

Unit Title	Springtime Changes	Date
Focus Learning Objectives:		Focus Standards Addressed in this Unit:
<p>The children will be able to:</p> <ol style="list-style-type: none"> 1. Use complex and new vocabulary words to discuss events in books 2. Compare changes in the seasons associated with spring 3. Describe life cycles of butterflies and/or other insects 4. Use drawings/symbols/letters to express ideas through writing/drawing 5. Explore measurement tools and use comparative words to describe objects 		<p>AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions. (4.1, 4.2) CC 3: Explore roles and experiences through dramatic art and play. (4.1,4.2,4.3) CM2: Understand basic patterns, concepts, and operations (4.2) CM3: Understand attributes and relative properties of objects as related to size, capacity, and area. (4.1, 4.2, 4.3, 4.4) CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions). (4.1, 4.4) CS 3: Acquire scientific knowledge related to life science (properties of living things). (4.1, 4.2, 4.5, 4.6) CSS 3: Develop an awareness of geographic locations, maps, and landforms. (4.1, 4.6) LL 2: Comprehend and use increasingly complex and varied vocabulary. (4.1, 4.2) LL 4: Comprehend stories and information from books and other print materials. (4.1, 4.2, 4.5, 4.7) LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters. (4.1, 4.2) PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body. (4.1, 4.2) PM 2: Develop small muscle control and coordination. (4.1, 4.2) SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals. (4.1, 4.2, 4.3)</p>
Guiding Questions for Teachers:		Vocabulary Words /Higher Order Questions to Ask Children:
<ol style="list-style-type: none"> 1. Can children identify changes in the environment (weather, plants, animals, insects, etc.) and, activities related to spring? 2. Can children identify characteristics of insects? 3. Can children use simple words to describe observations related to life cycles of plants and insects? 4. Can children explain their thinking when participating in simple measurement activities? 5. Can children hold a pencil/crayon to scribble, write or draw? 		<p>Vocabulary words: spring, flowers, bloom, blossom, rain, seeds, butterfly, caterpillar, cocoon/chrysalis*</p> <p>Higher Order Questions: See Unit Plan – Cross Curricular Four-Year-Olds Sample Unit 9</p> <p><i>* Note: In The Hungry Caterpillar (Eric Carle), the term “cocoon” is used which refers to a moth’s stage of development. Most resources also use cocoon. However, the correct scientific term is “chrysalis”.</i></p>

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	Monday	Tuesday	Wednesday	Thursday	Friday
Circle Time Activity	<p>4 Seasons Rhythm and Rhymes Jack Hartmann (CD)</p> <p>Review symbols from previous lessons (orange leaves, snowmen, pumpkins, apples, mittens); discuss changes/differences in seasons previously covered; discuss things seen in spring such as flowers, butterflies, ladybugs, green grass</p>	<p>Caterpillar Crawled (See Appendix for Unit 9)</p> <p>Introduce the hand motions prior to singing the song; review story read on Monday</p> <p>Ask children to share any experiences with butterflies, insects, or caterpillars</p>	<p>Caterpillar Crawled (See Appendix for Unit 9)</p> <p>Use felt board or sequencing cards to model retelling the life cycle of a butterfly</p> <p>Caterpillar/Butterfly Song (See Appendix for Unit 9)</p>	<p>Sing Into Spring Rhythm and Rhymes Jack Hartmann (CD)</p> <p>Have cut-outs of flowers (one for each child) in sizes small and large; have them sort them into 2 groups, using the words “smaller” and “larger”; to extend the activity, include flowers that are medium-sized for sorting into 3 groups</p>	<p>Changing Seasons (Sian Smith)</p> <p>Divide chart paper into 4 columns; label “Fall”, “Winter”, “Spring”, and “Summer” at top and let children draw symbols/write letters or words to describe each season</p>
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> • Anecdotal notes indicating whether children can identify changes that occur during the spring • Checklist to indicate which children can compare and contrast sizes • Work sample of writing/drawing of seasons • Videotape of children participating in Caterpillar Crawled • Video recordings/photographs of children retelling the butterfly life cycle 				

