

Focus plan for Communication, Language and Literacy

Activity - Frosty Poems Date -

Learning intention

Extend their vocabulary, exploring the meanings and sounds of new words.

Resources

Pictures of snow, ice and frost

Large sheet of paper, marker pen and easel

How the activity will be carried out

If possible, take the children on a frosty walk outside before doing this activity. Invite the children to sit with you and look at the pictures of frost, snow and ice. Discuss how it feels on a snowy day, what you can see, what you can do. Explain to the children that they are going to write a poem together using lots of frosty, snowy words. Invite the children to think of words that are frosty? They might come up with cold, sparkle, spiky, patterns. Collect their words beginning 'Frost is...' Then Ask them to think of words to describe snow - soft, wet, cold. Collect these beginning 'Snow is...' Then ask them what ice makes them think of - slippery, hard, freezing. Collect these beginning 'Ice is...' Support children with questions such as How does it feel? /What happens when you walk on it? / What does it look like? When they have finished, read the poem out to them. What do they think?

Questions to ask/Language to use

Snowy, icy, frosty words

Look, feel, see, touch

Describe, words, poem

Differentiation (Birth to Three)

When they are outside on a frosty, icy day, show the children the frost on a leaf, or ice in the path. Let them touch it or try to walk on it (with support). Use words to describe it such as cold, slippery, sparkling.

Extension

Invite the children to decorate the poem with things they choose that are snowy and frosty, and display it in the setting. If more than one group make a poem, then invite children to help you put them into a book.

Evaluation