

April/May: Spring and Insects

**Theme: Spring and Insects**

**Month: April, May**

**Purpose:**

1. To develop an awareness about seasonal changes, four seasons and repeating patterns.
2. To develop an understanding that living things come in many forms (bugs, flowers), go through different repeating life cycles (caterpillars), and demonstrates different locomotion patterns. (fly, crawl, jump)
3. To develop an understanding that living organisms need certain things for survival. Plants need air, food, water, sun, and soil. (Photosynthesis) Animals need air, food, shelter and water.
4. To foster emergent literature skills

**Key Frameworks:**

**Science: *Inquiry and Experimentation***

6. Work collaboratively with others and share and discuss ideas.

**Earth and Space Science**

(1.5) Observe and document events that have a repeating pattern through direct experiences that have meaning in children's lives (seasons, caterpillars)

**Life Sciences**

6. (2.1) Engage in first hand experiences that build understanding that animals and plants are living things that grow, reproduce and need food, air and water.
7. (2.2) Investigate characteristics that differentiate living from non-living things.
8. (2.3) Engage in meaningful experiences that build understanding that plants and animals go through predictable life cycles.

**Physical Sciences**

15. (3.1) Use the senses to manipulate, observe, and explore the properties and capabilities of a wide variety of familiar and unfamiliar objects (seeds, soil, different types of flowers).

**English Language Arts:**

1. Learn appropriate ways of interacting in a group (e.g. taking turns, listening to others, asking questions, waiting until someone is finished'
2. Listen to the ideas of others, contribute their own information or ideas to discussions, and ask and answer questions
3. Communicate personal experiences, interests, ideas, and feelings.
6. Hear and use formal and informal language

**Reading and Literature**

7. Engage in activities that promote the development of concepts of print and acquisition of emergent reading skills.
11. Predict or retell important parts of a story or informational book
12. Actively engage in read-aloud experiences

**Math: Number Sense:**

- 1 See/hear the names of numerals in meaningful contexts as a foundation for counting.
2. Manipulate many kinds/quantities of concrete objects and actions to begin to associate numerals and words with quantities.

**Patterns and Relations**

- 8 Explore a wide variety of concrete objects through hands on manipulation and hear language describing their attribute such as sizes, shape, color, and texture.

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9 Sort, categorize, and classify a variety of objects first by a single attribute (color, shape, size, number, function then increased attributes)

**Data Collection:**

18 Collect, sort, organize, and draw conclusions about data concerning themselves, their surroundings, and meaningful experiences.

**Assessment:**

Participation in activities, data collection, informal observations, progress notes, IEP objectives, portfolio assessment.

**Pre-School AM/PM**

**Month: April & May**

**Theme: Spring & Insects**

Academic Area	AM Program	PM Program	Frameworks
<b>Listening</b>	<ul style="list-style-type: none"> <li>Hear theme related stories</li> <li>Finger plays: My flower garden</li> </ul>	<ul style="list-style-type: none"> <li>Hear theme related stories</li> <li>Finger plays: Flowers, Spring Everyday, Give a Cheer Spring is Here, Zim-Bam Zim-Bam</li> <li>Theme related songs: 3 little speckled frogs, 5 little ducks, Bringing home a baby bumblebee, etc.</li> </ul>	<u>English Language Arts</u> 1 Observe and begin to use appropriate ways of interacting in a group 3 Use understandable oral language to communicate personal experiences and interests 6 Listen to and use formal and informal language 14 Relate themes and information in books to personal experiences 19 Listen to various forms of traditional literature
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Talk about spring, document with tape recorder</li> </ul>	<ul style="list-style-type: none"> <li>Talk about spring, document with tape recorder and on chart paper</li> <li>Describe insects, worms, baby animals</li> </ul>	<u>English Language Arts</u> 2 Listen to ideas of others, contribute their own information or ideas to discussions, and ask and answer relevant questions 25 Generate questions and gather information to answer questions 28 Use various forms of media to record their activities and share them with others
<b>Fine Motor</b>	<ul style="list-style-type: none"> <li>Refer to ART, SENSORY, MATH</li> </ul>	<ul style="list-style-type: none"> <li>Refer to ART, SENSORY, MATH</li> </ul>	
<b>Reading</b>	<ul style="list-style-type: none"> <li>Books: Splish-Splash, Feely Bugs, Eric Carle Series, Planting a Rainbow, Caught in the Rain, There was and Old Lady who Swallowed a Fly, In a Small Small Pond</li> </ul>	<ul style="list-style-type: none"> <li>Books: A Seed Is A Promise, Eric Carle Books, Flower Garden, Charlie the Caterpillar, There was an Old Lady why Swallowed a Fly, Ten Rosy Roses, Runaway Bunny, The Seed Bunny, Cloudy with a Chance of Meatballs</li> <li>Focus on letters: B for bugs, S for spring, children's names</li> </ul>	<u>English Language Arts</u> 4 Maintain focus on a topic 6 Listen to and use formal and informal language 14 Relate themes and information in books to personal experience

