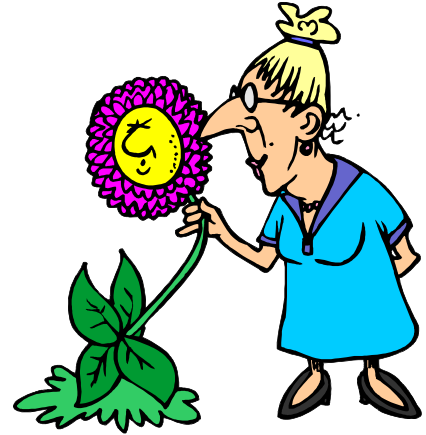


April

Wake Up and Smell the Flowers!

Introduction:

Celebrate the re-awakening of earth as springtime arrives. Encourage children to observe and record tree, leaf, and plant growth. Bring potted bulbs to school and watch as they grow. Talk, talk, talk and write, write, write about spring!



Buzzin' Around

Theme

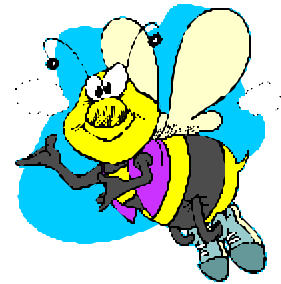
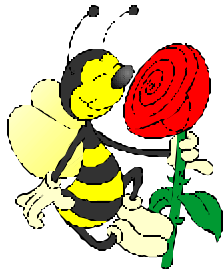
Spring/Insects

Purpose

To recognize onomatopoeia while singing a springtime bumblebee song.

Materials

- "Buzzin' Around" reproducible
- Chart paper
- Word card *buzz*
- Pocket chart
- Index cards
- Markers or crayons



Procedure

1. Write the lyrics to "Buzzin' Around" on a chart, or use the reproducible to make an overhead transparency. Point track (point to each word) as you read the lyrics to the class.
2. Ask children to identify the sound bees make. Tell children that the sound bees make is the same as the name of the word which describes the sound (*buzz*). This is an example of *onomatopoeia*.
3. Can children think of other things that buzz? List their responses on cards. Have children illustrate their responses.
4. In the pocket chart, place the word card *buzz*. Under it, place the illustrated responses.
5. Decide together on a motion and sound effect for *buzz*.
6. Have students sing "Buzzin' Around" to the tune of "Shortnin' Bread." Emphasize onomatopoeia by buzzing and making motions each time the word *buzz* is sung.

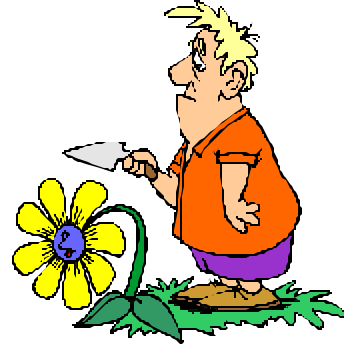
Extension

Have students think of other words that sound like what they name (e.g., *roar*, *beep*, *ring*, and *creak*.). As a class, write and illustrate pocket-chart cards for these new sounds.

A Tiny Seed

By Dr. Maggie Allen

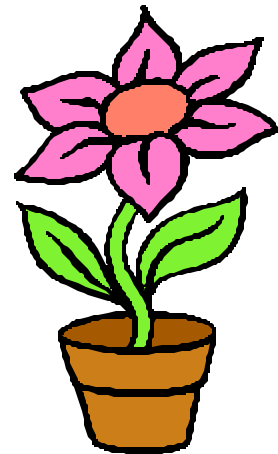
I plant a tiny seed,
Deep into the ground.
I pour some water on
And gently pat it down.



I watch it every day
And wait for it to grow.
I watch the sun shine on it,
But it grows so slow!

The soil provides its food,
The sun provides its light.
I water every day
A little bit, just right.

I watch it every day,
And wait for it to grow.
And finally, it happens,
A sprout begins to show!



Seeds and Plants

Theme

Seeds, Plants, and Insects

Purpose

To recognize that seeds and plants differ in color, shape, and size; that plants need light, food, and water to grow.



