

Winter Wonders: Exploring Winter in English

Lengua Extranjera | Inglés | Diseño Universal para el Aprendizaje

Descripción

This lesson plan is designed for preschoolers aged 3 to 5 years to explore the theme of "Winter" through the English language in a fun and engaging way. Children will learn basic winter-related vocabulary, recognize winter weather and clothing, and express simple ideas about winter using English words and phrases. The lesson is relevant as it connects to the children's real-life experiences, especially during the cold season when they notice changes in weather, dress differently, and engage in winter activities. By learning these new words and concepts in English, children enhance their language skills, build curiosity about the world, and develop confidence in using a second language. The activities are hands-on, multisensory, and designed with the Universal Design for Learning approach to ensure all children can participate actively, regardless of their learning styles or abilities. This lesson helps children relate their everyday observations to language learning and prepares them for further English development.

Objetivos de Aprendizaje

- Identify and name common winter-related vocabulary words in English (e.g., snow, cold, coat, hat).
- Describe simple characteristics of winter using English words and gestures.
- Demonstrate understanding of winter concepts through participation in interactive activities.
- Express preferences about winter items or activities using simple English phrases or gestures.

Recursos Necesarios

- Large colorful flashcards with winter vocabulary images and words (snow, cold, coat, hat, gloves, scarf, boots)
- Picture book about winter (with clear, simple images)
- Audio playback device with a winter-themed English song (e.g., "Winter is Here" simple song)
- White craft paper, cotton balls, glue sticks, crayons or washable markers
- Real winter clothes or props (coat, hat, scarf, gloves)
- A tablet or computer to show a short animated video about winter weather (2-3 minutes)
- Classroom space arranged for circle time and small group work

Requisitos Previos

- Basic listening skills to follow simple English instructions.
- Familiarity with daily classroom routines and ability to participate in group activities.
- Previous exposure to English greetings and simple classroom vocabulary.

- Ability to recognize and name some body parts and common objects in their home language.

Actividades

Fase de Inicio

Tiempo estimado: 10 minutos

Propósito de la sesión:

Docente: “Today we are going to learn about WINTER! We will see what happens in winter and learn new words in English.”

Estudiantes: Listen and watch with curiosity.

Activación de conocimientos previos:

- **Docente:** Shows a colorful flashcard with a snowflake. “Do you know what this is?” Pause to listen. “Yes! It is snow!”
- **Estudiantes:** Respond verbally or by nodding. “Snow!”
- **Docente:** Asks, “What do you wear when it is cold?” while showing a coat flashcard.
- **Estudiantes:** Try to name or point to clothes they know.

Motivación y enganche:

Docente: Plays a short, catchy winter song in English. Invites children to stand and move like snowflakes falling.

Estudiantes: Move their arms gently like falling snow while listening and repeating simple words from the song.

Contextualización:

Docente: “Winter is the cold season. Sometimes we wear warm clothes and see snow outside. Do you like winter?”

Estudiantes: Share answers with thumbs up/down or short words like “Yes” or “No.”

Fase de Desarrollo

Tiempo estimado: 40 minutos

Presentación del contenido:

Docente: Shows flashcards one by one, naming each word clearly and slowly: “Snow, cold, coat, hat, gloves, scarf, boots.” Uses gestures to represent cold (shivering), putting on a coat, etc.

Estudiantes: Repeat the words, imitate gestures, and look at the pictures.

Actividad 1: “Winter Clothing Dress-Up”

- **Objetivo:** Identify and name winter clothes in English.

- **Instrucciones:**

- **Docente:** “Now, let’s play dress-up! I have a hat, a scarf, gloves, and a coat.”
- Shows each item and says the word in English, encouraging repetition.
- Calls 3-4 children one by one to wear one item and say its name aloud. Others watch and repeat.

- **Organización:** Individual turns in small group.

- **Producto:** Children demonstrate recognition of clothing vocabulary by saying and wearing items.

- **Tiempo:** 15 minutes

- **Rol del docente:** Encourages each child, repeats words clearly, praises effort, and gently corrects pronunciation if needed.

