

North America: Native Americans of Ohio

Material Needs

Clothing/Vanity (Spiritual)

*Natural Dyes

The children soaked various fruits and vegetables for roughly three days in crock-pots. We used the following:

Blueberries –purplish blue

Onion skins - goldenrod

Spinach -green

Beets – reddish purple

We soaked white cotton yarn in each of the dyes overnight. Children laid them out on a covered table to dry over the weekend.

*Weaving

We created a simple loom from sticks gathered on the playground and twine.

Tie vertical rows of twine between the two sticks leaving about one inch in between each row.

Hang your loom. We hung ours on a bulletin board strip in our hallway.

Begin weaving! Pin your unwoven yarn balls in a baggie next to the loom for the next person to easily begin.

Defense

We shared Native American artifacts from the American South West. The children observed and discussed as a large group and the materials were on display in the classroom.

*Arrow Heads

*Peace Pipes

*Assorted weapons, tools and ceremonial pieces

Shelter

*The children built a replica of a wigiwa .

Materials: 18”-2’ flat round Styrofoam disc, Small wood dowels, heavy string or twine, paper bags, glue, scissors

- 1) Create dome with dowels by carefully inserting in a clockwise direction on the Styrofoam disc and bending to create a “rainbow” pattern.
- 2) Have the children break dowels to create a skeletal structure on the bent dowels. Each piece is tied to the bent dowels in a horizontal pattern.
- 3) Starting at the bottom horizontal layer, glue small rectangular pieces of paper bags to the domed structure, overlapping pieces as you go.

Spiritual Needs

Religion

We read a variety of Native American creation stories.

Culture/Arts

Wigiwa Rap

The children each wrote a rap about the wigiwa (materials, function, etc.). Many chose to read and/or perform their rap in our community meeting.

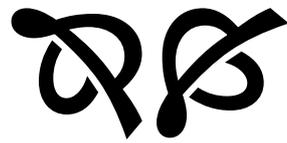
Three-Minute Talks

As a family project, the students researched their own Native American tribe and presented to the class. Some students focused on one particular need and others covered each of the Fundamental Human Needs. They wrote a presentation using note cards, created a visual aid (poster, diorama, model, etc.) and presented to the class during a community meeting.

Did you know that you can make dyes
from the following
plant materials?

Color	Plant Material
Brown	Walnut shells, birch bark
Green	Moss, algae, lily of the valley leaves, juniper berries
Purple	Blueberries, raspberries, blackberries, rotten maple wood
Red	Sumac berries, beets, cranberries
Yellow	Onion skins, sunflower petals, roots
Black	Wild grapes, hickory bark, dogwood bark

Native American Natural Dyes



Native Americans used plant materials to make beautiful, soft colors to dye wool, cotton and other fibers.

We used blueberries, beets and onion skins.

Can you tell what colors were produced from each of our dyes?

South America

This study was very child directed. The children were interested in studying the llama, so they chose to focus on how the llama fulfills the fundamental human needs. They created a “Fundamental Human Needs – Llama” chart and built a large paper mache llama.

They also researched how the llama’s needs are met.

Material Needs

Food

*Strawberry and Mango Licuado Recipes

Strawberry Licuado

1 cup cold milk

1 ½ cups stemmed fresh strawberries

1 tablespoon sugar

½ cup ice

Place milk and ice in a blender. Blend 15 seconds. Add strawberries and sugar. Blend 15 seconds. Serve immediately.

Mango Licuado

12 ounces milk

24 ounces canned or frozen crushed mango

2 tablespoons brown sugar

12 ounces ice

Place all ingredients in blender. Blend until smooth. Serve immediately.

Europe - Italy

Material Needs

Food

*Pasta Making

The children made their own pasta dough and used a pasta machine to make linguine.

