



BEE...READY FOR SPRING!

INPUT/SUGGESTIONS

1. Interest Centre

Students contribute "spring things" to the Interest Centre.

Before the students add their items, the class can guess (from clues/riddles) what the item is and why it represents spring.

Include pictures, stories, poems, insects, flowers... to the Interest Centre.

2. Discussions/Charts

What is spring?

When does spring come to your area?

What are the months of spring?

March-the lengthening month- days getting longer..

April-the opening month-things change, open up...

May-spring and growth is truly seen, festival time...

(Discuss the special days in each month, notice the changes in growth, weather...)

Discuss spring activities, games, feelings...

3. Class activities

Spring cleaning in the classroom. Make your room look "springy".

Spring cleaning on the playground.

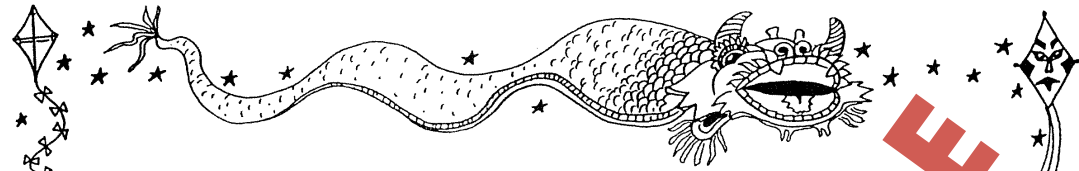
Spring scavenger hunt.

4. Collect and have ready, poems, stories, pictures, films/filmstrips... for "whatever the weather" may be! Spring, with its new beginnings and changing weather conditions can initiate oral expression and expression through creative writing of stories and poetry.

Expose the students to poetry daily, so they can hear the rhythm and rhyme. Once they have developed an interest in poetry it will be easier to begin to write some poetry.

Work through writing several styles of poetry in large group/class situations, so the students understand the form of each type of poetry.

Allow plenty of time to share and display the poetry the students have written.



MISSION IMPOSSIBLE

Mission Impossible's are fun to do once a month, on a Friday afternoon, on a rainy afternoon, or just for special day activities.

The purpose of a Mission Impossible is to have the students complete the worksheet, by following written instructions only.

Mission Impossible's also incorporate fun and independent decision making, along with a review of skills. They can be set up as worksheets for any subject.

Here are some sample questions you can incorporate on a Mission Impossible for SPRING!

STARTING TIME _____
FINISHING TIME _____

1. Print/ Write your name in a spring-like way.
2. Record your starting time.
3. Complete this sentence.
Today I feel _____
4. Addition Questions
5. Draw two spring things.
6. Subtraction Questions
7. Go into the hall. Do 15 stride jumps. PEEP like a chick while you jump.
8. Roll a "7" on the dice before you go on.
9. Complete these math problems.
10. Tell why you're glad it's spring. (2 reasons)
11. Go to the fountain closest to the office. Get a good drink. On your way back to class, count the number of steps you took. _____ steps
12. Fraction Questions
13. Draw a large spring shape on the back of your sheet. Inside your shape, print 10 words that rhyme with SPRING.
14. What time is it?
15. List 6 things you see in the springtime.
16. Make up a riddle about a "spring thing". Print your riddle on a shape card. See if a friend can guess your riddle.
17. Record your finishing time. Read the next question, then hand in your work.
18. You have completed your mission impossible. Find a good book, relax and read!



Organize a SPRING SCAVENGER HUNT with your class. The time you spend outdoors and on follow-up activities will depend upon your curriculum, the location of a pond/ stream/ woods nearby the school and the interest displayed by the students.

Students can work in partners or teams and can assist in creating the list of items, the boundaries and limitations, the equipment needed, evaluation techniques, point system...

