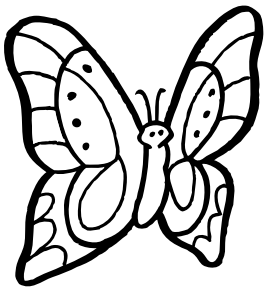
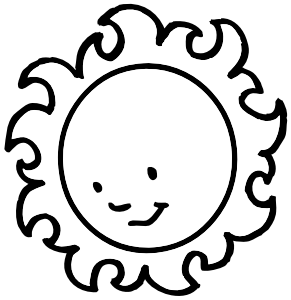
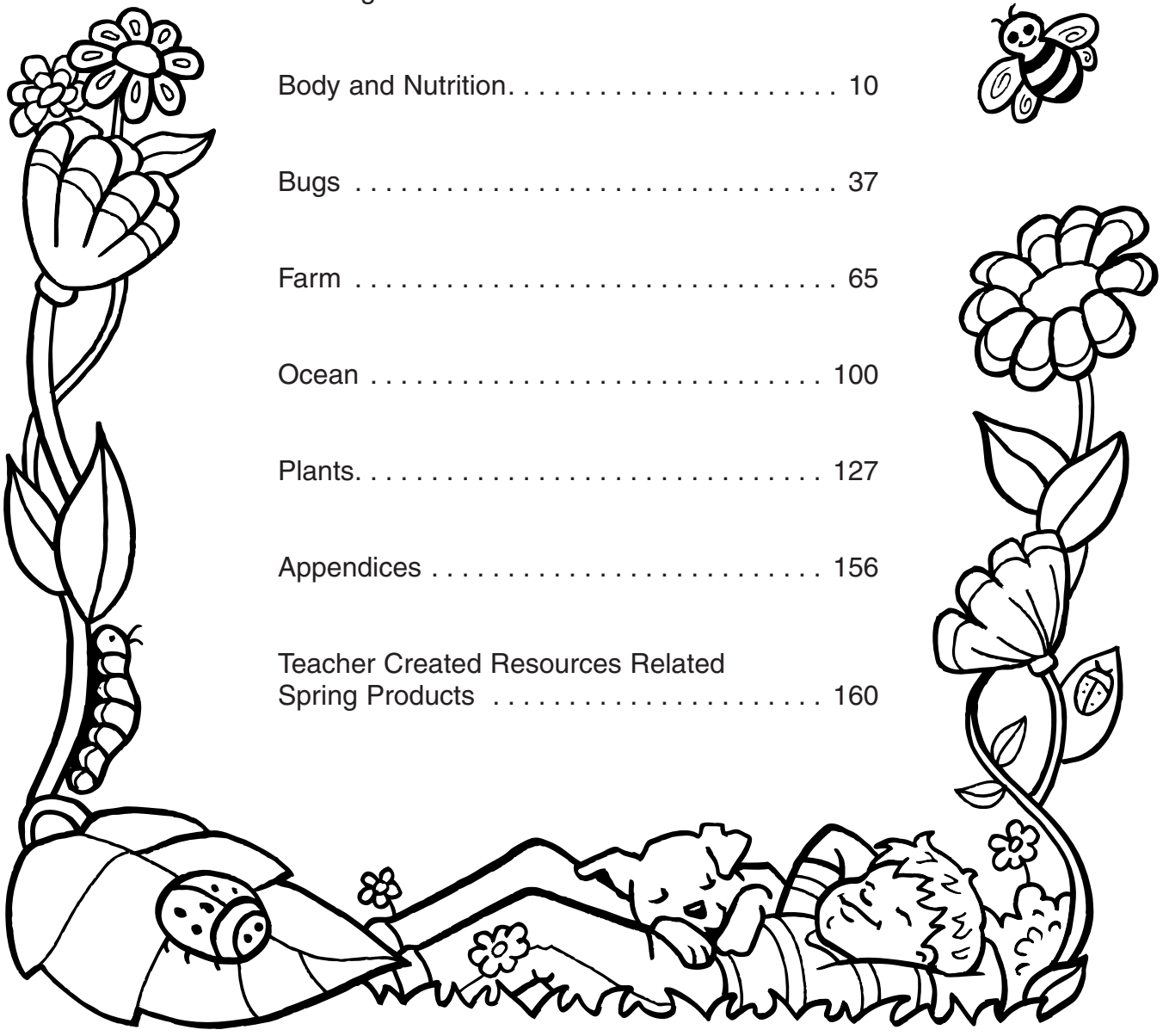
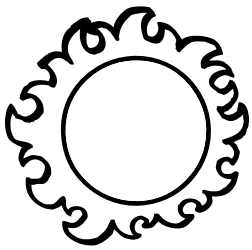
Table of Contents







Introduction



Doesn't every teacher want his or her students to be engaged in the learning process? Why not encourage students to participate in creating a spectacular classroom environment as a part of their curriculum?