INGREDIENTS

- 1 2/3 cups Italian “00” flour (or half Italian “00” flour and half Farina di Semola)
- 2 medium or large eggs
- 1 tablespoon olive oil
- A pinch of sea salt

DIRECTIONS

- Make the basic pasta dough
- 1. Sift the flour onto a clean work surface and make a well in the center with your fist.
- 2. Break the eggs into the well and add the oil and a pinch of salt to the well.
- 3. Gradually mix the egg mixture into the flour using the fingers of one hand, bringing the ingredients together into a firm dough. If the dough feels too dry, add a few drops of water; if it’s too wet, add a little more flour. (You will soon grow accustomed to how the dough should feel after you’ve made it a few times.)
- 4. Knead the pasta until smooth, 2 to 5 minutes. Lightly massage it with a hint of olive oil, pop the dough into a plastic food bag, and allow it to rest at room temperature for at least 30 minutes. The pasta will be much more elastic after resting.
- Pass the dough through the pasta machine
- 5. Start to feed the blob of pasta dough through the widest setting of a pasta machine. As the sheet of dough comes out of the machine, fold it into thirds and then feed it through the rollers again, still on the widest setting. Pass the dough through this setting a total of 4 or 5 times. This effectively kneads the dough, ensuring the resulting pasta is silky smooth.
- 6. Pass the pasta through the machine again, starting at the widest setting and gradually reducing the settings, one pass at a time, until the pasta achieves the required thickness. The pasta sheet will become very long—if you are having trouble keeping the dough from folding onto itself or are making ravioli, cut the sheet of dough in half and feed each half through separately. Generally the second-from-last setting is best for tagliatelle and the last setting is best for ravioli and any other shapes that are to be filled.
- 7. After the pasta has reached the requisite thickness, hang it over a broom handle or the back of a chair to dry a little—this will make cutting it easier in humid weather, as it will not be so sticky. Or, if you’re in a hurry, you can dust the pasta with a little flour and place it on clean kitchen towels and let it rest for just a short spell.
- 8. Shape the pasta by hand (see instructions below) or pass the pasta through the chosen cutters (tagliolini, tagliatelle, etc.) and then drape the cut pasta over the broom handle or chair back again to dry just a little, until ready to cook. You can, of course, again toss the cut pasta lightly in flour (preferably semolina flour) and lay out in loose bundles on a tray lined with a clean kitchen towel. Use as soon as possible before it sticks together.
- Cook the pasta
- 9. Throw the pasta into a large saucepan of boiling, salted water. You will need about 4 quarts water and 3

tablespoons of salt for every 13 to 18 ounces of fresh or dried pasta. It is the large volume of water that will prevent the pasta from sticking together. Note: Cooking times for fresh and dried pasta vary according to the size and quality of the pasta. The only way to check is to taste it. However, the basic method of cooking remains the same.