Here are some items for your list:

1. some mud or earth
2. a twig with buds (not to be broken from a plant or tree)
3. some grass (the greener the better)
4. something a bird would use to build a nest
5. a feather
6. water
7. a leaf (Can you name it's kind?)
8. a smooth stone
9. a cocoon
10. something that might have belonged to a person
11. garbage-paper
12. garbage-not paper
13. an insect
14. a flower
15. a pinecone
16. something that no one else might find



Marblemania

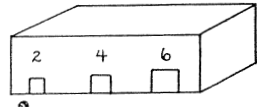
Here's a simple game to play with your friends.

Get a shoebox from home. Cut out squares along one side. Give each square a value.

Roll marbles through the holes.

Make up a set of rules.

PLAY!



Marblemania

Make up a game to play with marbles

Write out the rules, so others can play. Add a diagram

Explain your game to a group that's ready to play.



Spring at Work!

Fill in the blanks with is or are. Complete each sentence.

The sun ---- at work.

The ice and snow ----

The air ----

The days ----

Birds ---- busy

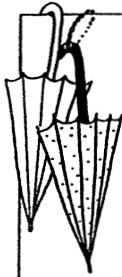
Insects ----

The earth ----

The roots and bulbs ----

Blades of grass ----

Buds ----



Here are some fun rhymes about spring. Read them, as chants. Put the chants together and read them as rounds.

cool air
warm air
busy, busy storm air

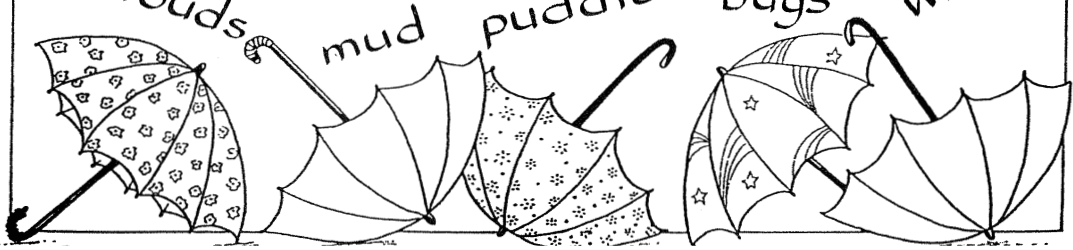
still day
gray day
thick, foggy, dull day

wet rain
cold rain
please don't fall on me, rain!

add music!

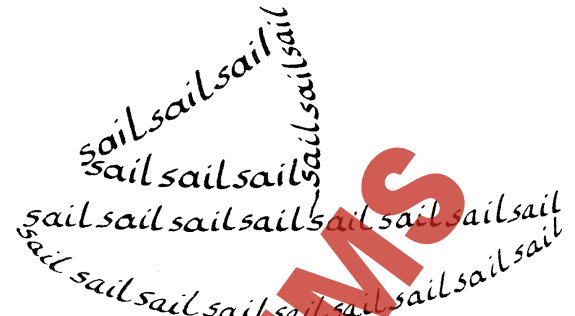
Make up some fun spring rhymes!

clouds mud puddles bugs wind



Shape Poems

You can print a word, or words, over and over into a shape.



