



Module 5: Growing and Changing





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INTRODUCTION

The Preschool Curriculum Modules for Lowell Public Schools were developed through funding from the Board of Higher Education, Title II, in collaboration with the University of Massachusetts Boston. Funding was provided for a group of early educators including Lowell Public Schools, Community Team Work Inc. and Little Sprouts to meet on a regular basis for over two years to develop units of study relevant to the students of Lowell.

Evidence-based practices such as Dialogic Reading, explicit and embedded instruction in phonemic awareness, concepts of print, and mathematics were embedded in units of study. Topics in science & technology, social & emotional learning, history & social sciences are also central to each curriculum unit, covering the scope of standards in the *Massachusetts Curriculum Frameworks*. Through these units of study, as children explore rich content over a prolonged period of time, they build on their background knowledge and develop new vocabulary and academic language as they construct new understandings of the world around them.

Guiding Principles

The following guiding principles were established to guide educators work as they developed these units.

1. *Differentiated Instruction*: ALL children are capable of learning and must have access to a high quality, rigorous curriculum to foster learning.
2. *Intentional Teaching*: Preschool teachers provide intentional instruction, through carefully sequenced lessons that expose children to new learning, facilitate exploration, and assist children in mastering new skills and knowledge.
3. *Resources*: Educators model academic concepts and social-emotional skills by deliberately choosing and presenting resources to support children's learning in the classroom across a variety of settings - whole group, small group, and center time.
4. *Equity for All*: Preschool teachers recognize, celebrate, and build upon differences among students, drawing upon each individual's culture, background knowledge, and language, to intentionally plan instruction to support all students in developing new skills and knowledge.
5. *Progress Monitoring & Assessment; Curriculum Planning and Program Evaluation*: Preschool teachers use formative and summative data to reflect on children's progress in academic and social-emotional skills and to reflect on their own teaching practices that impact outcomes for all learners.
6. *Promoting Positive Classroom Environments*: Educators establish an enthusiastic learning environment that stimulates connections between and among children and adults while cultivating students' approaches to learning, social-emotional well-being, and academic success.
7. *Family and Community Engagement*: Families, the community, and schools are partners in collaboratively fostering all students' growth.

Curriculum Map

The process of designing the curriculum modules included development of a grade level map in which the *Massachusetts' Curriculum Frameworks* in English Language Arts, History & Social Sciences, Science, Comprehensive Health, and the Arts are used to guide student learning. Within each module, these standards are shown in bold italics.

The scope and sequence of *Building Blocks*®, and *Handwriting without Tears*® were integrated to provide instruction in mathematics, fine motor development, and handwriting.

In Module 0 there is a strong focus on the *Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning* [see: <http://www.doe.mass.edu/kindergarten/SEL-APL-Standards.pdf>] as well as guidance from the Center for Social Emotional Foundations for Early Learning (CSEFEL) [see: http://csefel.vanderbilt.edu/resources/training_preschool.html]. This guidance sets the stage for creating supportive classroom environments that promote and build relationships in the classroom. Subsequent modules provide opportunities for children to develop executive functioning skills and social-emotional skills such as self-regulation, focusing attention, and persistence, while establishing friendships and learning how to be a member of a group. Teachers are encouraged to revisit Module 0 and the resources for social and emotional learning throughout the year.

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Daily Schedule

The following components are expected to be part of the daily schedule. The following recommendations are for implementation in a **half-day program** (two and half to three-hours).

- First Circle/Dialogic reading: 20-30 minutes
- Introduction to Centers: 10-15 minutes
- Centers: 60 minutes
- Small Groups: 15 minutes in Fall; 20 minutes in Spring (held during center time twice a week for English Language Arts and Mathematics)
- Outdoor Play or Gross Motor and Movement: 30 minutes
- Routines (including breakfast, snack, lunch and transitions): 30 minutes
- Second Circle - science, phonemic awareness, concept of print, social emotional learning, and community building: 30 minutes

The following recommendations are for implementation in a **full day program** (six hours or longer).

- First Circle/Dialogic Reading: 20-30 minutes
- Introduction to Centers: 10-15 minutes
- Centers: 60 minutes
- Small Groups Mathematics: 15 minutes in Fall/20 minutes in Spring [four times a week - two groups with adult support and one group engaged in independent, low support activity]
- Small Groups English Language Arts: 15 minutes in Fall/20 minutes in Spring [four times a week; two groups with adult support and one group engaged in independent, low support activity]
- Outdoor play or Gross Motor & Movement: 30 minutes
- Routines including breakfast, snack, lunch, transitions, and rest time: 3 hours
- Second Circle: Science, phonemic awareness, concept of print, social emotional learning, and community building: 30 minutes

Learning Centers

Child choice and accessible material that promote learning must be made available for a minimum of 30 minutes per day for half day and 60 to 90 minutes for full-day programs. Intentionally planned and implemented learning centers/opportunities must be provided daily, including:

- Art Studio
- Easel
- Writing
- Manipulatives
- Blocks
- Math
- STEM (Science)
- Discovery (Sensory)
- Library
- Drama (Dramatic Play)
- Music/Movement
- Outdoor or active gross motor play
- Computer or listening center

Supporting Early Language and Literacy

Each of the modules includes resources for teachers for supporting early language and literacy:

- **Book Sheets:** Each module includes book sheets that provide suggestions for prompts and vocabulary development that adults can use with the various books highlighted in the module.
- **Tiered Vocabulary Lists:** Each module includes an extensive list of vocabulary words, categorized as “tier 1, 2, or 3” that have been drawn from the books used in the module. Key words can be defined before and during reading. It also be useful to insert synonyms to extend thinking and learning (e.g., to extend the word problem, you might add words such as mistake, disaster, catastrophe, emergency, etc.). The meaning of words can also be highlighted using gestures or by varying the tone of voice or pacing of reading.

Dialogic Reading

Dialogic reading is a research-based strategy that has been proven effective. It expands interaction between the adult and child. It can be done by teachers or parents, and is simply about children and adults having a conversation about a book.

Typically, when adults share a book with children, the adult reads and the child listens. In dialogic reading, the adult helps the child become the storyteller. The child takes an active role while the adult listens and asks meaningful questions, and scaffolds the child’s processing of the story. The key to an effective and productive read-aloud is stimulating the child’s active engagement and making it fun.

This engagement involves interaction between the adult and the child, using various prompts. There are two sequences of prompts that the adult uses in dialogic reading, described by the acronyms PEER and CROWD. These sequences were developed by Grover J. (Russ) Whitehurst. A detailed explanation of these acronyms may be found in “Dialogic Reading: An Effective Way to Read to Preschoolers” which may be accessed at:

<http://www.readingrockets.org/article/dialogic-reading-effective-way-read-preschoolers>.

The PEER sequence is a short interaction when the adult:

- Prompts the child to say something about the book,
- Evaluates the child's response,
- Expands the child's response by rephrasing and adding information to it, and
- Repeats the prompt to make sure the child has learned from the expansion.

The CROWD sequence describes five types of prompts used by the teacher:

- Completion prompts: Leave a blank at the end of a sentence and get the child to fill it in. These are easy to use in books with rhyme or repetitive phrases (e.g., “Jack and Jill went up the ____”).
- Recall prompts: These are questions about what happened in a book a child has read or listened to (e.g., “Can you tell me what happened to ____ in this story?”). These help children in understanding plot and describing sequences of events. They can be used at the end of a book, or at the beginning of a book a child has heard before.
- Open-ended prompts: These prompts focus on illustrations in books (e.g., “Tell me what’s happening in this picture.”). They help children increase their expressive fluency and attend to detail.
- Wh- prompts: These prompts usually begin with “what, where, when, why, and how” questions, and usually focus on the pictures in books (e.g., “What’s the name of this?”). These prompts teach children new vocabulary.
- Distancing prompts: These prompts ask children to relate the pictures or words in the book to experiences outside the book (e.g., “Remember when we went to the farm? Which of these animals did you see there?”). Such prompts help children connect books to the real world and also help with verbal fluency, conversational abilities, and narrative skills.

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Repeated Interactive Read-Alouds

The most effective use of children's literature relies on intentional planning and follow-up, including introducing and defining new vocabulary before and during reading, and reinforcing and extending it after a read-aloud. Book reading is most effective when it is not limited to a single reading.

Repeated interactive read-alouds allow teachers to scaffold children's understanding of the book. They model strategies for making inferences, describing things and events, explaining reasons for their thinking. They also teach new vocabulary and concepts. These techniques have shown to be effective in increasing children's engagement, understanding, and appreciation of literature in preschool and kindergarten settings. There are three levels of interactive read-alouds:

1. *First reading:* The main goal of the first read-aloud is to enjoy a story by focusing on its meaning. The teacher introduces the plot with a sentence or phrase (e.g., "This story is about..."). The teacher reads the story using vocal and facial expression, gestures and dramatic pauses, variations in the pace of reading, and eye contact to capture and maintain children's interest and enjoyment,
2. *Second reading:* Second readings occur a day or two after first reads. The purpose is to enrich children's comprehension of the story. The teacher encourages children to remember things from the book, provides vocabulary explanations, and asks inference and explanation questions. The second read might focus on the characters' motivations or thoughts.
3. *Third reading:* Children are guided in retelling the story as the teacher reads some of the text. Teacher comments and questions are intended to generate children's explanations about the causes of events and what characters are thinking or feeling (e.g., "What does he think?" "How do you think she's feeling?"). They allow children to use analytic thinking to explain why events occurred.

After-reading Discussions

Each reading is followed by a "why" question that requires children to make inferences about and explain several story events. Then we use follow-up probing questions to support children's ability to answer broader explanation questions.

This process is explained in detail in an article "Repeated Interactive Read-Alouds in Preschool and Kindergarten" by Lea M. McGee and Judith Schickedanz found at: <http://www.readingrockets.org/article/repeated-interactive-read-alouds-preschool-and-kindergarten>.

Motor and Neurosensory Development

One area of development that is often overlooked or not directly planned for in early childhood programming is motor and neurosensory development, yet it is critically linked to learning, especially reading and writing.

Scientific research has shown a strong connection between physical activity/movement and brain circuitry. The early years, from birth to age five, are a critical period for both brain and body development. Sensory-motor activities can be embedded throughout the child's daily experiences. These include large motor activities that build strength, control, and coordination, as well as experiences that support smaller muscles in the hands and fingers.

While these kinds of activities are referenced throughout the curriculum modules, they can be further supported on an ongoing basis within the classroom, as well as through planned and facilitated outdoor play.

The Appendix for each module includes a section entitled "Supporting Motor and Neurosensory Development," which includes suggestions for activities, and teachers are encouraged to share this information with families.

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Lowell Public Schools	Timeline: Weeks 27-31
Module Theme: Growing and Changing	
Module Overview: In this module, students will be observers of the world around them. As they observe, students will learn about the things that are growing and changing throughout the spring season. Students will continue to explore mathematical concepts using Eureka lessons and deepen their understanding of narratives through sequencing and retelling. Students will have a chance to ask questions, make observations, draw conclusions, and record data. Throughout the module, students will learn about the spring season, the life cycles of butterflies and frogs, changes in the weather with a focus on rain, and how things grow. Students will plant seeds and explore gardens.	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is spring? 2. How does the world change during spring? 3. What are the stages of a life cycle? 4. How do animals and plants grow? 5. What do plants need to grow? 6. What happens in a story? 7. What do you notice in nature in spring? 8. How are fruits and vegetable different or the same? 9. What is a count? Why do we count? 10. What can be counted? When do we use counting? 11. How can we represent numbers 6 – 10? 12. How do special arrangements or configurations help me tell a count of objects? <i>Help children trust their ability to subitize and begin to count on.</i> 	<p>Key Understandings:</p> <ol style="list-style-type: none"> 1. Letters are put together to form words. 2. Words used in stories represent ideas. 3. Asking questions promotes better understanding. 4. Numbers can be represented in many different ways. 5. Multiple dialogic readings of a text provide a deeper understanding. 6. Information or learning occurs through observations. 7. Saying and listening to initial sounds in words is one way to identify what letter a word starts with. 8. Seasons change over time. 9. Plants and animals grow and are living. 10. Anything can be counted. SMP.2 (<i>Contextualize</i>) 11. We can match a number symbol to objects. SMP 2. (<i>Decontextualize</i>) 12. Count does not change with different arrangements or configurations. 13. Count does change when an action of adding to or taken from occurs within the arrangement. 14. Numbers or quantity can be represented using objects, images, numerals, and number names.

Differentiation, Modification/Accommodations, Sheltered Instruction for All

Strategies designed to support children with disabilities or exceptional learning needs are likely to benefit all children with a range of abilities or background experiences. Some children may have Individual Education Plans (IEPs), but for many children, especially those who have not previously have been in group settings with peers, their developmental or learning needs may not yet have been diagnosed. It is therefore critical that teachers and caregivers observe children carefully and plan experiences with a broad perspective.

What could you do to support dual language learners and children with disabilities or exceptional learning needs in accessing the curriculum?

- Model tiered vocabulary using visual and physical cues, picture word charts; extend processing time/wait time.
 - Talk and move: Repeat and restate in own words using single words, phrases or complete sentences; use movement to illustrate definition of words.
 - Highlight key vocabulary for DLLs throughout the day.
 - Provide students with structures to use new vocabulary (e.g., use sentence frames and sentence stems, etc. to facilitate children’s use of oral language). This should be done in the context of conversations and authentic activities in which children are actively engaged.
 - Engage children in conversations during routines and meals to reinforce new vocabulary.
 - Use engaging informational texts as a platform for intensive vocabulary instruction, limit to a few academic terms for intensive vocabulary instruction.

Resources: Each module’s Appendix will include information about WIDA Standards.

- WIDA Standards: The *Early English Language (E-ELD) and Early Spanish Language (E-SLD) Development Standards* (2014) are designed for use by early childhood practitioners, including child care, Head Start, preschool/prekindergarten educators, and caregivers. These can be accessed at <https://www.wida.us/standards/EarlyYears.aspx>. The purpose of these E-ELD standards is to provide a developmentally sound framework for supporting, instructing, and assessing dual language learners (DLLs), ages 2.5-5.5 years.
- WIDA “CAN DO” descriptors: These descriptors highlight what language learners *can do* at various stages of language development as they engage in teaching and learning in academic contexts. These can be accessed at https://www.wida.us/standards/CAN_DOs
- The website for the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) provides resources on supporting children with challenging behaviors. See: http://csefel.vanderbilt.edu/resources/training_preschool.html.

What adaptations and modifications must be made to support children in your class?

- Ensure that the environment supports inclusion of children with diverse learning needs. See “Building Supportive Environments: Companion Document to the Massachusetts Standards for Preschool and Kindergarten for Social and Emotional Learning and Approaches to Play and Learning” at <http://www.doe.mass.edu/kindergarten/SEL-APL-Env.pdf>
- Adapt the physical or social/emotional environment to match the learners in your class. For students with vision or hearing impairments, students with physical disabilities, and/or cognitive/language delays, such as:
 - providing preferred seating
 - scaffolding directions/activities
 - providing visual supports for communication (using illustrations to communicate needs and ideas)
 - providing visual supports for multiple steps
 - modeling by peers/adults
 - providing resources/manipulatives accessible to learners
 - using frequent check-ins for understanding
 - using practice/repetition; connecting new learning to prior knowledge/experience
 - promoting peer tutoring
 - simplifying choice boards
 - providing activities that build and support all children’s motor and neurosensory development, including gross and fine motor skills (e.g., strength, balance, agility, position in space, visual perception, visual discrimination, hand strength and coordination, finger dexterity, scissor skills). Also see Appendix section on Supporting Motor and Neurosensory Development.

How will you use observation and assessment to inform instruction to promote each child’s development of social skills and relationships, communication, and concepts & skills?

- Plan to observe and document specific learning skills each week.
- Develop systems to ensure that data is collected on all children.
- Use data to inform small groups and establish timelines for regrouping based on data.
- Provide “Response to Intervention” groups at least weekly for children needing additional support in language/literacy and/or mathematics.

How can you make the curriculum accessible to ALL children?

- Apply the seven principals of Universal Design for Learning (UDL).
 - Incorporate multiple engagement opportunities for children to engage in whole and small group activities and to practice them in centers.
 - Provide multiple means for children to communicate their ideas through gestures, pictures, words, and print.
 - Pair students with peers with similar abilities in small group activities; pair students with stronger skills with children that need more assistance during centers.
 - Consider a variety of ways for students to interact with content presented in various instructional learning formats.
 - Use photographs or video to provide background knowledge in advance of the lesson.
 - If available, use an interactive white boards or other technology to generate students' excitement.
 - Use hands-on, active engagement strategies to support learners (e.g., while describing characteristics of a triangle, point to sides and corners and allow students to touch and count the sides the corners; when using positional words, support learners by using a template that models the correct position; use physical demonstration to define and illustrate action words).

Other suggestions:

- Equitable use: Enable all users equal access to avoid segregation. Consider flexibility in use to accommodate a wide range of individual preferences and abilities.
- Ensure that curriculum is easily understood by all language levels.
- Adjust the complexity of presentation based on progress monitoring.
- Use multiple means of presentation to engage children (pictures, verbal, tactile, movement).
- Focus on success and engagement; eliminate barriers; provide a supportive environment that provides ongoing assistance, builds on background knowledge, and scaffolds instruction to teach “Big Ideas” through tolerating errors.
- Accommodate student perspective, comfort, motivation, and engagement based on children’s responses and progress monitoring data.
- Ensure that the environment is appropriate and organized to allow physical and cognitive access to instruction, environment, and grouping.
- Incorporate student interests into centers and activities.
- Promote the processes of exploration, investigation, and discovery.
- Provide students with choices for engaging with the curriculum by offering multiple activities that incorporate the same objective.
- Provide adjustable levels of challenge.
- Allow sufficient time for children to fully explore and practice.
- Choose books, materials and activities that are sensitive and responsive to diversity.

Center Connections:

- Library Center: Include books that reinforce and extend concepts presented in each module (e.g., have students search for triangles and non-triangles using obvious and not so obvious shape books).
- Create a center/space where children can practice skills and concepts highlighted in the module.
- Provide extensions or challenges for students who are working above grade level, such as encouraging them to trace objects.
- Create opportunities for children to use key vocabulary words in the classrooms and they are actively engaged.

Teacher Reflection

Effective teaching means teaching intentionally, and reflecting constantly – both planning ahead and looking back. Teacher reflection impacts the next level of planning and teaching intentionally. If all the children did not have the necessary skills or knowledge for an activity, consider what could have been done differently to prepare for the activity. When an activity is over, consider the following questions:

- Did all the children have the necessary skills/knowledge for this activity?
- Were all the children engaged?
- Who was not? Why?
- What did you observe about the group? Individual children?
- What needs to happen next?
- How will we accomplish it?

See Appendix in each module for additional information on supporting Dual Language Learners/English Language Learners.

Tiered Vocabulary for Module 5

Tier 1		Tier 2			Tier 3	
<p><i>(Position words)</i></p> <p>resting stripes empty thought hairy circles carries neighbor story book read one less (e.g., 1 less than 7 is 6) 1 more (e.g., 1 more than 6 is 7) 1, 2, 3, 4 5 Numerals after (position word, e.g., “what comes after...?”)</p>	<p>count backward count (with reference to use of number core) counting the “Math Way” (count fingers, from left pinky to right pinky) one two three four five six seven partners shapes side sort the same, but...</p>	<p>thin waddles scampers tromp nibble shuffles feast shore breeze romps wails wedged pries gobbles sniff squish rapped dashed tickled horn gathered mumbled gain rake fog spilled leaping plop wiggled managed twitchy thump</p>	<p>several springy exploring still courageous cautious comfortable common cruel encourage crinkled cuddled screeched curious complained confident clever cling wondered bright curving spread lifted moment fluttered breeze munching chubby fuzzy wriggle flitting sipping</p>	<p>fold lays pop shrugs inches dainty sail drifts gently burst sways pattern unusual humming glow egg arrangement configurations different exactly the same (characteristics used to analyze objects to match or sort) group (set of objects sharing one or more attributes) how many line mark match number/numeral</p>	<p>roots shoots blade vale lair mole churned galoshes pollywogs beg your pardon lily pad downstream stream violets light of the moon cocoon cabbage contented clustered scoffed scolded scrumptious clambered delectable capered crammed colossal chrysalis mocked conceited comforted discarded</p>	<p>delicate creatures captivating spectacular panicked flicked taunted ducked cocked capture succulent crisis shocked commanded speckled pearl blooming weeds bush rusty lantern life cycle stages pupae numerals (0, 6, 7, 8, 9, 10) tally marks number words zero eight nine ten</p>

Module 5					
Week 27	Day 1	Day 2	Day 3	Day 4	Day 5
First Circle	1 st Read: <u>Bear Wants More!</u> By Karma Wilson <i>Building Blocks</i> Vol 2. Pp. 374. Warm-up: Finger Word Problems & Place Scenes Adding on p. 382.	1 st Read: <u>Spring is Here: A Bear and Mole Story</u> Will Hillenbrand	2 nd Read: <u>Bear Wants More!</u> By Karma Wilson	Read: <u>People in Spring</u> By Martha Rustad (See Lesson Plan)	3 rd Read: <u>Bear Wants More!</u> By Karma Wilson
Second Circle	<u>Step Gently Out</u> Nature Walk (See Lesson Plan)	Sing “Spring is Here” Act out growing from a tiny seedling to a tall plant <i>Building Blocks</i> Vol 2. Pp. 376. Warm-up: Five Little Monkeys & Snap Shot Adding on p. 382.	Read: <u>Bear Sees Colors</u> Have students find the colors around the room as you read the text.	2 nd Read: <u>Spring is Here: A Bear and Mole Story</u> Will Hillenbrand	5 Little Clouds Finger Play (See Activity) <i>Building Blocks</i> Vol 2. Pp. 378 Warm- up: Finger Word Problems & Place Scenes Adding or Snap Shot Adding on p. 382.
Handwriting Without Tears	Favorite Activity	I Know My Numbers 10 Booklet, 2 weeks to complete	Letter & Number Play	Writing Line It Up, p.169	Choice Letter & Number Play
	Counting & Numbers Ten – 10, p.193	Favorite Activity	Counting & Numbers 1-2-3 Touch & Flip Cards, p.195	Alphabet Knowledge Name of the Day, p.57	Alphabet Knowledge Capital-Lowercase Matching, p.61
Introduction to Centers	Introduce new center materials and rules. Introduce children to pastels. Show children how they can be used to show the shadow or shading of an object. Encourage children to use them to draw pictures of trees describing how they grow and change.				
Mathematics Small Group 2 times per week	<i>Building Blocks</i> Vol. 2 pp. 376. How Many Now? & Dinosaur Shop Adding.				

Language Literacy Small Group 2 times per week	Bear Wants More! Sequencing and Retell (See Lesson Plan)	
Discovery	Add items from the nature walk for students to explore.	Add dirt or soil to the sensory area. You could also add water to make mud. Students can use molds to make prints in the mud.
STEM	Spring Has Sprung! Materials needed: large sponges, bucket of water, grass seed The children immerse a sponge into water and SQUEEEZZZZEEE out the water. Sprinkle the sponge with grass seed and watch it grow over the next week or so! Welcome Spring!	Add magnifying glasses so kids can examine the objects they found from their nature walk. First Book – <i>Flip, Float, Fly Seeds on the Move</i> by Joann Early Macken https://www.youtube.com/watch?v=svQINnyEPUC Second text – <i>Who Will Plant a Tree?</i> by Jerry Pallotta https://video.search.yahoo.com/search/video?fr=mcafee&p=who+will+plant+a+tree+jerry+pallotto+utu&id=2&vid=71fa104861de16d119af55d8b105c590&action=click
Math/ Manipulatives	Spring Pattern Blocks Students use pattern blocks to create spring shapes using the templates provided and those provided <i>Building Blocks Teacher Resource Guide</i> puzzles 11-16. Tangram Puzzles - <i>Building Blocks Teacher Resource Guide</i> tangram puzzles 5-9.	
Art Studio	Budding Trees Materials Needed: White construction paper, green and yellow tissue paper, brown crayons, glue The children draw a tree trunk... any shape is acceptable: tall, skinny, wide, etc. Show them how to crumple pieces of tissue paper into little balls for tree leaf buds. They dip their "buds" into glue and cover their trees!	Provide children with seeds and pictures of various type of tree. Use pastels to create drawings showing the life cycle of a tree. OR Provide paper towel tube, paper, scissors, and pastels for children to make trees for block area.
Gross Motor	Clean Puddles Cut out some puddle shapes from blue or brown paper and place them in a large area of your carpet, covered with either clear contact paper or wax paper. Let the kids "skate" over them with their socks on or jump from puddle to puddle. Add in some math and counting by having them count as they jump on each puddle - some gross motor and/or 1:1 correspondence for them!	

Writing	Students can work on the Celebrating Changing Seasons with Bear Activity. They will write words or draw pictures of things specific to each season using the Bear character from the books they are familiar with.				
Book Area	Add spring titles: <u>The Cloud Book</u> by Tomie dePaola <u>Dinofours: Rain, Rain Go Away</u> by Steve Metzger <u>It Looked Like Spilt Milk</u> by Charles Shaw				
Conversations during routines and meals	Have you ever been on a nature walk with your family? What did you see?	What activities do you like to do outside in the spring time?	What do you wear when you go outside? How is it different from what you wear in the winter?	What will you miss about the snow and cold weather?	Do you play any sports in the spring? Which ones? What is your favorite part of playing?
Drama	Spring Cleaning: Set up the dramatic play area with items for spring cleaning (sponge, soap, vacuum, mop, broom, duster, etc.) Have students pretend to spring clean the housekeeping area or other parts of the room.				
Blocks	Add colored blocks to the block center for students to “build flowers.” Add fake flowers to help create spring landscapes. Encourage children to create trees using paper towel tubes to add to block area.				
Computer &/or Listening Center	Watch “Bear Wants More!” https://www.youtube.com/watch?v=khDSWaEDqB8	Learn about spring with Curious George: http://pbskids.org/curiousgeorge/games/george_bring_s_spring/george_brings_spring.html	Watch the nature cat video: http://video.pbs.org/video/2365616250/		
Other					

Week 28	Day 1	Day 2	Day 3	Day 4	Day 5
First Circle	1 st Read: <u>Rain</u> Linda Ashman	Read: <u>And Then It's Spring</u> Julie Fogliano	Evaporation Whole Group Activity	2 nd Read: <u>Rain</u> Linda Ashman	Read: <u>Hi, Koo! A Year of Seasons</u> Jon J. Muth
Second Circle	Sing, "It's Raining, It's Pouring" <i>Building Blocks</i> Vol. 2 p. 390 Warm-up: Finger Word Problems & I'm Thinking of a Number (length)	Read: <u>Hi, Koo! A Year of Seasons</u> Jon J. Muth	Teacher Choice <i>Building Blocks</i> Vol. 2 p. 392. Warm-up: Count and Move Forward and Backwards & X-ray Vision 2.	Teacher Choice <i>Building Blocks</i> Vol. 2 p. 398. Warm-up: X-Ray Vision 2 & I'm Thinking of a Number (Clue)	Rain Drop Freeze: Make and laminate raindrops with letters, shapes, or numbers, place them on the floor. Play music, every time the music stops they step on a raindrop and say what is on it.
Handwriting Without Tears	Sing Along CD "Ten Little Fingers"	Letter & Number Play	Alphabet Knowledge Alphabet Review, p.168	Writing Line It Up, p.169	Counting & Numbers Number Review, p.194
	Letter & Number Play	Counting & Numbers 1-2-3 Touch & Flip Cards, p.195	ABCs on the <i>Sing Along</i> CD, p.46	Alphabet Knowledge Capital/Lowercase Matching, p.61	Counting & Numbers Numbers on the <i>Sing Along</i> CD, p.176
Introduction to Centers	Introduce new center materials and rules. Introduce board game to be placed in math center. Model for children how you could be an author of a story. Map language into your actions as you draw a picture (illustrator) of a rainy day and then sound out words to place on the page like an author. Remind children if they want they can dictate words to teachers or start out by placing a line to represent each word they say in the sentences then go back and do their best to sound out the words.				
Mathematics Small Group 2 times per week		<i>Building Blocks</i> Vol 2. P. 396. X-ray Vision 2 & Snap Shot (Adding). If necessary provide time to help children learn rules of playing board games to be added to math center.			
Language Literacy Small Group 2 times per week	"Once Upon a Time"...Story writing Create a story about a rainstorm based on past experience or imagination.				

Discovery	<p>Fingerprint Raindrops</p> <p>Supply children with white paper and a non-toxic blue stamp pad. Have the children make fingerprints on the paper to represent raindrops.</p>	<p>Water Play: Fizz Drops</p> <p>Using the water table. Make it fun by adding food coloring or Elmo Fizz tablets. (Find them at Walmart with the children's bubble baths)</p>	<p>Umbrella Art:</p> <p>Cut out an umbrella shape and have children decorate it with textured fabric, textured paper, or whatever you can come up with.</p>
STEM	<p>Would the Wind Blow It?</p> <p>Set up a fan in your room to test if a variety of items could be blown by the wind. Before you try each item, have the children predict if the item will move in the wind. Try feathers, paper, scrunched up ball of paper, blocks, plastic cars, dolls, leaves, plastic bags, and other items in your room.</p>	<p>Rain in a Bag</p> <p>Place a handful of dirt, some grass and a couple of tablespoons of water in a zipper sandwich bag. Place a straw in the bag with tip of straw sticking out. Seal the bag around the straw, then blow air into the bag through the straw until it is filled with air. Seal the bag closed. Set the bag in the window on a sunny day and see it rain inside the bag.</p>	
Math/ Manipulatives	<p>Rainbow Cloud Counting (See Activity) Place board game for children to use as describe Building Blocks, Vol. 2 p. 397.</p>		
Art Studio	<p>Rainy Day Collage:</p> <p>Materials needed: white paper, cotton balls (clouds), silver tinsel or other silver metallic items for lightning, aluminum foil to make puddles from, blue paper for the children to tear or cut out raindrops.</p> <p>Let children create their own rainy day picture! Provide crayons for them to use as well.</p>	<p>Kite Art: Supply the children with paper, glue and ribbon. Have children cut and glue pieces of paper together and add ribbon to make a kite. This kite can be a very open-ended art project, by not requiring the kite to be a specific shape, the children are free to make the kite however they wish. Have the children add a ribbon tail and hang the kites from the ceiling. Use a fan or blow dryer to make them move.</p>	<p>Rain Painting-Provide small water bottles filled with water and some paint mixed in. The children spray their designs at the easel today!</p>

Gross Motor	Puddle Tossing Materials needed: A hula-hoop or a large bin, basket or box and bean bags. The hoop, bin, basket, or box is the puddle. Children practice tossing the beans into the puddle! EXTENSION: Add packing peanuts into the "puddle" for a big splash when the bean bag hits them!			Puddle Jumping	
Writing	Rain Drop Pictures To go with the song "If All the Raindrops" Have children draw raindrops, and inside the raindrops make pictures of their favorite foods. Then have students write or dictate the names of the food. Put a class book together at the end of the week				
Book Area	<u>Rainbow of My Own</u> <u>Puddle Pug</u> <u>Mushroom in the Rain</u>	<u>The Wind Blew</u> <u>The Puddle</u> David McPhail	<u>Clouds</u> Anne Rockwell	<u>Splish Splash a Book</u> <u>About Rain</u> Josepha Sherman	<u>Puddles</u> Jonathan London
Conversations during routines and meals	Have you ever played outside in the rain? Describe what it felt like using your 5 senses. If a child has not had the opportunity have them imagine what it would be like.	Who can name the colors in a rainbow? Have you ever seen a rainbow? Where did you see it? Who was with you when you saw it?	How many rainbows have you seen? How long did it last? What did they sky look like?	How does the weather make you feel? If it is sunny, rainy, snowy hot, cold, warm....	Talk about the seasons and the changing weather in each season. What is their favorite season?
Drama	Preschool Weather Channel: Provide desks, a felt board on the wall, and weather pieces (sun, rain, clouds, etc.), a chalkboard to draw "weather patterns," microphones, chairs, desk, a camera, paper, and pens. Children are the meteorologists giving the weather report.				
Blocks	Rainbow Blocks: Add rainbow colored blocks to your block area (cover boxes with construction or wrapping paper). The children can use the blocks to build many rainbows. Discuss rainbows and when they see them, sing the Rainbow song (Red and orange, green and blue!)				

Computer &/or Listening Center	A Rainbow of My Own https://www.youtube.com/watch?v=wPae-1gYwH4	The Wind Blew https://www.youtube.com/watch?v=M-xN7754u7s	Mushroom in the Rain https://www.youtube.com/watch?v=PGDVsiB8khU	Puddle Pug https://www.youtube.com/watch?v=z89B6iX7a1A
Other	Rainbow Shaker: Art and Movement Activity			

Week 29	Day 1	Day 2	Day 3	Day 4	Day 5
First Circle	1 st Read: <u>There was an Old Lady Who Swallowed a Frog</u> Lucille Colandro	1 st Read: <u>The Teeny Weeny Tadpole</u> Sheridan Cain	2 nd Read: <u>There was an Old Lady Who Swallowed a Frog</u> Lucille Colandro	2 nd Read: <u>The Teeny Weeny Tadpole</u> Sheridan Cain	3 rd Read: <u>The Teeny Weeny Tadpole</u> Sheridan Cain
Second Circle	<i>Building Blocks</i> Vol. 2 p. 408. Warm-up: Five Little Ducks & Snapshot (Adding) Jump Frog Jump (See Resources)	Read: <u>Growing Frogs</u> Vivian French Talk about the life cycle of a frog.	<i>Building Blocks</i> Vol. 2 p. 410. Warm-up: Cone Fishing. Sing “Five Green and Speckled Frogs” Act Out	Read: <u>Growing Frogs</u> Vivian French Talk about lifecycle of a frog.	<i>Building Blocks</i> Vol. 2 p. 412. Warm-up: Count and Move (Forward and Backwards) & Snapshot (Adding) Sing “I Have a Little Frog”
Handwriting Without Tears	Kick Start Kindergarten (KSK): C, c p.9 Or: Review Numbers 1- 5 Favorite Activity	KSK: O o, p.10 Or: Review Letters L, F ,E Letter Play	KSK: S s, p.11 Or: Review Numbers 1- 5 Favorite Activity	KSK: V v, p.12 Or: Review Letters H, T Letter Play	KSK: Help Me Write My Name in Title Case, p.37 Or: Review Numbers 1-5 Review Letters I, U
Introduction to Centers	Introduce new center materials and rules.				
Mathematics Small Group 2 times per week			<i>Building Blocks</i> Vol. 2 p. 408-409. Dinosaur Shop (Make it Right) & Pizza Game 2		
Language Literacy Small Group 2 times per week	Children match a small toy pond animal to its beginning letter (which is written on a plastic egg), and place the animal inside the egg (e.g., F for frog and fish; T for turtle; D for duck; S for snake).				
Discovery	Make a pond in your water table. Add plastic frog, ducks, fish turtles. (You can buy a poster of the life cycle of a frog from Michaels).				