- 10. Stir the pasta only once or twice—if you have enough water in the pan and you stir the pasta as it goes in, it shouldn't stick.
- 11. **DO NOT COVER** the pot or the water will boil over. Quickly bring the pasta back to a rolling boil, stir, and boil until al dente, or firm to the bite, about 2 minutes. The pasta should not have a hard center or be soggy and floppy. If following a specified cooking time, calculate it from the moment the pasta starts to boil again and have a colander ready for draining.
- 12. Drain the pasta, holding back 2 to 3 tablespoons of the cooking water. Return the pasta to the pan (the dissolved starch in the water helps the sauce cling to the pasta). Dress the pasta straight away with the sauce directly in the pan. (The Italian way is ALWAYS to toss the cooked, hot pasta with the sauce before serving.) Serve the hot pasta immediately with your favorite sauce. Even a copious drizzle of olive oil or melted butter—cooked just to the point of taking on a slightly nutty, toasty brown tinge—and a smattering of fresh herbs constitutes a sauce when the pasta is as tender and tasty as this.
- Shape the pasta dough by hand
- 13. **Tagliatelle** On a lightly floured surface, roll or fold one side of the sheet of dough loosely towards the center of the sheet, then repeat with the other side so that they almost meet in the middle. Gently fold one side on top of the other, but do not press down on the fold.
- 14. Cut the dough into thin slices with a sharp knife, slicing through the folded dough quickly and deftly in a single motion.
- 15. Immediately unravel the slices to reveal the pasta ribbons. You can do this by inserting the dull side of a large knife into each slice and gently shaking it loose. (If you wait, they will stick together. Trust us.) Hang the pasta to dry a little before cooking or dust it well with semolina flour and arrange in loose nests on a tray lined with a clean kitchen towel.
- 16. **Pappardelle** On a lightly floured surface, cut the dough into wide ribbons using a fluted pastry cutter. Hang up to dry slightly before cooking.
- 17. **Tortellini** On a lightly floured surface, stamp out rounds of pasta using a round cookie cutter. Pipe or spoon your favorite filling into the middle of each round. Brush the edges with beaten egg and carefully fold the round into a crescent shape, pressing the dough around the filling to expel any air.
- 18. Bend the two corners of the crescent around to meet each other in the center and press well to seal. Repeat with the remaining dough. Let dry on a floured kitchen towel for about 30 minutes before cooking.
- 19. **Ravioli** If your dough is still in a single sheet, cut it into two equal portions. Cover one portion with a clean kitchen towel or plastic wrap while you work with the rest of the dough. Spoon small mounds (1 teaspoon approximately) of filling on the dough in even rows, spacing them at 1 1/2-inch intervals. Using a pastry brush, lightly coat the spaces of dough between the mounds with beaten egg. Using a rolling pin, carefully drape the reserved sheet of dough on top of the mounds, pressing down firmly between the pockets of filling to push out any trapped air. Use a serrated ravioli or pastry cutter or a sharp knife to cut the ravioli into squares. Transfer to a floured kitchen towel to rest for 1 hour before cooking.
- Color the pasta
- 20. **Spinach** Follow the Basic Pasta Dough recipe. Sift the flour onto a clean work surface. Next, puree 3/4 cup frozen cooked leaf spinach (squeezed to remove as much moisture as possible) in a food processor. Add it to the well in the flour. Continue as per the Basic Pasta Dough method.

- 21. **Tomato** Add 2 tablespoons tomato paste or sun-dried tomato paste to the well in the flour. Use 1 large egg instead of 2 medium ones. Continue as per the Basic Pasta Dough recipe.
- 22. **Beet** Roast 1 red beet until softened, about 45 minutes. Let cool. Peel and grate or puree in a food processor. Add 2 tablespoons grated cooked beet to the well in the flour. Use 1 large egg instead of 2 medium ones. Continue as per the Basic Pasta Dough recipe.
- 23. **Saffron** Soak 1 sachet of powdered saffron in 2 tablespoons hot water for 15 minutes. Strain the water, discarding the solids. Use 1 large egg instead of 2 medium ones and whisk with the vibrant saffron water before adding to the well in the flour. Continue as per the Basic Pasta Dough recipe.
- 24. **Herb** Add at least 3 tablespoons finely chopped fresh green herbs to the well in the flour.

25. **Black squid ink pasta** Add 1 sachet squid ink to the eggs and whisk to combine before adding to the flour. A little extra flour may be needed.

*Piazza

Market:

We brought in a variety of Italian items: gnocchi, olive oil, biscotti savoiardi (lady fingers), San Pellegrino sparkling water, etc.

The items were displayed in our hallway “piazza” in a white standing flower box. The children painted a canvas with chalkboard paint and made a store sign above the items. They wrote the names in Italian and converted the US prices to Euros.

Café:

We put a small table with a red and white checked tablecloth in the hallway with a flameless candle. A book about Italy was on the table for children to read. You can also find Italian language newspapers and magazines for this display.

Our dried pasta was displayed in a basket on our café table.

Transportation

The children learned about the Venetian canal system. We focused on Venice being a pedestrian city and made a piazza in our hallway (café table, small market).

Spiritual Needs

Religion

*Stained Glass

The children re-created a stained glass window using a clear shower curtain and sharpies. We brought in a real stained glass window for them to look at and feel.

1. Cut a section of curtain to the desired size.

2. Draw a grid of squares to guide drawing and aid in proportions.
3. Have children create a pattern or use a picture of an existing window or scene. It is helpful to put a scaled down grid over the picture so the children can see what section belongs in each square.
4. Children draw the black outline.
5. Children fill in with color.
6. Hang the finished product in a sunny window.

Culture/Arts

We brought Venetian paintings and glasswork into the classroom. It was displayed on our shelf for the month.