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Small Group Activity	<p>Activity One: Caterpillar/Butterfly Art and Retelling Project (Appendix, Unit 9) Activity Two: How Much Did He Eat? (Appendix, Unit 9) Activity Three: Continue Butterfly Life Cycle Model (Appendix, Unit 9)</p>			<p>Activities conducted by paraprofessionals, speech therapists, early interventionists, volunteers, etc.:</p> <ul style="list-style-type: none"> Caterpillar/Butterfly Art and Retelling Project (Appendix, Unit 9) 	
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> Anecdotal notes of children using vocabulary to describe life cycles of butterflies. Checklist indicating whether children followed directions for creating projects Anecdotal notes/checklist indicating whether children could retell the story using props Videotape/photographs of children working together to sequence events 				
Story Time	<p><i>The Very Hungry Caterpillar</i> (Eric Carle)</p> <p>Watch the video with classical music of a caterpillar changing into a butterfly: http://www.abcand123learning.com/2012/07/butterfly-movement-and-music.html</p> <p>Compare reality and fantasy with the book and the video</p>	<p><i>The Very Hungry Caterpillar</i> (Eric Carle)</p> <p>Use a pocket chart, allow children to help sequence the story putting the food/events in order using pictures from: http://makeitcozee.blogspot.de/2012/02/free-hungry-caterpillar-printable.html</p>	<p><i>The Very Hungry Caterpillar</i> (Eric Carle)</p> <p>Use a pocket chart, allow children to help sequence the story putting the food/events in order using pictures from: http://makeitcozee.blogspot.de/2012/02/free-hungry-caterpillar-printable.html</p>	<p><i>Wake Up, It's Spring!</i> (Lisa Campbell Ernst)</p> <p>As the story is read, children chime in the repetitive sentence: <i>"Wake Up It's Spring!"</i></p> <p>Afterwards review the animals in the story, have the children act them out</p>	<p><i>Life Cycles: Caterpillar to Butterfly</i> (Sally Hewitt)</p> <p>Slide show of butterflies around the world: http://www.environmentalgraffiti.com/nature/news-seven-stunning-natural-works-art-known-butterflies?image=0</p> <p>Look at world map and place butterfly stickers on countries where butterflies live</p>
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> Anecdotal notes of children describing problems and solutions to stories Anecdotal notes of using and understanding meaning of new vocabulary Checklist indicating which children sequence story order Videotape/photograph of children participating in song/rhymes 				

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Music and Movement	Caterpillar/Butterfly Song	Dancing with Scarves: Vivaldi's Springtime (CD)	Fly like butterflies with ribbons to music by Chopin; act out life cycle	Caterpillar/Butterfly Song	Dancing with Scarves: Vivaldi's Springtime (CD)
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> • Observe and document which children are able to recall words to songs • Observe and document which children are able to sequence events from the songs • Observe and document the children who are able to follow the class rules 				
Outdoor Time	Balance like a Butterfly: Set up balance beams for children to create different ways to move like a butterfly	Game: Caterpillar, Cocoon, Butterfly: (Variation of Duck, Duck, Goose) When a butterfly is picked, he/she flies around the circle	Balance like a Butterfly: Set up balance beams, see if children can create different ways to move like a butterfly on the balance beams.	Game: Butterfly Flutters: A version of Simon Says: use stages of caterpillar growth: Simon Says caterpillars crawl, caterpillars eat, caterpillars cocoon, butterflies fly, etc.	Game: Caterpillar, Cocoon, Butterfly: (Variation of Duck, Duck, Goose) When a butterfly is picked, he/she flies around the circle
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> • Observe and document children who are able to follow class rules • Observe and document children who are able to take turns and get along with peers • Videotape/photographs of children using their whole body for balance and motor movement • Observe and document children who are able to coordinate balance movements. 				

