



Martin Luther King Jr Day – January 18, 2010

On this day, we remember how hard Dr. Martin Luther King Jr. worked to make the world a better place for everyone to live. Explain to children that Dr. King wanted everyone to love and accept one another. Use the explanation below.

In some places years ago, the rules were not the same for everyone. Some people could play in the park, drink water from a water fountain, and eat in nice restaurants. But when other people wanted to do those things, they were told, "You can't play in this park! You can't drink from this water fountain! You can't eat in this restaurant!" There were other unfair rules too. A man named Martin Luther King Jr. thought that this was not fair. He wanted everyone to have the same rules. He said people should be nice to everyone – even those who were unfair. Many people listened to him. They marched together, carried signs, and sang songs to try to get the rules changed. After a while, things did change. Now everyone can play in the park, drink from a water fountain, and eat in a restaurant when they want to!



Winter Is Here

Children can explore their town and its seasonal changes.

Materials and Preparations:

- Clipboards
- Drawing paper
- Markers or crayons
- Camera

Learning Experiences:

- Take a walk around your school, town, or city. As you walk, invite children to notice what is around them. Is there anything unique to the time of year?
- Help children notice the colors, lights, music, objects on display, and smells in the air. What kinds of clothes are people wearing? How does this differ from other times of the year?
- Ask children to describe objects they notice on your walk. Use the camera to take pictures of these objects.
- Encourage older children to draw what they see displayed and to try to spell on their drawings using invented spelling or sounding out initial letters of the word.
- Take pictures to document your walk. Print out the photos, post around the room at children's eye level, and label each photo with the appropriate word/description.

Home Extension:

Encourage families to explore differences around town when they are out and about. How does our neighborhood look different now than in the summer?

Mitten Hunt

Children can hunt for mittens together and discover other everyday textures around them.

Materials and Preparations:

- "Three Little Kittens" nursery rhyme
- Several pairs of mittens (hidden around the classroom or playground in such a way that at least part of each mitten is visible)

Learning Experiences:

- Read the nursery rhyme "Three Little Kittens" to children. What did the kittens have to do before they could eat some pie? What did the kittens do after they got their mittens dirty?
- Explain that there are some hidden mittens on the playground (or in the room) and ask children to work together to find them. As they search, help them discover the everyday textures around them. Is there a mitten next to that prickly pinecone? Check under the fuzzy doll blanket. Ask children to bring all the mittens to a designated spot.
- Once the mittens have been found, children may want to hide them and find them again. They may also think of other ways to use them, such as to match pairs; sort by style, color, or other features; or to act out the "Three Little Kittens" nursery rhyme.

classroom tips

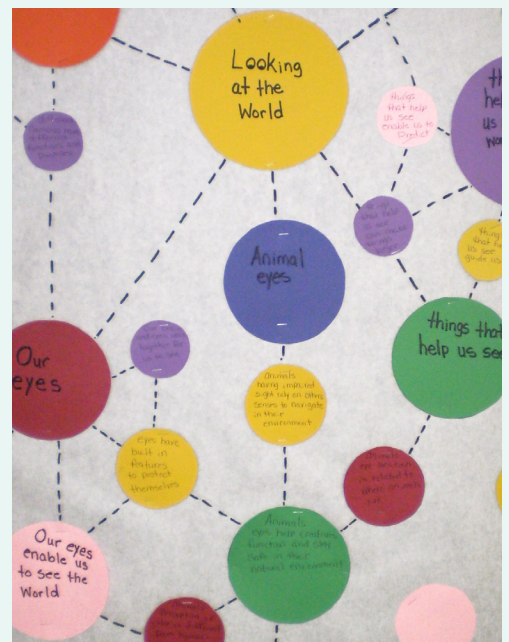
Using Concept Webbing in Lesson Planning

Concept webs provide a map, showing how ideas connect and build on one another. A concept web also serves as a foundation to a topic of study and shows many connections that children may discover on that topic. You may begin by identifying the things children have said they know and want to know on a particular topic. As you plan using a concept web, ask yourself the following questions.

- Have I observed or heard other things that give cues about what children are interested in?
- What else have children said or done that can be added to the web?
- Have I included local and community events that tie to this topic?
- Are there other ideas I can add to make the web reflect the children, families, and community?

Concept webs are constantly evolving. Add to the web as children explore topics and define their thinking; the web will continue to be used as your planning guide. Actively observe children's explorations in order to identify other areas of interest within the topic as well as skills and concepts that need further development.

[Click here to explore some HighReach Learning concept webs.](#)



Stranger in the Woods

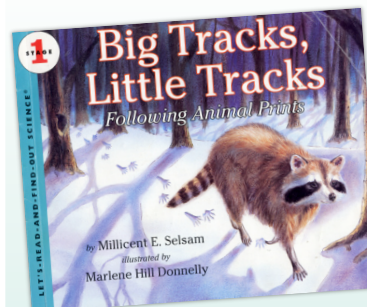
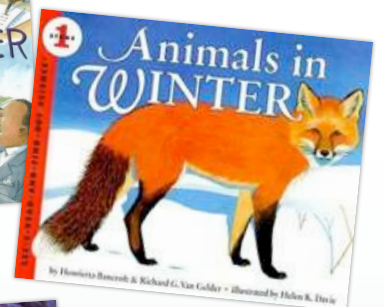
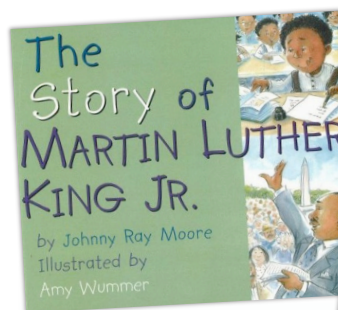
Children can explore several forest animals in winter.

Materials and Preparations:

- *Stranger in the Woods* by Carl R. Sams II and Jean Stoick
- Paper and pencil
- Pinecones, peanut butter, plastic knives, and birdseed
- Plastic container or disposable casserole pan (for the birdseed)
- String or yarn

Learning Experiences:

- Read the story *Stranger in the Woods* to children.
- As you read, ask children to name any animals they haven't seen or heard of before. Make a list of these animals as you read the story.
- Ask children to share their thoughts about the story. What are the animals doing? Which animal was the first to go up to the stranger? How did the deer find the corn? Why were the children leaving seeds, corn, and carrots?
- Invite children to make bird feeders using pinecones. Encourage them to spread some peanut butter on their pinecones and roll them in the pan of birdseed.
- Tie string or yarn to the tops of the pinecone bird feeders and send home with families.
- You may want to make several extra bird feeders to place outside of your school window. Children can document the types of animals that feed off of the pinecones.



Books to Share

The Story of Martin Luther King Jr. by Johnny Ray Moore

Animals in Winter by Henrietta Bancroft & Richard G. Van Gelder

Big Tracks, Little Tracks: Following Animal Prints by Millicent E. Selsam

When Winter Comes by Nancy Van Laan