STEM	Sequence the life cycle of a frog. Sequence the life cycle of trees.				
Math/ Manipulatives	Make paper or felt logs of different lengths. How many paper or plastic frogs fit on them? Make paper lily pads. Children roll dice and use tweezers to put corresponding number of frogs onto lily pad or Draw flies on lily pads. Write numerals on flies. Children roll dice and swat corresponding fly using fly swatter.				
Art Studio	Life cycle of a frog class mural: Use blue bulletin board paper as pond. Cut a sponge into the shape of a tadpole. Print directly on the blue paper. Children can also paint bubble wrap with white paint and use it to make prints on paper to look like frog eggs. When dry, use black marker to make tadpoles inside the “eggs.” Have children make frogs any way they like, and add to mural. This activity can be done over the course of the week.				
Gross Motor	Frogs can jump 10 times their length. Put 10 frogs in a row and have children jump. See how many frogs length they jumped. Who jumped the farthest?		Make letters or numerals on lily pads. Play musical frogs. Children hop around classroom while music plays. When music stops children name the letter or numeral on their lily pad. Let all children play continuously for as long as you want the game to continue.		
Writing	Children make books titled “A Frog Can...” Children draw a picture and dictate what a frog can do (e.g., a frog can jump; a frog eats flies, etc.) Children can read their self-created books to the class or each child can add to a class book.		Write and Roll: (See Resources) To prepare, print out the Roll ‘n’ Write mat on card stock and either laminate or slip it into a page protector. Write letters on the sides of a wooden cube to make the dice. You can put dot stickers or masking tape squares on the cube so they can be removed, and put new letters on later. To play, children roll the die and write the letter they rolled in the first square, using a dry erase marker or dry erase crayon. They continue rolling and writing until all of the squares are filled up. When they are done, they can count each letter and determine which have the most/least/same amount. (PreKinders.com)		
Book Area	Add different pond life books.				
Conversations during routines and meals	Have you ever seen a real frog? Did you hold it? How did that feel?	Have you ever been fishing? Who took you?	Have you ever been to a lake or a pond? Did you go swimming in the lake?	What is your favorite thing we have for breakfast or lunch at school?	Would you rather be a frog, a duck or a turtle? Why?
Drama	Camping Go fishing. Write letters or numbers on fish. Children can make a sign to name their campsite. Forest of with various tree and animals.				

Blocks		Act out <i>Jump Frog Jump</i> . Make a paper pond, add people, a small boat or make a boat out of blocks, a net, a turtle, a snack a fish and frog. Children act it out.	
Computer &/or Listening Center			All About Science Interactive Game (Life Cycles)
Other			

Week 30	Day 1	Day 2	Day 3	Day 4	Day 5
First Circle	1 st Read: <u>The Very Hungry Caterpillar</u> Eric Carle	1 st Read: <u>Clara Caterpillar</u> Pamela Duncan Edwards	1 st Read: <u>Hanna's Butterfly</u> Marie Vinje	2 nd Read: <u>The Very Hungry Caterpillar</u>	2 nd Read: <u>Clara Caterpillar</u> Pamela Duncan Edwards
Second Circle	Things That Grow and Change *See Resource	1 st Read: <u>The Butterfly</u> Anna Milbourne Caterpillar and Butterfly Song *See Resource	Butterfly song to "Pop Goes the Weasel" <i>Building Blocks</i> Vol. 2 p. 422. Warm-up: Shape Parts (Triangle) & Shape Sets (Properties)	Caterpillar Life Cycle Song *See Resource 2 nd Read: <u>The Butterfly</u> Anna Milbourne	2 nd Read: <u>Hanna's Butterfly</u> Marie Vinje <i>Building Blocks</i> Vol. 2. P. 426. Warm-up: Snapshot (Shapes) & Shape Step Properties
Handwriting Without Tears	KSK: W w , p.13 Or: Review Numbers 5-10 Favorite Activity	KSK: T t , p.14 Or: Review Letters L F E Letter Play	KSK: S s , p.11 Or: Review Numbers 5-10 Favorite Activity	KSK: V v , p.12 Or: Review Letters S J D Letter Play	Review Numbers 5-10 Review Letters P B R
Introduction to Centers	Introduce new center materials and rules. Place feely box with shape set in the Math center introduce following instructions <i>Building Blocks</i> p. 424.				
Mathematics Small Group 2 times per week			Building Shapes – use shape set page 177 Teacher' Resource Guide. (copy onto oaktag so children can take home)		
Language Literacy Small Group 2 times per week	Sequence the story <u>The Very Hungry Caterpillar</u> by Eric Carle. (See Resources)				

Discovery (Choose a couple or change daily)	Hide the letters to the word caterpillar in the sand box. Students will dig, identify, and provide the letter sound. Match the letters to the written word.	Same activity, however, use the word butterfly.	Dye colored bowtie shaped pasta in different colors. Have students dig for them and then sort, count, graph etc.	Place pictures of caterpillars/butterflies on the bottom of the sand table or put in a large bucket of colored rice. You could also use plastic butterflies. Tape them down. Students, dig for them and describe what they see.	Add plastic butterflies/caterpillars to the sensory table. Place sticks, leaves, flowers, rocks, containers and magnifying glasses. Students try to find as many as they can. Ask a friend at the table “How many are in your jar?” Ask math questions.
STEM	Hatch larvae. Have students add 1 paper link a day until the larvae hatch into butterflies.		Using eye-droppers, watered down paint and coffee filters, make butterflies. Add their face to the clothespin when putting together.		
Math/ Manipulatives (Choose a couple or change daily)	Patterning with plastic butterflies and caterpillars (\$ store) Feely box with shape set.	Pattern blocks of butterflies and caterpillars	Make cards with pictures or stickers of butterflies/caterpillars. Add numbers to the bottom of each card. Students count and attach the correct number of clothespins.	Cut 2 wings (semi circles). Have students find the 2 that go together and attach with clothespins. You can use shapes, numbers, letters, dots etc. for the two different halves.	Estimation Station *See Resource
Art Studio (Choose a couple or change daily)	Colored band aid activity for butterflies *See Resources	Decorate a paper plate Cut plate into a butterfly shape and decorate with tissue paper, gems, sequins etc.	Butterfly “inkblot” paintings. Add paint to one side of a paper butterfly shape drawing folded in half. Rub with hands, open up, and when dry add features.	Egg carton caterpillars. Paint carton; add googly eyes, beans or buttons and antennae.	Use colored sand make beautiful butterflies and caterpillars.
Gross Motor	Fly Butterfly *See Resource		Action Cube *See Resource		

Writing (Choose a couple or change daily)	Writing prompt: Students draw a butterfly and finish the sentence “If I were a butterfly, I would...”	Have the children try and draw the 4 stages of growth and label them. *See Resources	Using a large picture of a butterfly, add letters to it in different sections. Students follow a “key” to color it.	Stencils and Pencils *See Resource	Cooperative Story of <u>The Very Hungry Caterpillar</u> *See Resource
Book Area	<u>Butterflies</u> Fran Howard		<u>Farfallina and Marcel</u> Holly Keller	<u>Charlie the Caterpillar</u> Dom Deluise	
Conversations during routines and meals	If you were a butterfly, what would you do?	Have you seen or touched a butterfly? Where? What did it look like? Feel like?	What other things fly during the spring?	How can you share what you learned with your family?	What do butterflies eat? What do you like to eat?
Drama	Act out turning from a caterpillar into butterfly. Wrap students in a blanket for the caterpillar or wrap the student turning into a butterfly with toilet paper and let him/her emerge.		Majestic Monarchs *See Resources		
Blocks	Build a home for butterflies. Add pretend butterflies and caterpillars		Add different laminated colored pictures of species of butterflies. Tape to the blocks.		
Computer &/or Listening Center	Caterpillar to Butterfly *See Resource	How does a caterpillar change into a butterfly? *See Resource	Growing Up Butterfly *See Resource		
Other		Have students lace two leaves together for a cocoon and make a caterpillar coming out of it.	“I Would Eat ...” *See Resources	Retell the story of <u>The Very Hungry Caterpillar</u> . String the pieces on a necklace as they retell it.	Make individual books about the 4 stages, using colored pasta and a paper punch for the egg. Discuss as you make it.

Week 30	Day 1	Day 2	Day 3	Day 4	Day 5
First Circle	1 st Read: <u>My Garden</u> Kevin Henkes	1 st Read: <u>The Tiny Seed</u> Eric Carle	2 nd Read: <u>My Garden</u> Kevin Henkes	2 nd Read: <u>The Tiny Seed</u> Eric Carle	3 rd Read: <u>My Garden</u> Kevin Henkes
Second Circle	Read: <u>Up, Down, and Around</u> Katherine Ayres	Read: <u>Planting a Rainbow</u> By Lois Ehlert	5 Little Daffodils <i>Building Blocks</i> Vol. 2 p. 438. Warm-up: Mr. Mix Up (shapes) & Shape Step (properties)	Read Poem “Plants Need Soil” <i>Building Blocks</i> Vol 2. P. 446. Warm-up: Snapshot (shape parts) & Mr. Mix Up Shapes.	Read: <u>Up, Down, and Around</u> by Katherine Ayres
Handwriting Without Tears	KSK: G g , p.17 Or: Review Letters KAM Letter Play	KSK: Magic c Practice, p.18 Or: Favorite Activity Letter Play	KSK: U u , p.19 Or: Review Letters N V W Letter Play	KSK: I i , p.20 Or: Favorite Activity Letter Play	Review Letters Y Z Letter Play
Introduction to Centers	Introduce new materials in centers How do you play? Let children know you have changed the shape puzzle in math center (challenge).				
Mathematics Small Group 2 times per week	<i>Building Blocks</i> Vol. 2 p. 444 Building Shapes.				
Language Literacy Small Group 2 times per week			Children retell <u>The Tiny Seed</u> . Use pictures to describe what happened in the story. See Resources		
Discovery	Children look for letters hidden in potting soil (no chemical soil can be purchased at the dollar store) OR Children scoop up fish/tadpoles in small nets (place two colors of fish/tadpoles in the water have them quickly add the total of their catch). Children could use counters to represent tadpoles or fish.				
STEM	Planting seeds. Children observe the growth of the plant and draw and write in observation journals. Place various seeds in the science area and the examples of seed packets for children to match seeds to flowers.				

Math/ Manipulatives	Children turn a card over with a numeral 1-10 on it. Use tweezers to put the corresponding number of seeds in a pot. Review what plants need to grow. Pattern Block Puzzles 17-25. Tangram Puzzles 10-13.			Make ten paper flowers with numerals 0-10. Children put corresponding number of bees on matching flower.	
Art Studio	Use collage materials to create unusual plants for our garden bulletin board Children discuss what their plants would look like. See Resources		Children can draw pictures of animals or objects they would like to have in our unusual garden. Provide the book for inspiration or pictures. Use watercolors or pastels.		
Gross Motor	Act out the growth of plants.		Act out poem “A Little Flower Garden”		
Writing	Children draw pictures of flowers for a catalog that will be put in the flower shop in dramatic play. Use the fake flowers you have as samples. Children write names of flowers or the first letter of the word and how much they cost.				
Book Area	Add books related to gardening and flowers.				
Conversations during routines and meals	What is your favorite color flower?	Do you have a garden at your house? What do you grow in it?	If you grew fruits and vegetables what kind would you like to grow?	What is your favorite fruit?	What is your favorite vegetable?
Drama	Flower Shop: Provide pots, fake flowers, gardening gloves, gardening tools. Children will make a catalog in the writing center.				
Blocks	As the seeds grow that the children planted, use different types of blocks to measure their height. Compare: Which blocks you use more or less of?				
Computer &/or Listening Center	Curious George Flower Game http://pbskids.org/curiousgeorge/busyday/flowers/				
Other	Going buggy game. See Resources				

Appendix

Supporting Motor and Neurosensory Development

The large muscles of the body are critical to supporting the small muscles in the hands and fingers. If we want children to be able to hold a pencil and eventually write words and stories, they need to have the strength, flexibility, and coordination in all the muscles involved in the task. In addition, children need to develop skills that build their perception, in order to understand concepts such as up, down, over, under, beside, right and left, all of which are fundamental to learning to read and write.

Key motor and neurosensory skills include:

- **Crossing the midline:** The ability to cross the midline of the body is related to both reading and writing (moving smoothly from the left side of a page to the right and back again). It can be fostered by providing activities that promote arm movements that smoothly cross the midline, such as using a large chalkboard or whiteboard, or easel paper, to make large movements from left to right. It is also supported by providing two containers on either side of the body and having children transfer objects from one container to the other.
- **Directionality:** Children learn directionality and position in space through their own body experiences. They need to be able to understand and “feel” concepts of up, down, over, under, right and left, in order to be able to distinguish directionality in letters (e.g., the difference between a lower case p, d, b, and q). Spatial knowledge is critical to writing – the positioning of the shapes of specific letters within words can be complex, for example, in a word like “gargoyle” the letters extend above and below the writing line, and there are vertical, horizontal and diagonal components.
- **Visual perception and visual discrimination:** Visual discrimination refers to the ability to differentiate one object from another. For example, there may be two pictures on a page with small differences and a child must be able to distinguish the differences. These skills are supported and reinforced by sorting and matching activities that involve discriminating among a number of elements (e.g., blocks, beads, popsicle sticks, pegs on a pegboard), and reproducing patterns/arrangements. These kinds of activities also support mathematical thinking. The visual arts can be used to build many spatial, visual perception, visual discrimination, and visual motor skills.
- **Visual motor skills:** These skills are also referred to as hand/eye coordination, and include the ability to reproduce/represent shapes on paper. There are many materials and activities that can be used to build visual motor skills, such as:
 - Following a line on paper with a crayon or marker;
 - Pushing a car/train along a “track” (“streets” can be drawn on a long piece of paper);
 - Using tools such as hammering nails;
 - Stringing beads or macaroni on a string to make necklaces;
 - Using blunt plastic needles to “sew” in and out of holes punched around a paper plate or through small squares of plastic needlepoint material;
 - Rolling, tossing, and catching beanbags or foam balls of various sizes;

Gross Motor Development

As young children move their bodies, learn many concepts through their senses (sensory motor integration), so they need to be provided with many sensory-motor experiences that integrate body movements with the senses (tactile/touch; smell; hearing; taste; sight, and kinesthesia/ movement). These include visual-motor activities that integrate visual information with fine- and gross-motor movements (e.g., tossing, striking, kicking, and catching objects).

It is important to develop the upper body of shoulders and arms in order to support the smaller muscles in the hands and fingers (needed for writing). Physical development and outdoor play using large equipment are prime opportunities for intentionally supporting this development. Movement challenges can also be embedded in indoor activities that involve postural control, coordination of movements, and locomotion (e.g., crawling, creeping, body rolling, jumping).

Use of large equipment can help children to strengthen the upper body (e.g., push-ups and pull-ups, monkey bars, climbing through tunnels, obstacle courses, seat scooters). Upper body strength/control can also be built with pushing/pulling equipment such as wagons, or carrying a tray full of leaves with both arms, or movement activities such as making large, sweeping movements and circles using the entire arm. Using easels or wall-mounted chalkboards or white boards to make designs can also strengthen these muscles.

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Fine Motor Development/Hand Skills

Hand Skills such as strength and dexterity begin with manipulatives. Young children need to spend more time with fine-motor manipulatives than with writing utensils, because their hands may not be ready for such refined activity. Many activities typically found in preschool classrooms are appropriate for building hand strength and dexterity. Examples of manipulative activities include:

- Using a hand hole punch to punch holes in increasingly heavy papers;
- Rolling, molding, squeezing clay and playdough using with hands or fingertips;
- Screwing lids on and off jars, screwing pipe fittings together, or assembling nuts and bolts;
- Building with large Lego blocks (Duplos) or other assembly toys;
- Picking up objects using household tools such as tongs;
- Using tweezers or “strawberry hullers” to pick up small objects such as cotton balls or paper clips and transferring them from one container to another;
- Picking up small objects such as buttons using pincer grasp (thumb and forefinger);
- Scooping small objects such as beans with a spoon and pouring into containers;
- Filling a turkey baster with water, or squeezing water out of sponges in the water table;
- Clipping clothespins around the perimeter of paper plates;
- Using an eyedropper to drop colored paint or water onto paper;
- Playing with toys with small parts such as Lite-Brite or pot holder looms;
- Matching parquetry blocks to fit within outlines.

Scissor Skills

At the preschool level, it is important to guide children in proper grasp of scissors. When scissors are held correctly, and when they fit a child's hand well, cutting activities will exercise the same muscles needed to manipulate a pencil in a proper grasp. The correct scissor position is with the thumb and middle finger in the handles of the scissors, with the index finger on the outside (under) the handle to stabilize, and the fourth and fifth fingers curled into the palm. Many children hold scissors with the thumb and index finger in the handles, which does not allow for efficient control. Parents and teachers can help to teach appropriate grasp of scissors.

Scissors activities can be adapted to children of varying skill levels, such as:

- Snipping a fringe from a piece of paper;
- Cutting off corners of a piece of paper;
- Cutting along curved lines;
- Cutting along lines with a variety of angles;
- Cutting figures with curves and angles;
- Cutting clay with blunt scissors.

Work Surfaces

One of the most crucial things that can be done for preschoolers is to provide vertical or inclined surfaces to work on (wall-mounted surfaces or easels). In this position, the wrist is properly positioned to develop stability and skillful use of finger muscles. When working on a flat or horizontal surface, children tend to straighten or flex their wrists, which interferes with proper use of small muscles in the hand. Many activities can be adapted for use on a vertical surface by using book holders on a table, tabletop easels, or floor easels.

Embedding Neurosensory Activities in Daily Routines

Many fine motor activities can be provided in the form of interest centers that children can revisit on an ongoing basis with self-challenges, in which children are encouraged to constantly better their own previous “records.” When such activities become part of children’s daily routines, children engage in constant practice, further refining their skills.

Keep in mind that it’s not enough to just have materials and tools available. The key is ensuring that the materials are used regularly, facilitating the use of materials, and observing each child to determine how the materials can best be used for individual development.

There is much to be gained by connecting with the occupational therapists in your school, in terms of observing and assessing children’s individual needs, along with providing activities to benefit all children’s developmental skills

SUPPORTING THE NEEDS OF DUAL LANGUAGE LEARNERS

Module WIDA/MPI: “At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.” Children at all levels of English language development ANALYZE feelings from transitioning to school and separating from caregivers by pointing to emotion boards, identifying characters in stories with similar emotions, and distinguishing between emotions among peers/adults and characters in stories. *More samples can be found in the WIDA_2014 EELD document which can be accessed at <https://www.wida.us/standards/EarlyYears.aspx>.*

WIDA Language Criteria: Linguistic Complexity and Language Usage

<p>Entering: Level 1 Ages 2.5 – 3.5</p> <ul style="list-style-type: none"> Words & repetitive phrases related to daily routines An idea within simple questions or statements related to self, familiar people, or daily routines Repetitive phrases associated with daily routines Yes/no questions related to self, familiar people, and/or daily routines Words associated with familiar environments <p>Entering: Level 1 Ages 3.5 – 4.5</p> <ul style="list-style-type: none"> Words and phrases related to daily routines An idea within simple questions or statements related to familiar environments Repetitive phrases & simple statements associated with daily routines Yes/no questions related to self, familiar people, and/or daily routines Words and expressions associated with familiar environments <p>Entering: Level 1 Ages 4.5 – 5.5</p> <ul style="list-style-type: none"> Words and longer phrases related to daily routines and learning activities An idea within simple questions or statements related to familiar environments Repetitive phrases & simple statements associated with daily routines Yes/no questions related to self, familiar people, and/or daily routines Vocabulary associated with familiar environments & learning activities 	<p>Developing: Level 3 Ages 2.5 – 3.5</p> <ul style="list-style-type: none"> Related phrases and simple sentences An idea with one detail Short sentences related to daily routines, familiar people, songs, and stories Repetitive phrasal patterns related to daily routines and familiar stories General vocabulary related to daily routines and familiar stories <p>Developing: Level 3 Ages 3.5 – 4.5</p> <ul style="list-style-type: none"> Multiple related simple sentences; “wh-questions” An idea with two details Short and some compound sentences related to familiar stories and learning activities. Sentence patterns related to familiar stories and learning activities. General and some specific vocabulary related to daily routines, familiar stories, and learning activities. <p>Developing: Level 3 Ages 4.5 – 5.5</p> <ul style="list-style-type: none"> Multiple related extended sentences Related ideas Compound and some complex sentences related to familiar stories and learning activities Sentence patterns related to specific learning activities and stories General and some specific vocabulary associated with familiar environments and learning activities 	<p>Bridging: Level 5 Ages 2.5 – 3.5</p> <ul style="list-style-type: none"> Series of simple sentences related to familiar stories or events An idea with one to two details; one-step direction related to daily routines Short and compound sentences related to daily routines, familiar people, songs, and stories General and some specific vocabulary associated with familiar environments and stories (move above heading) <p>Bridging: Level 5 Ages 3.5 – 4.5</p> <ul style="list-style-type: none"> Series of extended sentences related to familiar stories, learning activities, or events. Related ideas; two-step directions related to daily routines Compound and some complex sentences related to familiar stories and learning activities. Specific vocabulary associated with stories, learning activities, and various environments. <p>Bridging: Level 5 Ages 4.5 – 5.5</p> <ul style="list-style-type: none"> Sentences/questions of varying richness and complexity related to familiar stories, learning activities, or events Expanded related ideas; two to three step directions and some new directions related to daily routines Complex sentences and language patterns related to familiar stories and instructional activities Specific and some technical vocabulary associated with various environments and learning activities
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Assessment Evidence: (TSG Objectives)

<p>Social Emotional 1a. Manages Feelings. 1b. Follows limits and expectations 1c. Regulates own emotions and behaviors 2. Establishes and sustains positive relationships. 3. Participates cooperatively and constructively in group-situations.</p> <p>Physical 4, Demonstrates traveling skills. 5, Demonstrates balancing skills. 6, Demonstrates gross-motor manipulative skills. 7. Demonstrates fine-motor strength and coordination. 7a, Uses fingers and hands. 7b. Uses writing and drawing tools.</p> <p>Language 8. Listens to and understands increasingly complex language. 8a. Comprehends Language. 8b. Follows directions. 9. Uses language to express thoughts and needs. 9a. Uses an expanding expressive vocabulary. 9b. Speaks clearly. 9c. Uses conventional grammar. 9d. Tells about another time or place. 10. Uses appropriate conversational and other communication skills. 10a. Engages in conversations. 10b. Uses social rules of language.</p>	<p>Cognitive 11. Demonstrates positive approach to learning. 11a. Attends and engages. 11b. Persists. 11c. Solves problems. 11d. Shows curiosity and motivation. 11e. Shows flexibility and inventiveness in thinking. 12. Remembers and connects experiences. 12a. Recognizes and recalls. 12b. Makes connections. 13. Uses classification skills. 14. Uses symbols and images to represent something not present. 14a. Thinks symbolically. 14b. Engages in socio-dramatic play.</p> <p>Literacy 17. Demonstrates knowledge of print and its uses. 17a. Uses and appreciates books. 17b. Uses print concepts. 18. Comprehends and responds to books and other texts. 18a. Interacts during read aloud and book conversations.</p>	<p>Mathematics 20. Uses number concepts and operations. 20a. Counts. 20b. Quantifies. 20c. Connects Numerals and their Quantities, 21a. Understands spatial relationships. 22. Compares and measures. 23. Demonstrates knowledge of patterns.</p> <p>Science and Technology 24. Uses Scientific Inquiry Skills. 28. Uses tools and other technology to perform tasks.</p> <p>Social Studies 29. Demonstrates Knowledge About Self.</p> <p>The Arts 33. Explores the Visual Arts 34. Explores Musical Concepts and Expression. 35. Explores Dance and Movement Concepts. 36. Explores Drama Through Action and Language.</p>
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Links to Teaching Strategies Gold objectives

Teachers authentically observe and document throughout the general curriculum. The list below may assist in identifying when and where to collect data.

MODULE 5 Week 29	TSG Connections
5 Little Clouds finger play	Objectives: 20, 34
<i>Bear Wants More!</i> retell	Objectives: 12, 18
BB Week 25	Objectives: 20, 22
HWT Week 26	Objectives: 7, 19, 20
Items from nature walk in sensory	Objectives: 6, 24, 26
Sponge in water with grass seed	Objectives: 25
Spring pattern blocks	Objectives: 7, 23
Budding trees	Objectives: 25, 27, 31
Jump to puddles with letters or numbers	Objectives: 6, 16, 20
Celebrating Changing Seasons with Bear	Objectives: 18, 31
Spring cleaning in dramatic play	Objectives: 30, 36
Build flowers in blocks	Objectives: 25

MODULE 5 Week 30	TSG Connections
Evaporation activity	Objectives: 24, 26
Rain drop freeze activity	Objectives: 24
BB Week 26	Objectives: 12, 20
HWT Week 27	Objectives: 7, 16, 19, 20
Once Upon a Time...Storm writing	Objectives: 19
Fingerprint raindrops	Objectives: 33
Umbrella collage	Objectives: 33
Would the wind blow it? activity	Objectives: 24, 26
Rainbow cloud counting	Objectives: 20
Rainy day collage	Objectives: 33
Kite art	Objectives: 33
Rain drop pictures	Objectives: 33
Preschool weather channel in dramatic play	Objectives: 27, 32, 36
Rainbow blocks	Objectives: 21

MODULE 5 Week 31	TSG Connections
Jump Frog Jump	Objectives: 6
Match pond animals to initial letter	Objectives: 15
Pond in water table	Objectives: 25, 27
BB Week 27	Objectives: 21, 22
HWT Week 28	Objectives: 7, 16, 19
Life cycle of frog sequence	Objectives: 12, 25
Paper logs with frogs counting	Objectives: 20
Lily pads with frogs-roll dice	Objectives: 20
Frog life cycle class mural	Objectives: 25, 33
Lily pad musical chairs	Objectives: 6
"A frog can..." class book	Objectives: 19, 25
Campsite in dramatic play	Objectives: 14, 36
Fishing for letters or numbers	Objectives: 16, 20
Pond habitat in blocks	Objectives: 25, 27

MODULE 5 Week 32	TSG Connections
Things that grow and change pics	Objectives: 25, 31
<i>The Very Hungry Caterpillar</i> sequence	Objectives: 18
BB Week 28	Objectives: 11, 21
HWT Week 29	Objectives: 7, 16, 19
Butterflies and caterpillars in sand table	Objectives: 3, 24
Patterns with butterflies	Objectives: 23
Estimation station	Objectives: 11, 20
Matching butterfly wings	Objectives: 21, 33
Going buggy	Objectives: 24
Paper plate butterfly Egg carton caterpillars	Objectives: 33
Fly butterfly game	Objectives: 6
“If I were a Butterfly...” class book	Objectives: 19, 25
Color by number butterfly	Objectives: 7, 20
Act out butterfly life cycle	Objectives: 12, 36
Majestic monarchs	Objectives: 36
Butterfly habitat in blocks	Objectives: 25

MODULE 5 Week 33	TSG Connections
Retell <i>The Tiny Seed</i>	Objectives: 19
Letters in the sand	Objectives: 7, 16
BB Week 29	Objectives: 11, 20
HWT Wee 30	Objectives: 7, 19
Plant seeds	Objectives: 24, 25
Number cards-seeds in the pot	Objectives: 20
Garden collage	Objectives: 25, 33
Act out “A Little Flower Garden”	Objectives: 6
Write a flower catalogue	Objectives: 19
Flower shop-dramatic play	Objectives: 30, 36
Use blocks to measure flowers, plants	Objectives: 22

Book Sheets

Module 5 Booklist

Ashman, L. (2013) *Rain!*. Houghton Mifflin Harcourt.
Ayres, K., (2008). *Up, Down, and Around*. Candlewick Press.
Carle, E. (2001). *The Tiny Seed*. Simon & Schuster.
Carle, E., (1981). *The Very Hungry Caterpillar*. Penguin Young Readers Group.
Colandro, L. & Lee, J. D. (2015). *There Was an Old Lady Who Swallowed a Frog!* Scholastic.
Deluse D. (1993). *Charlie the Caterpillar*. Simon & Schuster.
dePaola, T. (1975). *The Cloud Book*. Holiday House.
Duncan-Edwards, P. (2004). *Clara Caterpillar*. HarperCollins.
Ehlert, L. (1992). *Planting a Rainbow*. Houghton Mifflin Harcourt.
Fogliano, J. (2012). *And Then It's Spring*. Roaring Brook.
Freeman, D. (2005). *Rainbow of My Own*. Live Oak Media.
French, V. (2003). *Growing Frogs*. Candlewick Press.
Frost, H. (2012). *Step Gently Out*. Candlewick Press.
Henkes, K. (2010). *My Garden*. HarperCollins.
Hillendbrand, W. (2011). *Spring is Here: A Bear and Mole Story*. Holiday House.
Keller, H. (2005). *Farfallina and Marcel*. HarperCollins
London, J. (1999). *Puddles*. Penguin Random House
Muth, J. (2013). *Hi, Koo! A Year of Seasons*. Scholastic.
Rockwell, A. (2008). *Clouds*. HarperCollins.
Rustad, M. (2012). *People in Spring* (eBook) ISBN-13: 9781620652879
Shaw, C. (1988). *It Looked Like Spilt Milk*. Harper Collins.
Sherman, J. (2003). *Splish, Splash, a book About Rain*. Capstone.
Wilson, K. (2014). *Bear Sees Colors*. Simon & Schuster.
Wilson, K. (2003). *Bear Wants Moore!* Simon & Schuster

Recommended:

Cain, S. (2006). *The Teeny Weeny Tadpole*. Little Tiger Press.
Metzger, S. (2002). *Dinofours: Rain, Rain Go Away*. Scholastic.
McPhail, D. (1998). *The Puddle*. Farrar Straus & Giroux.
Ginsburg, M. (1997). *Mushroom in the Rain*. Aladdin Books.
Norman, K. (2018). *Puddle Pug*. Sterling Children's Books
Vinje, M. (1992). *Hanna's Butterfly*. School Zone Publishing.
Milbourne, A. (2005). *The Butterfly*. Scholastic.
Stone, S. (2017). *I Am a Butterfly*. Kindle Edition.
Howard, F. (2005) *Butterflies (Bugs, Bugs, Bugs)*. Capstone Press.

Bear Wants More

Karma Wilson

Jane Chapman

Suggested Vocabulary:

Thin, waddles, roots, shoots, blade, scampers, Vale, tromp, nibble, shuffles, feast, shore, lair, breeze, romps, wails, wedged, pries, gobbles

Thin: Skinny, not wide

Waddles: Wobbly, heavy walk

Roots: Looks for, digs for something

Shoots: Little seedlings

Blade: Single piece of grass

Scampers: Runs about

Vale: A field

Tromp: Step heavily

Nibble: Take tiny bites

Shuffles: Moves slowly

Feast: A big dinner with lots of food

Shore: The edge of the water

Lair: A bear's cave

Breeze: When the wind blows lightly

Romps: Runs around

Wails: Cries loudly

Wedged: Stuck

Pries: Trying to free bear from being stuck

Gobbles: Eats up

Purpose	This text has characters that are familiar to our students and introduces the concept of spring.		
Read the Story	Bear is at it again. He has awoken from his winter's hibernation and is ready to eat. Bear's friends help him fill his belly.		
Cover	Read the title, Bear Wants More . Tell children that the book is written by Karma Wilson. Tell the children that the book is illustrated by Jane Chapman.		
Page Number	1st Reading	2nd Reading	3rd and 4th Reading
Cover	This is another Bear book. What other books have we read about Bear?	What season do you think it is in this story? What was Bear doing in the last story we read?	
2-3	Thin is skinny, not wide	Bear was hibernating before. Why is he waking up now?	How do you feel when you wake up?
4-5	Waddles means a wobbly, heavy walk. Roots means Bear is looking and digging for something. Shoots are the little seedlings growing new. A Blade is a single piece of grass.	Why is Bear looking all around? What is he doing?	Repeat..."But the bear wants more!"

6-7	Scampers means to run about. A Vale is a field. Tromp is to step heavily.	What are they going to look for?	How do your friends help you?
8-9			Have students chime in and repeat, "But the bear wants more!"
10-11	What does Bear say to his friend Hare? Where are they looking?	Why is Bear so hungry?	Highlight the rhyming words: Hare/Bear Me/tree
12-13			Have students chime in and repeat, "But the bear wants more!"
14-15	Shuffles means to move slowly. A feast is a big dinner with lots of food like our Thanksgiving feast. The shore is the edge of the water.	What is Bear trying to catch? How does his friend Badger help him?	Have you ever been fishing with anyone? What was it like?
16-17			Have students chime in and repeat, "But the bear wants more!"
18-19	A lair is another name for Bear's cave.	What are Bear's other friends doing in his den? Why are they doing that?	Highlight rhyming words. What words rhyme? Den/Wren Lair/Bear
20-21			Have students chime in and repeat, "But the bear wants more!"
22-23	A breeze is when the wind blows lightly. Romps means Bear runs home.	What do you think is going to happen? Why do you think that?	Have you ever had a surprise party? What was it like?
24-25	Wails means to cry loudly.	Why is Bear so upset? Why can't he fit in?	Repeat, "Stuck, stuck, stuck."
26-27	Wedged means stuck. Pries means they are trying to free Bear from being stuck.	How are his friends helping? What would you do to help?	What are the rhyming words? Tight/Might
28-29		How do they solve the problem of Bear not fitting in the lair?	And he still wants...More! Have the students exclaim.
30-31	Gobbles means to eat up.	Why is SO written so big and in capital letters?	Have you ever eaten so much that your tummy aches?
32-33		Bear is sleeping now. What do his friends want? Why are they so hungry?	

