

# Annabelle Best Winter Ever- 5K Lessons

## Day 1

### **Standards:**

K. AOR. 3.1 Identify and explain the roles of the author and the illustrator of a story.

### **Materials:**

- Annabelle's Best Winter Ever*
- Anchor Chart Paper
- Sticky notes
- Pencils
- Markers

### **Vocabulary:**

Author  
Predictions

### **Teaching Points:**

I can predict a story.

I can identify the role of an author in a story.

### **Teach/Model:**

Begin by showing the students the front cover of the book.

On an anchor chart, have the title of the book in the middle. The students will practice making predictions about the text. On a sticky note, they will draw what they think will happen in this story.

\*Review the story *Annabelle's Best Fall Ever* with the students.

\*Reintroduce the author of the story (Rhonda Leonard). Provide a picture for the students to see the author. Have students recall the job of the author.

Before reading, have students share their favorite thing to do during winter.

### **Active Engagement:**

Read the story *Annabelle's Best Winter Ever* with the students.

Have students share what they noticed from the story. Were their predictions correct?

Make a list of things Annabelle did in the story.

For example:

She played in the snow.

She baked cupcakes.

She decorated a Christmas tree.

She opened a Christmas present.

She went ice skating in Central Park.

### **Closure:**

Have students share whether their predictions about the story were correct.

## **Day 2**

### **Standards:**

K.NS.9 Identify first through fifth and last positions in a line of objects.

### **Materials:**

-*Annabelle's Best Winter Ever*

-Ice Skating Rink Template Paper

-The animals (Annabelle, Rico, Mingo Rose, Gazzie, and Leonard) all have pretend ice skates.

### **Vocabulary:**

Ordinal Position

Ice Skating

### **Teaching Points:**

I can identify the first through the fifth position in a line of objects.

### **Teach/Model:**

Begin the lesson by reviewing *Annabelle's Best Winter Ever* story with the students.

Turn to the page in the story where Annabelle is ice skating. Have students share their experiences with ice skating. Explain to the students what you do when you go ice skating.

Today, the students will do an activity to practice pretend ice skating with the characters in the stories.

### **Active Engagement:**

Divide the students into groups to complete activities.

#### **Activity 1:**

Students will practice putting the animals in order from first to fifth position. Each student will have a small paper figure of the following animals (Annabelle, Mingo Rose, Gazzie, Rico, and Leonard). Each student will also have a pretend ice skating rink template. The animals will have ice skates, and the teacher will call out different ways to order the animals from first to fifth.

The teacher can also have the students share the order in which they would like to put the animals.

This activity will help the students practice ordinal positions.

#### **Activity 2:**

Students will have an ice skate template to decorate. Teachers can provide various materials for the students to decorate their ice skates.

\*Teachers can display the ice skates around the classroom for the students.

### **Closure:**

### **Day 3**

#### **Standards:**

K.ATO.6 Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.

K.G.1 Describe positions of objects by appropriately using terms, including below, above, beside, between, inside, outside, in front of, or behind.

#### **Materials:**

- Small pretend gift packages
- Annabelle's Best Winter Ever*
- Small Colorful present templates

#### **Vocabulary:**

Presents  
Positions  
Contained  
Excitement

#### **Teaching Points:**

I can create AB, AAB, and ABB patterns.

I can describe the position of objects.

#### **Teach/Model:**

Begin the lesson by discussing the word "excitement" with the students. Have the students share about a time they felt excited.

Have the students ever received a gift that made them excited?

Refer to the page when Annabelle opens her gift (the purple skates). On this page, the word "contained" is used. Ask the students to share what they think this word means.

Discuss the meaning of the vocabulary words before beginning the group activities.

#### **Active Engagement:**

Divide the students into groups to complete activities.

##### **Activity 1:**

The teacher will have small paper templates for the presents. The students will use the small presents to make AB, AAB, and ABB patterns.

To extend the activities, teachers can have the students create ABC patterns.

##### **Activity 2:**

Each student will have their small gift packages. (Teachers can use small boxes wrapped in paper.)

The students will use the packages to practice positional words.

The teacher will call out the following positional words:

- Place the package below the chair.
- Place the package above your head.
- Place the package inside your cubby.
- Place the package under the table.
- Place the package in front of your nose.
- Place the package behind your head.

#### **Closure:**

Have the students share what they learned during the math games with a partner.

What did they learn about patterns?

What did they learn about positional words?

## **Day 4**

### **Standards:**

K.C.1.1 Use a combination of drawing, dictating, and writing to state a topic and communicate an opinion and a supporting reason.

### **Materials:**

-*Annabelle's Best Winter Ever*

-Blank Books

-Crayons

-Pencils

-Anchor Chart

### **Vocabulary:**

Winter

Adventures

### **Teaching Points:**

I can create a blank book of my winter adventures.

I can label and write a complete sentence.

### **Teach/Model:**

Begin the lesson by explaining to the students that we will create a blank book of winter adventures. Annabelle loves to take adventures. Explain the definitions of "winter" and "adventures". As a group, create a list of adventures that students could do in the winter. The teacher can make the list on an anchor chart.

