

The Den Curriculum

April-May

Unit 7 Title: Spring

Length of Unit: 6-8 weeks

Adapted from New Fairfield Public Schools & Norwich Public Schools Preschool Curriculum

Unit 7: Spring	
Unit Overview	<p>The purpose of this unit is to build upon prior knowledge from previous units concerning the similarities and differences in the environment throughout the different times of the year. With a focus on spring, teachers will create positives experiences that facilitate the understanding of the environment, and life cycles of people, insects, and animals. Students will develop reading skills such as retelling and sequencing. In addition, children will continue their learning of concepts of print and letter recognition. Through scientific and mathematical inquiry, we will sort, classify, and analyze the various ways of which attributes can be grouped according to lifecycle traits. Students will develop their learning of spring and life cycles primarily through the learning domains from the Connecticut Early Learning and Development Standards: Language and Literacy Domain, Science Domain, and Mathematics Domain.</p>
ESSENTIAL QUESTIONS	<p>LANGUAGE AND LITERACY DOMAIN</p> <ul style="list-style-type: none">• Can you tell me something that happened in this story?• Who are some of the characters in this book?• What do you think might happen next...?• What are the changes we see outside in plants?• What are the changes we see in the Spring weather?• What are the changes we see in animals during the Spring?• How is Spring similar and different from other seasons we have talked about?• What activities do you get involved in during the Spring?<ul style="list-style-type: none">○ Are these the same or different from _____ ?

	<p>SCIENCE DOMAIN</p> <ul style="list-style-type: none"> ● What is a life cycle? ● Can you name the different parts/stages of a life cycle for people, plants, animals? ● Can you tell me how you have grown and changed? <p>MATHEMATICS DOMAIN</p> <ul style="list-style-type: none"> ● What are some of the differences between animals and people? How about people and plants? ● How can we group these animals / plants / people? ● How could you show a friend how you have sorted these animals / plants / people?
<p style="text-align: center;">LEARNING PROGRESSIONS (STANDARDS)</p>	<p>LANGUAGE AND LITERACY DOMAIN</p> <ul style="list-style-type: none"> ● Understanding of Stories or Information (Stories or Information may be shared through oral storytelling, sharing of pictures and/or books) <ul style="list-style-type: none"> ○ L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text ○ L.60.12 With Prompting and support, children will retell familiar stories, including story elements (eg. setting, characters, events) and/or share key details from informational text ● Book Concepts <ul style="list-style-type: none"> ○ L.48.16 Look at pages of a book from left to right (or according to conventions of home language) ○ L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language) ○ L.48.17 Recognize that print represents spoken words (e.g., first name in print, environmental labels) ○ L.60.16 Know that books have titles, authors, illustrators or photographers ○ L.60.17 Recognize words as a unit of print and that letters are grouped to form words ● Print Concepts <ul style="list-style-type: none"> ○ L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment

	<ul style="list-style-type: none"> ○ L.60.18 Identify some familiar printed words out of context ● Letter Recognition <ul style="list-style-type: none"> ○ L.48.19 Recognize some letters especially those in one’s own name ○ L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words ○ L.60.21 Make some letter-sound connections <p>SCIENCE DOMAIN</p> <ul style="list-style-type: none"> ● Unity and Diversity of Life <ul style="list-style-type: none"> ○ S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults ○ S.60.7 Group and classify living things based upon features, providing evidence to support groupings <p>MATHEMATICS DOMAIN</p> <ul style="list-style-type: none"> ● Data <ul style="list-style-type: none"> ○ M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more) ○ M.60.11 Represent data using a concrete object or picture graph according to one attribute ● Sorting and Classifying <ul style="list-style-type: none"> ○ M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape) ○ M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute
FOCUS AREAS	<ol style="list-style-type: none"> 1. How Spring Affects the Environment (trees and plants, weather) 2. Animals (hibernation, migration, life cycles) 3. How People Adapt in Spring (activities, clothing) 4. People (baby, children, adults)

	5. Plants (flowers, vegetables)
KEY VOCABULARY	<ol style="list-style-type: none"> 1. Retelling (first, next, then, last, event, setting, characters, conflict/problem) 2. Plant (seed, stem, bud, vine, petal, seedling, root, sprout, blossom, pollinate) 3. Animals (hatch, birth, metamorphosis, froglet, tadpole, hatch, chick, egg, gills) 4. Weather (shower, sprinkle, drizzle, mist, downpour, sunshower, fog, sunbeams, rainbow) 5. Sounds (chirping, buzzing, honking, mowing, rain sounds: drizzle, light, heavy) 6. Lifecycle (develop, grow, stages, transform, lungs)