Discussion Questions	What does Bear do in the spring? How is that different from what he was doing in the winter?	What signs tell you it is spring? What do you do in the spring that is different from what you do in the winter?	How do Bear's friends help him? Are they good friends? How do you know? What makes a good friend?
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Spring is Here: A Bear and Mole Story

Will Hillenbrand

Suggested Vocabulary:

Mole, sniff, squish, rapped, dashed, tickled, horn, scampered, gathered, churned, poured, shuffled, mumbled

Mole: Small animals that live underground

Sniff: Smell with your nose

Squish: A sound or feeling when you touch or step on something mushy

Rapped: Tapped on

Dashed: Ran quickly

Tickled: Touch that makes you laugh

Horn: An instrument that makes a loud noise

Scampered: Ran about quickly

Gathered: Brought things together

Churned: Mixed to make cream into butter

Shuffled: Move slowly

Mumbled: Talk that is soft and hard to understand

Purpose	This text is also a story about a bear coming out of hibernation and his friend mole. This will allow students to compare the 2 different bear stories about spring.		
Read the Story	Bear is sleeping because of winter hibernation. Mole scurries about trying to wake him up because spring has arrived.		
Cover	Read the title, Spring is Here: A Bear and Mole Story . Tell children that the book is written and illustrated by Will Hillenbrand.		
Page Number	1st Reading	2nd Reading	3rd and 4th Reading
Cover	Introduce the text. How many words are in the title?	Review the title. How many characters do you see in the picture?	
2-3	A Mole is a small animal that lives underground.		
4-5	Sniff means to smell with your nose.	How do you think spring smells? What do you notice outside Mole's window?	Have students act out the sniffing.
6-7		Why is Mole tiptoeing?	
8-9	There is a lot of mud in spring. Squish is the sound or feeling when you touch or step on something mushy.	Why is there so much mud in spring?	How do you think Mole is feeling? Why do you think this? Squish, squish, squish.
10-11			Discuss the rhyming words: Hare/Bear
12-13	Rapped means tapped on the window.	Why is Bear sleeping?	Does anyone have trouble waking you up at home?
14-15	Dashed means ran quickly.		Have students repeat, "Knock, knock, knock."
16-17	Tickled is a touch that makes you laugh.	Why will Bear not wake up?	Have students repeat, "Swish, swish, swish."
18-19	A horn is an instrument that makes a loud noise.		Have students repeat, "Toot. Toot. Toot."

20-21	Scampered means to run about quickly.	What do you think Mole is going to do?	
22-23	Gathered means that mole brought things together. He collected the eggs. Churned means mixed to make cream into butter.	What ingredients is Mole gathering? What do you think he is going to do with them?	
24-25		What did Mole put in the oven?	Do you help bake at home? What do you bake?
26-27	Shuffled means move slowly. Mumbled means talk that is soft and hard to understand.	How do you think Mole is feeling? How do you know?	
28-29		How is Bear feeling. How can you tell?	
30		What happened to Mole?	
Discussion Questions	How is this book similar to <i>Bear Wakes Up</i> ? What other books does this remind you of?	How is this book different from <i>Bear Wakes Up</i> ?	Which Bear book is your favorite? Why?

Rain!

Author: Linda Ashman

Illustrator: Christian Robinson

Suggested Vocabulary:

Galoshes: Boots worn in the rain

Pollywogs: Another word for tadpole

Purpose	This text introduces children to different points of view. Some enjoy the rain and some do not.		
Read the Story	This is the story of 2 different characters, how they feel about the rain, and how their opinions can change.		
Cover	Read the title, Rain! . Tell children that the book is written by Linda Ashman. Tell the children that the book is illustrated by Christian Robinson.		
Page Number	1st Reading	2nd Reading	3rd and 4th Reading
2-3		What do you notice in the picture?	
4-5		How do you think the characters feel about the rain? How do you know?	How do you feel when it rains?
6-7	Galoshes are boots that are worn in the rain. We might call them rain boots. Pollywogs is another name for a tadpole.	How do you think the old man feels? What does he say? How does the young boy feel? What does he say?	What does it mean when the mom says, "Is it raining cats and dogs?" Why does the boy say, "It's raining frogs and pollywogs!"
8-9		Why does the man say, "hardly"?	Children can chime in, "Ribbit!"
10-11	How does the man feel? What clues help you figure it out?		
12-13			Children repeat, "Hoppy, hoppy, hoppy!"
14-15	What do you think is going to happen?	How do the people feel around the man and boy when they are happy or sad? How do you know?	
16-17	They are at the coffee shop/bakery.		What would you order on a rainy day?
18-19		Who do you think is having a better time at the coffee shop? How do you know?	
20-21	Why does the boy feel sad?		What would you do if you found someone's hat?
22-23			
24-25		How does the boy feel now? How can you tell?	
26-27	What do you notice?		How does the man feel?
28-29	The raining has stopped. How do they feel now?	Why did the man change how he felt?	
30			Pretend to jump in the puddle.

Discussion Questions	How would you treat the old man in the coffee shop?	How can two different people think so differently about the same thing (rain)?	What do you like to do in the rain?
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The Teeny Weeny Tadpole

Author: Sheridan Cain

Illustrator: Jack Tickle

Suggested Vocabulary:

Lilypad: A green leaf that floats in the water for frogs to land on

Leaping: Jumping or hopping

Plop: To land heavily

Managed: Another way to say “could do”

Downstream: Going down with the water

Wiggled: Shook around

Stream: Water, like a river

Violets: Purple flowers

Twitchy: Shaking

Thump: A loud sound

Several: Many

Springy: Bouncy

Exploring: Looking around and checking things out

Still: Not moving

Purpose	Students will learn about the changes a frog goes through as they read this delightful tale.		
Read the Story	This text is a narrative story of a tiny tadpole and its transformation into a frog.		
Cover	Read the title, The Teeny Weeny Tadpole . Tell children that the book is written by Sheridan Cain. Tell the children that the book is illustrated by Jack Tickle.		
Page Number	1st Reading	2nd Reading	3rd and 4th Reading
2-3	A lilypad is a green leaf that floats in the water for frogs to land on. Leaping means to be jumping or hopping.	What are the tadpole and mommy doing?	Do you know other animals that leap?
4-5	Plop means to land heavily. Managed is another way to say “could do.”	What happened?	Have students show how to leap and plop.
6-7	Downstream is going down with the water.	Why did the mommy frog warn the tadpole to “be careful?”	Mimic swimming downstream with your hands.
8-9	Wiggled means he shook around. A stream is water, like a river.	Can the tadpole jump? How do you know?	Mimic your hands wiggling around.
10-11		How does tadpole feel?	Have you ever wanted to do something, but couldn’t do it at first? What was it?
12-13	Violets are purple flowers. Twitchy means shaking.	Who does tadpole meet now?	Can tadpole jump? How do you know?

14-15		How does tadpole feel now? How can you tell?	
16-17	Several is many. Springy means bouncy.	Who does tadpole meet?	Use your hands to show how a grasshopper jumps.
18-19		How does tadpole feel? How can you tell?	
20-21	Exploring means to be looking around and checking things out. Still is not moving.	What does the bid bad fish say to the tadpole? How would you feel if you were tadpole?	When have you gone exploring?
22-23			
24-25	What happened to the tadpole?	How does the tadpole feel now? How do you know?	Children can leap as high as the tadpole.
Discussion Questions	Why did the tadpole want to learn to jump so much?	Have you ever seen a frog or tadpole? What did it look like? Did you touch it? How did it feel?	How did the tadpole change in the book?

The Hungry Caterpillar

Eric Carle

Suggested Vocabulary:

“light of the moon”: glows, shines bright

nibbled: took tiny bites

cocoon: a cocoon or chrysalis is what a caterpillar spins while it is transforming itself into a butterfly.

Purpose	This text introduces students to caterpillars changing and involves counting as well.		
Read the Story	This story is about a caterpillar that changes into a beautiful butterfly. It begins with an egg laying on a leaf, turning into a small caterpillar, spinning a chrysalis and then turning into a butterfly.		
Cover	The Very Hungry Caterpillar , written and illustrated by Eric Carle.		
Page Number	1st Reading	2nd Reading	3rd and 4th Reading
2-3	In the “ light of the moon ” - Do you know what the moon is? Do we see it at night or in the morning?	What does in the light of the moon mean?	How do you think the egg got on the leaf?
3-4	Out of the egg came a tiny and very hungry caterpillar.	Pop - what do you think happened to the egg?	
6	He started to look for some food.	Where do you think he was looking for food?	
7	On Monday he ate through one apple.	If you ate a whole apple do you think you would still be hungry?	
8	Tuesday, he ate through two pears.	Do you know what type of fruit that pears are?	Where do pears grow?
9	Wednesday, he ate through three plums.	Do you know what a plum is?	If you ate three pears what do you think you would feel like?
10	Thursday, he ate through 4 strawberries.		
11	Friday, he ate through 5 oranges.	Has anyone ever eaten an orange? What does it taste like?	
12-13	Saturday, he ate through many different kinds of food.	Do you think you can remember and name the food he ate?	How would you feel after eating that much?
14-15	Sunday, he ate through a green leaf.	Do you think green leaves are a better food to eat for a caterpillar?	
16-17	The caterpillar wasn’t hungry anymore. He was not a little caterpillar; he was a big fat caterpillar.	How did he get to be so fat?	
	He built a small house, called a cocoon . He nibbled a hole in the cocoon.	What is a cocoon? What does nibble mean?	Have you ever seen a cocoon? Do you know where to find one? How can a caterpillar push his way out of the cocoon?

18-19	He was a beautiful butterfly.		
Discussion Questions			
	How did the tiny caterpillar change?	What do you think would happen if you ate all of that food?	How is this book like our classroom caterpillars?

Clara Caterpillar

Pamela Duncan Edwards

Henry Cole

Suggested Vocabulary:

There are many vocabulary words in this text. It is not recommended that you teach all of them, but choose a select handful to reinforce while you are reading and then throughout your centers. Throughout the story, children can be asked to relate words to their own experiences, and to describe or represent them.

cabbage: usually white leafy vegetable that looks like lettuce

courageous: brave

contented: happy

clustered: gathered in a group

cautious: careful

comfortable: relaxed and happy

scoffed: made fun of

scowling: glaring

common: everyday; widely found

cruel: unkind

scolded: to speak harshly to someone

scrumptious: tasty, yummy

clambered: crawled onto

delectable: yummy

capered: played around

crammed: stuffed in

colossal: really big

chrysalis: an insect's cocoon

encourage: persuade

mocked: teased

conceited: self-absorbed; thinking you are better than others

comforted: supported, reassured

crinkled: crumpled, showing wrinkles

discarded: threw away

cuddled: hug, curl up with

delicate: easily broken

creatures: living things

captivating: very appealing

spectacular: awesome

panicked: be scared

screeched: yell loudly

flicked: quick movement

taunted: teased

ducked: bent down

curious: eager to know

complained: express unhappiness

confident: proud of oneself

capture: to take

succulent: moist

crisis: emergency

clever: showing intelligence

shocked: something surprising

commanded: told to do something

scoundrel: villain

cling: hold onto something tightly

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Purpose	This book teaches that it is “ok” to be different.		
Read the Story	This story is about a butterfly that was “different” from the other butterflies. She is not the same brilliant colors as the other butterflies. She also is courageous.		
Cover	Clara Caterpillar is written by Pamela Duncan Edwards and was illustrated by Henry Cole		
Page Number	1st Reading	2nd Reading	3rd and 4th Reading
2-3	One day a cream-colored butterfly laid an egg on a cabbage leaf.	Is cream-colored light or dark? What do you think? Can you tell me something else that’s light in color?	What is a cabbage leaf? Why was this particular caterpillar on a cabbage leaf? Is it a different type of butterfly?
	Grow up to be courageous and contented .	What does it mean to be courageous ? (To have courage, be brave). Contented (to be happy/satisfied).	When are you courageous?
3-4	Clara lay curled in the egg for a considerable time. Eventually a crowd of caterpillars clustered around her.	When you cluster around someone or something it means to gather around.	
	She is incredibly late coming out, she’s very cautious .	She didn’t hatch quickly. She is taking her time and being very careful. Why do you think she wants to come out slowly?	What do you notice about a lot of the words in this book?
	“Come on out”. I’m comfortable in here.	Why does the caterpillar not want to come out?	
5-6	“Who cares if she comes out?” scoffed a scowling caterpillar. She’ll only be a cabbage caterpillar. Cabbage caterpillars are so common . “Don’t be cruel ”, Cornelius scolded .	Scoffed and scowling are words that show mean looks on the face. Can you show me what that might look like? Saying that something is common means there is nothing special about it. Scolded means to let someone know you are not happy with them.	Can you think of why Catisha the caterpillar appears to not care about the egg hatching? Could she be jealous?
7-8	“Did you say cabbage?” “Cabbage sounds scrumptious !” So Clara cut a hole in her egg case and clambered out.”Come and share this delectable cabbage”!	If we were eating something at snack time and I thought a certain kind of food tasted <u>really yummy</u> , I might want to use the word scrumptious . Is there anything you have eaten that is scrumptious? Clara wanted to share her delectable cabbage. That is also another word for delicious.	Do you think that because the egg was on a cabbage leaf instead of a different kind of leaf that it makes Clara different? Are the other caterpillar eggs on other kinds of leaves more special?

9-10	Clara and Cornelius climbed and crawled and capered about.	Do you think capered about means they wore “capes” to play? What do you think?	Climbing, crawling and capering means they were having fun and taking their time crawling all over the cabbage plant. Why do you think they wanted to go so slow?
	They crammed themselves with cabbage, carrot and cauliflower leaves.	They are stuffing their bodies full. Why?	Are cabbage, carrots and cauliflower all vegetables? If there was a piece of fruit do you think they would want to taste eat it?
	They grew into colossal caterpillars.	Repeat the line of text. By listening to what the text said what do you think colossal means?	They became huge caterpillars. Like when you eat your vegetables, you are growing and becoming stronger.
11-12	“Come and make your chrysalis .”	Do you remember chrysalis is another word for cocoon?	Have you ever seen one hanging from a tree? Do you think you would touch it if you saw one? What would happen to the little caterpillar inside the egg if you did?
	“Don’t encourage her,” mocked Catisha.	Why do you think Catisha does not want Clara to spin her chrysalis?	Would you ever try and stop someone from doing something because <u>you</u> didn’t want them to?
	“Why is Catisha being catty ”? Catty means saying something mean about someone.	Is Catisha, afraid Clara might turn into a beautiful butterfly?	
	“Catisha is conceited ,” comforted Cornelius. Conceited means thinking you are better than other people. Comforted means saying things to make someone feel better.	Why is Catisha so afraid of Clara being beautiful?	Do you think Catisha feels Clara will ruin the friendship between she and Cornelius? Think about when you are playing with your friends and you don’t want another classmate to play with you. How would that make someone feel?
13-14	Then Clara and the other caterpillars caught on to the plants with cottony threads .	What do you think is happening based on what we have learned from reading <i>The Hungry Caterpillar</i> book?	Are the caterpillars starting to spin their chrysalis?
	They crinkled and discarded their skins and cuddled down inside their chrysalis. Crinkled means curled or scrunched up. Discarded means thrown away. Cuddled means being close together like hugging.	Ask the kids to crinkle their noses. Have someone point to his or her skin. Talk about how the skin keeps everything inside you together but now that they had spun a chrysalis they have something else to keep them together. Cuddling down inside their new home is like going into your bed, getting comfortable and staying in it for a long time.	Why do you think it is important that they got rid of their old skin and spun a chrysalis? Caterpillars have to be in the chrysalis for a long time. What do you think about that?

15-16	Lots of different words are used to discuss what the caterpillars are feeling inside the chrysalis.	What do you think you would feel like?	
17-18	“Are you comfortable Clara? asked Cornelius.”	Why does Cornelius care so much about Clara?	
19-20	“Out climbed delicate creatures; ” “You all look captivating. ” “Why is that scruffy creature conversing with us”? Clara, told told Catisha “You are spectacular. ”	What do you think came out of the chrysalis? Do you think they are strong? Could you touch one? If a lot of caterpillars hatched, they would be beautiful and you would probably stare at them for a long time because of all of their colors.	Do you think Catisha is making fun of Clara? Why?
	Catisha, thinks she is spectacular! “And you, Clara are so CREAM!”	Why is she saying that to Clara?	Is it nice to make fun of someone because they are different?
	Cornelius, thinks Clara is cute. Catisha tells him to stop being ridiculous.	Why would Catisha say that?	
21-22	Then Catisha climbed towards the clouds on her new scaly cobweb wings.	Why are her wings so fragile?	
	Suddenly a crow cawed and scared everyone.	If Catisha heard the noise from the bird, why do you think she is scared?	Should they be afraid the bird would eat them? Why?
	The butterflies panicked and frantically scattered in all directions.	Have you ever been afraid of something and wanted to run away?	
23-24	“You can’t escape!” screached the crow to Catisha! I’m coming to the rescue cried Clara. “Clara, be careful,” screamed Cornelius. Plucking up her courage , Clara flicked her wings at the crow. “Catch me if you can, you scalawag, ” she taunted. Then Clara curved down and ducked into a Camilla bush.	Why do you think Clara wants to help save Catisha from the crow? Catisha hasn’t been nice to Clara? Why should Clara help her?	Would you help your friend if another person were picking them on? Would you use your words and tell them to stop?
25-26	The crow became confused and forgot about Catisha. He cocked his head and pecked in the petals. But Clara lay camouflaged behind a curtain of cream-colored camellias.	Both the flowers and Clara were the same color, cream-colored. Do you think that’s why the crow couldn’t find Clara?	Do you think he gave up on trying to eat Catisha because he was so busy looking for Clara?
	“That’s curious, complained the crestfallen crow. I was confident I would capture a succulent snack.	The crow is not sure why he didn’t get to eat a butterfly he was sure he could capture one.	Have you ever thought you could do something and then find out you were wrong? How did that make you feel?

27-28	“The coast is clear! ” “The crisis is over!” “Clara, you are so clever, ” cried the shocked Catisha. I could never camouflage myself like you. I am too colorful. I was crazy to scoff at your cream color. It’s incredible. ”	Catisha, is now changing her mind about Clara. Why do you think that?	Do you think you should come to an opinion about someone before getting to know them? Why?
29-30	Listen carefully, Cornelius commanded. That crow is a scoundrel! Let’s cling close to Clara.	Why is Cornelius making sure all of the butterflies are listening to him? He is telling them they all need to stay right next to Clara at all times. Do you think it because Clara can protect them?	
31	I am a completely contented butterfly.		
Discussion Questions	What was your favorite part?	Why do you think Clara is so happy?	How would you feel if you were one of the characters in this book? Why?

Hanna's Butterfly

Marie Vinie

Gail L. Seuss

Suggested Vocabulary:

resting: not moving; taking a break

wondered: curious about

stripes: lines that make a pattern

bright: very shiny, or can see well

curving: bends like an "s"

empty: nothing inside

thought: to think about

spread: to expand the wings out wide by the side

lifted: picked up

moment: a quick second

fluttered: moving up and down

breeze: a light wind

Purpose	<i>A variety of visual viewpoints are shown in the book (the butterfly's and Hannah's).</i>		
Read the Story	<i>The story is about a brief relationship between a young girl and a beautiful butterfly. Hannah sees its beauty and brings it home to give it a temporary home.</i>		
Cover	Hanna's Butterfly is written by Marie Vinje and illustrated by Gail L. Seuss		
Page Number	1 st Reading	2 nd Reading	3 rd and 4 th Reading
1	One day in the park Hanna found a butterfly resting on the ground.	Why do you think the butterfly was resting?	
2	She picked it up with care and wondered why it was there?	Why do you think the butterfly was on the ground and not flying around?	
3	It had dots and stripes of many kinds with bright colors and curving lines.		
4	She took it home and asked her mother why the little butterfly did not fly?	When she asks her mother why the butterfly didn't fly do you think she thought it was sick?	
5	Her mother said it may have been hurt by the wind and rain and needed to rest.		Does the wind and rain make you sick? Why would it make a butterfly sick?
6	So Hannah put leaves in an empty jar to make a butterfly nest.	Do you think by putting the butterfly in a jar to rest that it would be like what your mom or whoever takes care of you does when you are sick?	
7	That night as Hannah lay in bed, she thought about what her mother had said.		

8	Some butterflies fly many miles at the end of summer to places that are warmer.		Can you think of a warmer place a butterfly might want to go?
9	For this one to make the trip it could not wait much longer.	Why couldn't the butterfly wait to leave Hannah and her new home (the jar)?	
10	In the morning, Hannah was happy to see her butterfly spread its wings out wide.		What was the butterfly doing?
11	It needed more room to move and wanted to be outside.	What was wrong with being in the jar, it had already turned into a butterfly?	
12	Hannah took the butterfly back to the park and sat down under a tree.	Why did Hannah go back to the park?	What was wrong with sitting under a tree in her yard?
13	She lifted the lid off the jar and let her friend go free.	What does it mean to go free?	
14	It rested for a moment on a nearby plant. Hannah wondered if it would leave.		
15	But then it fluttered its beautiful wings and lifted off into the breeze .	Where did it go?	
Discussion Questions	Why did Hanna let it go free?	What was your favorite part?	How would you feel if you couldn't be free? What would you do?

The Butterfly

Anna Milbourne
Cathy Shimmen

Suggested Vocabulary:

stripy: lined
teeny-tiny: very small
hairy: covered with hair
circles: a round shape
munching: chew noisily
chubby: fat
fuzzy: hairy
wriggle: twist and turn
stretches: extend to full length
flutters: flap wings
flitting: darting, fluttering
sipping: drink slowly in small amounts
folds: bend something flat
lays: lie down
pops: cracks
shrugs: raise and drop shoulders briefly
inches: crawls
speckled: with small spots
dainty: small and petite
pearl: a kind of gem that is usually white and round

Purpose	This text explains the life cycle of a butterfly.		
Read the Story	This story provides some background information to students about where butterflies come from.		
Cover	<u>The Butterfly</u> is written by Anna Milbourne and illustrated by Cathy Shimmen.		
Page Number	1st Reading	2nd Reading	3rd and 4th Reading
1	At the end of the garden, there's a little stripy caterpillar. What do you think it's been doing all day?		
2	First, it ate up the leaf it was sitting on, and when that was gone...	After eating an entire leaf do you think he is still hungry? What do you think he'll eat next?	
3	It started munching on the next one.	Why is the caterpillar not eating the beautiful flowers?	
4-5	There are lots of other hungry caterpillars too - a teeny-tiny green one, a very chubby yellow one, a soft white hairy one, and a big, fat fuzzy one. And all of them are eating as fast as they can chew .	Can caterpillars be different sizes and colors? Why are they eating so fast?	Are their different names for butterflies?

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6	The little stripy caterpillar is not so little now. But still it keeps on eating... Soon it's even too fat for its skin .		What do you think it means to be too fat for its skin? Did he outgrow it, like you outgrow your clothes, as you get bigger?
7	So it shrugs it off, like it's just an old coat... and then it eats some more.	If it got rid of its skin, does that mean it didn't fit him anymore?	
8	One day the caterpillar stops eating. Perhaps it's full. It curls up under a leaf and falls fast asleep.	Why did he stop eating? Do you think he was tired from eating so much?	When you eat too much do you get tired? Do you think he is attaching himself to a leaf?
9	Slowly, its skin becomes a shiny case . It hangs there quietly, not moving at all... for a very long time.	Is the shiny case the chrysalis? Do you think the caterpillar is changing inside the case (chrysalis)?	Is a chrysalis 2D or 3D?
10	All at once it starts to wriggle . It wriggles and wriggles until the case splits open , and it inches its way out.	How does the case split open. Does the butterfly use tools? What does the butterfly do to get out?	What is the butterfly doing? (upside down). Do you remember what the tongue is called? What are the "things" on his head called?
11	The stripy caterpillar has become a beautiful butterfly. It stretches out its bright, new wings in the warm sunshine.	What shapes and colors do you see? Look at the picture; is the proboscis straight or curled up?	
12	Then it flutters up into the wide blue sky. All kinds of pretty butterflies are flitting around the garden.	How many butterflies do you see?	
13	There's a lacy white one, two speckled blue ones and one with circles on its wings.	Can you point to the lacy white one, speckled blue one and the one with circles?	
14	The butterfly flutters from flower to flower... sipping sweet nectar from every one.	Look at the picture, can you tell what the butterfly is doing?	Discuss drinking nectar.
15	At night, it folds its dainty wings... and settles down to sleep.	Where do you think a butterfly sleeps?	
16	When it's time, the butterfly carefully lays some eggs.		Are the eggs big or small?
17	Each one is like a tiny pearl .		

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18	A few days later... a little stripy caterpillar pops out of each egg.		
19	They are all very, very hungry.		
20		What does it look like the caterpillar is doing?	We have read a lot of stories about caterpillars. Do all caterpillars eat right after they pop out of their egg? Why do you think they do that?
Discussion Questions	Can you guess what happens next?	What is your favorite part?	We have read a lot of stories about caterpillars. Do all caterpillars eat right after they pop out of their egg? Why do you think they do that?

My Garden

Author: Kevin Henkes

Illustrator: Kevin Henkes

Suggested Vocabulary:

Blooming: Flowering

Weeds: Plants that grow where we don't want them to

Pattern: A repeated decorative design

Bush: A low shrub, like a small tree

Jellybeans: A candy that is shaped like a bean and has a hard sugar shell with a soft center

Unusual: Not normal

Rusty: Dulled in color or appearance by age and use (*rusty* old boots)

Humming: To make a low sound with your voice

Glow: To shine with a steady light

Lantern: A light that can be carried

Purpose	For children to use imagination to describe what their ideal garden would look like.		
Read the Story	The story is told by a girl's point of view, in which she describes what her unusual garden would look like.		
Cover	How many words in the title of the book? Read My Garden . This is written and illustrated by Kevin Henkes. Discuss what other book have we read by Kevin Henkes ("Chrysanthemum"). What do you see on the cover of the book?		
Page Number	1st Reading	2nd Reading	3rd and 4th Reading
Title page	Have children describe what they see in the picture.	What sounds do my and garden start with?	Have a child point to title and read it.
1-2	Weeds are plants that grow where we don't want them to. Is lettuce a fruit or a vegetable?	Do you know anyone with a garden? What do they grow in their garden?	Do you help anyone with his or her garden? Have you ever weeded a garden?
3-4	Blooming is when the plants flowers are opening up	What is blooming in the girl's garden?	What kind of flowers do you like?
5-6	A pattern is when something repeats over and over	What does the girls flowers look like?	What would your flowers look like? (Turn to a partner and tell)
7-8		What happened to the girl's flowers when she picked them?	Without reading have the children tell what happened when she picked flowers.
9-10		Why did the rabbits not eat the lettuce?	What is unusual about the girl's rabbits?
11-12		What did the girl plant on this page that was unusual?	Leave out the words seashells. Have children say words.

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13-14	A bush is a small plant like a tree that grows outside. People sometimes have them near their houses. What are jellybeans?	What grows on bushes?	What did the girl grow on her unusual bush?
15-16	Unusual means not normal.	What unusual things popped-up in the girl's garden?	What unusual things would pop-up in your garden? (Turn to a partner).
17-18	Humming is a low sound you can make with your voice. Show children how to hum.	What was humming in the girl's garden?	Discuss how there are flowers that attract butterflies.
19-20	Invisible means we can't see it.	How big were the tomatoes? Why were the carrots invisible?	What vegetable would you want to be big? What vegetable would you like to be invisible because you do not like it? (Turn to a partner)
21-22	A lantern is a light that you carry. Show a picture of a real morning glory.	What would glow like lanterns?	Why would she want her morning glory to stay open at night?
23-24		What did the girl do to the seashell?	What do you think the girl wants to happen to the seashell? (Turn to a partner)
Discussion Questions			
	What was your favorite part? Why?	How did the girl feel about her garden?	How would you plan a garden? What would you grow?

The Tiny Seed

Eric Carle

Suggested Vocabulary:

carries: when someone moves something from one place to another

sail: floating in the air

drifts: floating in the air

gently: softly

burst: open quickly

neighbor: someone who lives next to you

sways: moves slowly side to side

Purpose	Eric Carle is a classic children’s author and illustrator. This author is familiar to students and the content supports learning about seeds and plants.		
Read the Story	This text focuses on the journey of a seed and how it interacts with its’ environment.		
Cover	Read the title, <u>The Tiny Seed</u> . Tell children that the book is written and illustrated by Eric Carle.		
Page Number	1st Reading	2nd Reading	3rd and 4th Reading
2-3	Autumn is another word for the season fall. Carries means when someone moves something from one place to another.	Where do you think they are going?	Have students show how the seeds are floating away with their hands.
4-5	Sail is floating in the air.	What do you notice about this illustration?	Use hands to show, up, up, up.
6-7		What is happening to the tiny seed?	Have you ever been to the mountains? What do they look like?
8-9		What do you notice about the fish?	Show how the water covers the seed using your hand to cover the tiny seed.
10-11	A desert is where the land is hot and dry. Very few things grow there.	Drifts means floating in the air. What other word did we learn that means the same thing?	
12-13	Gently is softly.	Yikes. What is the bird trying to do?	Use your hand to show what gently means.
14-15		What do you see in the illustration? How do the words help us understand the pictures?	
16-17	Burst means to open quickly.	What do you notice about spring in the picture?	It is spring here too. What do you notice outside?
18-19		Why does the foot look so big?	
20-21	A neighbor is someone who lives in a home next to yours.	Have you seen a seed grow? What did it look like?	Why is someone picking the flower?
22-23		Have you ever given someone a flower? Why?	

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24-25	Look how tall the flower is.		Have children stand up to mimic the flower growing taller and taller.
26-27		What do you notice about the illustrations?	
28-29		How is the flower changing?	
30	Sways means it moves slowly side to side.	What do you think is going to happen to those seeds?	
Discussion Questions	What happened to the tiny seed?	How did the tiny seed change?	What is happening to the seeds in our classroom?

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Resources

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Module 5 Activities and Resources

***Bolded items can be found in Resource Packet**

1. Step Gentle Out Nature Walk Activity p.74
2. Spring is Here Song p. 77
3. 5 Little Clouds Song p. 78
4. Activity People in Spring Activity p. 79
5. Bear Wants More Sequencing Small Group Activity p. 81
6. Pattern Cards (Templates) p.83
7. Evaporation Whole Group Activity p. 85
8. Raindrop Freeze (Template) p. 86
9. Once Upon a Time Storm Writing Activity p. 87
10. Cloud Math Mats (Template) p. 88
11. If All The Raindrops Song p.89
12. Rainbow Shakers Activity p. 90
13. Five Raindrops p.91
14. Jump Frog, Jump Frog Activity and Template p.92
15. Five Green Speckled Frogs Song p. 106
16. I Have a Little Frog Song p.107
17. A Frog Can (Template) p.108
18. Roll and Write Game (Template) p.109
19. Frog Life Cycle and Word Cards p. 110
20. Life Cycle Puppet Sticks Activity and Templates p.113
21. Five Green Speckled Frogs (poem for home) p.116
22. Five Tadpoles (poem for home) p.117
23. I Have a Little Frog (poem for home) p.118
24. A Frog Can p. 119
25. Things that Change Activity and Pictures p. 120
26. Caterpillars and Butterflies p. 127
27. Caterpillar Life Cycle Song p.128
28. Caterpillar Life Cycle p.129
29. Hungry Caterpillar Sequence Cards p.130
30. Estimation Station Activity p. 132
31. Color Band Aid Activity p. 133
32. Fly Butter Fly! Activity p. 134
33. Action Cube Activity p. 135
34. Stencil and Pencil Activity p. 136
35. Cooperative Sharing Activity p. 137
36. Majestic Monarch Activity p.138
37. I would eat...Drawing and Writing p.139
38. Butterfly Life Cycle p.140
39. The Tiny Seed and Pictures p.142
40. Planting a Rainbow Activity p. 153

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41. One Little Daffodil (Song) p. 155
42. Plants Need Soil p. 156
43. Bee (Template) p.157
44. Creating Plants for Our Unusual Garden (Activity) p.158
45. College Materials for Making Plants and Flowers Family Letter p. 160
46. A Little Garden Flower (poem) p.161
47. Parts of a Plant Pictures p.162
48. Bug Cards and Activity p. 165
49. Going Buggy Activity p. 168
50. Bear Wants More Sequence Cards p.172
51. Family Letter and Scavenger Hunt 173
52. Supply List p. 175

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Name of activity: Step Gently Out Nature Walk	Week 1
Estimated time: 30 minutes	
Link to TSGold objectives: Social/Emotional 3. Participates cooperatively and constructively in group-situations. Physical 5. Demonstrates Fine Motor Strength and coordination b. Use writing and drawing tools Language 9. Use language to express thoughts and needs. a. Uses an expanding expressive vocabulary b. Speaks clearly c. Uses conventional grammar d. Tells about another time or place 10. Uses appropriate conversational and other communication skills. a. Engages in conversation b. Uses social rules of language Cognitive 11. Remembers and connects experiences. b. Makes connections. 13. Uses classification skills Literacy 18. Comprehends and responds to books and other texts a. Interacts during read aloud and book conversations. c. Retells stories and recounts details from informational texts	
Essential Questions: <ul style="list-style-type: none"> • How do we notice the world around us? • What do we see in nature? • What do we hear in nature? • What do we smell in nature? • What do we touch in nature? • Why do we stop and look around? 	
What children will know or do: <ul style="list-style-type: none"> • Students will be able to make observations about the world around them. • Students will be able to listen to a story read aloud. • Students will be able to respond orally to questions about a text. • Students will be able to record their observations in writing. 	