Additional lessons:

In Botany, the children learned the parts of the bulb in Italian. They planted bulbs and put them in a second standing flower box in the hallway. They completed Botany Experiment Observation Forms while the bulbs were growing/blooming. Small nametags were made and placed in the dirt with the Italian names and pronunciations for each type of flower.

Daffodil

narciso

'nahr-TCHĒĒ-soh'

Tulip

tulipano

'TOO-lee-PAH-noh'

Hyacinth

giacinto

'gee-ah-SEEN-toh'

Crocus

croco

'CRO-co'

Liriope

muscarí

'mus-kair-ee'

Partí del
Bulbo

Bulbo

Stelo

Gemma

Foglie Carnose

Radici

Díscó

Botany Experiment Observation Form

Name: _____

Experiment Number: _____ Experiment Name: _____

Observation – Day 1:

Hypothesis:

Observation – Day 2:

Observation – Day 3:

Statement:

Asia - Japan

Material Needs

Food

*Sushi Making

Materials/Ingredients:

Bamboo rolling mat (available online, at Japanese and Korean groceries, Whole Foods, etc.)

One package of nori sheets

One bag of “sushi rice”

Rice vinegar

Soy sauce

Vegetables (cucumber, avocado and carrot work well)

Optional: pickled ginger

Directions:

Precook 1 ½ cups rice a few hours before starting and place in the refrigerator. Your rice must be cool in order to roll sushi. Once rice is cool, add about ½ cup of rice vinegar to it and mix well.

Prepare your vegetables by slicing thinly.

Organize your workspace. Your bamboo mat should be in front of you with nori sheets, sliced vegetables and a bowl of water (to dunk your hands in before working with the sticky rice) placed within reach.

Select one nori sheet and place it shiny side down on the bamboo mat. Wet your hands and pick up some rice. Spread and flatten it out on the bottom 1/3 of the sheet of nori. Your rice should be about ¼ of an inch thick.

Add your fillings to the center of the rice. Put the biggest filling down first (if using multiple fillings).

Begin rolling! Lift the end of the bamboo mat that is closest to you and fold it over the ingredients. Be sure to pull the mat out so it does not roll into the roll. Dip your fingers in the water and lightly moisten the top end of the nori sheet that is furthest away from you. This will seal your roll. Roll to seal and gently squeeze the roll. Roll it back and forth between the fold of the bamboo mat to ensure that it has sealed and to help shape it.

Enjoy!

*There are great pictures of a child making sushi and these directions at <http://www.thekitchn.com/summer-project-make-vegetable-87091>

*Chopstick station

A table was set up with plates and chopsticks for the children to practice in a meal setting.

*The children tried moshi (a sweet treat).

Clothing

Kimono

We brought in a Kimono and demonstrated the process of putting it on. It was available to the children to try on during work time/free choice. It was then hung in the hallway.

Transportation

Bullet train

The children researched the bullet train.

Spiritual Needs

Religion

Zen Garden

A small zen sand garden was available in the classroom for the children to create their own setting.

Culture/Arts

*Origami Cherry Blossoms

The children created their own Cherry Blossom Festival (Hanami) in the hallway. They chose two large, curved branches from the Ecolab and we cemented them into two large terra cotta pots. We learned about the cherry blossom tradition and celebrations and the children made their own origami cherry blossoms. As they made them, we hung them on the branches and our blooms quickly multiplied. At the end of the month, we had a celebration (Hanami) under the cherry blossoms.

Our local Chamber of Commerce hosted a cherry blossom field trip to a local park. The children went and heard a presentation from a Japanese ambassador to our city. They learned a variety of Japanese children's games and picnicked under the cherry trees.

*Ikebana - Flower Arranging

The children learned the art of Ikebana. They applied the principles to our weekly table flowers.

*Watch our
Japanese*

sakura

(cherry blossoms)

bloom!

Sakura



Asia – India

Material Needs

Food

We ordered food from our local Indian restaurant. The children tried naan, aloo choley and saag paneer. They helped prepare and serve the food.

Clothing

We looked at examples of Indian fabrics and clothing.

Spiritual

*Our study focused on the Divali celebration. The children researched it and created/participated in many things related to the celebration.