Materials

- “A Tiny Seed” reproducible
- Chart paper
- Markers
- Seed packets and/or labeled seeds in resealable plastic bags (e.g., melon, corn, bean, and radish seeds; peach and avocado pits)
- Small trays

Procedure

1. Before the lesson, write the lyrics to “A Tiny Seed” on a chart, or use a reproducible to make an overhead transparency of the song.
2. Display seed packets or bags for children to examine. Ask what they notice. (E.g., Seeds come in different colors, shapes, and sizes.)
3. Place a mixture of seeds in small trays. Children can sort them by size, color, and shape, and then try to match the seeds with the fruit or vegetable packets from which they came. Some seeds (e.g., corn, beans) are easy to match because they look like the vegetable they become. Others (e.g., radish, melon, orange) are more difficult to match unless children have eaten the fruits and observed their seeds.
4. Share ideas about what seeds need to grow into plants. (E.g., food from the soil, water, sunshine, care.)
5. Display “A Tiny Seed” chart and read and track the words. Preview what seeds need to grow into plants.

Extension

Provide assorted fruits and vegetables or ask children to bring them from home. Have students search for and extract the seeds from the fruits and vegetables.

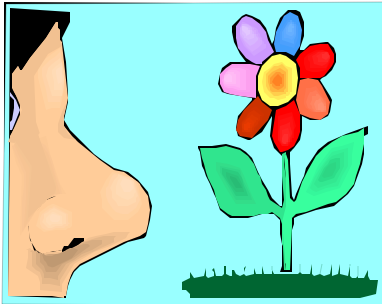
Activities

I Need Water

Take two clippings from a healthy ivy plant. Place one piece in a clear plastic cup of water and a second clipping in an identical cup without water. Place both clippings in a sunny window. Have children observe them for several days. Discuss: "What happens to the clipping in water? With no water?" Have children talk with partners or older buddies about their observations. They can also record their findings in plant journals.



Plant Parts



Display a variety of plants (e.g., a flowering plant, ivy, cactus, a hanging basket plant). Invite children to study each plant's color, texture, shape, size of leaves, needles, and flowers. Supply magnifying glasses for them to observe the plants more closely. Help children discover that each plant has similar parts...roots, stems, leaves (needles), and sometimes flowers. Have them select a favorite plant to draw and then talk about its plant parts.



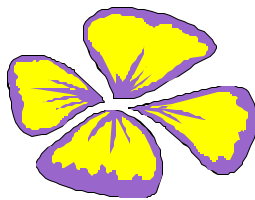
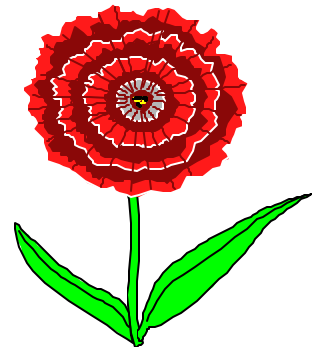
Planting Cotton

Each child can sprout a bean seed by placing it in wet cotton balls in a clear plastic cup. Have children sprinkle water on the cotton each day and carefully observe the seeds. After they sprout and begin to grow, remove the seeds from the cotton. Place a small amount of soil in the cups, and put the seeds in the soil next to the edge of the cups. As the seeds continue to grow, children can observe the root formations through the cups.

Curriculum Connections

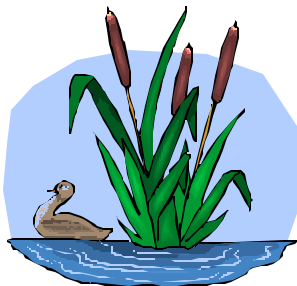
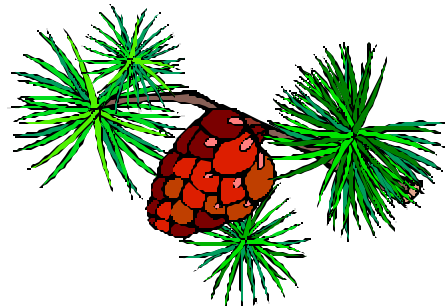
Art

Make plant prints to reinforce the concept that plants differ in size and shape. Children can dip plants (e.g., potato, orange, and radish halves, mum and daisy flowers) into tempera paint, gently shake off the excess, and press them on manila or white construction paper. When dry, children can identify the plant that made each print.



Environmental Education

Take a plant walk around the school or block, and note the plants along the way (e.g., grass, weeds, wildflowers, flowers, vines, shrubs, trees). Back in the classroom, children can list the plants they observed and each child can draw one illustration to add to the class plant book.