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Content specific learning objective(s):

RL.PK.MA.1: With prompting and support, ask and answer questions about a story or a poem read aloud.

RL.PK.MA.2: With prompting and support, retell a sequence of events from a story read aloud.

RL.PK.MA.9: With prompting and support, make connections between a story or poem and one's own experiences.

RL.PK.MA.10: Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.

SL.PK.MA.3.: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PK.MA.4.: Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.

SL.PK.MA.6.: Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.

PreK-ESS2-2. Observe and classify non-living materials, natural and human made, in their local environment. PreK

Language objective(s):

Students will talk about their observations in nature and record their observations in writing.

Procedure:

- Read aloud Step Gently Out by Helen Frost and Rick Lieder. Discuss the beautiful pictures and connections to what we see in nature.
- Talk about the 5 senses. Today we are going to use our five senses to observe the world around us.
- We are going to record what we see in our observations like scientists.
- We are going to go on a nature walk. Each of you will have a clipboard to record your findings. We will look for what we can see, what we can hear, what we can smell, and what we can touch. Today we are not going to be looking for what we can taste.
- Bring students outside around the school building and help them make observations about their environment and what is happening in spring.

Materials needed and/or additional resources:

- Step Gently Out by Helen Frost and Rick Lieder
- Nature Walk Observation Tool
- Clipboard

I see...

I hear...



My Nature
Walk



I smell.....

I touch....

Spring is Here (sung to tune of Are You Sleeping)

I see robins,

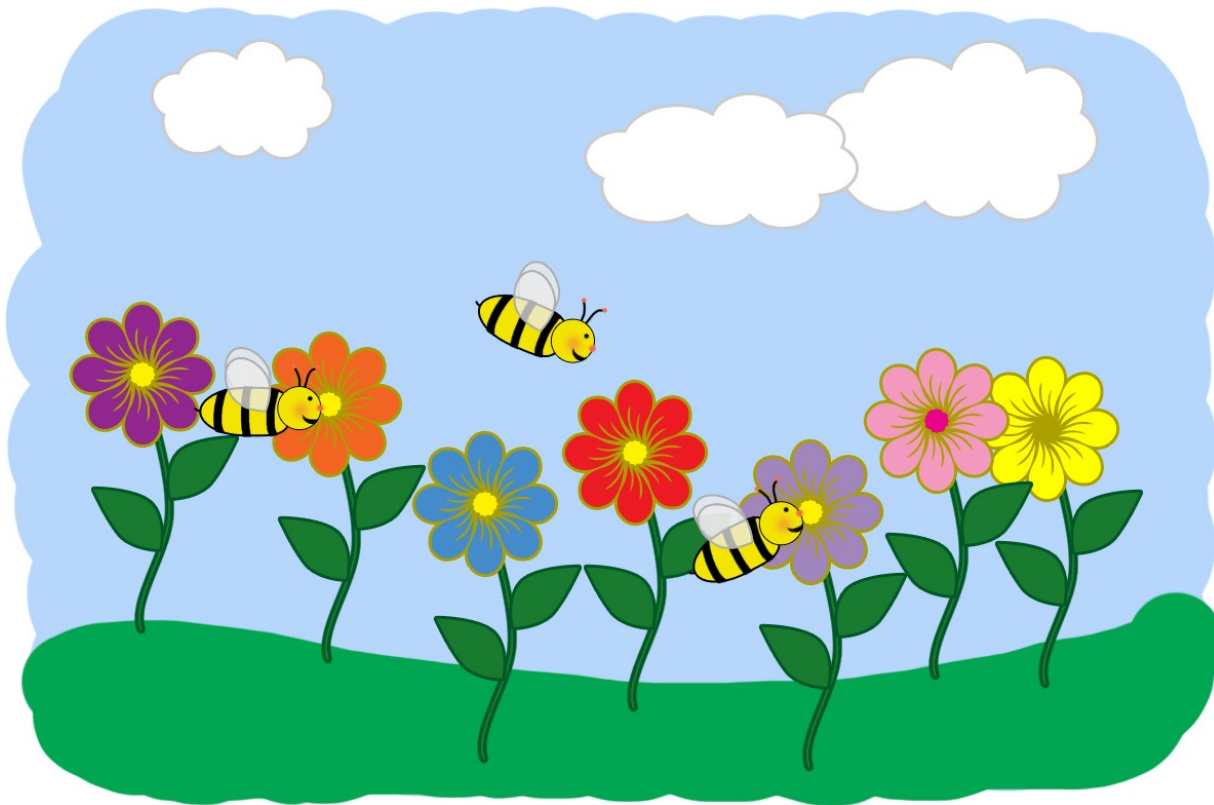
I see bird's nests,

Butterflies too, flowers too.

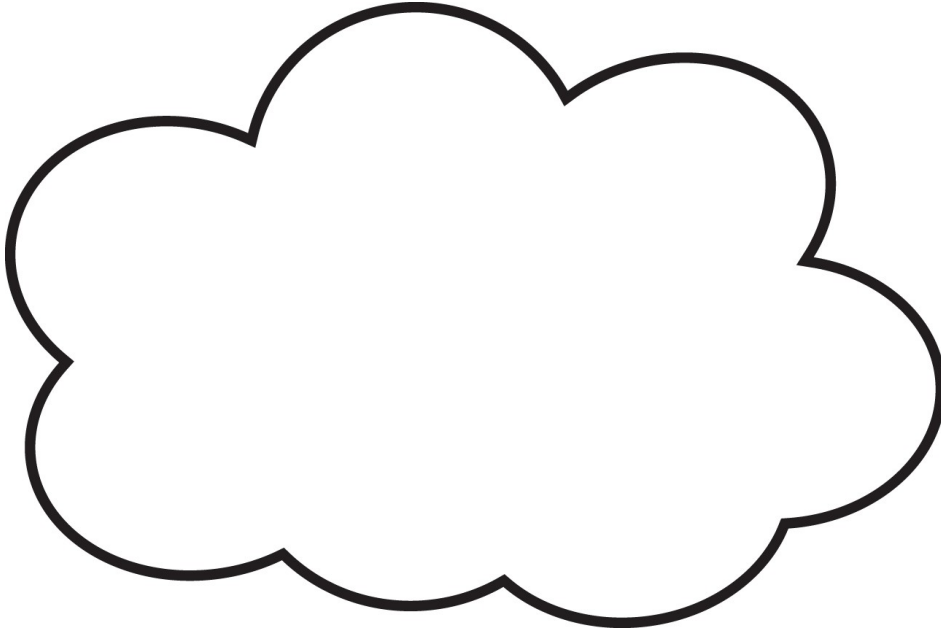
Everything is growing,

The wind is gently blowing.

Spring is here, spring is here.



5 Little Clouds



Materials Needed: 5 cloud shapes--you can use them on a flannel board or make small clouds and tape them to your fingertips as you teach the children this fingerplay!

Five little clouds floating in the sky.
One saw a bird and wanted to fly.
Four little clouds floating in the sky.
One saw a friend and went to say "Hi."
Three little clouds.....One was sad and started to cry.
Two little clouds.....One saw the bright sun and say, "Oh My!"
One Little cloud alone in the sky.
Went to find the others and said, "Bye bye!".

EXTENSION: Give each child a piece of white paper to act this out with you!

Name of activity: People in Spring	Week 1
Estimated time: 20 Minutes	
<p>Link to TSGold objectives:</p> <p>Social/Emotional</p> <p>3. Participates cooperatively and constructively in group-situations.</p> <p>Language</p> <p>1. Use language to express thoughts and needs.</p> <p>a. Uses an expanding expressive vocabulary</p> <p>b. Speaks clearly</p> <p>c. Uses conventional grammar</p> <p>d. Tells about another time or place</p> <p>2. Uses appropriate conversational and other communication skills.</p> <p>a. Engages in conversation</p> <p>b. Uses social rules of language</p> <p>Cognitive</p> <p>3. Remembers and connects experiences.</p> <p>b. Makes connections.</p> <p>13. Uses classification skills</p> <p>Literacy</p> <p>18. Comprehends and responds to books and other texts</p> <p>a. Interacts during read aloud and book conversations.</p> <p>c. Retells stories and recounts details from informational texts.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is spring? • How is spring different from other seasons? • What happens in spring? • How do we prepare for spring weather? 	
<p>What children will know or do:</p> <ul style="list-style-type: none"> • Students will have an understanding of the season of spring. • Students will be able to name spring related items of clothing. • Students will be able to retell some of the things that happen in spring. 	
<p>Content specific learning objective(s):</p> <p>RL.PK.MA.1: With prompting and support, ask and answer questions about a story or a poem read aloud.</p> <p>RL.PK.MA.2: With prompting and support, retell a sequence of events from a story read aloud.</p> <p>RL.PK.MA.9: With prompting and support, make connections between a story or poem and one’s own experiences.</p> <p>RL.PK.MA.10: Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.</p> <p>SL. PK. MA.3.: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.PK. MA.4.: Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.</p> <p>SL.PK.MA.4.a.: With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad).</p> <p>SL.PK.MA.6.: Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.</p> <p>PreK-ESS2-6. Understand the impact of weather on living things. [Clarification statement: Make connections between the weather and what they wear and can do and the weather and the needs of plants and animals for water and shelter.]</p>	

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Language objective(s):

Students will be able to name and discuss objects and events that are specific to spring.

7. Develop familiarity with the forms of alphabet letters, awareness of print and letter forms.

16. Use their own words or illustrations to describe their experiences, tell imaginative stories, or communicate information about a topic of interest.

Procedure:

Teacher will read aloud select pages from the text *People in Spring*.

Read Page 4, 6, 10, 12, 14, and 20. Skip pages about celebrations for this lesson.

Discuss the things that happen in spring based on the text:

Warmer weather

Spring clothing

Nature walks

Birds chirping

Planting

Plants growing

Young animals

Bring a large piece of chart paper and a box of spring clothing items to circle time (umbrella, raincoat, rainboots, hats, etc.).

Ask the children how they need to dress in springtime. List their answers on the chart paper.

Show them each of the items you have for a great discussion of the spring items they have at home!

Materials needed and/or additional resources:

- People in Spring by Martha E.H. Rustad and Edited by Gail Saunders-Smith, PhD.
- Chart Paper
- Umbrellas
- Rainboots
- Raincoat
- Hats

Name of activity: Bear Wants More Sequencing Small Group	Week 1
Estimated time: 15-20 Minutes	
<p>Link to TSGold objectives:</p> <p>Social/Emotional 3. Participates cooperatively and constructively in group-situations.</p> <p>Language 9. Use language to express thoughts and needs. a. Uses an expanding expressive vocabulary b. Speaks clearly c. Uses conventional grammar d. Tells about another time or place 10. Uses appropriate conversational and other communication skills. a. Engages in conversation b. Uses social rules of language</p> <p>Cognitive 11. Remembers and connects experiences. b. Makes connections.</p> <p>Literacy 18. Comprehends and responds to books and other texts a. Interacts during read aloud and book conversations. c. Retells stories and recounts details from informational texts.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we retell a story? • What does it mean to sequence events? • What happened in the beginning? Middle? End? 	
<p>What children will know or do:</p> <ul style="list-style-type: none"> • Students will have an understanding of retelling a story. • Students will have an understanding of order of events. • Students will put events from the story in the order that they occurred. • Students will discuss the order of the events in the story. 	
<p>Content specific learning objective(s): RL.PK.MA.1: With prompting and support, ask and answer questions about a story or a poem read aloud. RL.PK.MA.2: With prompting and support, retell a sequence of events from a story read aloud. RL.PK.MA.10: Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud. SL.PK.MA.3.: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.PK.MA.4.: Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play. SL.PK.MA.4.a.: With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad). SL.PK.MA.6.: Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.</p>	

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Language objective(s):

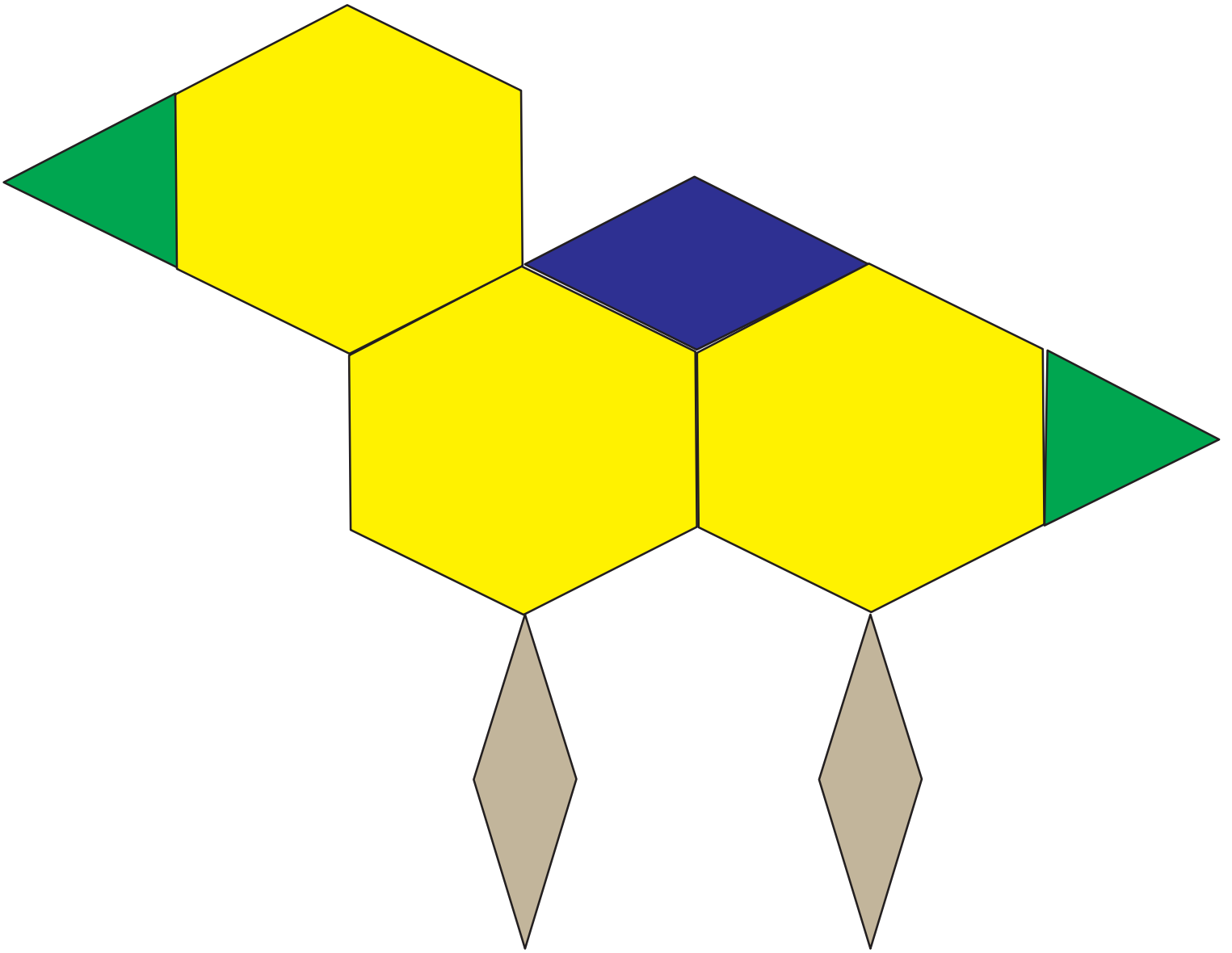
Students will be able to orally retell the story by putting the events in order that they happened. Students will name the beginning, middle, and end parts of the story.

Procedure:

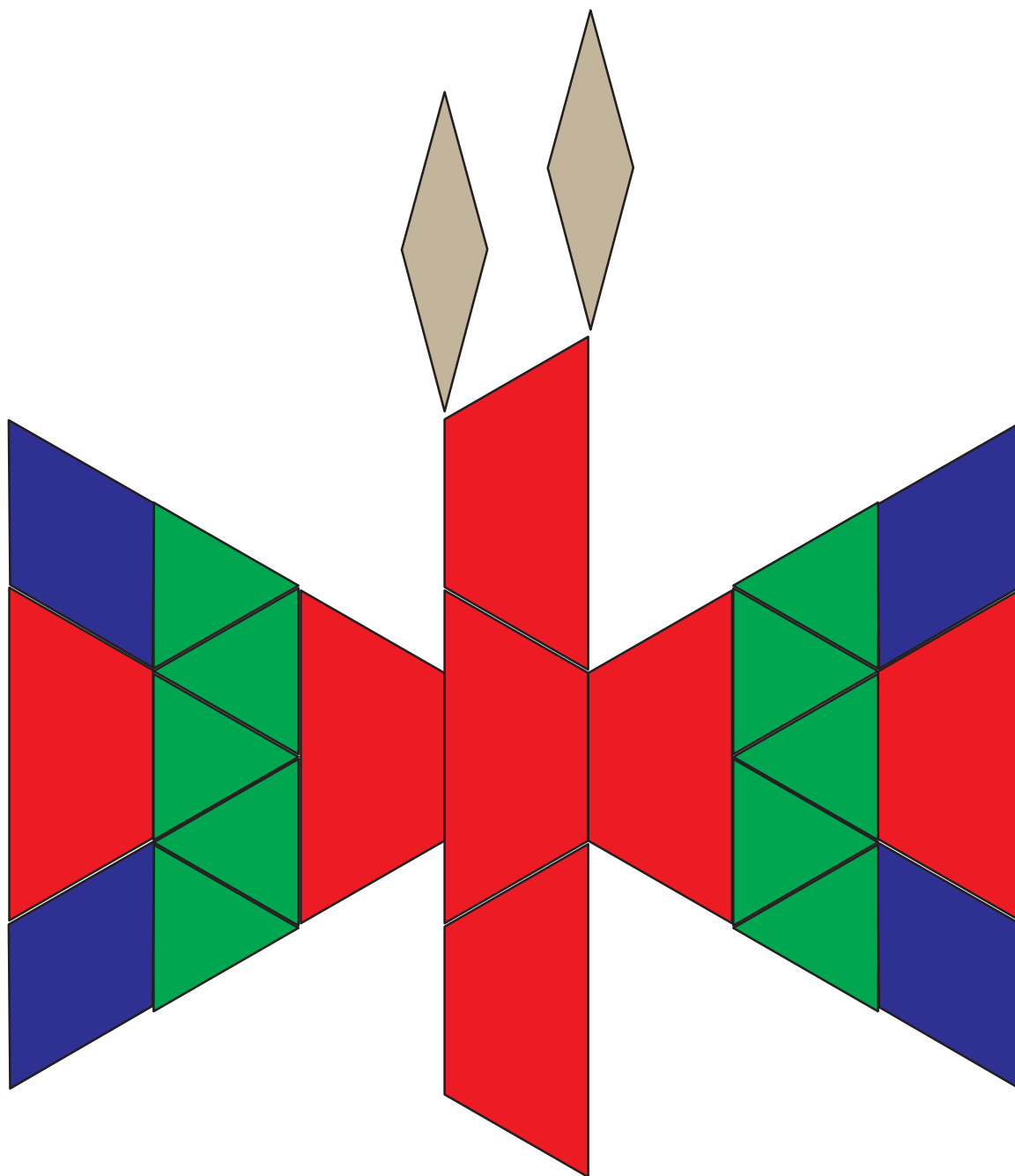
- Using the story *Bear Wants More!*, model how to retell the story. Remind students what events occurred in the story that they listened to during the dialogic reading.
- Introduce the sequencing events. One way we can retell a story is by putting the events that happened in the story in order. Students cut out the cards and put them in order.
- Students then practice retelling the story using their cards.
- Students talk with their small group about what happened first or in the beginning; what happened in the middle, and what happened last or at the end.

Materials needed and/or additional resources:

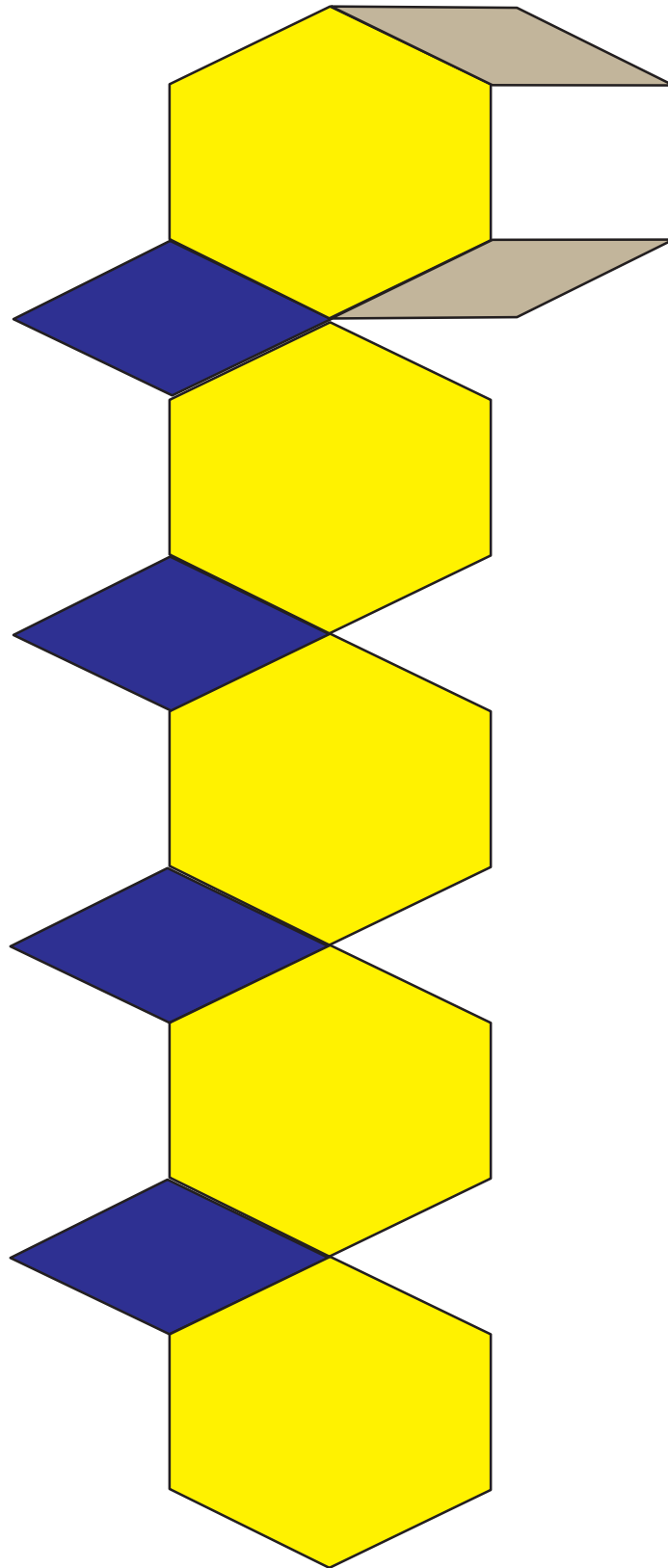
- *Bear Wants More!* By Karma Wilson
- Sequencing cards
- Scissors



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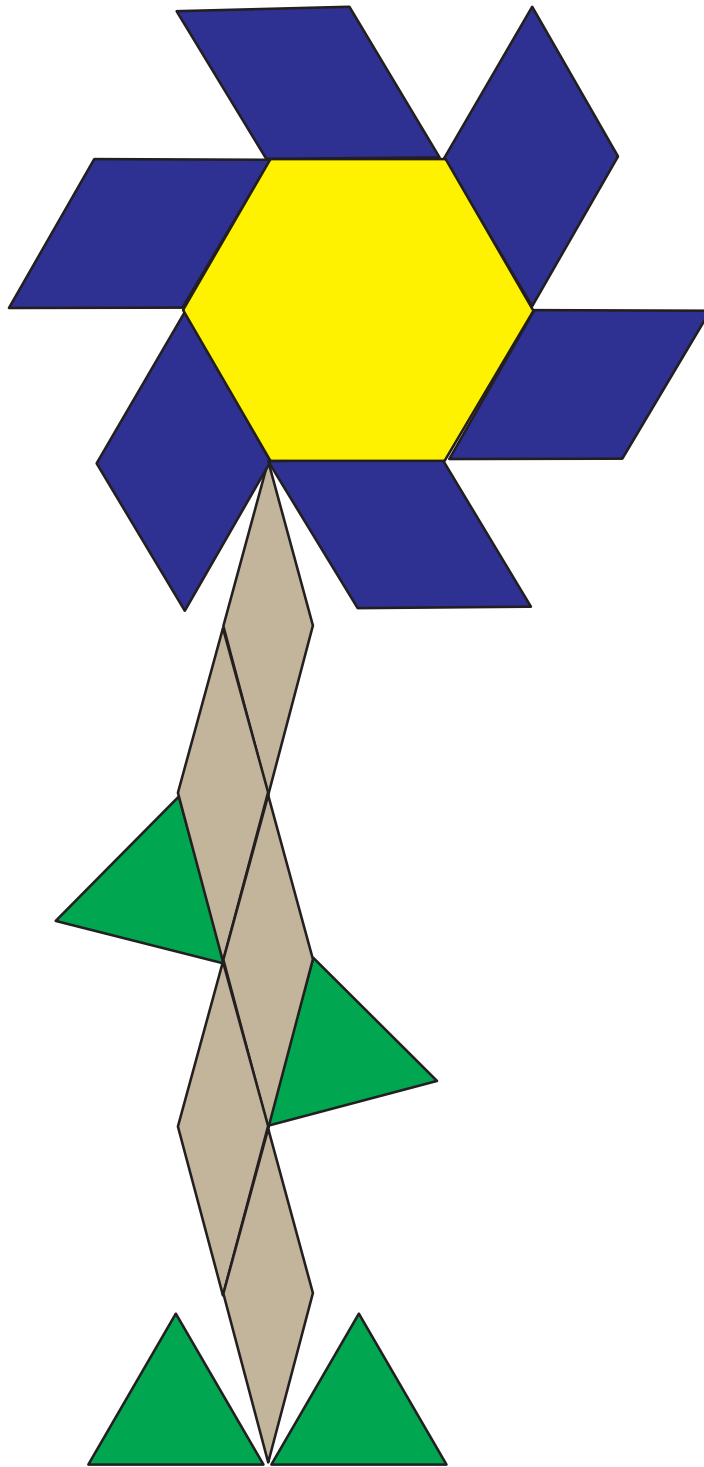


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Caterpillar

MomsHaveQuestionsToo.com



Flower

Evaporation Whole Group Activity

Prepare: Obtain two plastic glasses of the same size.

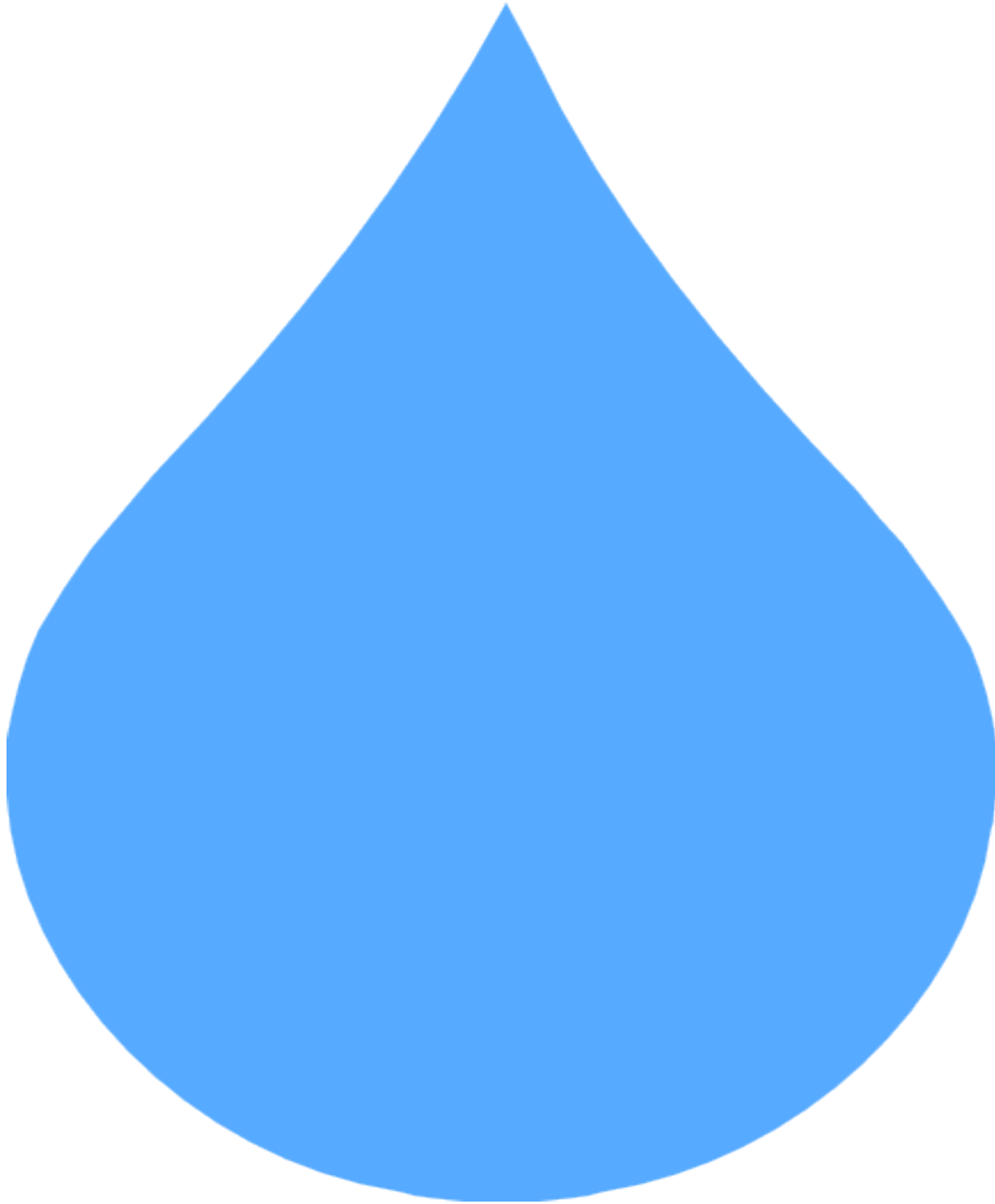
Procedure:

- Measure one cup of water and place in each cup.
- Mark the water level of each cup with a permanent marker.
- Place one in a sunny window and the other somewhere else in the room.
- Observe the glasses of water over the next couple of days.
- Ask the children where the water is going.
- Which is evaporating more quickly? Evaporation occurs when the particles of water become warm enough that they turn into vapors and leave the cup and escape into the air.
- Why did the water in the sun evaporate faster?



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Rain Drop Freeze



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Once Upon a Time...Storm Writing

Most children are afraid of thunder. Let them take control by writing a story about a storm!

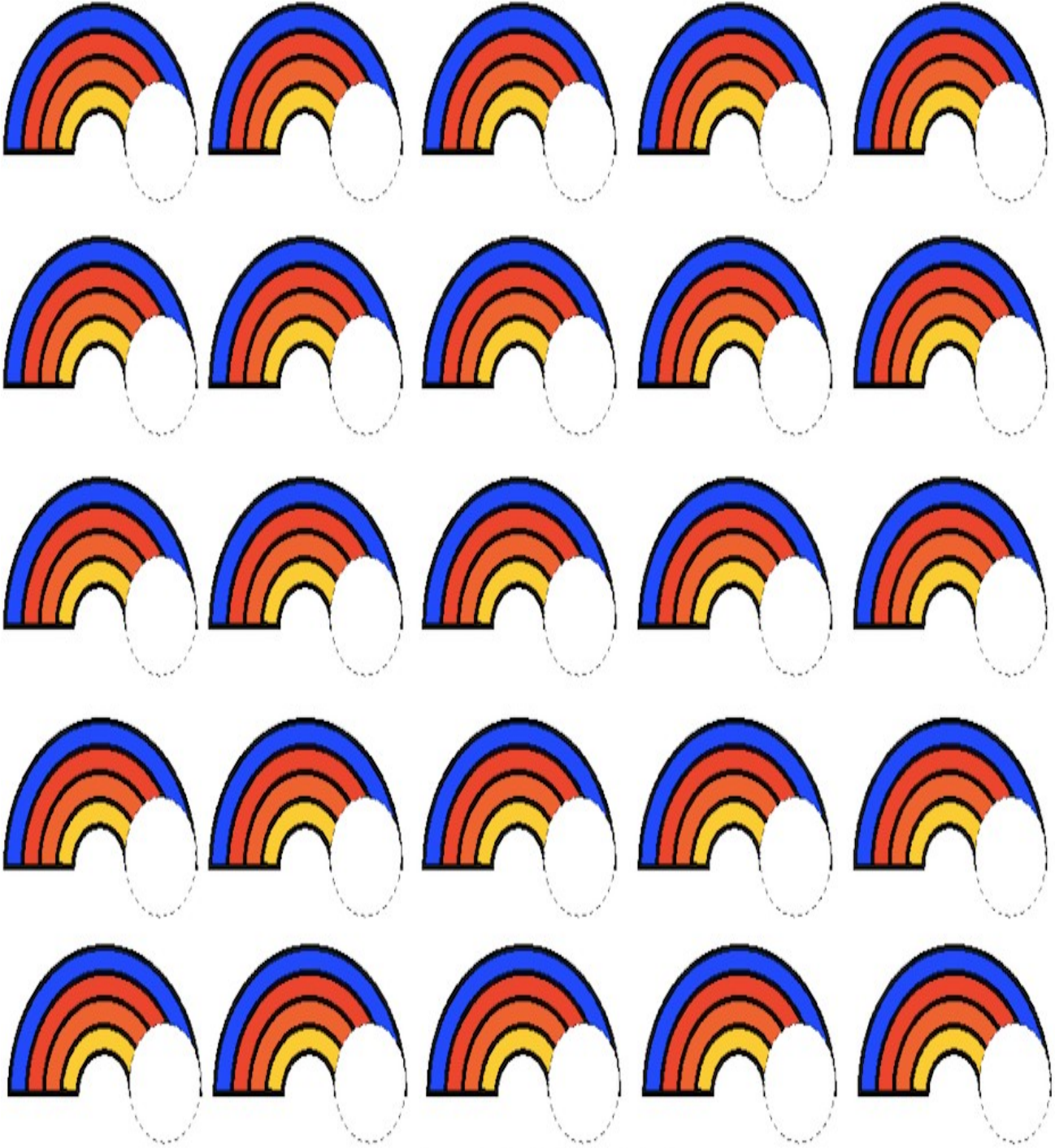
Have them draw a picture of a big storm. Discuss a recent storm if there was one or ask the child to tell them about a thunderstorm.