For example, build a snowman or go sledding.

The students will create their own winter adventure stories.

### **Active Engagement:**

Provide each student with a blank book. The purpose of a blank book is to let the students create their own stories and ideas. The students can write sentences or label their pictures as they write about their winter adventures.

Encourage the students to label their pictures and write a complete sentence. Students can write sentences for each page.

The teacher can assist as the students are writing their winter stories. They can also use ideas from the Annabelle story.

### **Closure:**

Provide time for the students to share their books with the class or a partner.

## Day 5

### **Standards:**

K.E.3 Explain why people have jobs, and describe the economic benefits for self and community.

K.C.1.1 Use a combination of drawing, dictating, and writing to state a topic and communicate an opinion and a supporting reason.

### **Materials:**

- Community Helper Picture Cards
- Anchor Chart Paper
- Crayons
- Pencils
- Markers
- " My Baking Sheet" Paper

\*Teachers can extend the activity by inviting a baker to come and speak to the students about their job and how it helps the community.

### **Vocabulary:**

Baker  
Cupcakes  
Cookies

### **Teaching Points:**

I can use drawing and writing to describe the job of a baker.

### **Teach/Model:**

Explain to the students in *Annabelle's Best Winter Ever* that Annabelle is dressed as a community helper. She is dressed as a baker. She is baking marshmallow-iced cupcakes and spicy gingerbread cookies.

\*Before the lesson, the teacher will create an anchor chart with the word "baker" in the middle.

The teacher will write key words on the anchor chart to describe the community helper. The students could write baking tools that they use or keywords to describe the job of a baker. Show the picture of Annabelle as the students are coming up with ideas.

### **Active Engagement:**

After discussing the baker's job, the students will have the opportunity to pretend that they are a baker. The students will write a sentence about something they could bake for the holidays. The students will also draw pictures of the items they choose to bake.

\*The teacher can display the pictures around the classroom.

### **Closure:**

Have the students share what they would bake with a partner.

## **Day 6**

### **Standards:**

K.L.2A.3 Develop and use models to exemplify how animals use their body parts to (1) obtain food and other resources, (2) protect themselves, and (3) move from place to place.

K.L.2A.4 Analyze and interpret data to describe how humans use their senses to learn about the world around them.

K.L.2A.5 Construct explanations from observations of what animals need to survive and grow (including air, water, nutrients, and shelter).

K.C.2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details.

### **Materials:**

-Annabelle's Best Winter Ever

-Cheetah Recording Sheet

-Anchor Chart (larger version of the student's sheet).

-Markers

-Crayons

### **Vocabulary:**

Habitat

Research

Protect

Cheetah

### **Teaching Points:**

I can research to find information about cheetahs.

I can describe the habitat of a cheetah.

I can describe how a cheetah can protect themselves.

### **Teach/Model:**

Explain to the students that they will continue researching animals found in the Annabelle stories. Today, we will use informational books and Pebble Go to research cheetahs.

\*Annabelle's friend Rico is a cheetah.

The students will write or draw in the correct boxes on their paper as they research information.

### **Active Engagement:**

Students will have a paper with the following boxes

Color Height Babies Habitat Protection Movement

For each box, students will write/draw information found within the research.

Discuss the cheetah's habitat and how they moves and protects themselves.

### **Closure:**

Choose a few students to share what they learned about cheetahs.

## **Day 7**

### **Standards:**

K.NS.8 Compare two written numerals up to 10 using more than, less than, or equal to.

K.MDA.2 Compare objects using shorter/longer, shorter/taller, and lighter/heavier words.

### **Materials:**

- Comparing Sheet
- Small Paper Ice Skates (used for counting)
- Pictures, Cards from the story (to compare the length.

### **Vocabulary:**

Comparing  
Shorter  
Longer  
Lighter  
Heavier

### **Teaching Points:**

I can compare the length and weight of objects in the story.

I can compare two numbers using the words greater than, less than, or equal to.

### **Teach/Model:**

Begin the lesson by explaining to the students that they will use objects in the book to practice comparing.

### **Active Engagement:**

Students will be divided into groups to complete the math activities.

#### **Activity 1:**

Students will receive a comparison mat (with two circles) and small paper ice skates to compare.

In the story, Annabelle received purple ice skates. We will use the ice skates to practice counting.

The teacher will tell the students a number, for example, 5, and the students will place five paper ice skates in the first circle and then 7 in the second circle. Compare the two numbers. Say "5 is less than 7".

Practice this activity with numbers up to 10.

Also, have students place the same number in each circle to demonstrate equality.

\*To extend the activity, the teacher can compare to 15 or 20.

#### **Activity 2:**

The students will use objects from the story to compare the length and weight of objects.

\*Teachers can bring real examples of the objects mentioned in the lesson. (However, picture cards will be provided for comparison.)

Teachers will have the following picture cards:

Annabelle, Scarf, Hat, Stick, Boot, Mixing bowl, Sled, Christmas tree, Present, Cookie, Ice Skates, Bed, Purse

The teacher will use the picture cards to practice comparing length and weight.