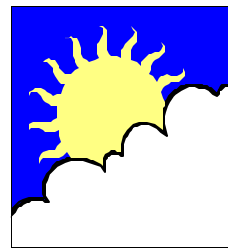


Springtime's Here

By Dr. Maggie Allen

Springtime, springtime,
Springtime's here.
It's just about my favorite time of the year.

I love to watch nature seem to
stretch and rise high,
Wake up the sleeping earth
Then touch the clouds in the sky.

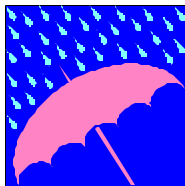


Springtime, springtime, let's all cheer

For it's the bee-buzzin',



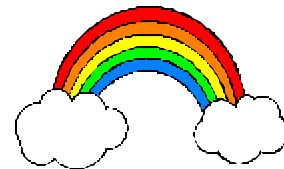
flower-pickin',



raindrop-fallin',

rainbow-watchin'

Time of the year.



Springtime's Here

Theme

Spring

Purpose

To read rebus symbols and text to learn about spring

Materials

"Springtime's Here" reproducible

Procedure

1. Write the lyrics to "Springtime's Here" on a chart. Include the rebus symbols as shown.
2. Read "Springtime's Here" with the children, and point to the rebus for each sign of spring.
3. Encourage children to describe their own experiences with bees, flowers, rain, and rainbows.
4. Read aloud the lyrics again, and let children finish the last verse by reading the rebus symbols.

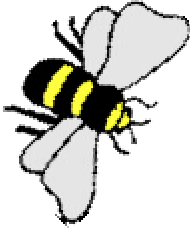
Extension

Distribute children's journals, and let them write using developmental spelling and/or pictures to describe their own springtime experiences with bees, flowers, rain, and rainbows.



Buzzin' Around

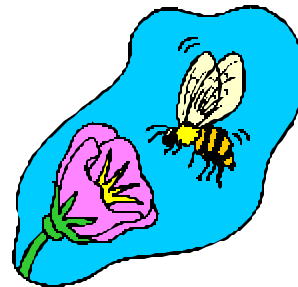
(Sung to the tune of "Shortnin' Bread")



We are the busy buzz,
Busy buzz, busy buzz.
We are the busy buzz,
Busy buzz bees.

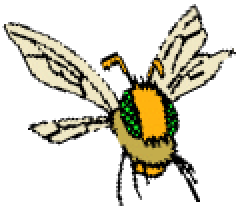
We like to buzz around,
Buzz around, buzz around.
We like to buzz around.
We're busy buzz bees.

We collect pollen,
pollen, pollen.
We collect pollen.
We're busy buzz bees.



We make honey,
honey, honey.
We make honey.
We're busy buzz bees.

If you're not careful,
We'll buzz around, buzz around.
If you're not careful,
We'll buzz around you!



BZZZZZZZZZZZZ!!!

Activities:



Spring Poem

Share the springtime poem *Now It's Spring* with the children. Invite them to talk about how it feels when warm weather arrives and coats and gloves are no longer needed. Then have students dramatize the poem. Some children can remove jackets, coats, and mittens on cue. Others can float away as "snow clouds," rise up as "flowers," and flutter back as "birds" migrating north.

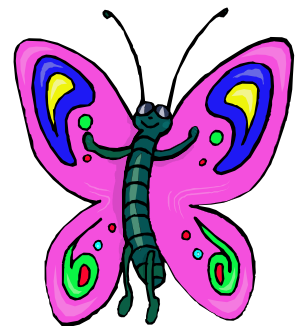
Signs of Spring Mural

List all of the signs of spring on a chart for children to read and discuss. Tape a large sheet of art paper to the wall for children to sponge-paint, finger-paint, or draw with markers to create a mural of springtime delights.

CurriculumConnections

Art

Use pipe cleaners or construction paper to make frames in the shape of a butterfly. Have children glue laminating film scraps over the openings in the frames. When dry, students can color the film with permanent colored markers. Hang with fishing line, or attach to windows as sun catchers.



P.E.

Have children make butterfly wings from large pieces of art paper. Attach the wings to their arms with elastic bands. Take students outside to flutter in the breeze, one cluster of butterflies at a time!