Start it with, "Once upon a time, there was a storm." Now, let the child add the details about what is in the storm, just go with their flow. Write down all of their words as they describe their picture.



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Cloud Math Mat



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Rainbow Shaker: Art and Movement Activity

Materials:

- A clean and dry plastic bottle with lid
- Rainbow colored pom-poms
- A handful of rice.
- Rainbow colored ribbon
- Screwdriver

How To Make A Rainbow Shaker

- First I got the children to put the colored pom-poms into the bottle.
- There are lots of *color learning*, *counting*, *sorting* and things to talk about here.
 - Can the children name all the different **colors**?
 - Can the children sort the colors into **groups**?
 - Do the children know of other things the **same color** as that pom-pom?
 - Can the children sort the colors in **Rainbow order**?
 - What's their **favorite color and why**?
 - Can they **count** the pom-poms?
 - Can they decide **how many pom-poms** they want in their bottle and then count them out?
 - Can they **estimate** how many pom-poms there are in that pile?



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5 Little Raindrops

This can be done as a fingerplay or by having the pieces as a feltboard and having the children take turns removing the raindrops!

Five little raindrops were plopping on the floor.

One plopped away, and then there were four.

Four little raindrops were dripping on the trees.

One dripped away, and then there were three.

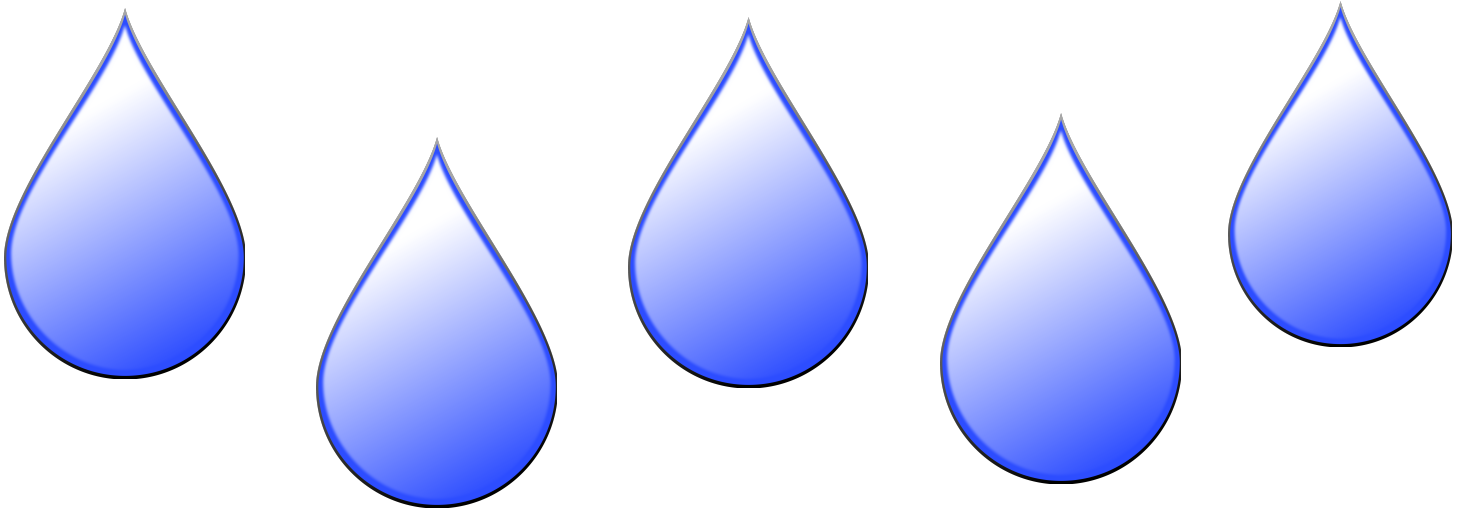
Three little raindrops were splashing on my shoe.

One splashed away, and then there were two.

Two little raindrops were starting to run.

One ran off, and then there was one.

One little raindrop was drying in the sun. It dried
all up, and then there were none!



Jump, Frog, Jump! by Robert Kalan Illustrated by Byron Barton

1. Run copies on cardstock (index paper or tagboard).
2. Color pieces with markers, color pencils (may not be as bright), pastels, or paint, (crayons may melt when laminated).
3. When putting two large pieces together, use a glue stick to prevent pieces from wrinkling when laminating.
4. Laminate story objects. You may cut pieces before or after laminating.
5. Attach velcro dots or pieces to back of each object.

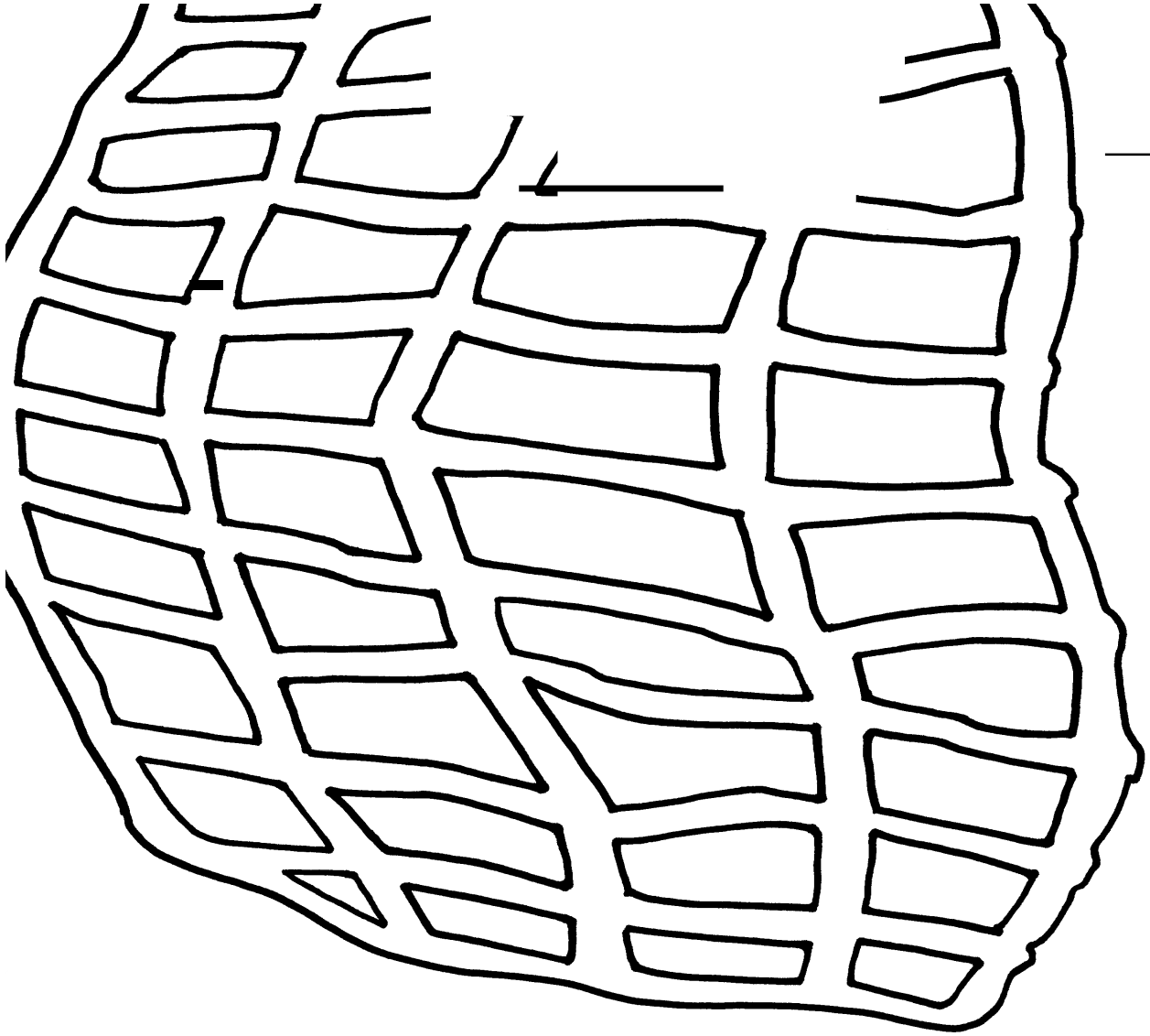
Tip: Make an outline story card to use when telling the story.

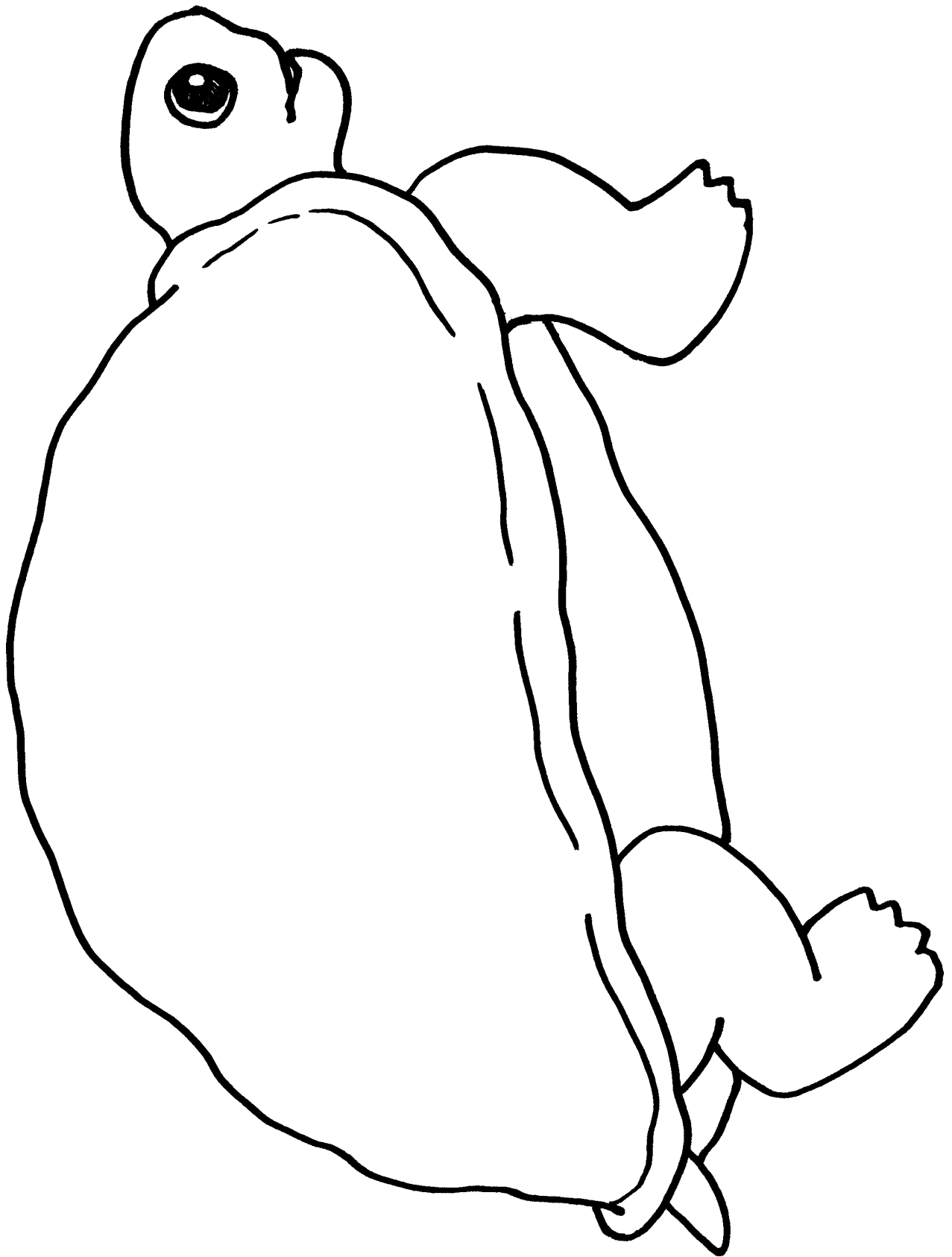
Remember patterns are not to be used for children's art projects!

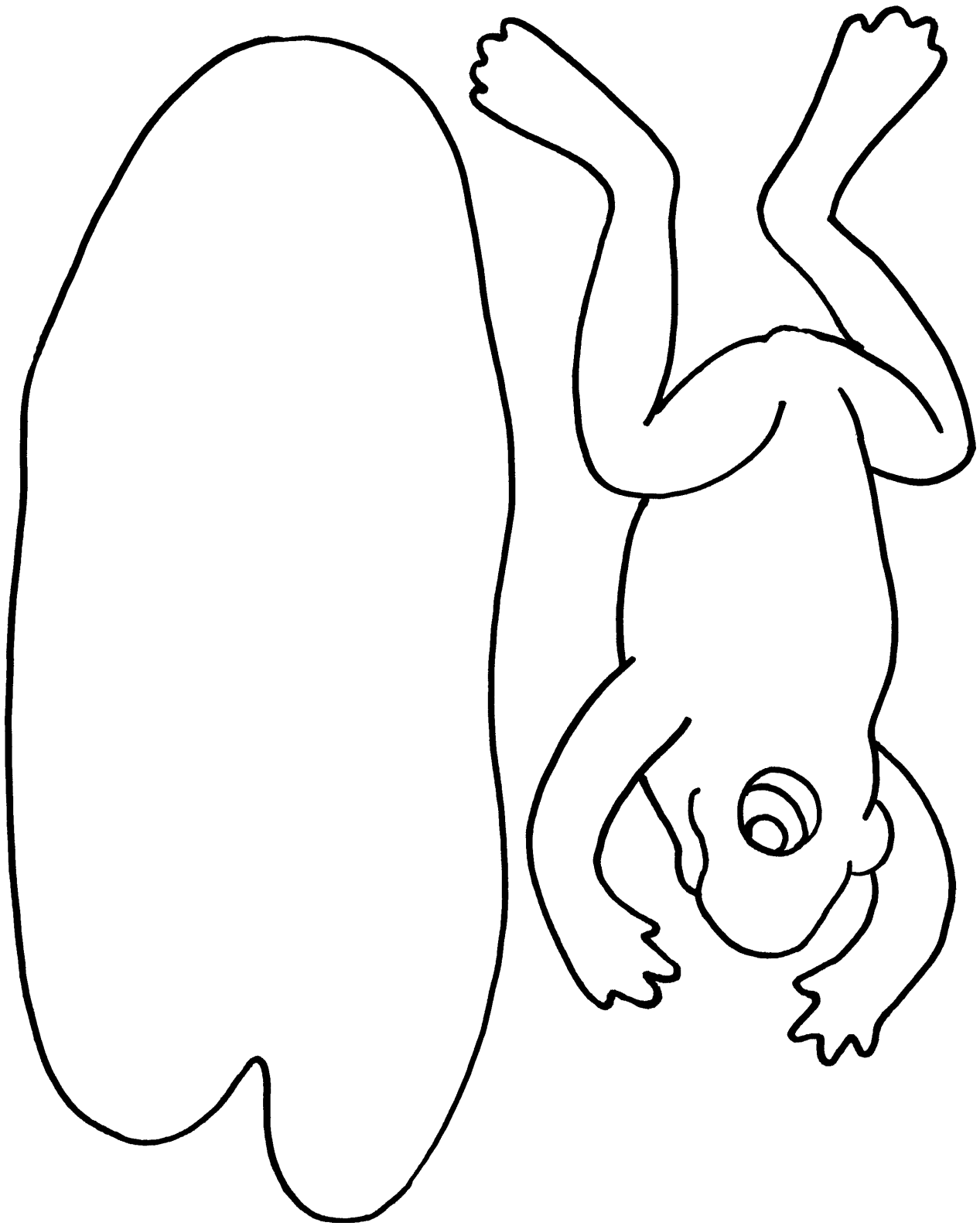
Patterns may be use for teacher made puppets which children can use for story retelling. Patterns may be enlarged if preferred.

Activities:

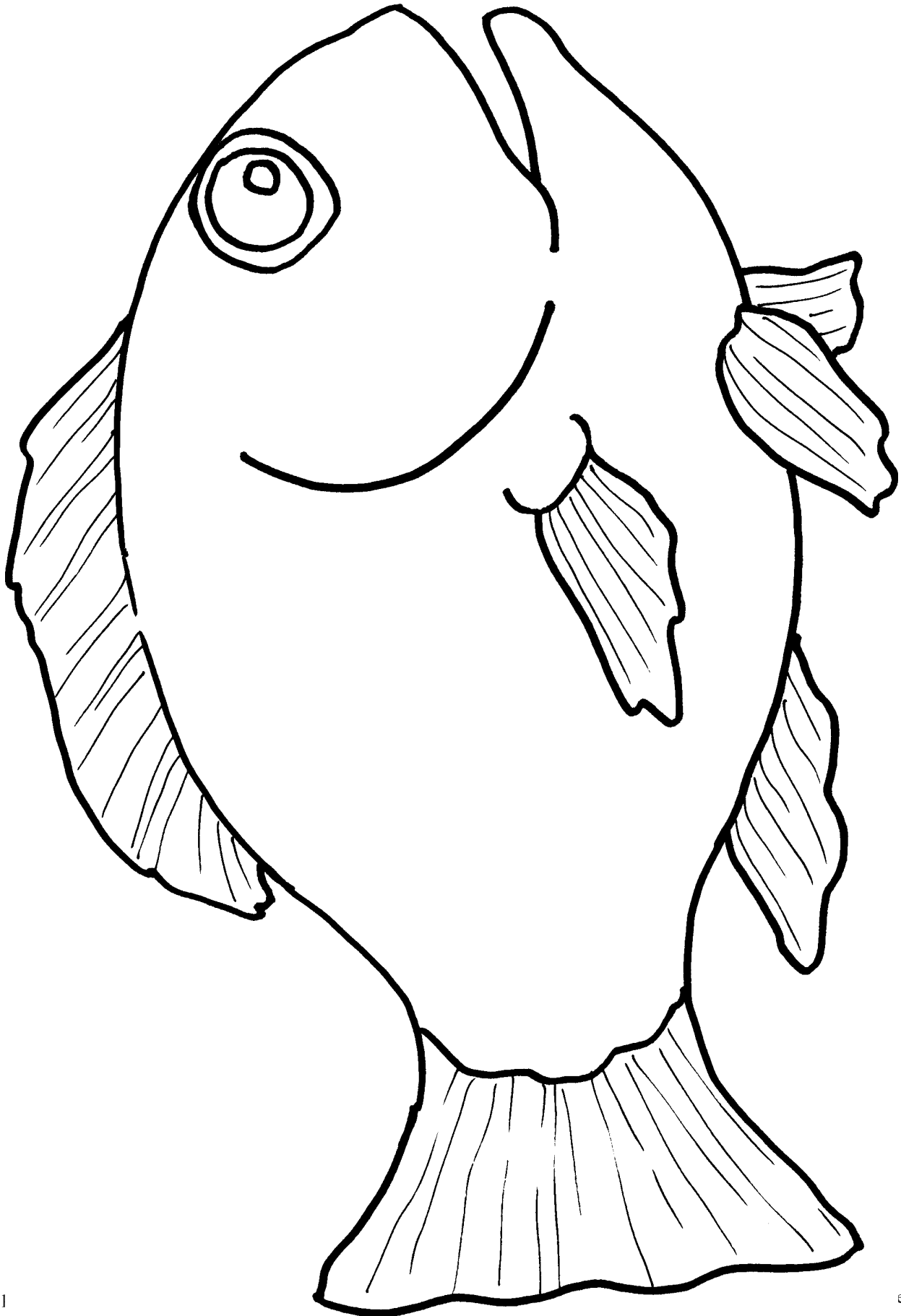
1. With children in a circle, say, "Jump, frog, jump", as you "drop" (for this to work you must hold arms out straight and let ball fall) a playground ball with a beanbag frog on -top. Frog will "jump"! Children can try to catch the frog. (4.10)
2. Add plastic snake, frog, and other characters to Sand Play and/or Water Play so the children can retell the story. (2.1, 3.2).
3. Toss frog beanbags into a basket. (4.10)
4. Use plastic hoops as lily pads. Allow children to jump or hop from one to another. Move them apart as needed. (4.11)

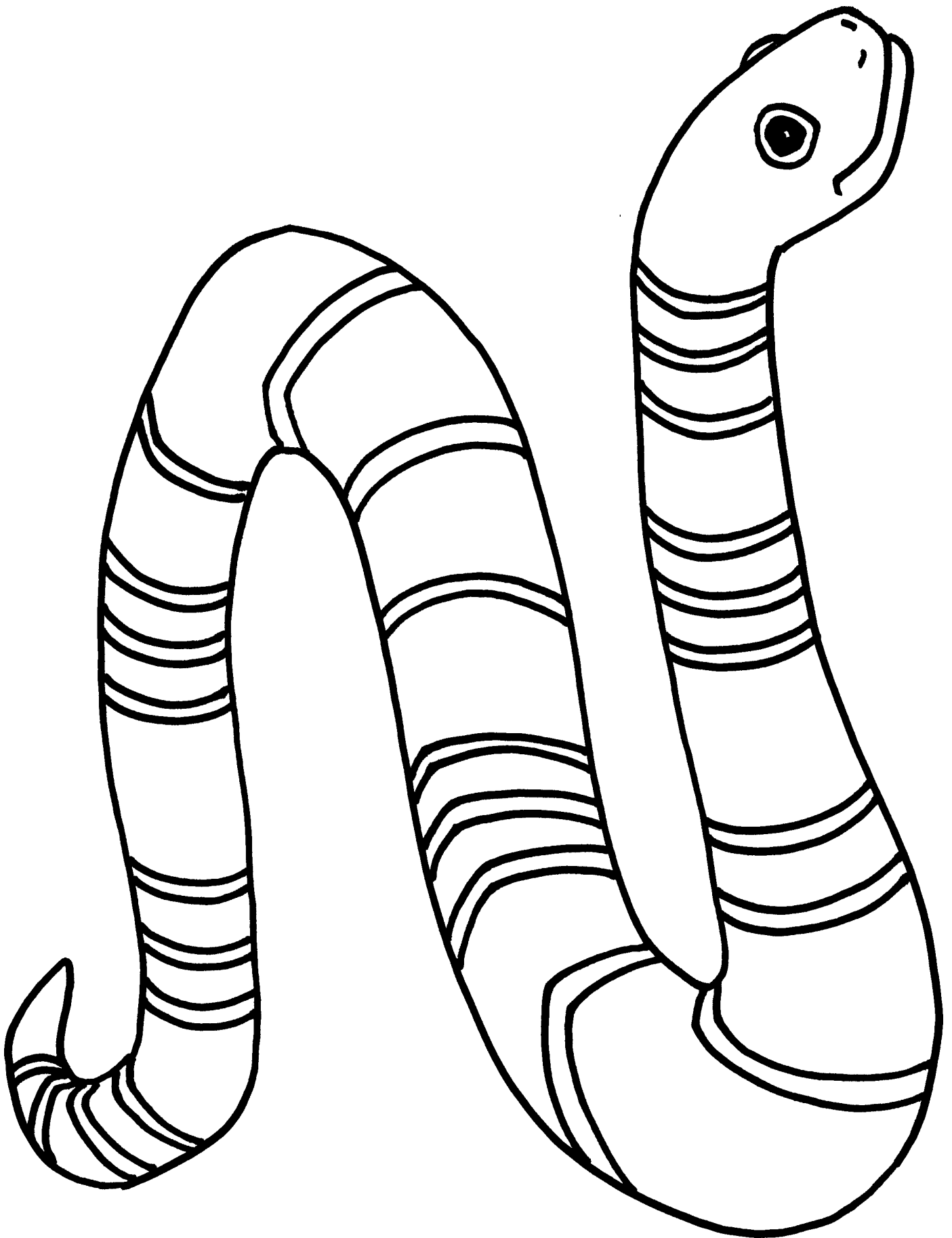




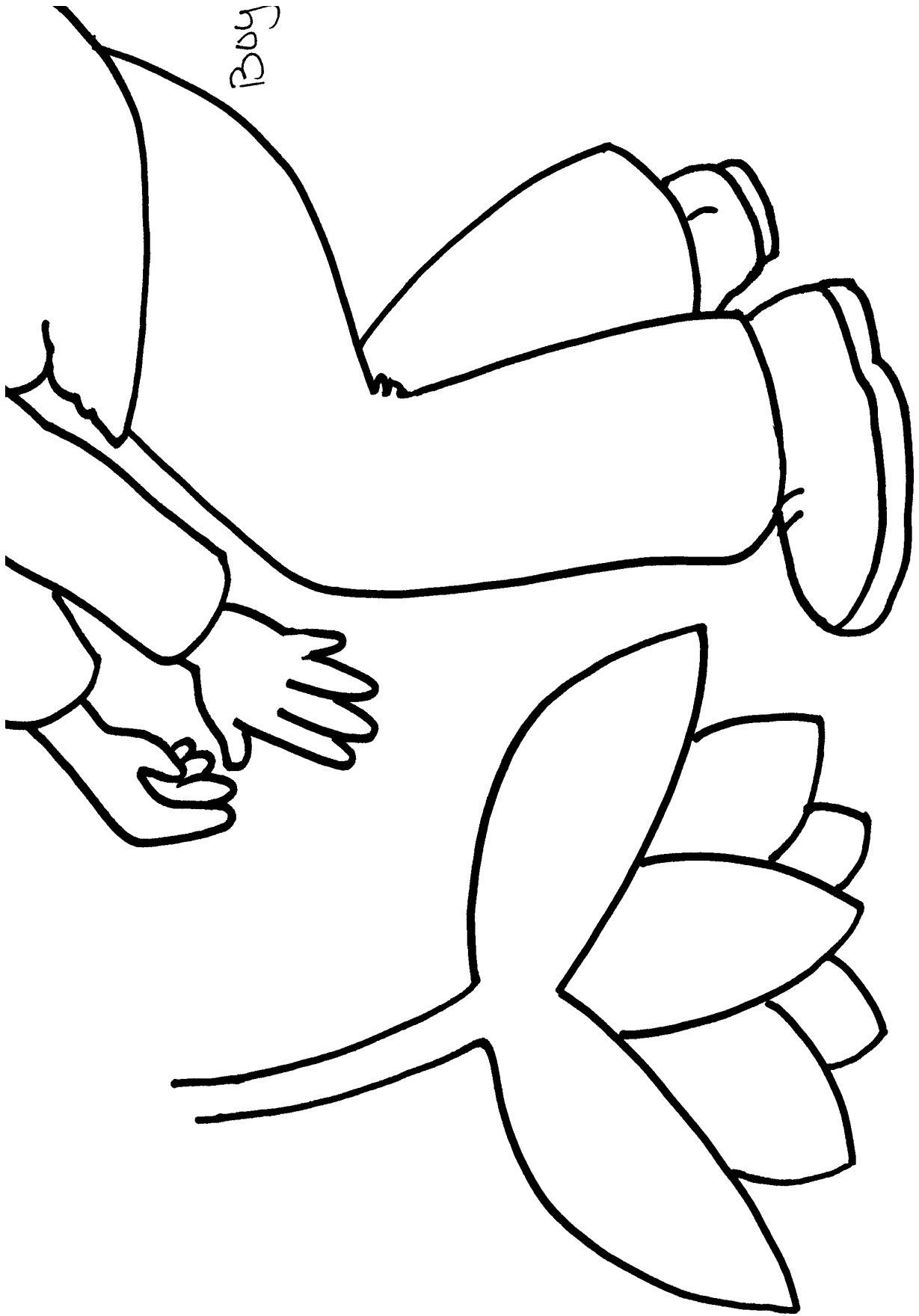


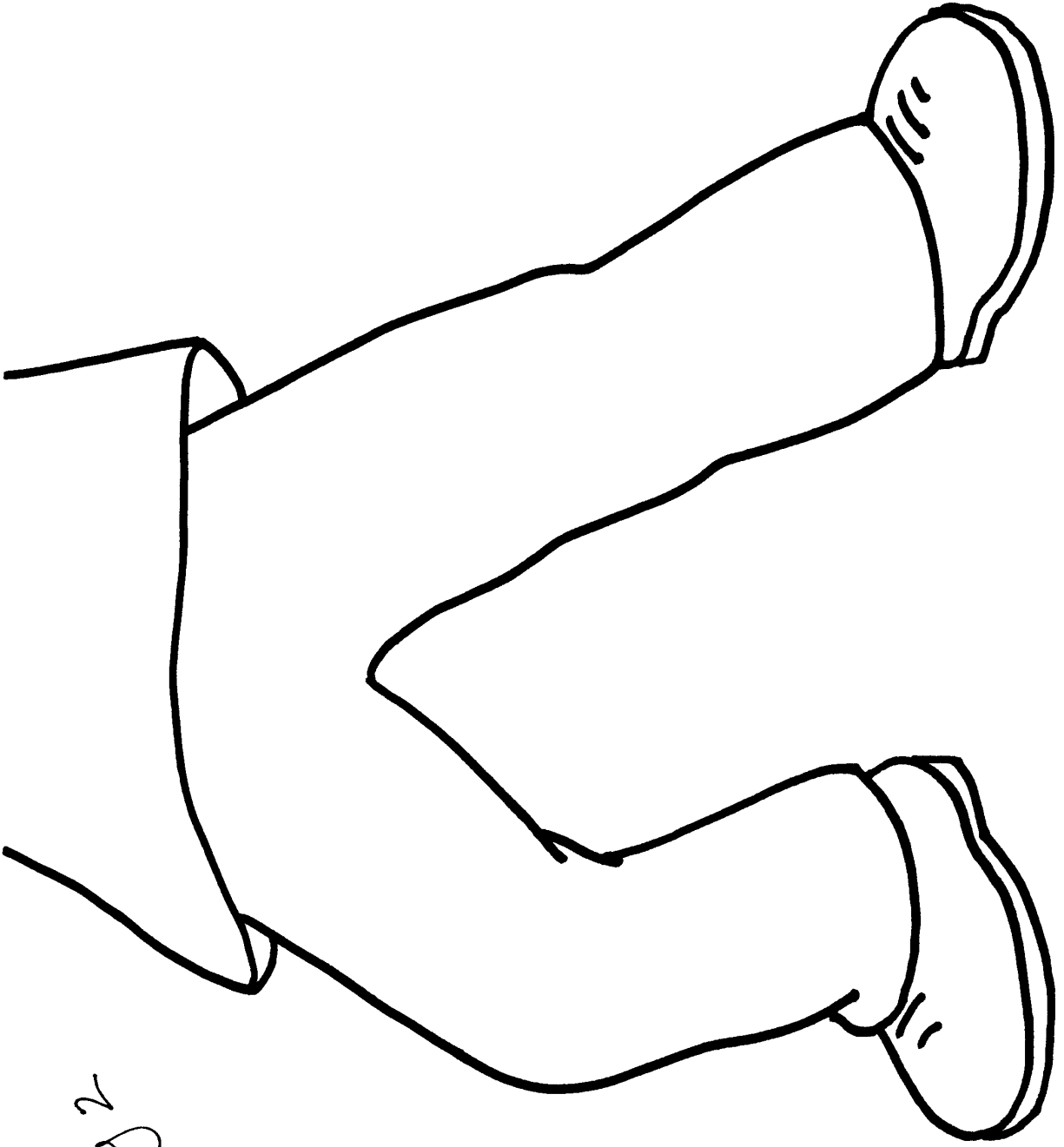
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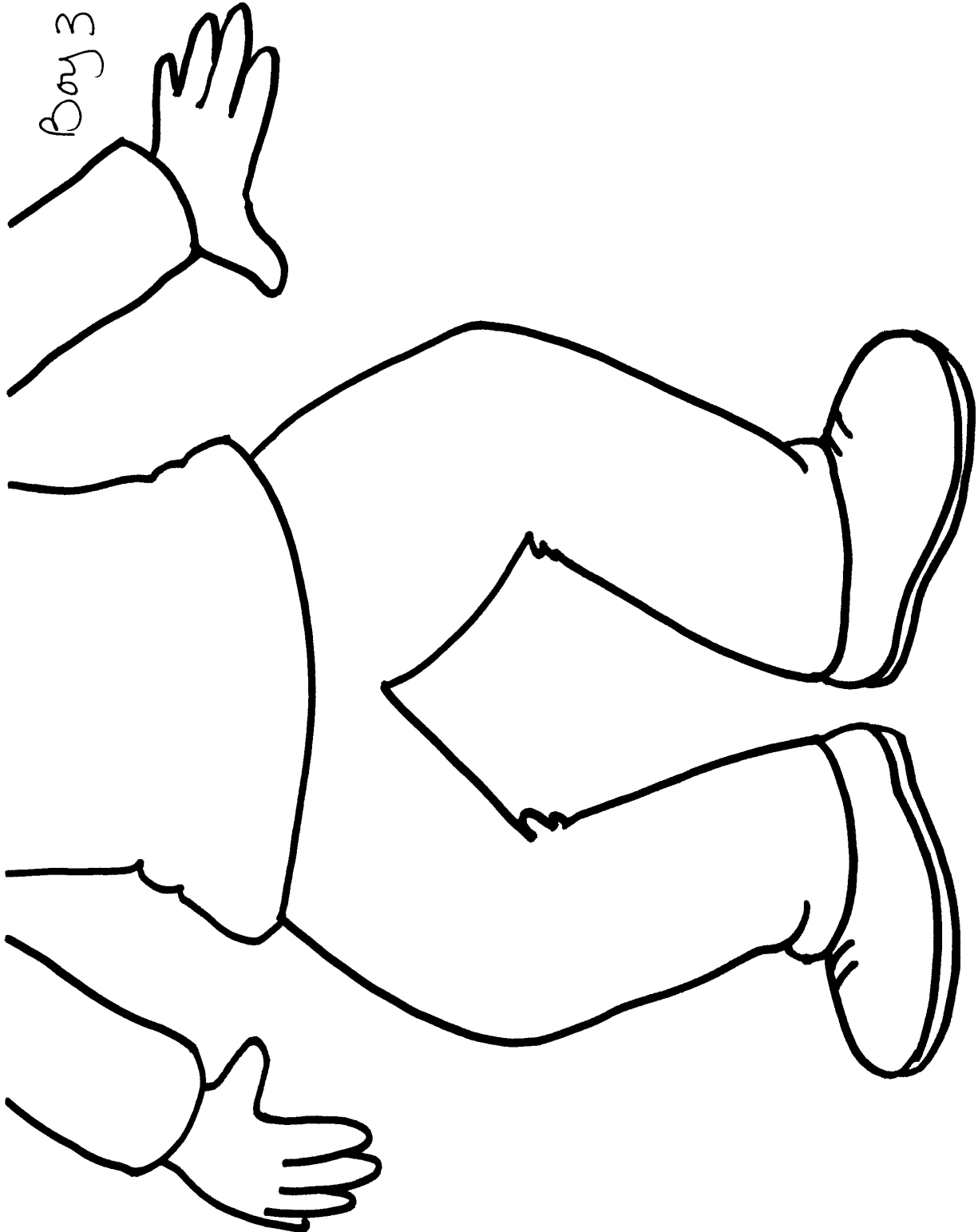