Transición:

Docente: “Great job! Now, let’s make something fun about winter!”

Actividad 2: “Make a Snowy Picture”

- **Objetivo:** Reinforce vocabulary and creativity through art.

- **Instrucciones:**

- **Docente:** Gives each child a white paper and cotton balls. “We will make snow on your paper. Glue the cotton balls to make snow.”
- Says words during activity: “Snow, cold, white.”
- Children color or draw winter clothes on a person or snowman if they want.

- **Organización:** Individual work at tables or on floor mats.

- **Producto:** A snowy winter picture with cotton ball snow and drawings.

- **Tiempo:** 15 minutes

- **Rol del docente:** Supports children individually, asks questions like “What color is snow?” “What do we wear when cold?” to reinforce vocabulary.

Transición:

Docente: “Look at your beautiful snow pictures! Now, let’s watch a short video about winter.”

Actividad 3: “Watch & Talk: Winter Video”

- **Objetivo:** Understand winter concepts through multimedia.

- **Instrucciones:**

- **Docente:** Shows a 2-3 minute animated video about winter weather and clothing in English.
- After video, asks simple questions: “What did you see?” “Was it cold or hot?” “What clothes did they wear?”
- **Estudiantes:** Respond with words, gestures, or pointing to flashcards.

- **Organización:** Whole group sitting on carpet.

- **Producto:** Verbal or gestural responses showing comprehension.
- **Tiempo:** 10 minutes
- **Rol del docente:** Guides discussion, praises participation, repeats key vocabulary.

Diferenciación:

- **Para estudiantes que terminan antes:** Invitar a dibujar otra prenda de invierno o enseñar la palabra a un compañero.
- **Para estudiantes que necesitan más apoyo:** Uso de tarjetas visuales con imágenes y palabras para ayudar a recordar vocabulario; repetir palabras en voz baja junto con el docente.

Fase de Cierre

Tiempo estimado: 10 minutos

Síntesis:

Docente: “Let’s play a winter word game!” Muestra un flashcard y pregunta “What is this?” Los niños responden en voz alta o con señas. Recapitula las palabras aprendidas: snow, cold, coat, hat, gloves, scarf, boots.

Reflexión metacognitiva:

- “Can you say one word about winter in English?”
- “What do we wear when it is cold?”
- “Did you like making your snow picture?”

Retroalimentación:

Docente: Elogia a cada niño por participar, repite palabras positivas y dice: “You did great! You know many winter words now!”

Transferencia:

Docente: “Next time when you go outside and feel cold, remember the words we learned today! You can tell your family in English.”

Tarea o reto:

Docente: Invita a los niños a buscar en casa una prenda de invierno y traerla o dibujarla para compartir en la próxima clase, usando la palabra en inglés que aprendieron.

Evaluación

Tipo de evaluación: Diagnóstica en la fase de inicio (observación de conocimientos previos), formativa durante el desarrollo (observación directa, participación en actividades) y sumativa en el cierre (respuesta en el juego de palabras)

y reflexión).

- **Criterios de evaluación:**

- Reconoce y nombra al menos 3 palabras relacionadas con invierno en inglés (Objetivo 1).
- Describe características simples del invierno usando palabras o gestos (Objetivo 2).
- Participa activamente en actividades con interés y responde a preguntas (Objetivo 3).
- Utiliza frases sencillas o gestos para expresar preferencias relacionadas con el invierno (Objetivo 4).

- **Instrumentos sugeridos:**

- Lista de cotejo para observar participación y pronunciación durante actividades.
- Observación directa durante el juego y la manualidad.
- Portafolio con la imagen de algodón y dibujos realizados.
- Autoevaluación guiada con preguntas orales en cierre (apoyo visual).

- **Evidencias de aprendizaje:**

- Respuestas orales o gestuales en la fase de inicio y cierre.
- Participación en actividades de vestirse y creación artística.
- Productos creados: dibujo con algodón representando nieve.
- Respuestas a preguntas durante y después del video.