Seasonal Activities: Spring provides seasonal activities including bulletin board ideas and full-color patterns on a CD, black and white reproducible patterns, minibooks, journal pages, word cards, and memory book pages. Each thematic unit highlights different early learning academic concepts. Children develop key skills while engaging in interactive language, social studies, science, and art activities appropriate for preschool and kindergarten children.

Educators need methods to measure whether students are grasping the skills taught in the previous days. They need a system in place to capture learning and individual growth as it occurs in the classroom. Traditional testing methods are not appropriate for young learners.

This book will provide young students with many ways to showcase their progress and give teachers materials with which to measure development. Turn the pages and discover activities to enhance your lessons and your classroom displays, as well as ways to capture and share evidence of students' success.

Meeting Standards

Each lesson in *Seasonal Activities: Spring* meets one or more of the following standards, which are used with permission from McREL (Copyright 2000, McREL, Mid-continent Research for Education and Learning. Telephone: 303-337-0990. Website: *www.mcrel.org*).

Language Arts Standards

Uses the general skills and strategies of the writing process

- Uses writing and other methods (e.g., drawing pictures, using letters or phonetically spelled words, telling, dictating, making lists) to describe familiar persons, places, objects, or experiences

Uses grammatical and mechanical conventions in written compositions

- Uses conventions of printing in writing (e.g., forms letters in print, uses upper and lowercase letters of the alphabet, spaces between words and sentences, writes left to right and top to bottom, includes margins)

Uses the general skills and strategies of the reading process

- Understands how print is organized and read (e.g., identifies front and back covers, title page, author, and illustrator; follows words from left to right and from top to bottom; knows the significance of spaces between words; knows the difference between letters, words, and sentences)
- Understands the use of capitalization and punctuation as text boundaries

Uses reading skills and strategies to understand and interpret a variety of literary texts

- Knows the sequence of events (e.g., beginning, middle, and end) in a story and knows the elements that compose a story (e.g., characters, plot, events, setting)

Uses listening and speaking strategies for different purposes

- Speaks clearly enough to be understood by unfamiliar adults and uses appropriate levels of volume or inflection
- Asks questions to obtain information
- Answers simple questions

Science Standards

Understands atmospheric processes and the water cycle

- Knows how the environment changes over the seasons

Understands the structure and function of cells and organisms

- Knows that living things go through a process of growth and change

Understands relationships among organisms and their physical environment

- Understands that living things have similar needs (e.g., water, food, shelter)

Understands the structure and properties of matter

- Sorts objects based on observable properties

Understands the nature of scientific inquiry

- Records information collected about the physical world (e.g., in drawings, simple data charts)
- Ask questions about observations
- Develops predictions and explanations based on previous experience
- Understands simple cause and effect relationships based on previous experience

Meeting Standards *(cont.)*

Math Standards

Uses a variety of strategies in the problem solving process

- Uses discussions with teachers and other students to understand problems
- Uses whole number models (e.g., pattern blocks, tiles, or other manipulative materials) to represent problems

Understands and applies basic and advanced properties of the concepts of numbers

- Understands that numerals are symbols used to represent quantities or attributes of real-world objects

Counts whole numbers

- Understands symbolic, concrete, and pictorial representations of numbers
- Understands basic whole number relationships (e.g., 4 is less than 10)
- Uses basic and advanced procedures while performing the processes of computation
- Adds and subtracts whole numbers

Understands and applies basic and advanced properties of the concepts of measurement

- Measures objects with nonstandard tools (e.g., string, counting cubes, tiles)
- Orders objects qualitatively by measurable attributes (e.g., smallest to largest, lightest to heaviest, shortest to longest)

Understands and applies basic and advanced properties of the concepts of geometry

- Knows the basic geometric language for naming shapes (e.g., circle, triangle, square, rectangle)
- Sorts and groups objects by attributes (e.g., shape, size, and color)
- Understands the common language of spatial sense (e.g., beside, on, in front of, etc.)

