

It's a Snowman Kind of Day



Suggested Group Size

Small Group

Objective(s)

The children will order, compare, and describe the components of a snowman. Children will use their senses to observe and explore various three-dimensional shapes.

Activity

Children will discuss the components of a snowman's body. Then they will make spheres of different sizes out of shaved ice to create their own snowman.

Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- **V. Cognitive Development and General Knowledge**
 - **A. Mathematical Thinking**
 - **A.d. Geometry**
 - **A.d.4.** Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)
 - **A.d.4.b.** Child names three-dimensional shapes.
 - **B. Scientific Inquiry**
 - **B.b. Physical Science**
 - **B.b.1.** Explores the physical properties and creative use of objects or matter

Materials

- Chart paper and markers
- Variety of art materials to create eyes, nose, buttons, scarf, arms
- Ice and snow cone maker (ice shaver)
- Book: *All You Need for a Snowman* by Alice Schertle
 - Supplemental Book(s):
 - Snowballs* by Lois Ehlert
 - Tess Builds a Snowman* by Rozanne Lanczak Williams
 - Snow Crazy* by Tracy Gallup

Procedures

1. Introduce the lesson by reading *All You Need for a Snowman* by Alice Schertle.
2. Discuss the components of a snowman's body (e.g., the different types of body parts, the various three-dimensional shapes represented).
3. Discuss the items needed to make a snowman including three-dimensional shapes (e.g., spheres and cones). List the items on the chart paper.
4. Use the snow cone maker to produce shaved ice for each child. Show the children how to create a sphere from the shaved ice. Ask the children to make three spheres in different sizes (e.g., small, medium, large) for the snowman's body.
5. Allow the children to assemble and decorate their snowmen.

Adaptations

- Provide play dough instead of shaved ice for children who do not like touching things that are cold.

Extensions

- Predict what might happen if the spheres of the snowman's body are put together in a different order. Build the snowman and discuss what happened.
- Provide art materials for children to create different types of snowmen, snowwomen, or snowbabies.
- Add related materials to classroom centers:
 - **Dramatic Play:** Create a life-sized snowman out of white trash bags filled with newspaper or cotton batting, weighted with sand in the bottom to hold it upright. Provide clothing (e.g., vest, scarf, shirt) for children to dress up the snowman.
 - **Blocks:** Make cabins and sleds out of blocks.
 - **Reading/Literacy:** Add other winter-themed books throughout the room.
 - **Art:** Make paper snowflakes using folded paper and scissors.
 - **Science:** Observe the melting of ice. Predict how long it takes for a snowball to melt.
 - **Computer/Technology:** Build a snowman using the game found at <http://www.primarygames.com/seasons/winter/snowman/snowman.htm>
Build a virtual snowman at http://www.benjerry.com/fun_stuff/online/virtual_snowman/

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- discussing components of a snowman including reference to three-dimensional shapes (e.g., sphere, cone) and the sequence of the different sizes (e.g., small, medium, large)
- creating their own snowman.

Related Standards for Four-Year-Olds

- **II. Approaches to Learning**
 - **A. Eagerness and Curiosity**
 - **A.1.** Shows curiosity and is eager to learn new things and have new experiences
 - **B. Persistence**
 - **B.1.** Attends to tasks for a brief period and seeks help when needed

- **IV. Language, Communication, and Emergent Literacy**
 - **A. Listening and Understanding**
 - **A.2.** Follows multi-step directions
 - **A.2.a.** Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.
 - **C. Vocabulary**
 - **C.2.** Shows increased vocabulary to describe many objects, actions, and events
 - **C.2.b.** Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools).
 - **F. Emergent Reading**
 - **F.1.** Shows motivation for reading
 - **F.1.a.** Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).

- **V. Cognitive Development and General Knowledge**
 - **D. Creative Expression Through The Arts**
 - **D.a. Visual Arts**
 - **D.a.1.** Explores visual arts