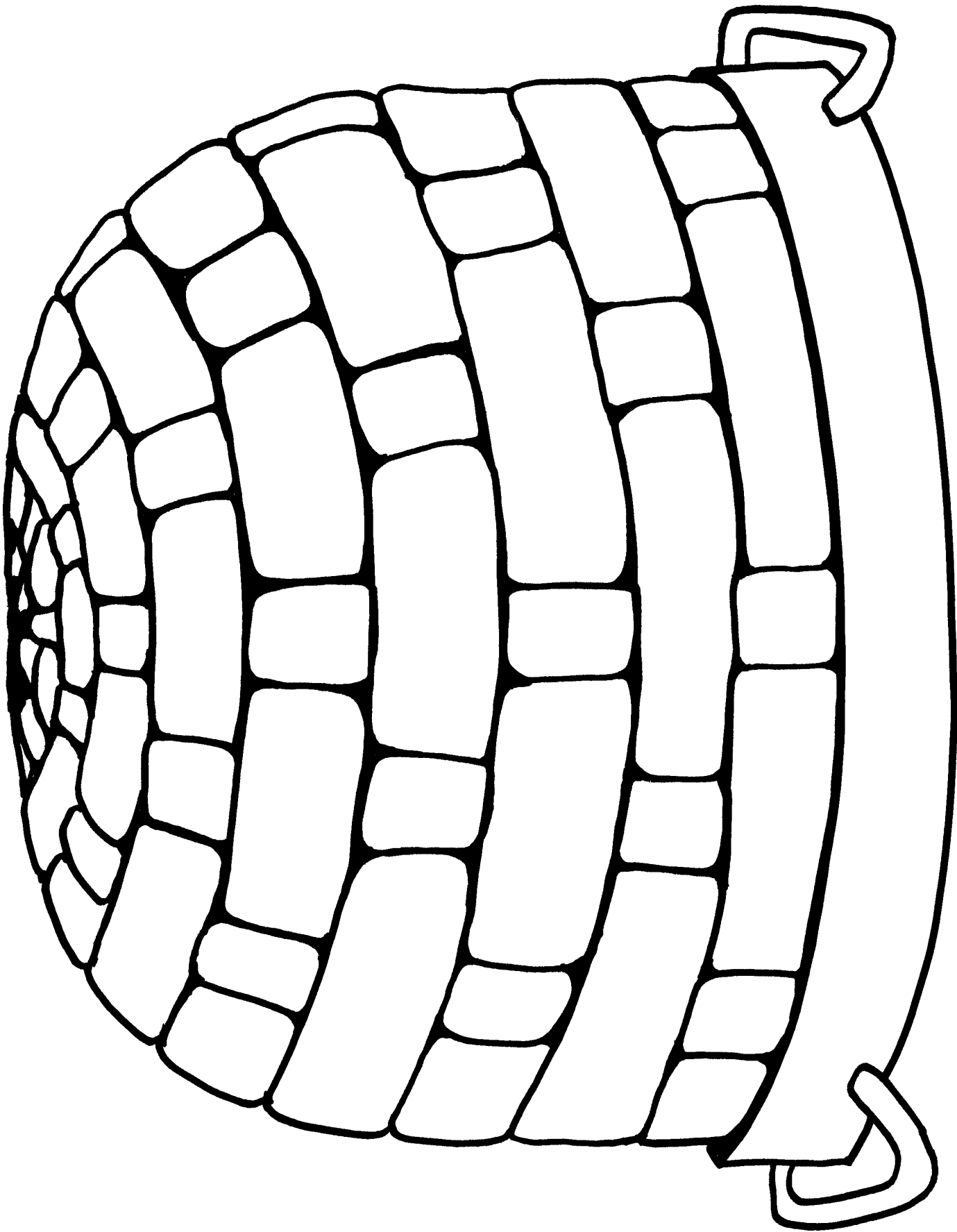
✓
Boy 2





Boy 3





Five Green and Speckled Frogs

Five green and speckled frogs sat on a speckled log
Eating some most delicious bugs -- YUM YUM!
One jumped into the pool where it was nice and cool
Then there were four green and speckled frogs.

Four green and speckled frogs sat on a speckled log
Eating some most delicious bugs -- YUM YUM!
One jumped into the pool where it was nice and cool
Then there were three green and speckled frogs.

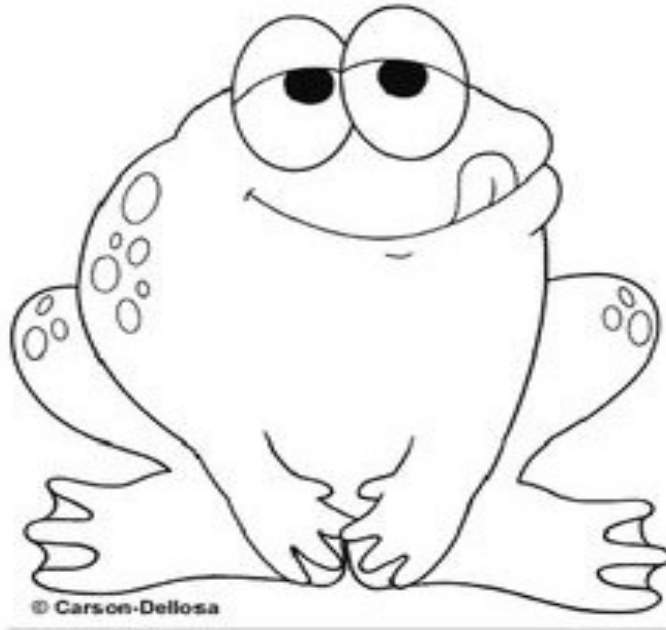
Three green and speckled frogs sat on a speckled log
Eating some most delicious bugs -- YUM YUM!
One jumped into the pool where it was nice and cool
Then there were two green and speckled frogs.

Two green and speckled frogs sat on a speckled log
Eating some most delicious bugs -- YUM YUM!
One jumped into the pool where it was nice and cool
Then there was one green and speckled frogs.

One green and speckled frogs sat on a speckled log
Eating some most delicious bugs -- YUM YUM!
One jumped into the pool
 where it was nice and cool
Then there were
 no green and speckled frogs.



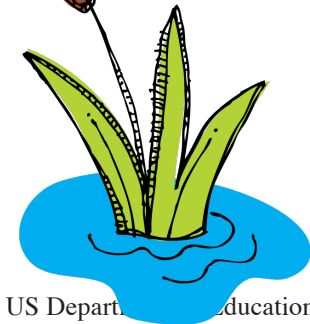
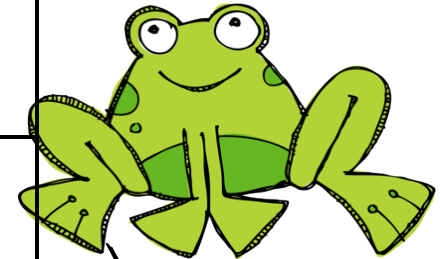
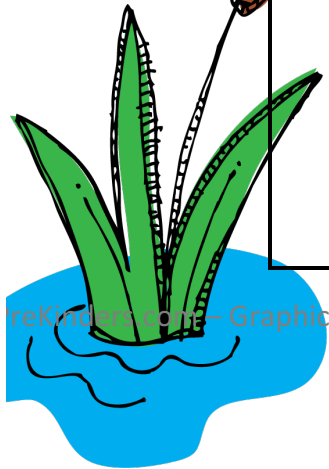
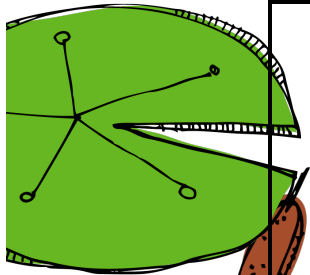
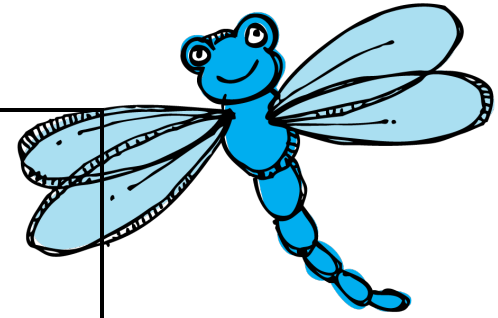
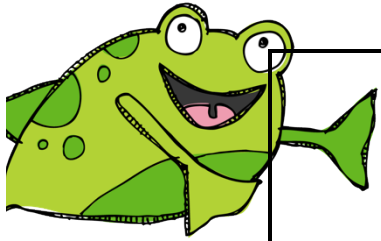
I Have A Little Frog



**I have a little frog
His name is Tiny Tim,
I put him in the bathtub,
To see if he could swim,
He drank up all the water,
And gobbled up the soap!
And when he tried to talk
He had a bubble in his throat!**

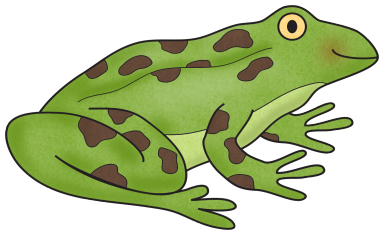
A frog can...

Roll 'n' Write Game

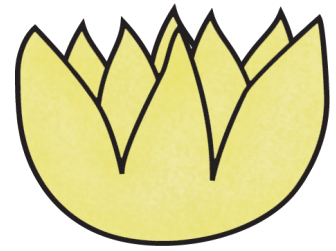


refinders.com - Graphics by KPMDoodles.com

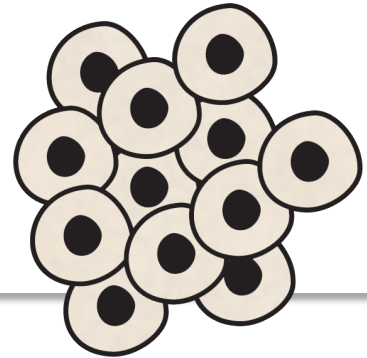
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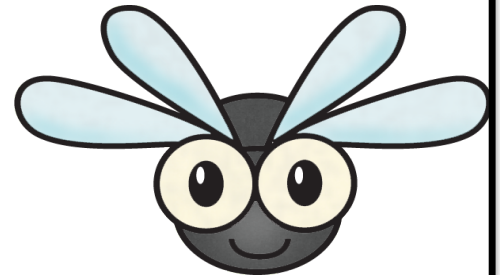
Frog Life Cycle



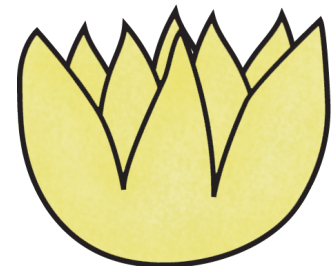
eggs



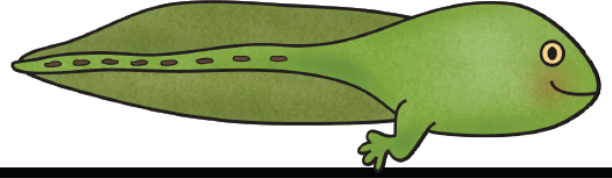
fly



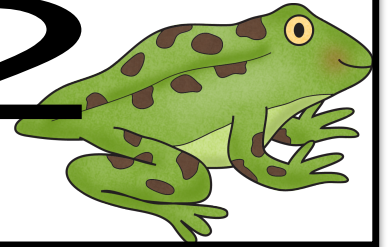
flower



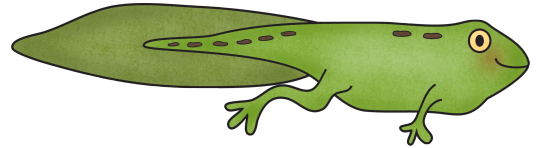
t a d p o l e



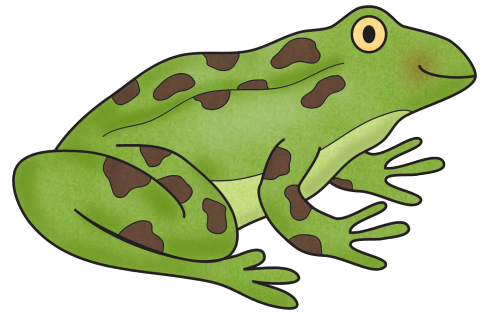
froglet 2



**tadpole
with legs**



frog



Life Cycle Puppet Sticks

Make your own puppet sticks
(color-print-cutout-glue on sticks)

Colored Puppet Sticks

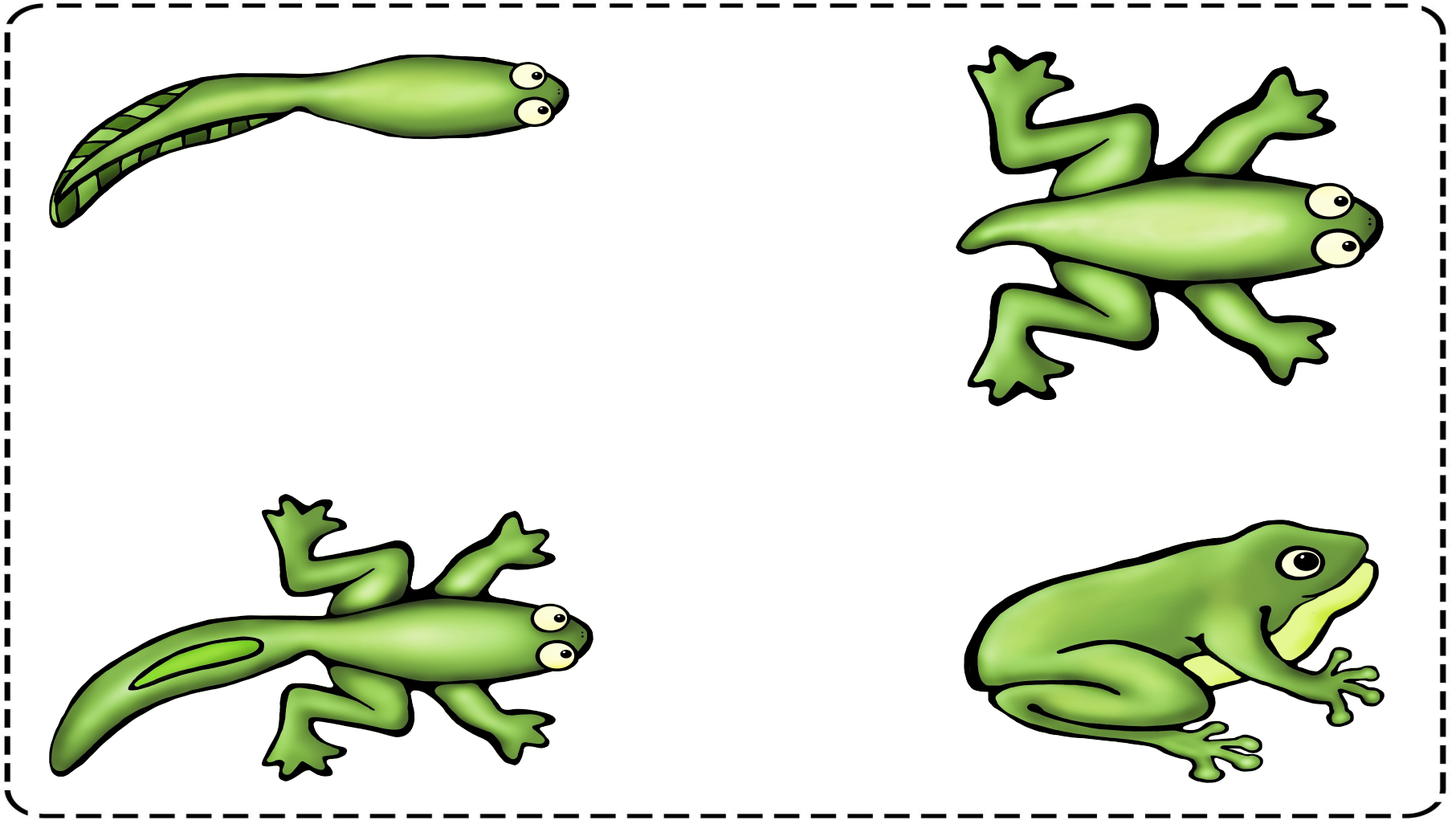
Five Green and Speckled Frogs

Five Little Tadpoles (poem)

I Have a Little Frog

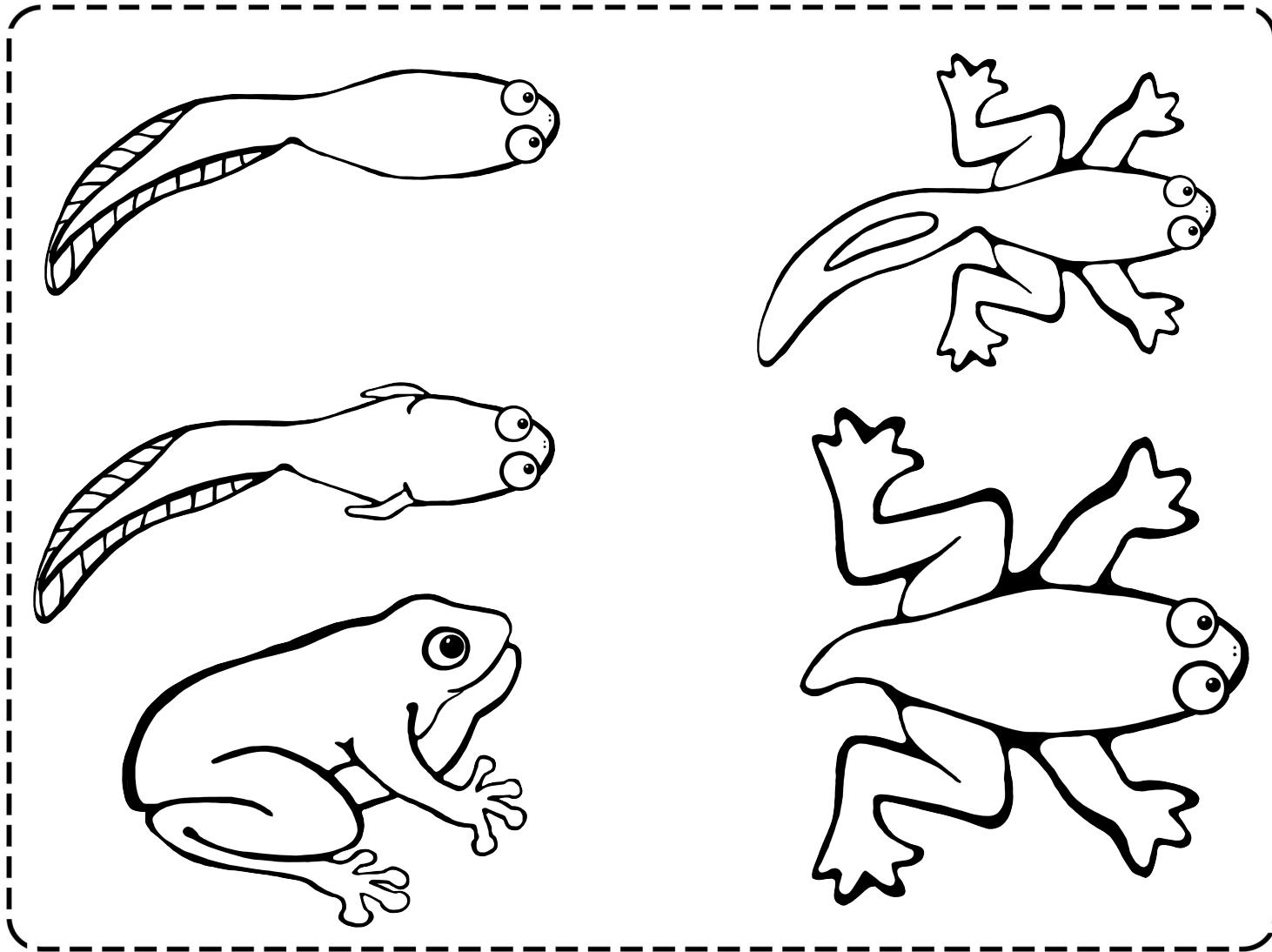
(I found these poems and song on the
Internet.)





Frog Life Cycle Puppet Sticks

Directions: print -lamine-cutout- glue on sticks



Frog Life Cycle Puppet Sticks Directions: color-print -laminat-e-cutout
glue on sticks

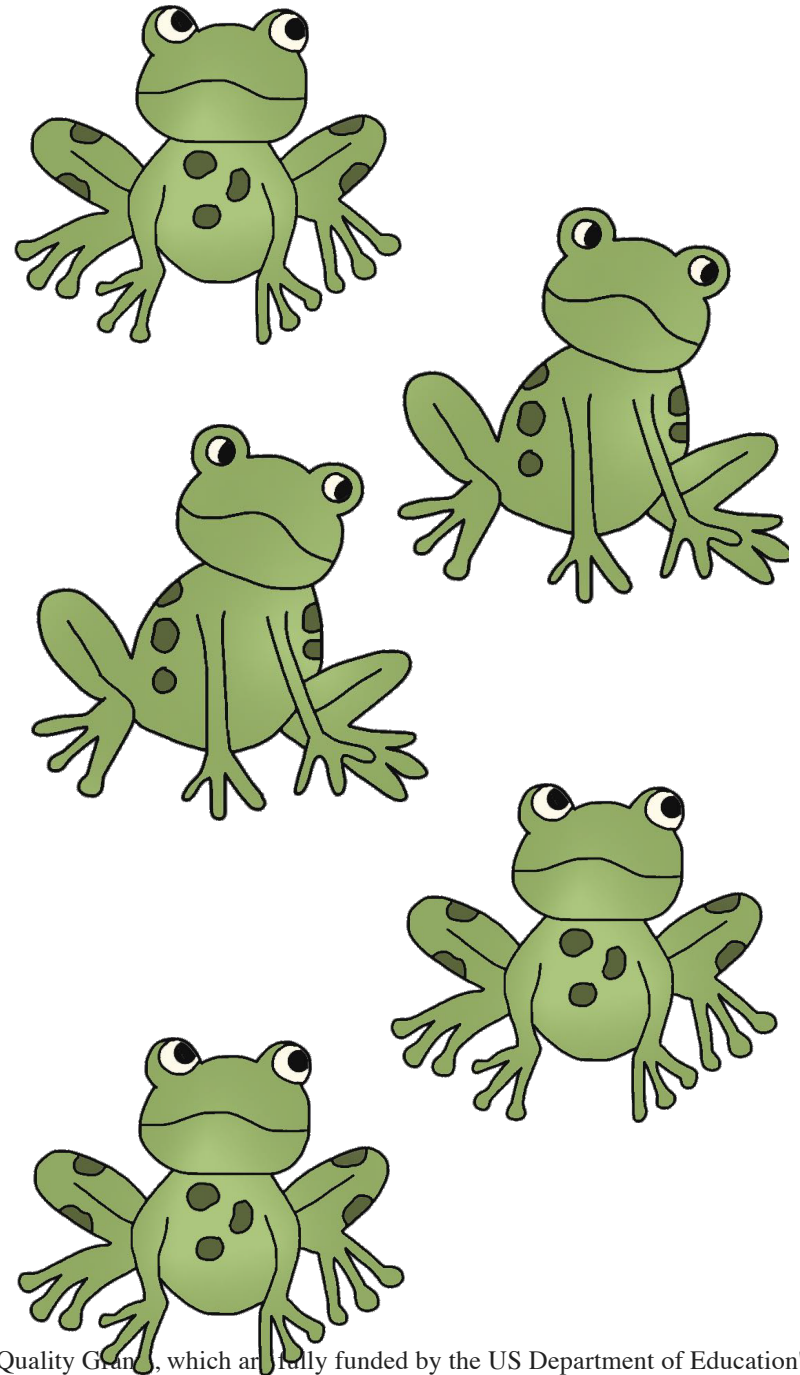
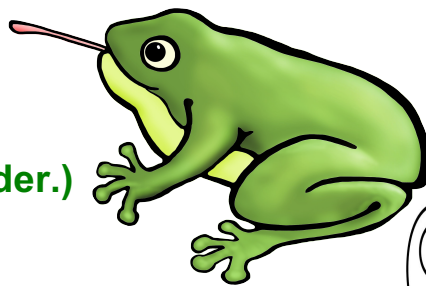
Five Green and Speckled Frogs

Five green and speckled
frogs Sat on a speckled log
Eating some most delicious bugs
YYYYUUUUMMMM
YYYYUUUUMMMM

One jumped into the
pool Where it was nice
and cool Then there
were

Four green and speckled
frogs
GGGGLLLL UUUUBBBB
GGGGLLLL UUUUBBBB

(repeat in descending order.)



Five Little Tadpoles (Poem)

Five little tadpoles swimming near the shore.

The first one said, "Let's swim some more."

The second one said, "Let's rest awhile."

The third one said, "Swimming makes me smile."

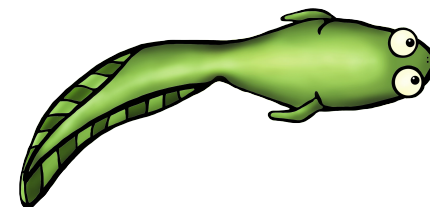
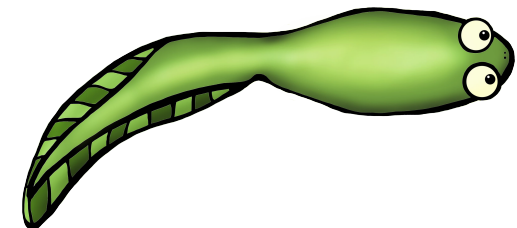
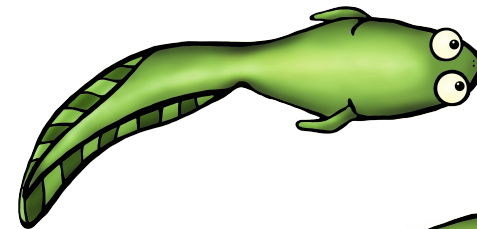
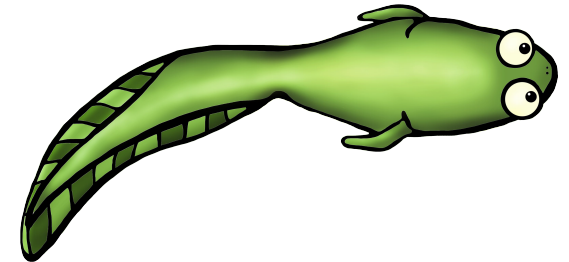
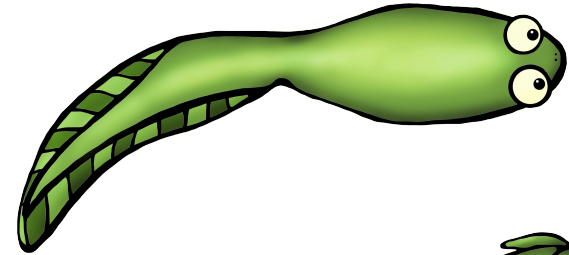
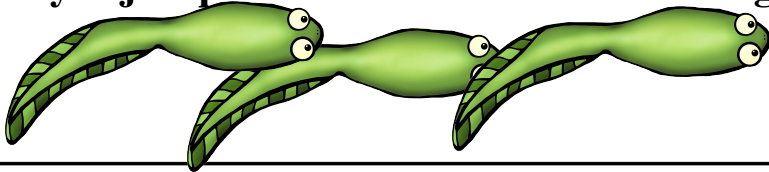
The fourth one said, "My legs are growing long."

The fifth one said, "I'm getting very strong."

Five little tadpoles will soon be frogs.

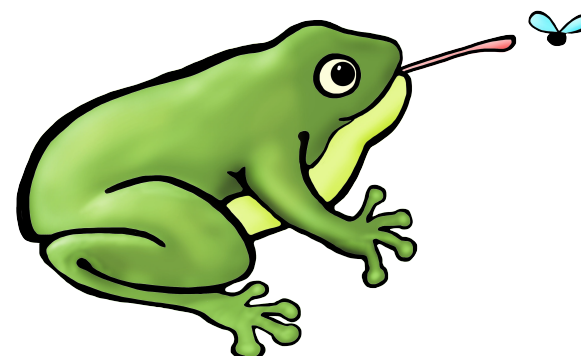


They'll jump from the water and sit on logs.



I Have a Little Frog

I have a little frog
His name is Tiny Tim,
I put him in the bathtub,
To see if he could swim,
He drank up all the water,
And gobbled up the soap!
And when he tried to talk
He had a BUBBLE in his throat!



Frog



Things That Grow and Change

Materials Needed: Pictures of items that grow with two stages pictured. Some suggestions are:

Small plant, larger plant

A baby and a grown up

A baby bird and an adult bird

A kitten and a cat

A tadpole and a frog

A caterpillar and a butterfly

Use this activity to introduce the caterpillars and butterflies theme!

Show the 2 pictures and ask the children to describe them (small and big, baby and mommy or daddy, etc.)

Explain that all living things grow and change.

We all grow and change. We used to be babies, and NOW look at us!

This used to be a baby plant, but now look how big!

Tell the children that you'll be watching a caterpillar as it grows and changes!

Follow up with a fun butterfly story!



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Caterpillars and Butterflies

sung to Three Blind Mice

Caterpillars. Caterpillars.

See how they crawl? See how they crawl?

They spin themselves in a chrysalis

And go through something called metamorphosis

It's a sight that you wouldn't want to miss!

When they become butterflies. When they become butterflies!



Caterpillar and Butterfly Song

(sung to the tune of Pop Goes The Weasel)

I spin and spin my chrysalis (twirl finger around and around)

Then go to rest inside. (close fingers and let your twirling finger rest inside) When I
come out, I have changed A LOT! (Open fingers very slowly.)

LOOK! I'm a butterfly! (Fly hand away like a butterfly!)