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LEARNING CENTERS					
General Materials	<p style="text-align: center;">Fine Motor</p> <ul style="list-style-type: none"> • Small building toys • Manipulatives • Puzzles (variety) 	<p style="text-align: center;">Dramatic Play</p> <ul style="list-style-type: none"> • Dress-up clothes • Kitchen set with dishes • Props for work, fantasy, or leisure • Dolls 	<p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Drawing materials • Paint materials • Collage materials • Art Tools (scissors, hole punch, stencils, rollers) • 3-D materials 	<p style="text-align: center;">Nature/Science</p> <ul style="list-style-type: none"> • Collections of natural objects • Living things • Books/games or toys • Activities 	<p style="text-align: center;">Math/Numeral</p> <ul style="list-style-type: none"> • Counting materials • Measuring materials • Comparing quantities • Recognizing shapes • Written numeral materials
Focus Materials	<p>Letter shapes to practice forming letters, various thick and thin pastel colored markers, paper with butterfly and flower shapes to trace, cups with butterflies on them, pom poms, tongs, butterfly wings cut out of wax paper, playdoh, pipe cleaners, wiggly eyes</p>	<p>Create an insectarium: various sizes of clear plastic boxes, toy/stuffed bugs, khaki shirts with “INSECTARIUM” written on them, plastic flowers and leaves to insert in boxes, art materials to create additional bugs and plants; paper tickets for children to take a tour of the insectariums (to extend activity: invite other classes, school staff members to take the tour)</p>	<p>Butterfly and flower templates and white cardstock, finger-paint, watercolor, pastels, scissors, paint brushes, sponges, textured brushes to create spring art; red and yellow paper, and black collage materials (buttons, pom poms sequins, tissue paper circles, etc.), glue</p>	<p>Plastic bug models, pictures of various places bugs live (dessert, garden, water, leaves, etc.), scale and unfixed cubes and templates to measure weight (How many cubes are the bugs equal?), live ladybugs in observation bowl, clipboards, pencils and word wall of insect body parts and names to use as a reference, puzzles or cards to sequence butterfly and ladybug life cycles</p>	<p>Plastic rulers, measuring tape, and objects to practice measuring (celery, carrots, long stem flowers, plastic bugs, spiders, etc.), cardstock in pastel colors of various lengths to measure and put in order from smallest to largest, clipboards and markers to record measurements</p>

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LEARNING CENTERS					
General Materials	Music and Movement	Sand/Water	Blocks	Books and Listening	Writing
Focus Materials	<p>Butterfly headbands, bug wing headbands, spring-colored scarves classical music: Chopin, Mozart or Vivaldi</p>	<p>Sand: Butterfly clipart (butterflies cut in half to match up by wing colors), plastic bug toys in different sizes to order and observe, magnifying glasses</p> <p>Water: plastic butterflies and caterpillars</p>	<p>Pictures of various types of spring related structures: greenhouse, gardens, gazebos, beehives, plastic/soft bug toys, felt flowers, measuring tape and tool kits, blocks of various sizes, a chart of ordering objects from shortest to tallest</p>	<p>Word wall with insects and names, white boards, pastel colored markers in spring colors, books on spring (bugs, flowers, etc.), and copy of <i>The Hungry Caterpillar</i> (Eric Carle) on tape, felt/cardstock puppets and flannel board to retell the story after listening</p>	<p>Word wall with spring vocabulary words, white boards, pastel colored markers in spring colors, stencils of spring vocabulary (flowers, tree, butterfly, bug, bee, etc.), examples of simple sentences, letter cards with alphabet to trace/copy, paper folded in thirds and labeled "First", "Next", "Last" for children to draw and write/dictate the life cycle of a butterfly or lady bug</p>

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General Materials	Technology Kid friendly websites/games		Other	Other
Focus Materials	http://www.abcand123learning.com/2012/07/butterfly-movement-and-music.html http://www.environmentalgraffiti.com/nature/news-seven-stunning-natural-works-art-known-butterflies?image=0 http://www.cultofmac.com/252251/grandma-does-indeed-love-bugs-in-this-adorable-educational-ipad-app/		Butterfly Snack (Appendix, Unit 9) Butterfly puppets: http://www.crayola.com/crafts/butterfly-finger-puppets-craft/	Have a parent volunteer help build a butterfly garden Field trip to local garden center to explore plants that butterflies are attracted to
Transition Activities:	Reinforce “buggy” behaviors by asking the children to “buzz” into line, wiggle their antennas to help them listen for instructions, flap their wings, fly like a butterfly, etc. Use alliterations for transitions such as: busy bees cleanup, beautiful butterflies get in line, lovely ladybugs get your schoolbags, awesome ants go to centers, etc.			
Accommodations:	Check for allergies before tasting foods English Language Learners may need bilingual support for the story/vocabulary using visuals or translation Hand over hand and other accommodations for children with special needs may need to be adapted			
Other:	<i>Growing Caterpillars into Butterflies: order form insectlore.com</i> http://www.abcand123learning.com/2012/07/butterfly-movement-and-music.html http://makeitcozee.blogspot.de/2012/02/free-hungry-caterpillar-printable.html http://www.environmentalgraffiti.com/nature/news-seven-stunning-natural-works-art-known-butterflies?image=0			