Understands and applies basic and advanced concepts of statistics and data analysis

- Collects and represents information about objects or events in simple graphs

Understands and applies basic and advanced properties of functions and algebra

- Understands simple patterns
- Repeats simple patterns
- Extends simple patterns

Social Studies Standards

Understands the people, events, problems, and ideas that were significant in creating the history of their state

- Knows ways in which early explorers and settlers adapted to, used, and changed the environment of the land or region

Understands family life now and in the past, and family life in various places long ago

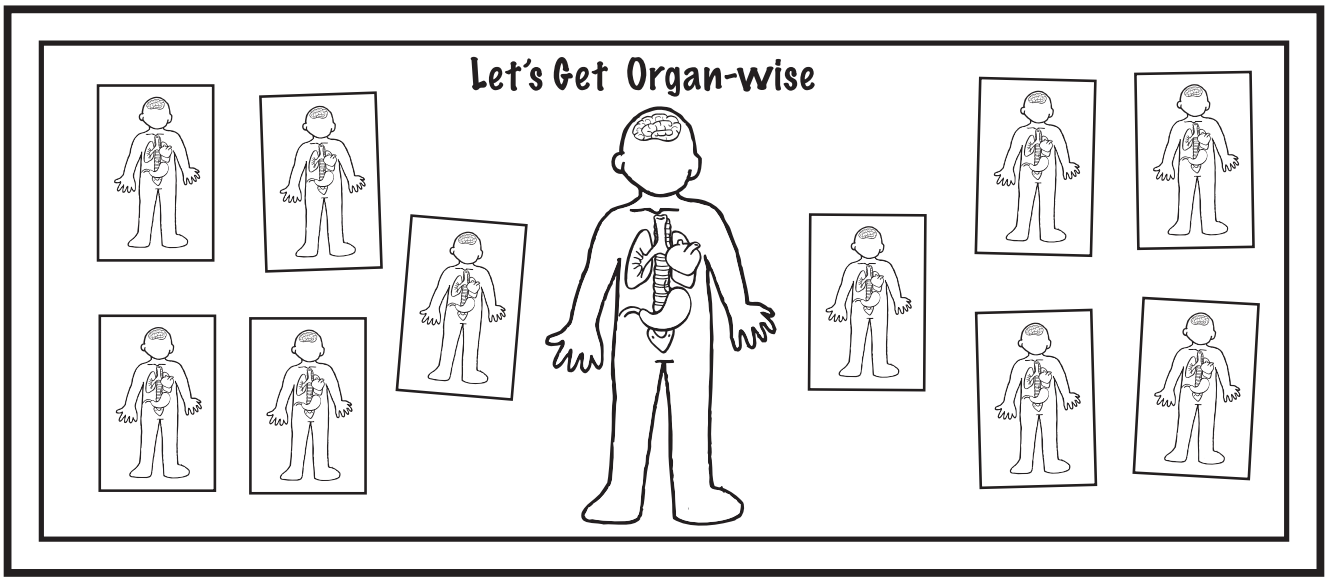
- Knows his or her own name, gender, age, and place in family
- Knows the members of a family
- Knows similarities and differences among people (e.g., culture, language, gender, abilities)