Key Knowledge My students will know. . .	Key Skills My students will be able to (do). . .
<ul style="list-style-type: none"> ● spring is when plants, flowers, and trees, begin to bloom ● how spring is the same/different from other seasons ● that animals are returning from migration, waking up from hibernation, and adapting ● people have different activities and clothing in spring ● understand and identify the stages of life cycles of people, plants, and animals ● how to order the lifecycle stages for different species ● people / plants / animals can be classified by attributes, similarities and differences ● written words and symbols represent spoken language 	<ul style="list-style-type: none"> ● identify and describe similarities and differences between animals, people, and plants ● sort and classify using attributes of animals, people, and plants ● identify parts of the life cycle stages of various species ● count and compare using sorted groupings ● represent sorted items in visual and physical form (graphing / manipulatives) ● retell events from stories read about spring ● retell facts and information from informational (nonfiction) texts read about spring ● identify elements of a story (e.g. setting, characters, problem) ● identify some familiar letters in their name ● identify specific parts of a book (front, back, title, etc)

- identify some environmental print

[Unit Assessment](#)

TEACHING STRATEGIES AND EXPERIENCES
(Multiple means of representation, expression and engagement)

- Letter Recognition
 - Identifying their names
 - Visually recognizing their own names (e.g. finding their name during arrival)
 - Beginning to recognize and name letters in their names and peers' names
 - Encourage children to make letters out of playdough or pipe cleaners
- Book Concepts / Print Concepts
 - Point to words as you read them aloud
 - Model reading for a variety of purposes, information, communication, direction, etc.
 - Use print in the child's environment to encourage letter identification
 - Model using print to gain information, e.g., follow a recipe, read driving directions
- Retelling
 - Use pictures or make popsicle stick puppets or props to retell a story.
 - Use retelling vocabulary during discussion and play activities related to spring. (i.e First we go the soccer ball, next we kicked it, etc.
 - Have students retell:
 - Playground Experiences
 - Spring Walk
- Graphing
 - Favorite Flower
 - Spring Activities (e.g. who plays baseball, goes on picnics, plants a garden, etc.)
- Sorting (with spring materials)

- Clothing Sort (Shorts vs. Pants, T-shirt vs. Long Sleeve) (sort by color of clothing)
- Season Sort - Winter vs. Spring
- Footprints in the mud (compare/contrast vs. footprints in the snow)○ Make mud indoors and use toy animals
 - Shoe-prints outdoors (and take pictures)
 - Compare to snow-footprints
- Create a compost bin
 - Correlate this with Earth Day
- Observation Spring-Walk
- Provide safe opportunities to interact with and observe living things
- Encourage children to make and document observations
- Use children's questions and comments as an opportunity to discuss living things, structures and their functions, and patterns
- Provide materials of various sizes, colors, textures, and shapes that can be sorted and compared
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- Encourage children to record and document what they learn
- Provide materials for documenting measurement and classifying, e.g., whiteboards, journals, graph paper
- Demonstrate methods of measurement throughout the day; chart the number of children who are wearing red or green and compare
- Provide activities using standard and non-standard units of measurement
- Use visual models to help children understand and quantify differences
- Model charting data and chart data with children

DIFFERENTIATION

Children with Disabilities

- Provide a variety of types of books, including tactile books, books with sounds, large print books, adapted books and board books
- Use books with a limited number of images on the page
- Use computers with touch screens and interactive software for children to engage with carefully selected texts.
- Adapt books with tabs to make page turning easier
- Provide opportunities for children to hear you elongating words with continuous sounds, such as, “seen,” by modeling the elongated word, e.g., “ssseeeennnn,” and then asking the child to say the word (O’Connor, Jenkins, Leicester & Slocum, 1993)
- Provide opportunities for auditory awareness activities that highlight similarities and differences in sounds
- Frequently play rhyming, alliteration and sound identification games
- Change the placement of a sound in a word and ask children to imitate you, allow them to create words and you repeat them
- Use interactive storybook reading to build phonological awareness (Lefebvre, Trudeau & Sutton, 2011).
- Provide increased opportunities to count with adults and other children
- Combine counting with actions, such as marching or clapping
- Begin by counting a small number of objects with adult support
- Provide assistance to manipulate objects to count for children with motor impairments or use manipulatives that accommodate the child’s specific access issues, such as thick counting chips with knobs
- Provide access to information about living things in multiple formats including real life experiences.
- Teach concepts in multiple formats over time.
- Scaffold support throughout learning opportunities.
- Provide consistent feedback to children.
- Use adaptive materials, e.g., large manipulatives that easy to grasp.
- Allow alternate ways for children to demonstrate knowledge in these areas without directly manipulating objects.
- Program communication devices to contain words that will allow them to participate and

express their knowledge.