Religion

*Diya lanterns

The children made small pinch pots in the shape of Diya lanterns. We placed colored flameless candles in each lantern. Photos and directions can be found at the link below (Divali Craft Ideas). There are also many wonderful pictures online.

Taj Mahal

We turned our entryway into the “Taj Mahal” using gold wrapping paper. The children researched the Taj Mahal.

Culture/Arts

*Bollywood Dancing

We taught the children some basic dance moves (adapted from Zumba!) and practiced as a group. We danced frequently and had our final “performance” on our celebration day.

At our Divali celebration, the children danced to some traditional music. Then, we sat in the hallway with our rangoli and diyas lit to enjoy our Indian food.

*Rangoli

Rangoli is an ancient art form from India. Throughout India, rangolis are created to beautify surroundings during Indian festivals and special occasions. Traditionally, rangolis are used to decorate entrances to homes or prayer rooms. They are an expression of warm hospitality and are used to mark each and every day as special.

The children used rangoli stencils to create rangoli designs. One was placed on the floor at the entrance to our classroom (a traditional welcome) and the others were hung on the wall. We used paints for our rangoli but you could also use colored sand, beans or seeds.

Stencils:

http://www.amazon.com/Roylco-Rangoli-Mega-Stencils-Set/dp/B0044S8MBI/ref=sr_1_1?ie=UTF8&qid=1363018469&sr=8-1&keywords=rangoli+mega+stencils

Colored Sand:

http://www.amazon.com/Festival-Colors-Rangoli-Holi-Quality/dp/B004APJUM0/ref=pd_bxgy_ac_img_y

*Additional Lessons

We were studying the bird, so we focused on the peacock. The children created a border around the doorway of peacocks and all children worked on researching the peacock (including the significance of the bird in Indian culture).

When we studied the mammal, our focus was the elephant. The children each drew an elephant, painted or colored it, and added a paper tapestry blanket. They researched the Indian elephant and discussed the significance of the animal in Indian art, religion and culture.

Some great Divali craft ideas can be found here: http://www.activityvillage.co.uk/diwali_crafts.htm

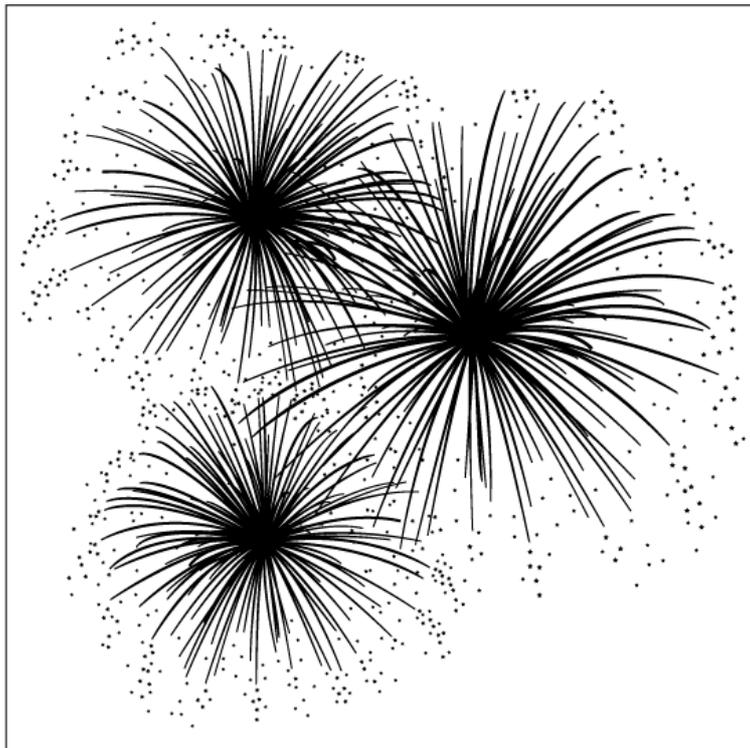
Great elephant links here:

How to Draw and Elephant: <http://www.howtodrawanimals.net/how-to-draw-an-elephant>

Indian Elephant Art Project: <http://marymaking.blogspot.com/2011/02/indian-elephants.html>

Indian Elephant Video Clip: http://www.bbc.co.uk/nature/life/Asian_Elephant#p003kbz9

**DIWALI KI
SHUBHKAMNAYEIN!**



Copyright Homemade-Preschool.com

HAPPY DIWALI!

