice:**
 - **Fine Motor:** Learners practice putting their hands into the mittens.
 - **Matching:** Match the pairs of mittens.
 - **Real-World Application:** Practice zipping/unzipping the coat, emphasizing the importance of staying "cozy and warm."

Conclusion & Recap (15 minutes)

Formative Assessment & Closure

- **Recap:** Ask learners to point to an item of clothing when named ("Show me the hat!").
- **Success Criteria:** The child successfully placed their hand inside a mitten or put a hat on their head/a doll's head.

Day 5: Winter Celebration (Sensory Art)

Learning Objectives

By the end of this session, learners will be able to:

- Recall and identify key winter concepts (cold, white, snow).
- Engage in creative, multi-sensory art exploration.
- Demonstrate increased confidence with practiced winter songs and actions.

Introduction (15 minutes)

Hook: Review Favorites

- **Activity:** Reintroduce the favorite sensory item from the week (e.g., the Magic Snow or the Blue Rice).
- **Question:** "We played with cold things! We played with white things! Let's remember all our winter fun!"

Song & Movement: Weekly Review

- **Song:** Sing the favorite song from Days 1-4, encouraging maximum movement and loud singing.

Body: Content & Practice (1 hour 30 minutes)

Instructional Sequence: Preparation

I Do (Modeling - 15 minutes): Teacher models painting with the edible paint, emphasizing the taste is safe but we paint with it! "Scoop the white snow paint!"

Story Time (We Do - 30 minutes)

- **Story:** Reread the favorite book of the week.
- **Engagement:** Have learners "read" the story along with the educator by naming objects or repeating key phrases.

Activity: Edible Snow Paint Sensory Art (You Do - 45 minutes)

- **Setup:** Mix whipped cream or plain yogurt with a tiny bit of vanilla extract. Spread a layer on a large tray or high-chair surface.
- **Practice:** Learners use fingers, spoons, or small brushes to paint, squish, draw lines, and make "snow mountains."
 - **Multi-Sensory:** This is tactile, visual, and taste-safe.

Conclusion & Recap (15 minutes)

Summative Assessment & Closure

- **Summative Assessment:** Review the artwork. Ask the child to point to the white "snow." Ask them to pretend to put on a piece of clothing (hat, mittens).
- **Reinforcement:** Acknowledging all the wonderful things they learned about winter.

Adaptability for Diverse Contexts

- **Homeschool:** Activities are easily contained to a kitchen counter or small play area.
- **Classroom:** Materials can be scaled up (multiple bins, multiple sets of clothes) and done in small groups.
- **Feedback Opportunity:** Take photos of the weekly projects to create a simple "Winter Book" for the learner, reinforcing vocabulary.