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<b>Movement</b>	<ul style="list-style-type: none"> <li>Move as a growing plant or creature</li> </ul>	<ul style="list-style-type: none"> <li>Move as a growing plant or creature</li> </ul>	<u>Physical Growth and Development</u> 12 Use a variety of locomotor and nonlocomotor movements in play and in activities
<b>Sensory</b>	<ul style="list-style-type: none"> <li>Wiggle waves, slinky movements</li> <li>Wiggly water balloons</li> <li>Bugs hiding in dirt, grass, rocks</li> </ul>	<ul style="list-style-type: none"> <li>Wiggle worms- use tongs and hands to pick up worms or use feet to pick up worms like birds</li> <li>Bugs hiding in dirt, grass, rocks</li> </ul>	<u>Sensory Development</u> 19 Participate in activities that develop eye-hand coordination, visual perception and visual tracking, and visual motor skills  <u>Fine Motor Development</u> 21 Strengthen hand grasp and flexibility 23 Use pincer grasp of thumb/forefinger
<b>Art</b>	<ul style="list-style-type: none"> <li>Ribbon weaving</li> <li>Butterflies from plastic bags, clothespin, and confetti</li> <li>Sponge paint plants and creatures</li> <li>Watercolor flowers</li> <li>Cupcake holder flowers</li> <li>Caterpillar to butterfly</li> </ul>	<ul style="list-style-type: none"> <li>Pupa to caterpillar to cocoon to butterfly</li> <li>Sock or stocking caterpillars</li> <li>Finger puppet butterfly</li> <li>Make Insect antennae to wear</li> <li>Make Insect wings to wear</li> <li>Hand flowers</li> <li>Cork and film canister caterpillars</li> <li>"B" butterfly</li> </ul>	<u>Sensory Development</u> 19 Participate in activities that develop eye-hand coordination, visual perception and visual tracking, and visual motor skills  <u>Fine Motor Development</u> 21 Strengthen hand grasp and flexibility 23 Use pincer grasp of thumb/forefinger 24 Build grasp/release and control needed for scissors through a variety of developmental tools and activities
<b>Science/Tech</b>	<ul style="list-style-type: none"> <li>Smell of Spring- use smelly jars</li> <li>Re-root vegetables and plants, observe</li> <li>Weather- rain</li> <li>Baby animals</li> </ul>	<ul style="list-style-type: none"> <li>Re-root vegetables and plants, observe and record findings</li> <li>Seeds, grow in various spots (in a baggie taped on a window, in the shade, in the sun, in a closet)</li> <li>Weather- rain, raindrops, thunder, lightening</li> <li>Growth of baby animals to adult</li> </ul>	<u>English Language Arts</u> 24 Arrange events in order when dictating a story  <u>Physical Growth and Development</u> 5 Observe some stages of the life cycle of living organisms through direct observation and age-appropriate literature.
<b>Social studies</b>	<ul style="list-style-type: none"> <li>Discuss holidays, traditions, and seasonal changes (include Easter and the Easter Bunny, winter changing into spring)</li> <li>Visit a farm or petting zoo</li> </ul>	<ul style="list-style-type: none"> <li>Discuss holidays, traditions, and seasonal changes (include Easter and the Easter Bunny, winter changing into spring)</li> <li>Spring Journals</li> <li>Complete, "I like Spring because..."</li> <li>Visit a farm or petting zoo</li> </ul>	<u>English Language Arts</u> 28 Use various forms of media to record their activities and share them with others  <u>Physical Growth and Development</u> 5 Observe some stages of the life cycle of living organisms through direct observation and age-appropriate literature.
<b>Math</b>	<ul style="list-style-type: none"> <li>Ladybug work job</li> <li>Egg Basket work job</li> <li>Sort, count, match, pattern creatures</li> </ul>	<ul style="list-style-type: none"> <li>Ladybug work job</li> <li>Egg Basket work job</li> <li>Sort, count, match, pattern creatures</li> </ul>	<u>Measurement</u> 15 Hear and use mathematical language (i.e. bigger, smaller, biggest, smallest, same)

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	<ul style="list-style-type: none"> <li>• Match colored flowers</li> </ul>	<ul style="list-style-type: none"> <li>• Colored Flower game</li> <li>• Ladybug matching memory game, match number of spots to correct written numeral using counters</li> <li>• Tic-tac-toe with bunnies and chicks</li> <li>• Seriate flower and insect growth cards</li> </ul>	<p><u>Patterns and Relations</u></p> <p>8 Explore a wide variety of concrete objects through hands-on manipulation and hear language describing their attributes such as size, shape, color, texture, etc.</p> <p>10 Sort, categorize, and classify a variety of objects first by a single attribute, then multiple attributes, as skills increase</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <u>The Mailbox Magazine</u></li> <li>• <u>Totline Magazine</u></li> <li>• Town Library</li> <li>• Nature Walk around school</li> </ul>	<ul style="list-style-type: none"> <li>• <u>The Mailbox Magazine</u></li> <li>• <u>Totline Magazine</u></li> <li>• Town Library</li> <li>• Nature Walk around school</li> </ul>	