NAV VARSH KI SUBHKAMNA!



Copyright Homemade-Preschool.com

HAPPY NEW YEAR!

RANGOLI

**RANGOLI IS AN ANCIENT ART
FORM FROM INDIA.**

**THROUGHOUT INDIA, RANGOLIS
ARE CREATED TO BEAUTIFY
SURROUNDINGS DURING INDIAN
FESTIVALS AND SPECIAL
OCCASIONS.**

**TRADITIONALLY, RANGOLIS ARE
USED TO DECORATE ENTRANCES
TO HOMES OR PRAYER ROOMS.
THEY ARE AN EXPRESSION OF
WARM HOSPITALITY AND ARE
USED TO MARK EACH AND EVERY
DAY AS SPECIAL**

Africa - Egypt

Material Needs

Food

The children tried the following foods:

Wheat pita with honey, dates and grapes

Clothing

Some students created Egyptian collars. We discussed geometric forms and special symbols. The children looked at examples of Egyptian collars in books. We emphasized the concept of symmetry for this work.

Materials:

Light colored felt, 3D mosaic stickers, metallic gold paint

*Cut collar to size a child (oval with a slit and hole for the neck in back.

*Provide 3D Mosaic stickers, paint, etc. for children to create a symmetrical design.

Spiritual Needs

Religion

*Egyptian Gods and Goddesses

We dressed as Nut, Geb and Ra and told our stories to the children. We introduced our “children” and gave an overview of the significance of these gods in character.

A good overview can be found here:

<http://www.ancientegypt.co.uk/gods/explore/main.html>

The children each chose a god or goddess to research. They wrote about their chosen deity and drew a picture on the prepared dyed paper columns (see below).

*Canopic Jars

Some children created canopic jars. They were displayed on our “pyramid blocks” in the hallway tomb. Canopic Jars were used by the ancient Egyptians during the mummification/burial rituals. They were containers that held the internal organs of the person who had died. They were topped with the heads of the four sons of Horus. Imsety (the human headed god) looks after the liver; Hapy (the baboon-headed god) looks after the lungs; Duamutef (the jackal-headed god) looks after the stomach; Qebehseuef (the falcon-headed god) looks after the intestines.

Materials:

Glass canning jars, masking tape, shoe polish, pictures of the gods’ heads to color and wrap around the top of the jar, clay to make the “organ” to place inside

*Cover the entire jar (including lid cover) with masking tape (folds and wrinkles are preferred)

*Using a shoe polish brush, polish the masking tape.

*Decorate your picture of the appropriate god head.

*Create your “organ” from clay. Place it inside the jar.

*Seal the jar.

*Secure your head around the lid of the jar.

*Mummy Masks

Some children created Funerary Masks. We looked particularly at the mask of Tutankhamun which is made of gold (now in the Egyptian Antiquities Museum in Cairo). They were displayed in our hallway tomb.

Materials:

Paper masks (often sold as Mardi Gras masks at craft stores), metallic gold paint, poster board, multi-colored tempera paints

*Paint the masks with the metallic gold paint.

*Cut a template from your poster board that resembles the shape of the funerary mask. Trace around your face mask for the center hole. Cut an inch or two in from this line so you leave enough room to glue your mask together.

*Paint your eyeliner on the mask

*Decorate your poster board (look at examples of masks for inspiration)

*Hot glue your mask to the poster board.

A site with good pictures and descriptions:

<http://www.touregypt.net/featurestories/masks.htm>

Culture/Arts

Vanity

*Egyptian Amulets

The children created Egyptian amulets from clay. They researched and wrote about each the amulet they chose. The amulets were displayed on our “pyramids” in the hallway tomb.

A site with great pictures and research information on amulets:

http://www.metmuseum.org/toah/hd/egam/hd_egam.htm

Additional Lessons:

*Dyed Paper Columns

The children used coffee grounds and warm water to dye long white strips of paper. We placed three strips on a table and they painted with the mixture. The paper was left to dry overnight. The children used this for their hieroglyphic name writing, god and goddess art and Egyptian math work.