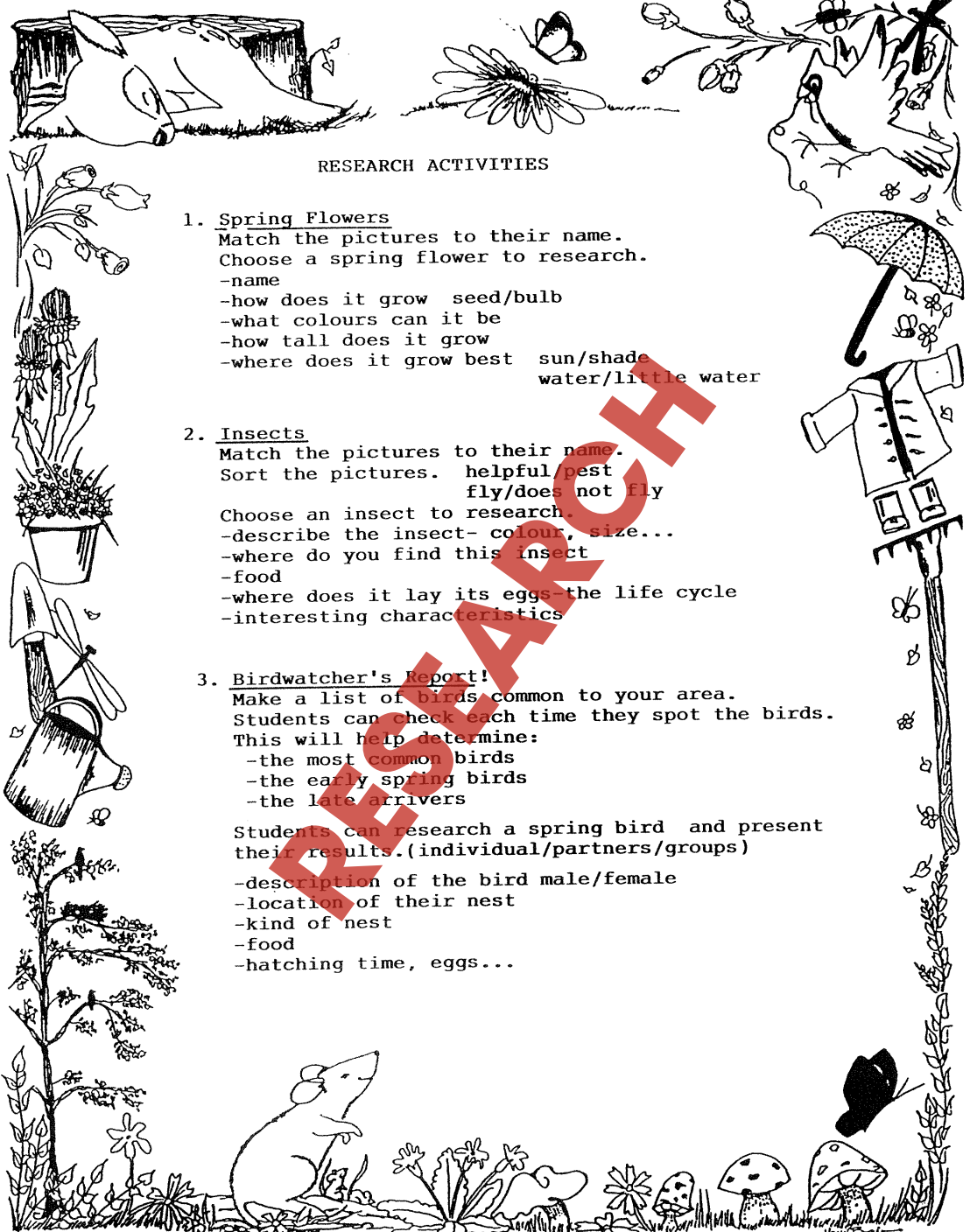
You can write a short poem, then print it into a shape.

My
red
kite
soars and sails
freely
into
the
sky



Unscramble the letters to spell words that describe, how the wind blows.

1. wwriidnhl _____
2. oohptry _____
3. enachiurr _____
4. zeeerb _____
5. nihcoko _____
6. onrtdoa _____
7. elag _____
8. mnooons _____
9. yccolen _____
10. tsug _____



RESEARCH ACTIVITIES

1. **Spring Flowers**
Match the pictures to their name. Choose a spring flower to research.
-name
-how does it grow seed/bulb
-what colours can it be
-how tall does it grow
-where does it grow best sun/shade
water/little water

2. **Insects**
Match the pictures to their name. Sort the pictures. helpful/pest fly/does not fly
Choose an insect to research.
-describe the insect- colour, size...
-where do you find this insect
-food
-where does it lay its eggs-the life cycle
-interesting characteristics

3. **Birdwatcher's Report!**
Make a list of birds common to your area. Students can check each time they spot the birds. This will help determine:
-the most common birds
-the early spring birds
-the late arrivals
Students can research a spring bird and present their results. (individual/partners/groups)
-description of the bird male/female
-location of their nest
-kind of nest
-food
-hatching time, eggs...