Caterpillar Life Cycle Song

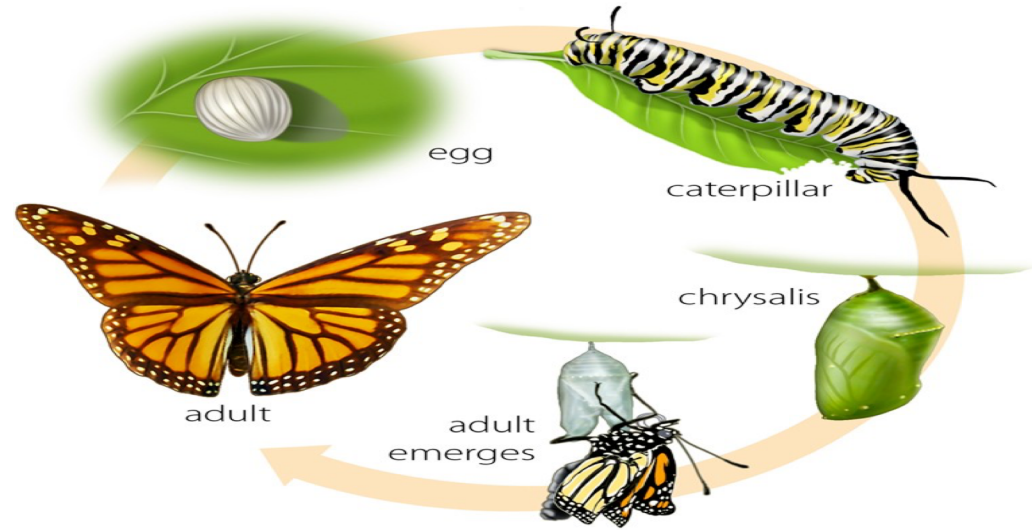
by Megan Sheakoski

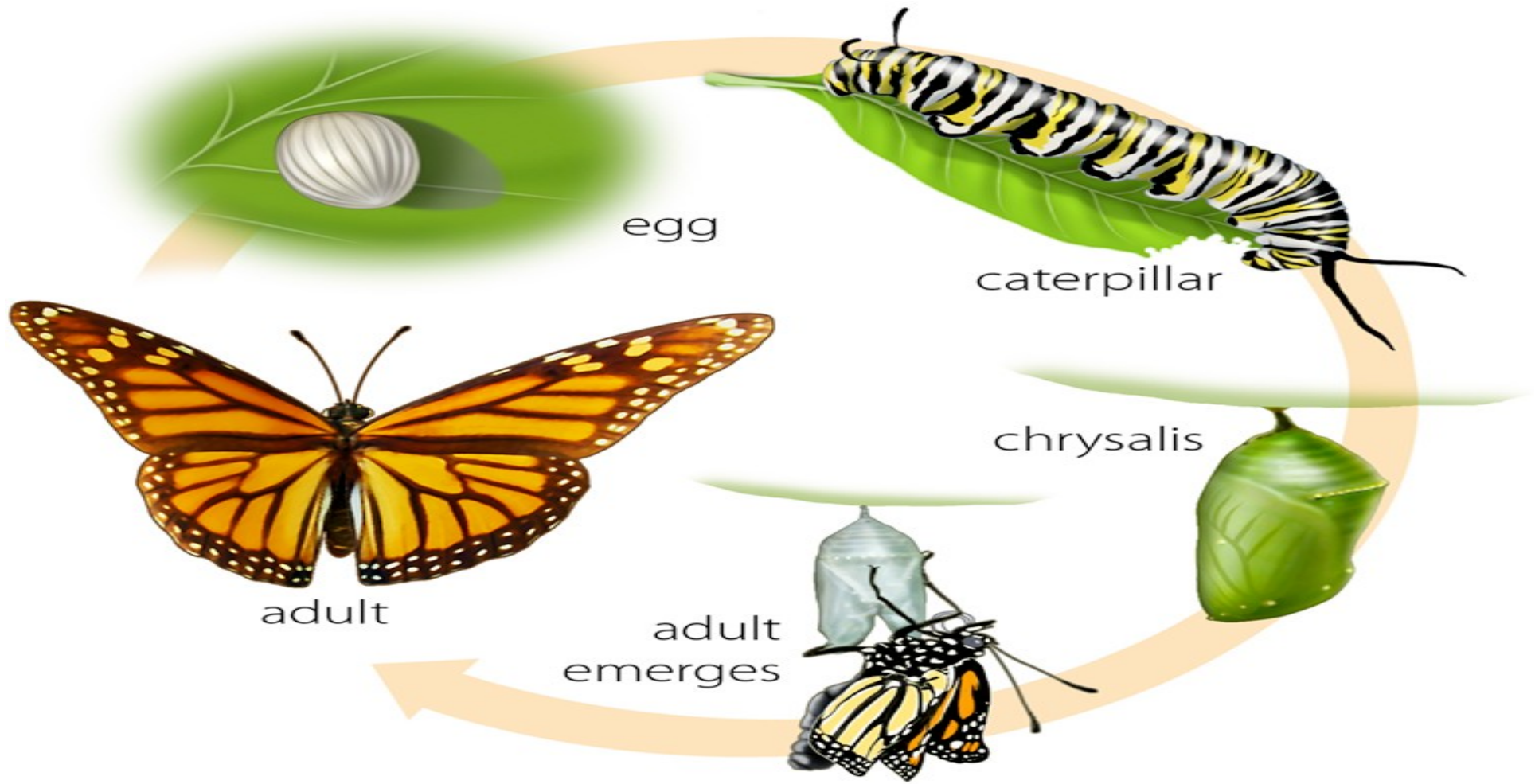
(Sung to the tune of Mary Had a Little Lamb)

A caterpillar has 12 eyes
Has 12 eyes, has 12 eyes,
A caterpillar has 12 eyes
So that he can see!

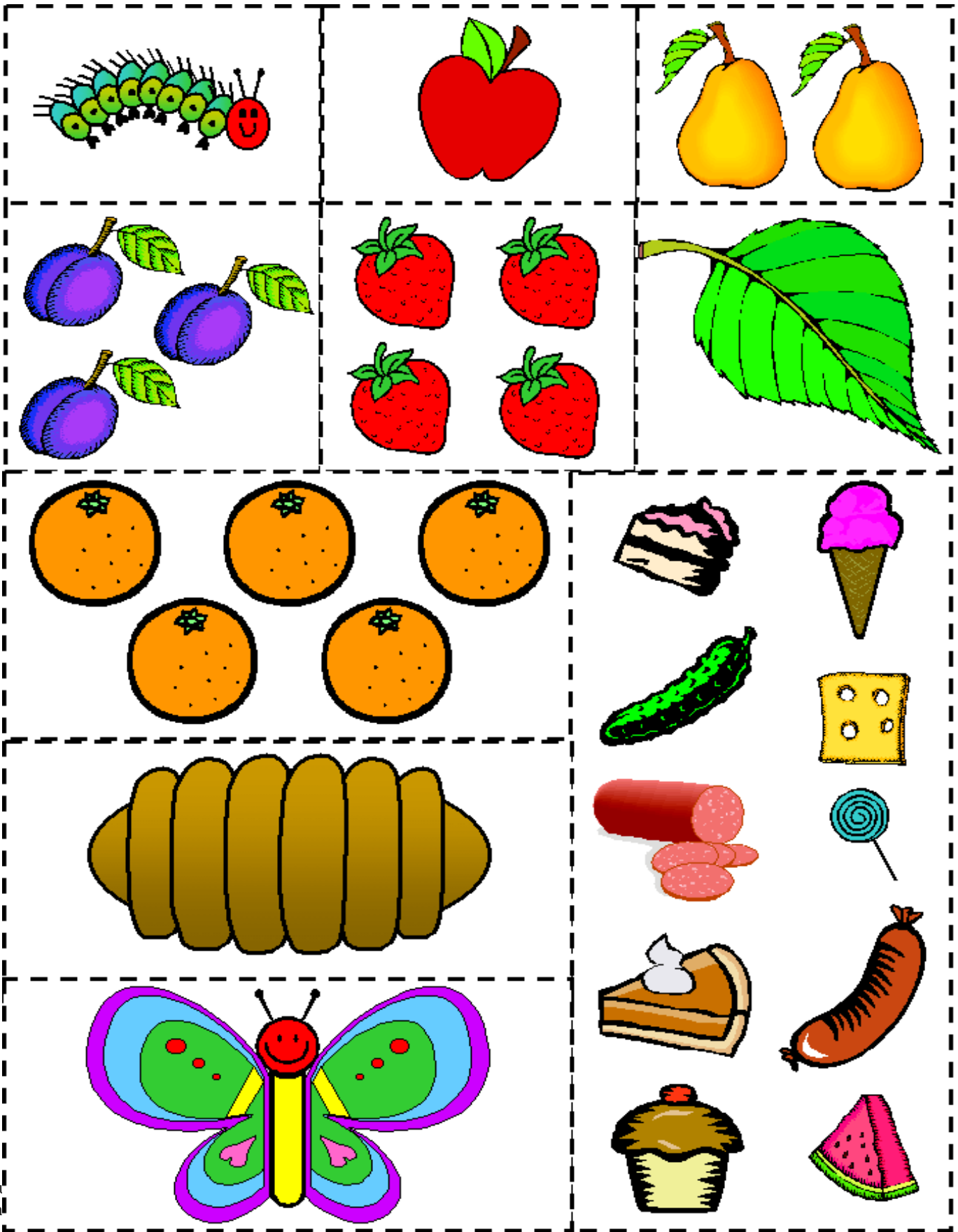
A caterpillar chews on leaves
Chews on leaves, chews on leaves,
A caterpillar chews on leaves
To get some energy!

Now he rests in a chrysalis
A chrysalis, a chrysalis,
Now he rests in a chrysalis
And becomes a butterfly!





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The Very Hungry Caterpillar sequencing cards

Fr
th

ded by
d



Sun
31cm/12.5"

Monday

Wednesday

Friday

Sunday

Tuesday

Thursday

Saturday



The Very Hungry Caterpillar
44cm/17.3"



Cocoon
24cm/9.5"



Beautiful Butterfly
67.5cm/26.6"



Fruit
10.5cm/4.1"

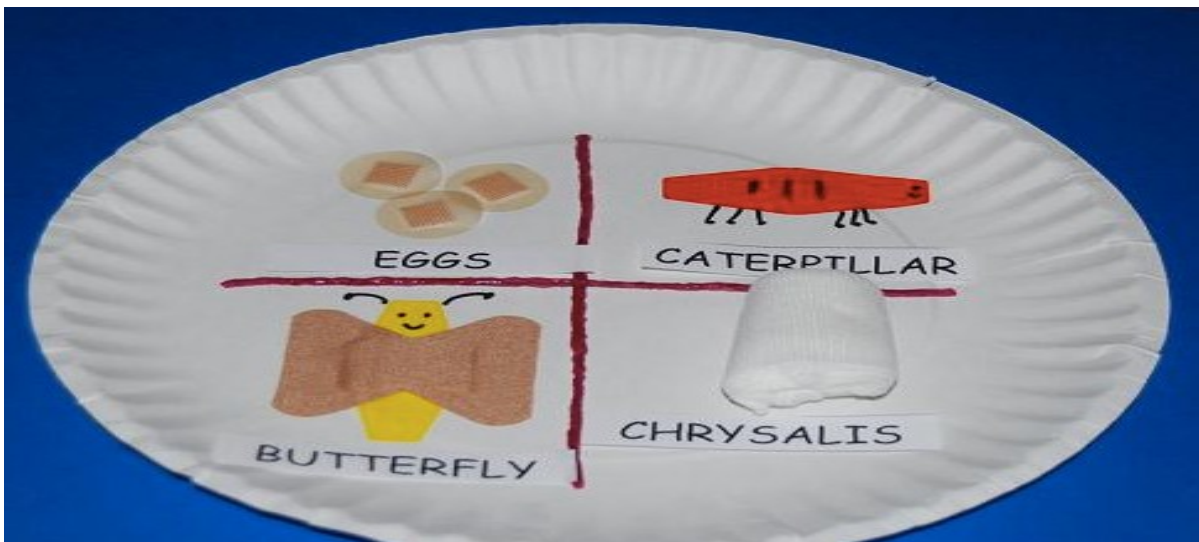
1 2 3 4 5 6 7 8 9 10

Estimation Station

Materials: Bring in the types of food in the story *The Very Hungry Caterpillar* that have seeds (apples, pear, watermelon).

Ask the children how many seeds they think are in each? Write down their estimates. Open the fruit and remove the seeds and put them in separate bowls and count the seeds!





Colored Band Aid Activity

Most kids WANT to use Band-Aids (even for those imaginary “ouchies” that sometimes arise!) While our kids were in a particularly long phase of “band aid love,” we transformed the interest into a “Butterfly’s Life Cycle” (and practiced our fine motor skills with all of the peeling and sticking).

Materials needed per craft: One paper plate, 2 colored band aid strips, 3 circle band aids, 1 fingertip butterfly band aid, 1 small white gauze pad and first aid tape (or the children can roll two regular Band-Aid strips for the pupa stage), markers or crayons, scissors, glue sticks, and one life cycle printable – [Life Cycle of a Butterfly](#)

Help the children draw lines to divide their paper plate into 4 sections (or do prior to the activity). Print the Life Cycle of a Butterfly labels (linked above) and have the children cut apart. Explain to the children that there are 4 separate stages to the butterfly’s life cycle.

1. **The Eggs** – the female butterfly lays eggs and attaches them to leaves.
2. **The Caterpillar** – the worm-like stage of the butterfly is the caterpillar. The caterpillar eats leaves and grows.
3. **The Chrysalis** (pupa) – after the caterpillar has grown it forms a chrysalis (or pupa) where changes take place within to transform the caterpillar into a....
4. **Butterfly** – the butterfly then emerges from the pupa and the life cycle starts all over again.

After discussing the 4 Stages of a Butterfly, have the children place the circle Band-Aids (eggs) at the top (left corner) of the paper plate. The children can then glue the label (EGGS) from the printable under the band-aids.

In the right corner (top) have the children use one of the colored band-aid strips to resemble the caterpillar. The children can add legs or antennae with the crayons or markers, if desired. Glue the label (CATERPILLAR) under the band-aid strip.

The chrysalis stage can be made using a small gauze pad (rolled and sealed with tape) or by rolling two regular size band-aids. Some of the children colored the white gauze roll green with markers (to more closely resemble the chrysalis). Have the children glue the CHRYSALIS label under the bandages.

We made the final stage of the life cycle with a fingertip BUTTERFLY bandage and one regular strip band-aid. Have the children put the regular bandage on the plate vertically (to resemble the butterfly's body). The butterfly bandage is put across the butterfly's body to form the wings. The children should glue the strip with the word BUTTERFLY into the last section of the paper plate.

Have the children use markers/crayons to add any additional features they wish to make.

Fly Butterfly, Fly!

Materials: A large, laminated butterfly for each child (or plastic ones!); construction paper of various colors cut out into the shapes of flowers.

Give instructions to the children to learn directional words such as: Fly and land

ON the red flower.

Fly and rest UNDER the blue flower.

Make up as many as you can! The children can "fly" and get some exercise, learn colors and learn spatial relationships all at the same time!

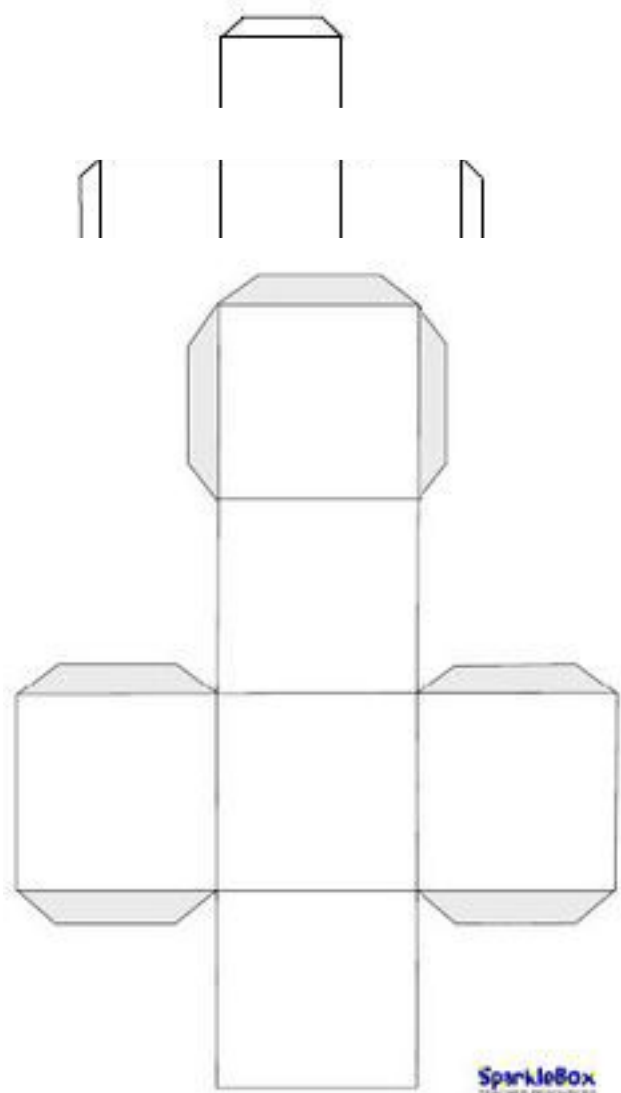
**You could also have the kids paint large wings and attach them to their body. Then they could jump, skip, hop etc. to the flowers.



Action Cube

Here are some ideas of what you could put on your "action" cube. Choose some that are appropriate for **your** child. You could even make more than one cube and switch it up during the game!

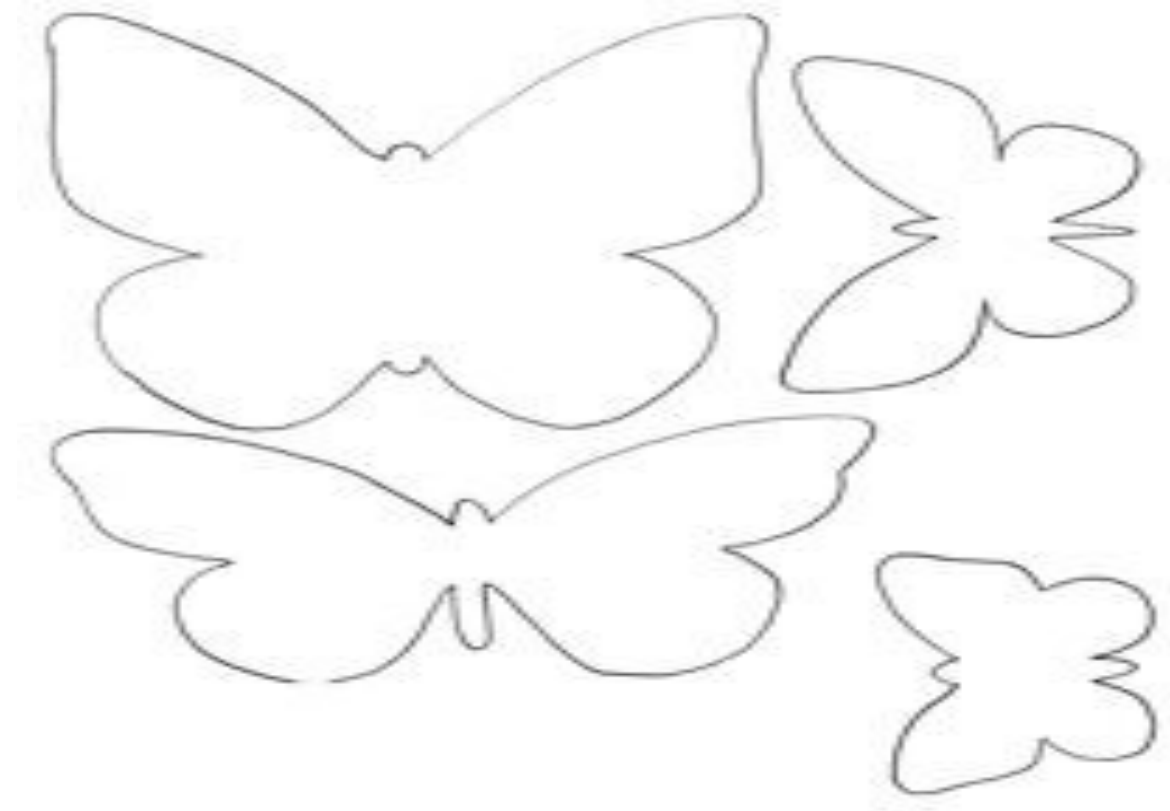
- march
- run
- skip
- walk backwards
- side shuffle
- long jump
- bunny hop
- crawl
- twirl
- forward roll
- jumping jack
- crab walk
- stomp
- tip toe
- inchworm or snake
- bear crawl (on hands and feet)
- log roll
- gallop
- frog jump
- jump on one foot



Stencils and Pencils

Materials Needed: stencils of caterpillars and butterflies, sharpened colored pencils (or markers that fit in the stencils). Encourage the children to trace onto paper and color in and dictate stories about their tracings.

Ask questions such as: Where do you think this butterfly will go? What would it do there? Then what would it do? Does it have any friends? Are they also butterflies?



Cooperative Story

Materials Needed: Paper and pen.

Once the children are familiar with the story The Very Hungry Caterpillar, talk about the ending. The caterpillar turned into a butterfly!

Ask the children what types of things they think that butterfly did! Start them off with "Now that I am a beautiful butterfly, I think I will...."

Give each child a turn to add to the story.



When done, type in print one copy for each child (with their name in parenthesis under the part of the story they added).

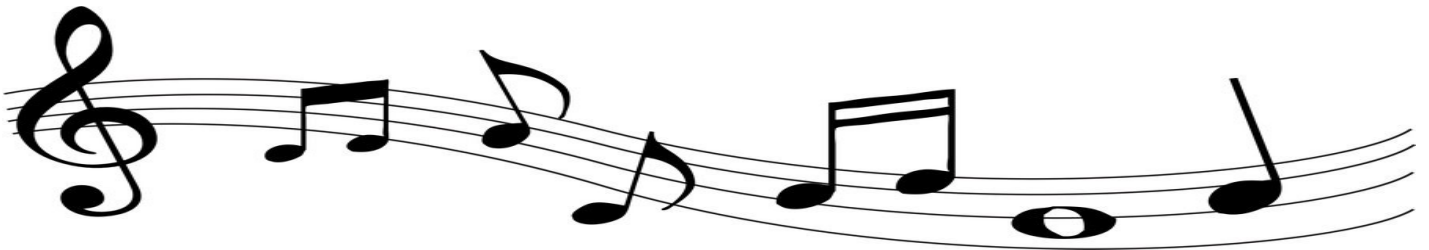
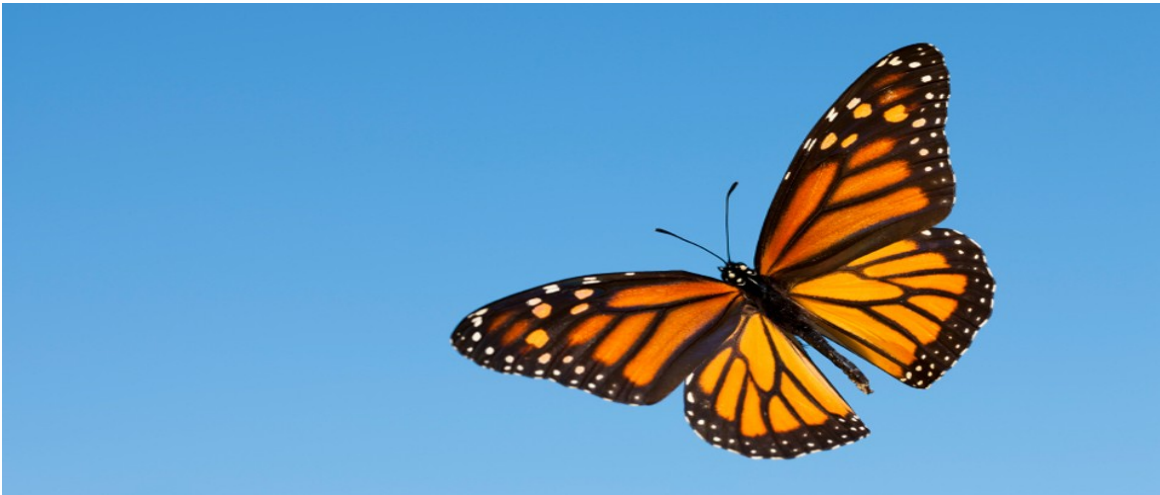
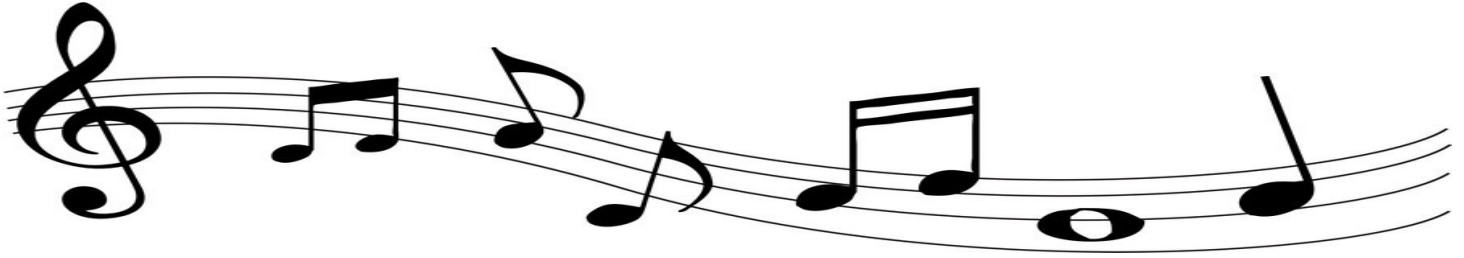
Read THEIR story to them the next day and tell them that they are going to be illustrators (explain what that is).

Tell them they need to create a book cover for the story!

Attach a copy of the story to each of their illustrations to take home.

Majestic Monarchs

Play music while the children use dancing scarves or crepe paper to dance to the music as butterflies! Try changing up the tempo a bit by adding slow waltz music, fast upbeat music, jazz, etc.



I Would Eat...

Caterpillars eat and eat and eat until they are ready to change into butterflies. Invite your children to draw the foods they would eat to become healthy butterflies!

Place a sign at the writing table that says: If I were a caterpillar, I would eat

Write down their stories as they draw and talk about this subject. When done, have them write their name on their creation and post it under the sign you made!



Butterfly Life Cycle

Materials: Life Cycle of a butterfly picture cards. You can purchase these or make your own by printing and laminating pictures you find online.

Show the children each stage:

1. Egg Stage Adult butterfly lays tiny, little eggs on leaves.
2. Larva Stage The caterpillar hatches from the egg and then it eats and eats and eats.
3. Pupa Stage The caterpillar will hang upside down from a branch or from our butterfly house and turn into a chrysalis.



butterfly egg



chrysalis (pupa)



caterpillar (larvae)



butterfly



butterfly egg



chrysalis (pupa)



caterpillar (larvae)



butterfly

TINY SEED PICTURES

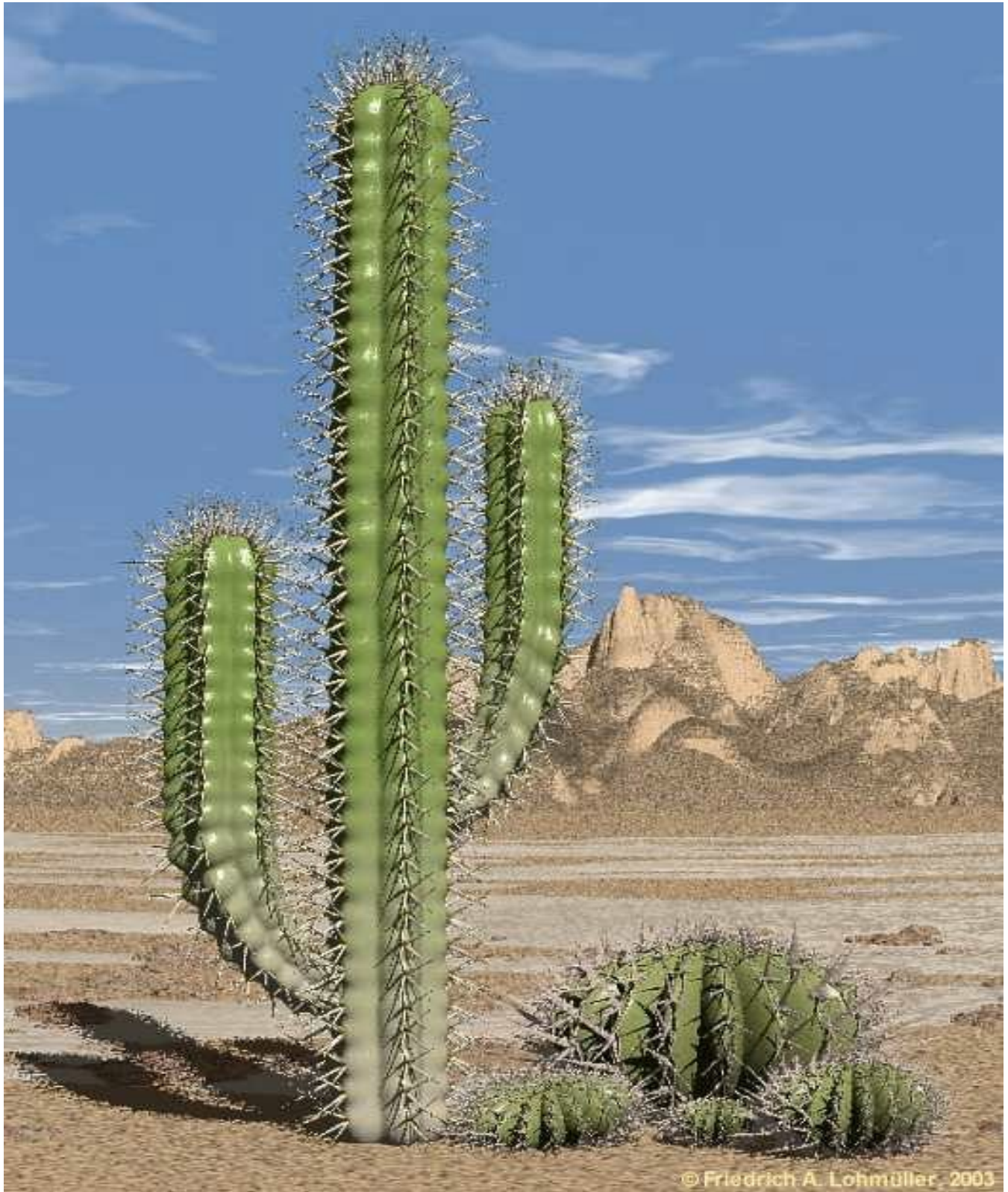










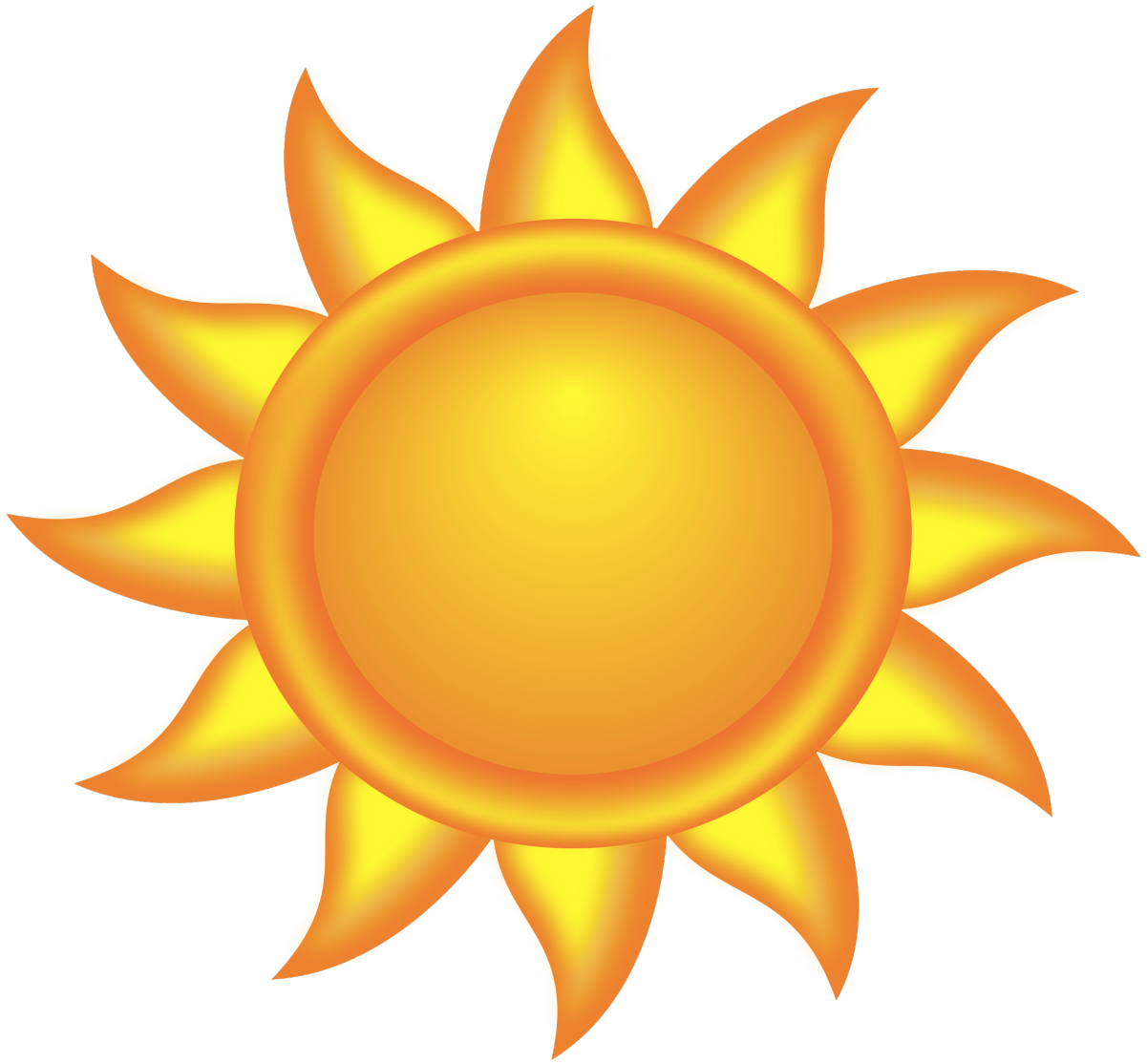


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Name of activity: <u>Planting a Rainbow</u> by Lois Elhert	Week 5
Estimated time: 20 minutes	
Standards: (link to unit and MA Curriculum Frameworks)	
<p>MA Frameworks:</p> <p>Informational Text</p> <p>MA.1. With prompting and support, ask and answer questions about an informational text read aloud.</p> <p>1. With prompting and support, ask and answer questions about key details in a text.</p> <p>MA.2. With prompting and support, recall important facts from an informational text after hearing it read aloud.</p> <p>2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>Reading Standards: Foundational Skills</p> <p>MA.1.a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.</p> <p>TSGold:</p> <p>Objective 9: Uses language to express thoughts and needs</p> <p>Objective 11: Demonstrates positive approaches to learning</p> <p>a. Attends and engages</p> <p>b. Persists</p> <p>Objective 12: Remembers and connects experiences</p> <p><u>b. Makes connections</u></p> <p>Objective 12: Remembers and connects experiences</p> <p><u>b. Makes connections</u></p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the names of some flowers? • How do flowers grown? • What do plants need to help them grow? 	
<p>What children will know or do:</p> <p>(Utilize Standard Mathematical Practices, Inquiry based instruction, and Bloom’s Taxonomy)</p> <p>Children will ask and answer questions related to the story.</p> <p>Children will relate the story to their own lives.</p> <p>Children will name colors of plants in the story.</p>	
<p>Content specific learning objective(s):</p> <ul style="list-style-type: none"> • Children learn the names of flowers. • Learn what you plant in the fall that will grow into flowers in the spring. • Learn what seedlings are. 	
<p>Language objective(s):</p> <p>MA.1.b. Use frequently occurring nouns and verbs.</p> <p>MA.1.c. Form regular plural nouns.</p> <p>MA.1.d. Understand and use question words (e.g., <i>who, what, where, when, why, how</i>)</p>	

Procedure: *(Identify any UDL principles or potential accommodation for students with special needs in this section)*

- Ask the children if they have ever planted a garden with someone.
- Show a bulb, a seed and a seedling.
- Ask the children which one did they plant?
- *Read title of book and author/illustrator.*

During story review the vocabulary:

Bulb- a rounded part of some plants that is under the ground and that grows into a new plant during the growing season

Catalog - a book containing a list of things that you can buy, use, etc., and often pictures

Sprout - to produce new leaves, buds, etc.