Body and Nutrition *(cont.)*

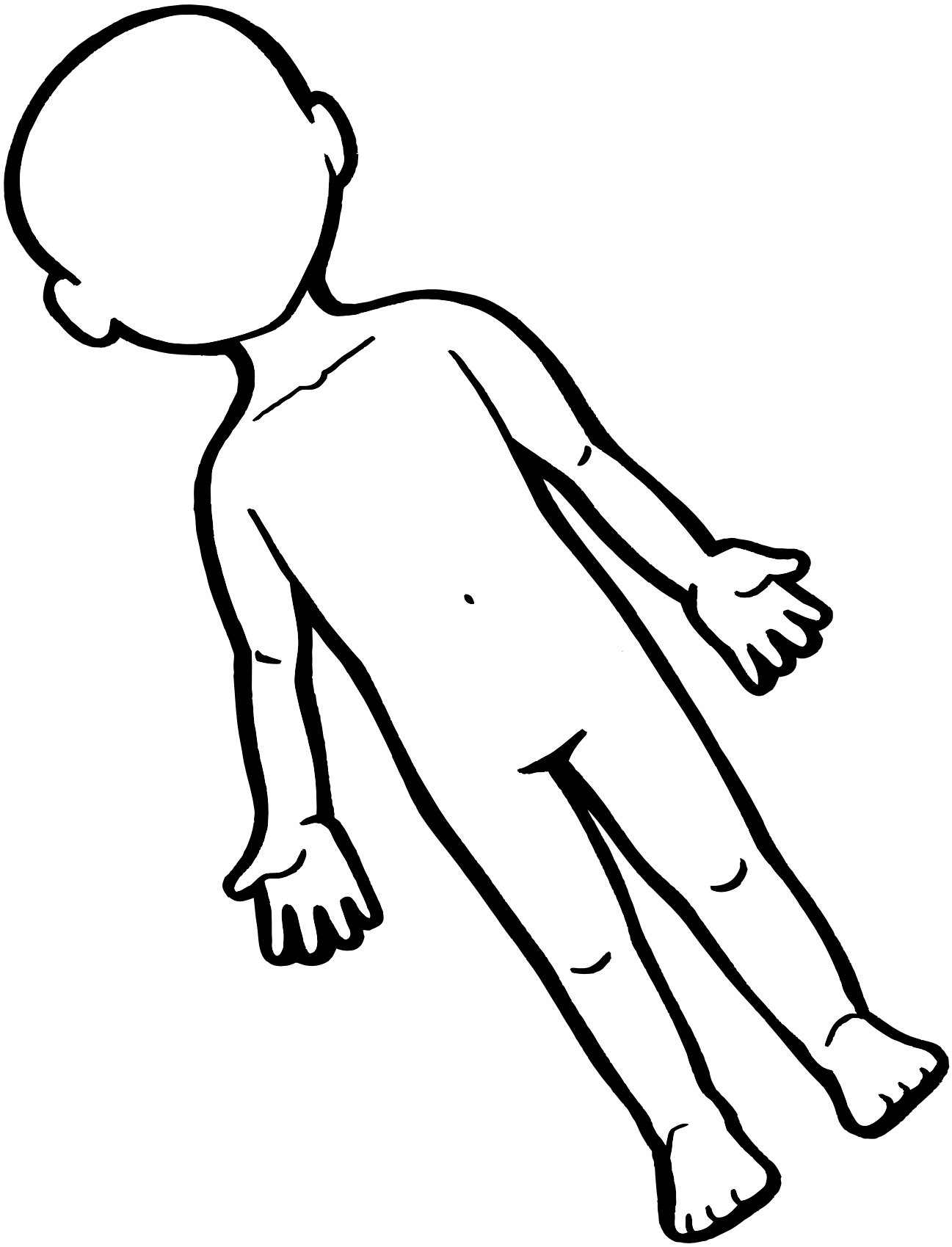
"Let's Get Organ-wise" Bulletin Board

Directions for Teacher/Students

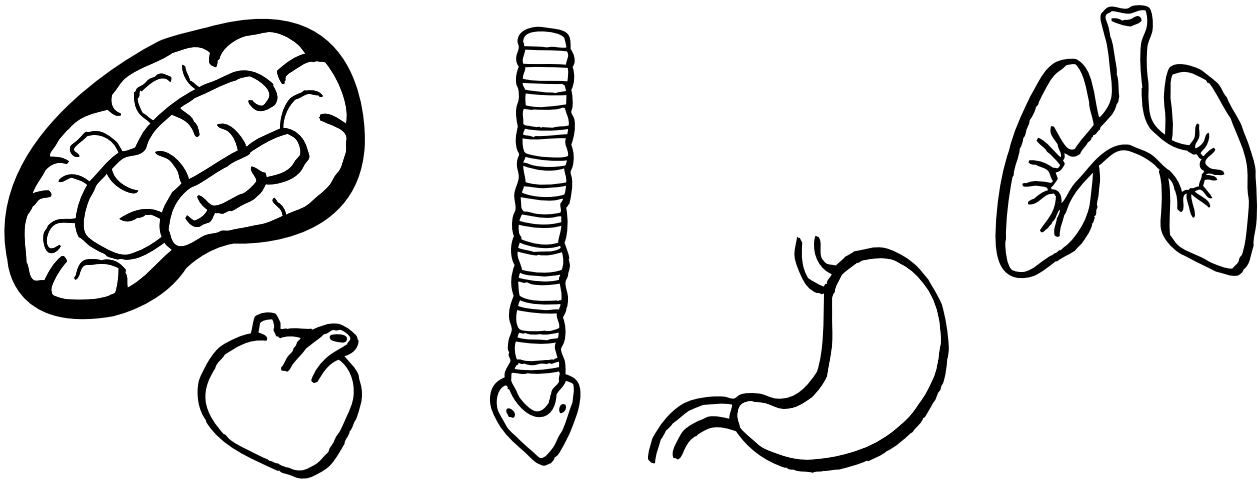
1. As a whole group, trace one student's body onto the bulletin board paper and cut it out.
2. Discuss where the brain, lungs, heart, spine, and stomach are and their functions.
3. Select four students to glue or tape the following body parts onto the body shape: the egg cups onto the middle body from the head to the hips to represent the spine; the sponge onto the head to represent the brain; the balloons onto the chest to represent the lungs; and the sandwich bag between the lungs to represent the heart.
4. Have the students help place the project on the bulletin board and staple into place.
5. Staple the stomach to the body once it is attached to the bulletin board.
6. Distribute the organ patterns (page 15), and ask each student to color and cut out the organs.
7. Distribute the body pattern (page 14), and ask the students to cut out the pattern.
8. Demonstrate how to glue the organs on the body: brain on the head, spinal column down the middle, lungs on each side of the spinal column, heart between the lungs, and stomach below the lungs.
9. Distribute the student photographs, and glue them to the heads of the body patterns. If photographs are not available, ask students to draw in their facial features.
10. Randomly staple the completed body patterns on the bulletin board.
11. Use letters or create a sign to read, "Let's Get Organ-wise." Add this title to the top of the board. Talk about the word "organ-wise" in the title. Explain that it is not a word in the dictionary, but a made-up word to make us think. Discuss what "organ-wise" might mean.