*Egyptian Numbers/Math

The children used the coffee dyed paper to write numbers using Egyptian symbols.

Two helpful sites: <http://gwydir.demon.co.uk/jo/numbers/egypt/intro.htm>

<http://www.eyelid.co.uk/numbers.htm>

Oceania

Material Needs

Food

What study of this region (particularly Australia) would be complete without trying Vegemite! The children ate it on crackers and enjoyed it!

Spiritual Needs

Culture/Arts

The children studied Aboriginal painting. They looked at examples (actual paintings and those in books). First level worked on creating an aboriginal sun using sharpies and a clear shower curtain. This was hung over our florescent light.

Second and third level created aboriginal paintings of invertebrates from the Great Barrier Reef. They studied the reef in geography and the animals in zoology. They each chose an animal to research and then paint on the canvas.

*Aboriginal Coral Reef Invertebrate Paintings:

Materials:

Large canvas cloth, paint

*Paint the cloth light blue (ocean color) leaving the outer edges natural. Leave border lines organic/uneven.

*Section off your cloth into squares using masking tape.

*Each child chooses an animal and paints it on their square area.

*The animal is created by a series of dots. Work from the inside out (center dots first).

A good slide show: <http://www.artheritageprogram.org/Aboriginalart.pdf>

*Additional Lessons

The children created a map of Australia in the hallway. Most of the background was blue to represent the solitude of the country. Each child in the group made a different state or territory from foam and they were put together like a puzzle on the blue background. They researched their state or territory.

Antarctica - Explorers

Material Needs

All five material needs were discussed when we learned about early Antarctic explorers. The children were presented with the following pictures and information about Captain Robert Falcon Scott. They also sent questions to a current Antarctic scientist working at the South Pole.

Captain Scott's South Pole Expedition Photos:

<http://news.nationalgeographic.com/news/2012/01/pictures/120117-scott-south-pole-anniversary-hundred-years-science/>

Captain Scott's "Ghost Hut":

<http://news.nationalgeographic.com/news/2010/01/photogalleries/100111-100-year-antarctic-hut-scott-pictures/>

A good overview video: <http://video.nationalgeographic.com/video/places/regions-places/polar-regions/antarctica-overview-dest/>

Food

Clothing

Defense

Shelter

Transportation

Spiritual Needs

During the course of our study of the explorers, we discussed how they kept their lives as normal as possible. Through research of the pictures, the children noticed many books, games and instruments (including a piano!) that were shipped with the men to make their lives in the Antarctic region more fulfilling.

Religion

Culture/Arts

Vanity

Antarctica – Vocabulary and Animals

For this unit, the focus was on geographic research and animals. We began by hanging seemingly random words from the ceiling in the hallway on snowflakes. Over the course of the month, we learned about each word or reference. The children enjoyed finding new words and making connections.

The children created a 3D map of Antarctica that was hung in the hallway. Different groups of children made different regions. The Transantarctic Mountains were created from model magic and the different ice sheets/land masses were created from layers of felt. A south pole was formed from red and white pipe cleaners and a silver bead. Flags of the Antarctic Treaty countries circled the pole.

Children studied various animals who spend some of their time in Antarctic waters. They formed the animals out of model magic and attached them to the map on the wall.

Antarctic Word List

Antarctic Ocean

Crevasse

Skuas

West Antarctica

Chicks

Penguin "Daddy Duty"

Leopard Seals

128.6 Fahrenheit

Transantarctic

Mountains

Mosses

Trilobites

Land of the

Midnight Sun

-70★ Fahrenheit

0★ Fahrenheit

90★%

Robert Scott

Arctic Tern

Emperor Penguin

Ice Fish

South Pole

Antarctic Peninsula

Seals

Glaciers

Mount Erebus

Dinosaurs

Fifth Largest Continent

Roald Amundsen

Rookery

Greenland Dog

East Antarctica

Three Miles Thick

Samoyed

Ice Shelves

Icebergs

Vinson Massif