Seedling - a young plant that is grown from seed

Materials:

Book: Planting a Rainbow by Lois Ehlert

Flower bulb, seed, plant seedling.

One Little Daffodil

(taken from preschool-plan it.com author unknown)

In advance, make 5 daffodils from paper, laminate and place Velcro or a piece of a dryer sheet on the back so that it sticks on your flannel board.

Teach this finger-play to the children while using the flannel board pieces:

One little daffodil had nothing to do
Up popped another one and then there were two.
Two little daffodils smiling at a bee
Another popped up and then there were three.
Three little daffodils were growing by a door
Up popped another one and then there were four.
Four little daffodils happy to be alive
Up popped another one and then there were five.
Five little daffodils wearing golden crowns
They danced in the breeze wearing green satin gowns!

EXTENSION: Pause before saying each number for the children to have time to count and recall the next number. Ex: then there were... right! 3!

EXTENSION: Bring actual daffodils to school and place them in your science area. The children can explore them while recalling this poem!



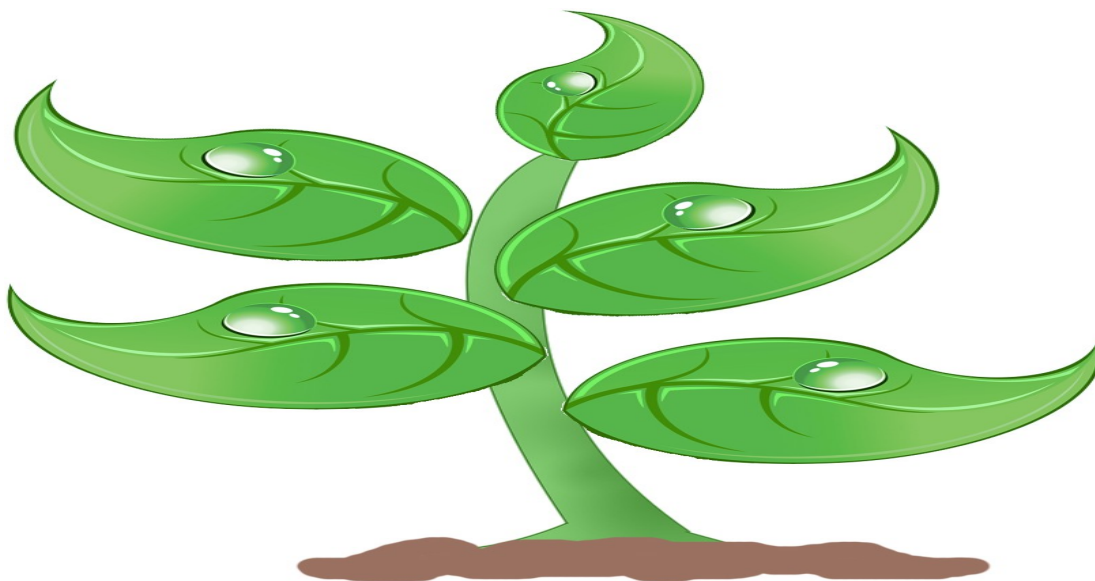
Plants Need Soil
(author unknown)

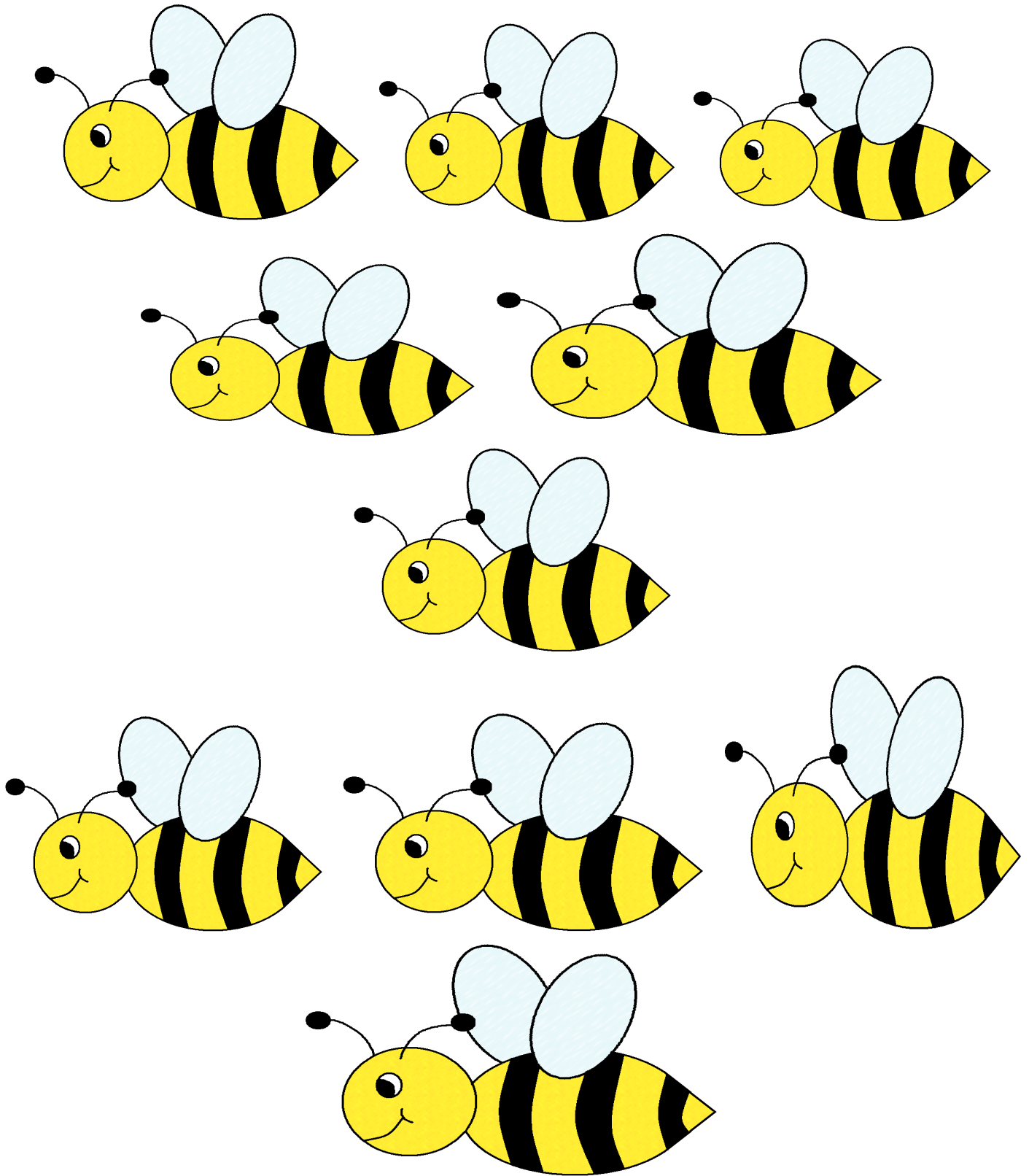
Plants need soil,
Plants need lights

Water plants so they grow right.
If you want your plants to grow
this is what you need to know.

Plants need soil,
Plants need light

Water plants so they grow right.





Name of activity: Art: Creating plants for our unusual garden bulletin board	Week 5
Estimated time: 15 minutes	
Standards: (link to unit and MA Curriculum Frameworks)	
Link to Gold objectives: 7b Uses writing and drawing tools 9a. Uses expanding expressive vocabulary 9b. Speaks clearly 9c Uses conventional grammar 10a. Engages in conversations 10b. Uses social rules of language 11a Attends and engages 11b. Persists 12.b. Makes connections MA Frameworks MA.9. With prompting and support, make connections between a story or poem and one’s own experiences. Integration of Knowledge and Ideas 7. Use illustrations and details in a story to describe its characters, setting, or events. MA.7. With prompting and support, describe important details from an illustration or photograph.	
Essential Questions: What is a garden? What grows in a garden? Have you ever grown a garden? Have you ever helped in a garden?	
What children will know or do: <i>(Utilize Standard Mathematical Practices, Inquiry based instruction, and Bloom’s Taxonomy</i> Children will develop fine motor skills through using art materials. Children will participate in conversations. Children will participate in and focus their attention in creating flowers and other objects for class bulletin board.	

Language objective(s):

Children verbally and/or visually demonstrate what they would like to have in our class unusual garden. If needed provide the book for reference.

Procedure: *(Identify any UDL principles or potential accommodation for students with special needs in this section)* **This project will be done over the course of a few days. Children can use collage materials some days and paint flowers other day if you choose to.**

Provide different drawing tools for children to use (thin/fat crayons, broken/unbroken crayons, markers). Use a timer for children who have a difficulty sustaining attention during an activity. Provide scissors for cutting or have children tear paper who are not cutting yet.

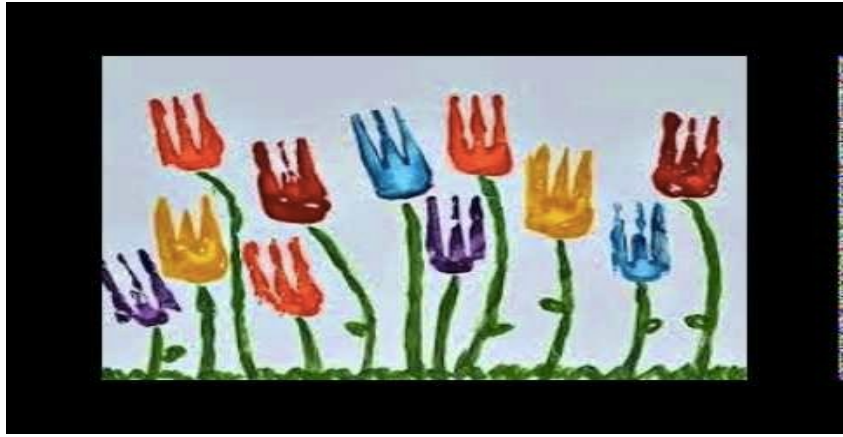
1. Teacher asks the children if they have ever helped with a garden? What did the garden look like? What did the garden in the book look like? Use the book as a reference of the unusual plants that were in the girl's garden. Teacher tells the children that today you are going to help me create an Unusual Garden. It does not have to look like the book; it can look any way you want it look like.
2. Discuss with children that we are going to have many different plants in our garden. What colors would you like your plant to be? If need use the pictures that are provided in the resource as a reference for ideas or you can provide a variety of materials (craft and recycled) for children to use.
3. Children create their plants. Children discuss what they want to use to create their plant. Remind children that they can make their plant look any way they want so relax and have fun!

Materials needed and/or additional resources:

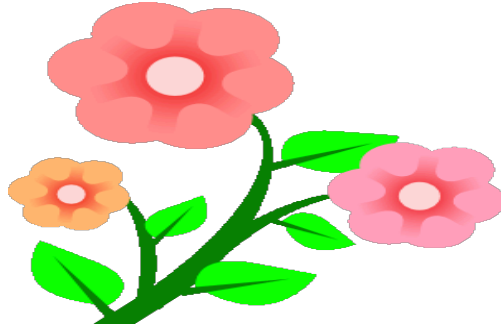
1. Crayons (whole and broken), markers.
2. Paints and brushes if you choose to have children paint flowers or eyedroppers and watered down paint.
3. Collage materials.
4. Book: ***My Garden*** by Kevin Henkes

Ideas for Garden Bulletin Board





Collage Materials Needed



Dear Families,

We will be making flowers for our bulletin board. We are looking for craft and recycled materials such as:

- Coffee filters
- Egg cartons
- Paper towels rolls
- Buttons
- Scrapbooking paper
- Stickers
- Milk bottle caps
- Cotton balls
- Tissue paper
- Ribbon or yarn

Thank you for any donations you send!

A Little Garden Flower

A Little Garden Flower A little garden flower

Is growing in its bed. *(make a fist with left hand)*

A warm spring sun

Is shining overhead. *(Form circle with right thumb and finger.)*

Down come the raindrops,

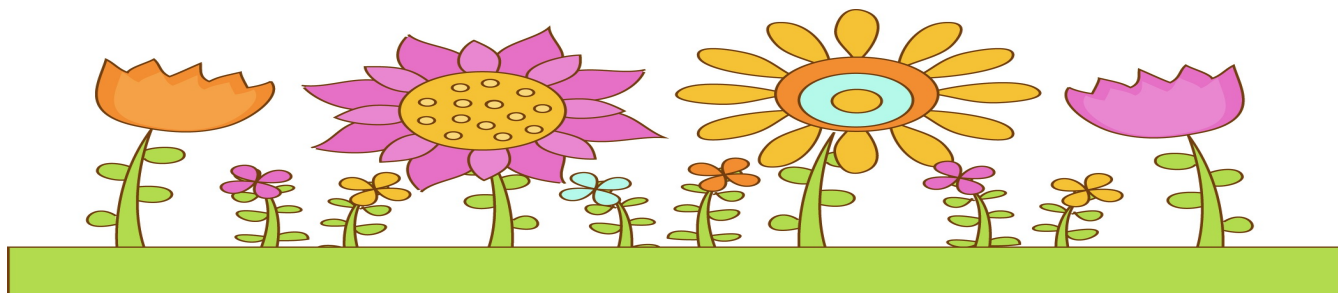
Dancing to and fro. *(Flutter right fingers downward.)*

The little flower wakens

And starts to grow. *(Slowly extend pointer finger up from left fists.)*

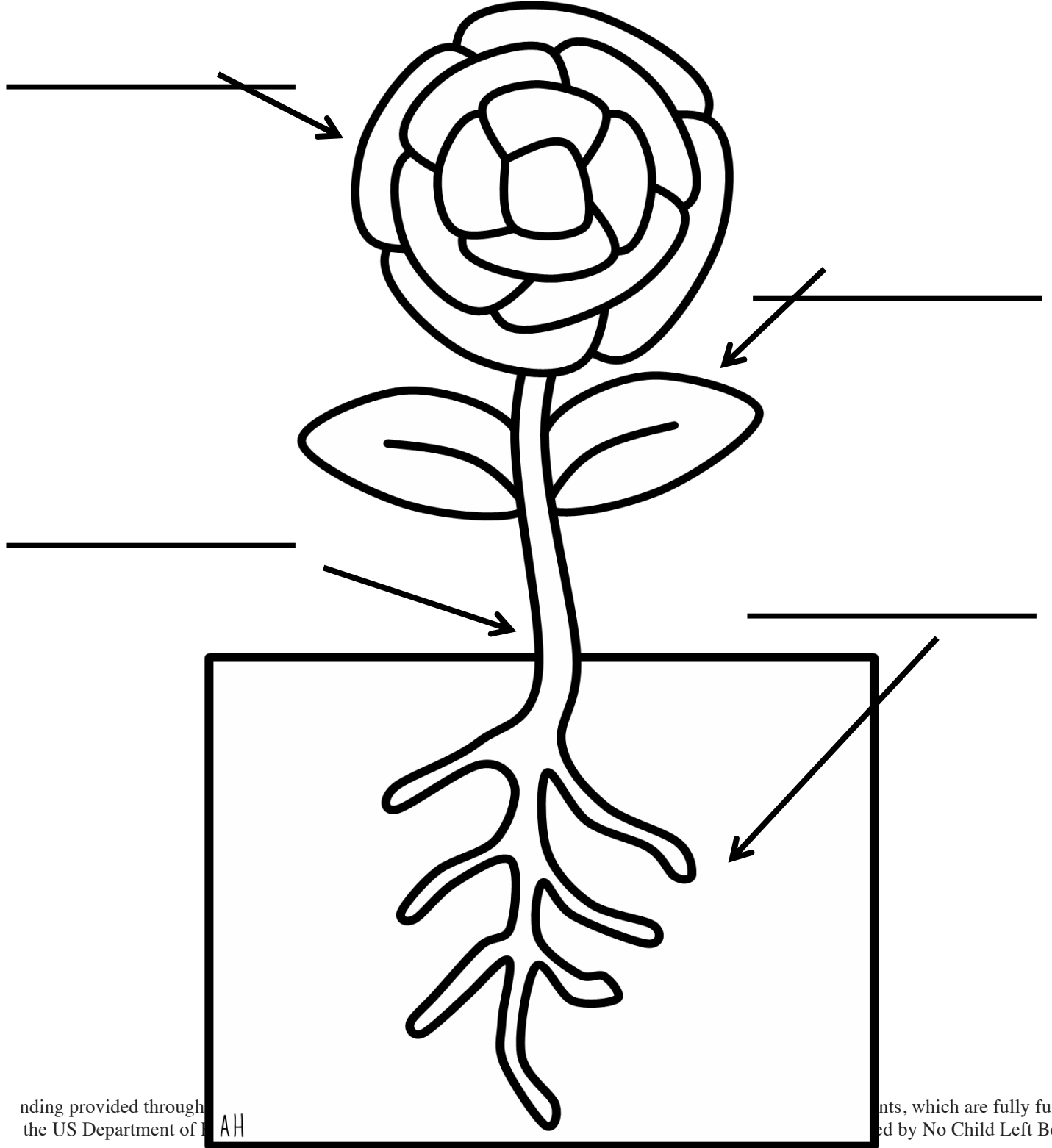
Adapted Traditional

Children can pretend to be the flowers growing and act out the poem



Name: _____

Parts of a Plant



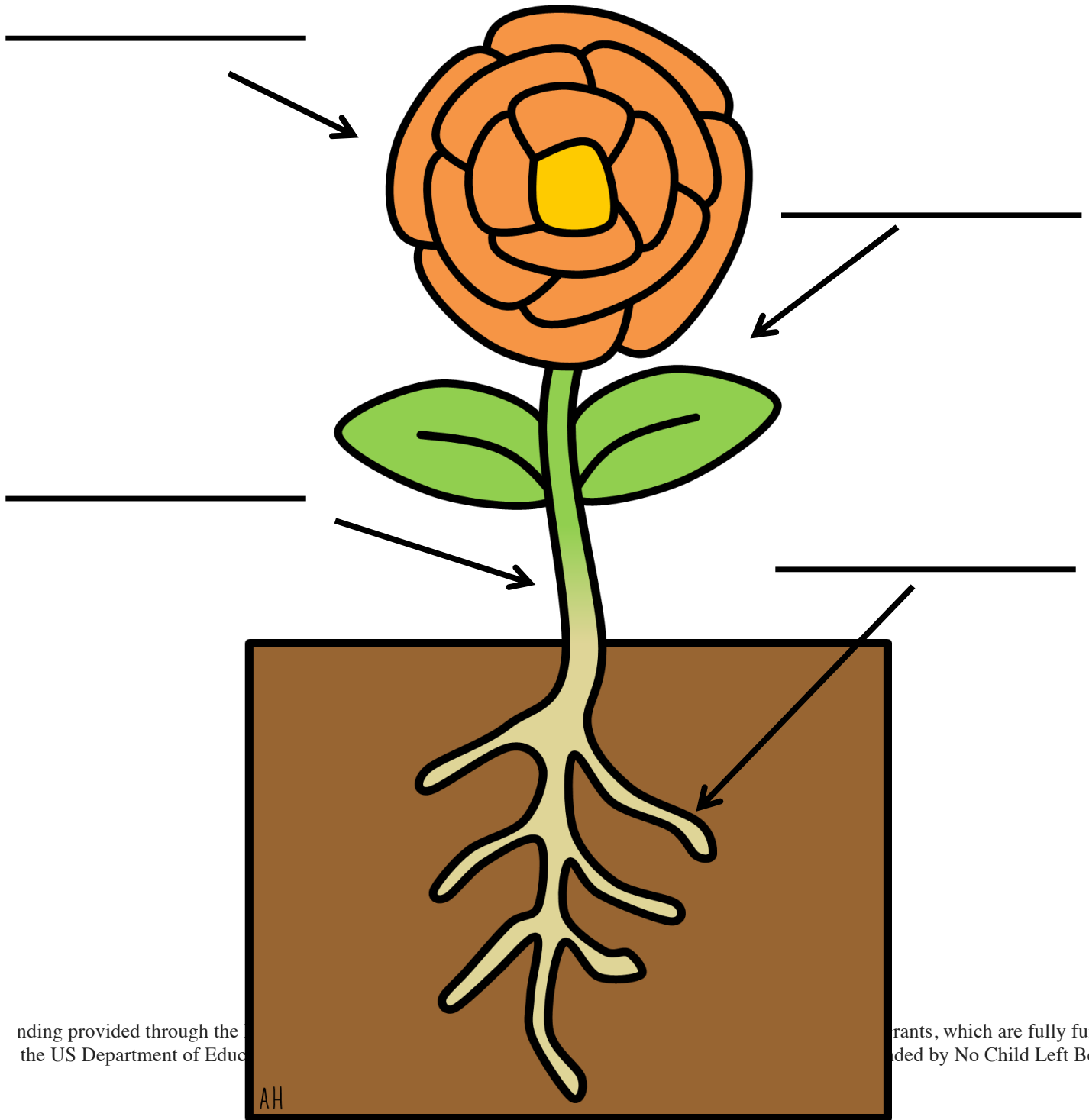
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Parts of a Plant



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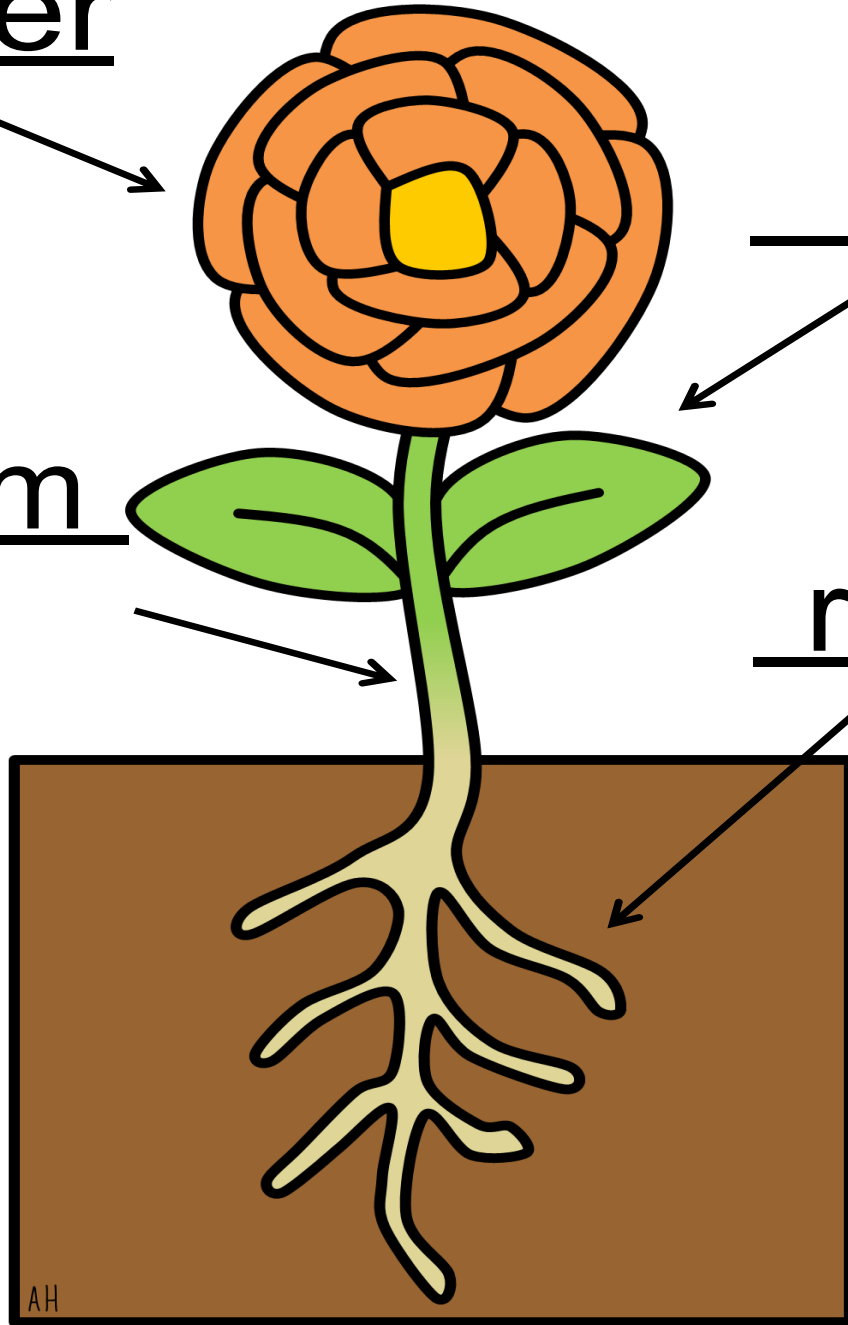
Parts of a Plant

flower

leaf

stem

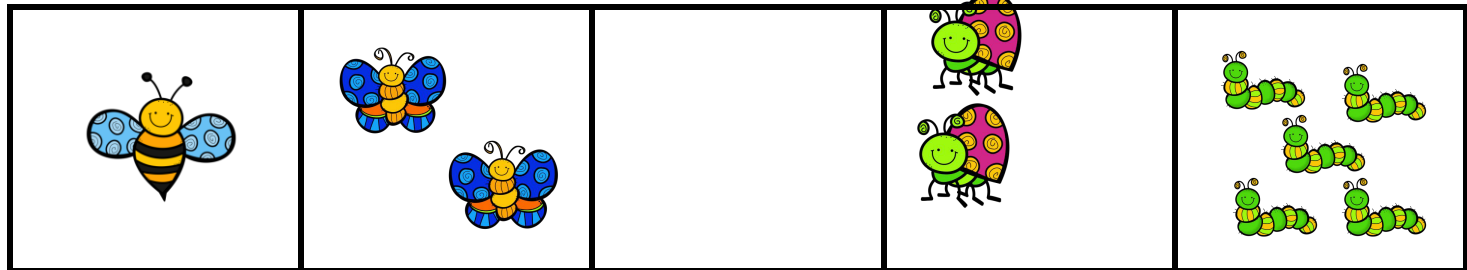
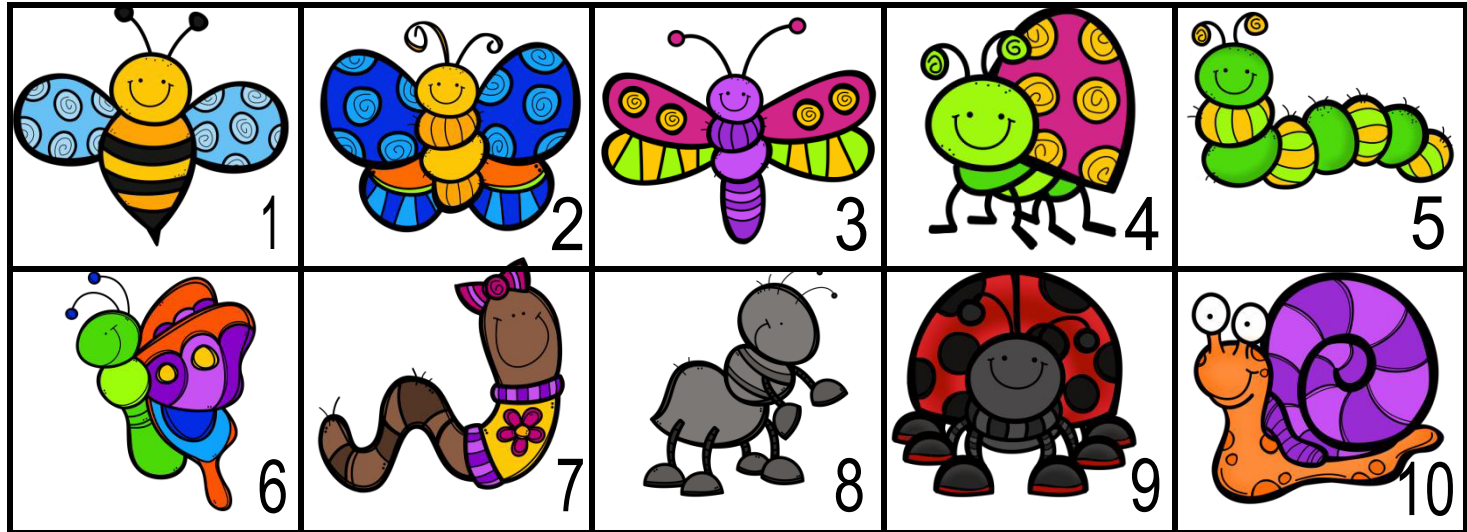
roots



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1. Place one set of bug cards in your sensory bin. I used dry split peas, plastic bugs with shovels, funnels, and tweezers for grasping.
2. Copy recording sheets and place in dry erase sleeves for students to reuse. Students can choose their level of ability and complete the activity. They can continue to advanced recording sheets as they master previous ones.





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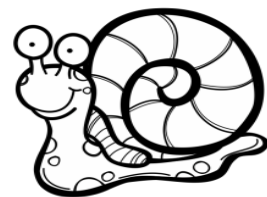
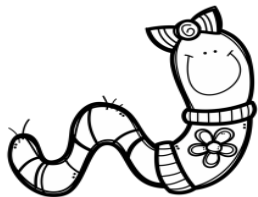
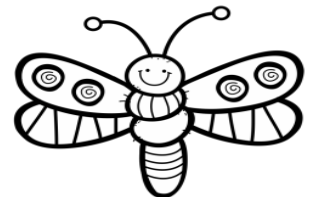
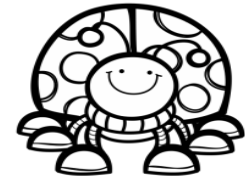
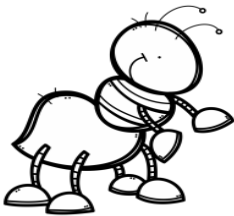
				

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Going Buggy!

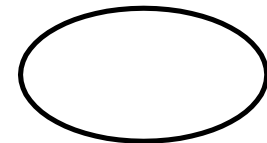
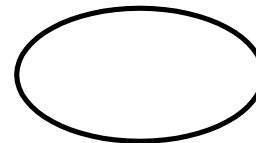
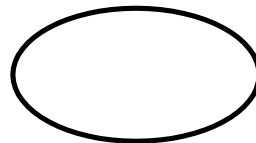
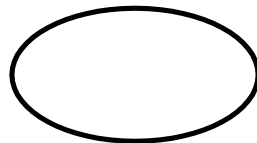
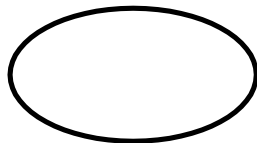
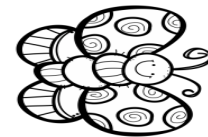
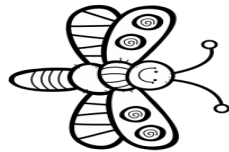
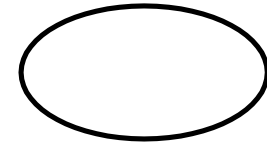
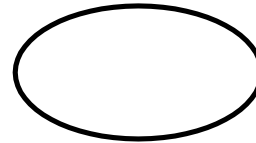
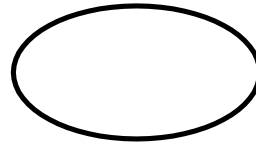
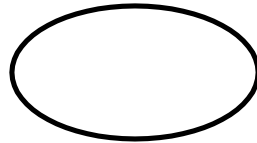
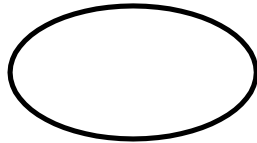
Find a card in the sensory box. Read the number or count the bugs. Color in the correct number of boxes on the ten frames by the matching bug.






The image shows a large rectangular area with a decorative border. Inside, there are ten ten-frames arranged in two columns of five. Each ten-frame is accompanied by a different bug illustration. The bugs are: a ladybug, a grasshopper, a bee, a butterfly, a caterpillar, a snail, a spider, a tick, a worm, and a mole. Each ten-frame is empty, intended for the student to count the bugs and color in the corresponding number of boxes.



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Find a card in the sensory box. Count the bugs. Write the number by each matching bug.



<p>Crazy Speech World</p>  <p>Sequencing Cards</p>	<p>Crazy Speech World</p>  <p>Bear wakes up in spring and he is hungry.</p>	<p>Crazy Speech World</p>  <p>Bear eats the grass around his den, but he wants more.</p>	<p>Crazy Speech World</p>  <p>Mouse invites Bear to Strawberry Vale to eat berries.</p>
<p>Crazy Speech World</p>  <p>Bear and Mouse meet Hare and they all go eat clovers.</p>	<p>Crazy Speech World</p>  <p>Badger comes by on his way to the pond with his fishing pole.</p>	<p>Crazy Speech World</p>  <p>Bear catches fish to eat at the pond, but he wants more.</p>	<p>Crazy Speech World</p>  <p>Raven, Wren, Gopher, and Mole are getting ready for a party for Bear.</p>

Family Engagement Activities

Dear families,

For the next 4-6 weeks, your child will be learning about things that grow and change. Some questions students will explore the answers to are:

- What is Spring and how does the world change during Spring?
- How do animals, plants and people grow?
- What are the stages of a life cycle of a plant? A person? A caterpillar?
- What do plants, animals and people need to grow?

These are good questions to talk about with your children in the car, at dinner, or at bedtime. It is very important that students have many chances to talk through their ideas about what they are learning. Encourage them to tell you what they learned in school that day...maybe you will learn something new!

On the following pages, there are some ideas for activities you can do with your child at home. These activities will help children learn about how what they learn in school applies to their lives. Please let your child's teacher know if you have any questions.

Thank you,

Spring Scavenger Hunt

Take a walk with your child. Look around you and see what you notice about things in nature during Spring. You can ask your child to make an X next to the items when they see them. Encourage your child to draw a picture of something else he/she saw on your walk.

Flower bud _____



Tree with green leaves _____



Squirrel _____



Bird _____



Weed _____



Mud puddle _____



Insect _____