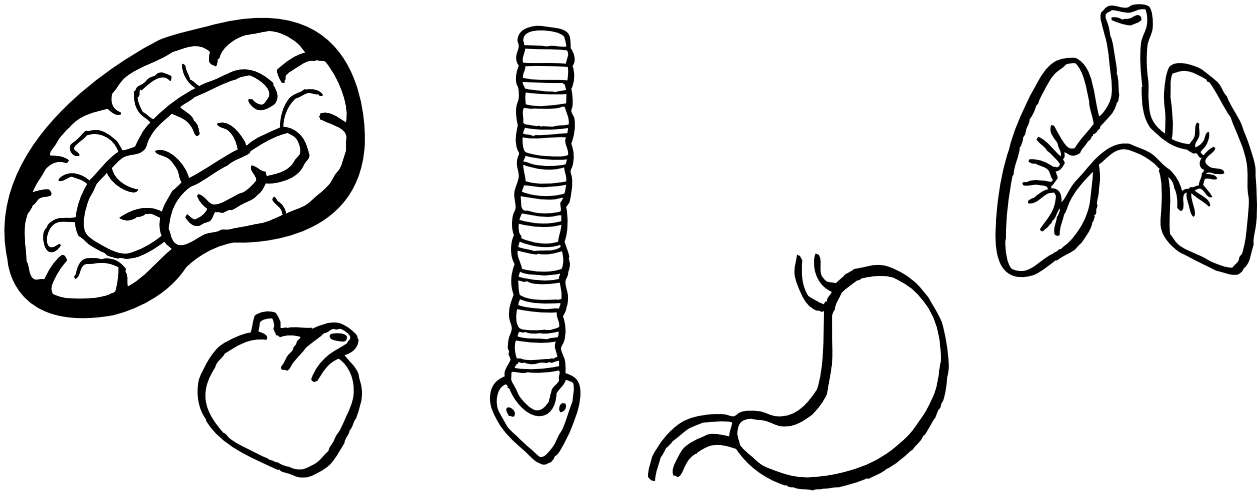


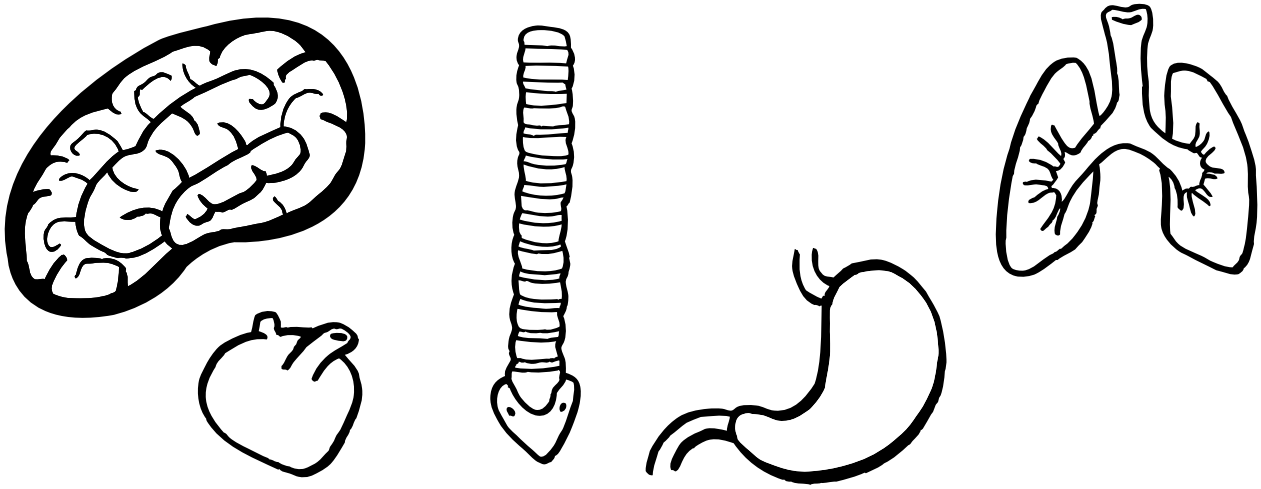
Body Outline



Organs



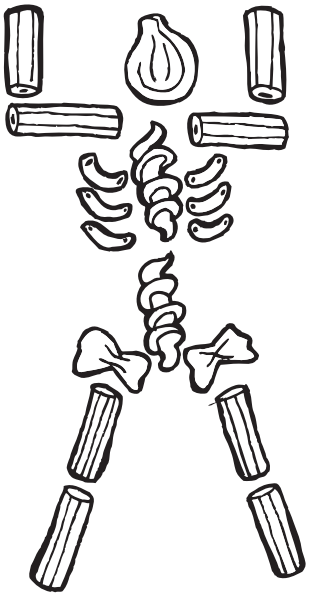




Body and Nutrition Activities *(cont.)*

Working Ourselves to the Bones

Skeletons come to life as students create this three-dimensional artwork. This pasta skeleton will help develop their fine motor skills and provide knowledge about how bones are connected to form the skeletal system.



Materials

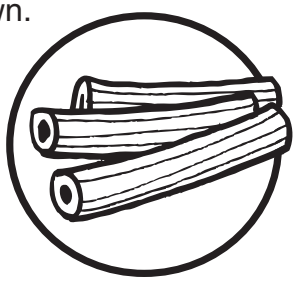
- 9" x 12" black construction paper (one for each student)
- ziti, shell, rigatoni, butterfly, and macaroni pasta
- white glue

Directions for Teacher/Students

1. Display an example of a completed pasta skeleton for the students to refer to as they assemble the project.
2. Demonstrate how to begin at the top of the black construction paper and glue on each type of pasta.
   - one shell pasta for a head
   - two rigatoni (one below the other) for the backbone
   - two butterfly pasta for hip bones
   - two ziti for each arm and leg
   - add three macaroni on each side of the backbone to create ribs
3. Set the project aside to dry.

Moving Your Backbone

Our body is supported by a unique group of bones called the spine or backbone. These bones help hold our body in the upright position and to bend up and down.



Materials

- ziti pasta (10 pieces for each student)
- 2' length of string or yarn (one for each student)

Directions for Teacher/Students

1. Ask the students to feel and describe their backbones.
2. Explain to them that the bumps they feel are actually called vertebrae. The vertebrae bones have holes in the center and keep the spinal cord safe.
3. Demonstrate how to string the pasta vertebrae onto the yarn spinal cord.
4. Wrap the end of the yarn around the last piece of ziti at each end. Tie a knot.

Extension Activity: Use the project to demonstrate how the spine would look if one was sitting, standing, slouched in a chair, bending, and doing a flip.