Examples:

- Christmas tree or scarf (which is heavier)
- Bed or cookie (which is lighter)
- A sled or a hat (which is longer)
- Annabelle or a mixing bowl (which is shorter)
- Annabelle or stick (which is taller).

### **Closure:**

Have the students share what they learned about comparing objects. Review the vocabulary words with the students.

## Day 8

### **Standards:**

K.A.OR. 2.1 Retell familiar stories using main story elements in a literary text.

K.AOR. 1.1 Identify and describe the main character(s), setting, and events that move the plot forward.

### **Materials:**

- Annabelle's Best Winter Ever*
- BME recording sheet
- Crayons
- Pictures from the story to practice retelling.

### **Vocabulary:**

Beginning  
Middle  
End  
Retell

### **Teaching Points:**

I can retell a story from the beginning to the end.

I can draw or write the BME of *Annabelle's Best Winter Ever*.

I can identify the setting of the story.

### **Teach/Model:**

Begin the lesson by rereading the story, *Annabelle's Best Winter Ever*. Today, the students will draw and write to practice retelling the story.

The teacher will divide the students into four groups to practice retelling the story.

Students will receive the following pictures from the story:

- Annabelle is on the sled with her purple boots.
- Annabelle is baking cupcakes and cookies.
- The Christmas present at the front door.
- The purple ice skates.
- Annabelle skating in Central Park.

The students will work together to put the pictures in order from the beginning to the end as a group. After placing the picture cards in order, the students retell the story with their group.

The teacher will listen to the students as they are retelling the story.

After retelling, review the setting of the story with the students. How does the setting change throughout the story?

### **Active Engagement:**

Students will each receive a BME sheet to practice drawing or writing about the story. There will be three boxes for the students to draw or write in.

Students will draw what happened in the beginning, middle, and end.  
Assist if needed.

### **Closure:**

Students will share their BME sheet with a partner.



## **Day 9**

### **Standards:**

K.F. 1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.

K. F. 1.4 Count, segment, and blend phonemes in single-syllable spoken words comprising three or four phonemes and compound words.

### **Materials:**

- Blank Paper
- Markers
- Index Cards
- Paper Plates
- Annabelle's Best Winter Ever* book.

### **Vocabulary:**

Rhyming  
Syllables  
Snowball Fight  
Ice Skating

### **Teaching Points:**

I can recognize and produce rhyming words.  
I can count and segment syllables of words found within the story.

### **Teach/Model:**

Begin the lesson by explaining to the students that they will play two games to practice reviewing rhyming words and syllables. To practice, students will have a "snowball fight" and "ice skate" around the room.

They will be using words from the story to practice these skills.

### **Active Engagement:**

#### **Activity 1:**

For the first game, the teacher will write words on individual blank pieces of paper. After writing the words, the teacher will crumble up the pieces of paper to make a "snowball". The students will throw the "snowballs" to one another and identify a rhyming word for each word on the paper.

The list of words includes: Long, Boot, Yellow, Sled, Snow, Spots, Bake, Ice, Stir, Tree, Star, Moon, Door, Bow, Gift, Skate, Park, Dream, Bed, and Smile

\*Teachers can include other words for the activity. Students can also come up with real and nonsense words for the activity.

#### **Activity 2:**

The students will have paper plates under their feet in the second activity. The students will practice skating around the room. (Make a clear space for the students to skate.)

The teacher can play music as the students are skating around the room.

When the music stops, the teacher will say a word that they wrote on the index cards. The students will clap the number of syllables in the word. The students can segment the syllables for each word.

Teachers can use the following words for the activity:

Annabelle, Waiting, Long, Snowman, Scarf, Marshmallow, Cupcakes, Cookies, Gingerbread, Tree, Large, Doorstep, Present, Ice Skate, Box, Excitement, Central Park, Bed, Winter

### **Closure:**

Have the students share their favorite part of the story with a partner.

What did the students like best about the games for reviewing rhyming and syllables?

## **Day 10**

### **Standards:**

K.AOR. 2.1 Retell familiar stories using main story elements in a literary text.

K.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:

- a. Enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions, and
- b. Consider the ideas of others while engaging in conversations.

### **Materials:**

Materials to decorate the classroom like an ice skating rink.

### **Vocabulary:**

Celebration

Ice Skating Rink

### **Teaching Points:**

I can share information from the story, *Annabelle's Best Winter Ever*.

\*In preparation for the celebration, the teacher will turn the classroom into an ice skating rink. The teacher can also place pretend snow around the classroom.

\*Decorating the classroom will bring the learning to life for the students. Teachers can also invite parents to the celebration event.

### **Teach/Model:**

Students and family members can do different Winter-related activities during the family day. The teacher can also have students share the work they created throughout the unit.

### **Active Engagement:**

Ideas of Stations for the family day:

1. Winter Sensory Bin
2. Making Ice Skates with Play-Doh
3. Painting snowflakes with watercolors.
4. Decorating sugar cookies.
5. Using cotton balls to create their snowman.

(All of these ideas are entirely optional for the family day.)

### **Closure:**

Have students share their favorite part from the story unit.