Children who are Dual Language Learners

- Highlight words that include sounds common to both languages and separate similar sounds
- Engage in play with children and embed opportunities for oral language development
- Pair rhyming words with pictures or action (cat, hat, bat/hop, stop, drop)
- Build a reciprocal relationship with the child's family
- Ask volunteers who speak the child's language to come in and read in their home language
- Provide books written in the child's home language
- Provide wordless books
- Listen to children read
- Create books about classroom experiences that are familiar to everyone
- Allow children to respond to story comprehension questions as a group
- Accept retelling in many forms: actions, words, use of props
- Have parents record a story in their home language; play those recordings in the listening center
- Use simple language to build new vocabulary related to living things.
- Use repetition of vocabulary and processes.
- Allow children to express their questions through drawings, gestures, phrases and whatever means available to them to communicate their inquiries and ideas.
- Provide the same information in multiple ways.
- Provide a connection to children's pre-existing knowledge by learning some key vocabulary words in their home language.
- Link English vocabulary to experiences with pictures, concrete objects and real-life events.
- Refer to events in the present until children become more proficient in English.
- Provide multiple opportunities for practice in varied settings.

RESOURCES

Literature

- Bear Wants More (Karma Wilson) Fiction
- The Surprise Garden (Zoe Hall)
- Click, Clack, Peep! (Doreen Cronin and Betsy Lewin)
- We're Going On an Egg Hunt (Laine Mitchell)
- The Happy Day (Ruth Krauss)
- The Wind Blew (Pat Hutchins)
- The Little Cloud (Eric Carle)
- And Then it's Spring (Julie Fogliano)
- Sky Fire (Frank Asche)
- When Will it be Spring? (Catherine Walters)
- Finding Spring (Carin Berger)
- Puddles (Jonathan London)
- It Looked Like Spilt Milk (Charles Shaw)
- Wake Up, It's Spring (Lisa Campbell Ernest)
- The Teeny Weeny Tadpole (Sheridan Cain)
- Fish is Fish (Leo Leoni)
- The Very Hungry Caterpillar (Eric Carle)
- The Carrot Seed (Ruth Krauss)

Nonfiction

- Animals in Spring (Martha Rustad)
- Weather in Spring (Martha Rustad)
- Plants in Spring (Martha Rustad)
- Spring Changes (Ellen B. Senisi)
- Worm Weather (Jean Taft)
- It's Spring (Linda Glaser) → This also has cute activities in the back
- The Tiny Seed (Eric Carle)
- Waiting for Wings (Lois Ehlert)

Websites / Videos

- <https://youtu.be/8Zjpl6fgYSY> www.facthound.com
- [Signs of Spring](#)
- [Spring is Here \(The Learning Station\)](#)
- [Spring is Here \(Little Story Bug\)](#)
- [Spring is Here \(From Lost in the Woods\)](#)
- [Season Song](#)
- [Spring Games \(specifically Curious George\)](#)
- [Spring Sounds Book](#)
- [Peep and the Big Wide World: The Spring Thing](#)
- [Peep and the Big Wide World: The Flower Shower](#)
- [Sounds of Spring](#)
- [Metamorphosis \(Tadpole\)](#)
- [Frog Life Cycle](#)
- [Froggy, Froggy - Song About Life Cycle](#)
- [Butterfly Song About Life Cycle](#)
- [Caterpillar to Butterfly Life Cycle](#)
- [Amazing Butterfly Life Cycle](#)
- [Life Cycle Lessons \(website for teachers\)](#)
- [Life Cycle of a Chicken - Penny](#)
- [Life Cycle of a Bird](#)

Songs

- [Spring Songs](#)
- [Planting and Spring songs](#)
- [Life Cycle Songs](#)

- Jump Frog Jump (Robert Kalan)
- The Teeny Weeny Tadpole (Sheridan Cain)
- The Wide Mouthed Frog (Keith Faulkner)
- Guess What I Will Be? (Anni Axworthy)

**ENGAGING
FAMILIES**

- **What does your family like to do in the Spring?**
 - **Students can bring in photographs, videos or family members to share their experience.**
- **Newsletter**
- **Booklists**
- **Bound Class Books**
- **Suggest families go on a nature walk and make observations and/or take pictures**
 - **Kids can bring in observations/pictures/artifacts for show-and-tell style presentation**
- **Gain information from families about use of books at home**
- **Send in a picture of your child as a baby, toddler**
- **Ask families to share stories about pets they have had since they were babies (i.e. send in pictures of puppy/kitten/chick and recent animal photos**
- **Ask families to share stories or send in pictures of plants that have grown or birds nest they have found**

