

## **A Bear's Lunch**

**Focus**— Animals eat different foods.

Hello and Name Songs

### **Finger play:**

Bears like berries (pick berries low)

Bears like meat (chew)

Bears like insects (flutter hands)

Bears like to eat! (clap)

- **First 15 minutes—  
Gathering:**
- Collect Bear Food Cards, from Growing Up WILD, in paper bag “stomachs”.
- Pretend to be a bear sleeping in a cardboard carton box.
- Play with toy bears, bear books, plastic bears.

## **Learning**

Prepare a bear food tray—toy insects, meats, berries—examine the different bear foods and talk about which are meat, bugs, or plants. Animals eat different ways. Some eat meat, some eat plants and some eat bugs, and some eat every kind of food. *We call the ones that eat meat—carnivores, the ones that eat plants--herbivores, the ones that eat insects—insectivores, and the ones that eat all kinds of foods –omnivores.* Read Brown Bear Brown Bear, by Eric Carle, with paper animal puppets to act out the different animals.

### **Second 15 minutes—Walk**

Find things bears could eat in the forest.

### **Third 15 minutes—Make and take**

Make bear paw prints on a roll of brown paper by dipping fists in paint.

### **Fourth 15 minutes—Snack**

Dip Teddy Grahams in yogurt and eat “bear” foods like berries.

**Closing**— Make bear prints with stampers on a forest picture. Review the song, story and fingerplay, sing Good-bye songs, pass out handouts and preview the next class.

# Outcomes A Bear's Lunch

## Targets

- Animals eat different kinds of foods.
- Some animals eat meat, some plants, and some insects.
- Bears eat all kinds of foods.

## Extensions

- We call animals that eat meat "*carnivores*".
- We call animals that eat plants "*herbivores*".
- We call animals that eat insects "*insectivores*".
- We call animals that eat all kinds of foods "*omnivores*".

# Thinking about outcomes: A Bear's Lunch

<b>Vocabulary</b> Bear, meat, plant, insect, <i>carnivore, herbivore,</i> <i>insectivore, omnivore</i>	<b>Concepts</b> Different animals eat different kinds of food. We have special names for animals depending on what they eat.	<b>Skills</b> Examining foods
Music and Story Attend to <u>Brown Bear,</u> <u>Brown, Bear</u> , act out the fingerplay and song, walk like a bear.	Art/Snack Press fists with paint on bear trail. Dip Teddy Bears and choose bear foods.	Walk/Explore Observe nature using all the senses.

## **Batty Bats**

**Focus**— bat anatomy and activity

### **Hello and Name Songs**

#### **Finger play:**

Bats have wings (arms to side)

And bats can fly (flap)

Out at night (stretch)

Up in the sky! (up)

## **• First 15 minutes— Gathering:**

- Read bat books, color bat pictures, compare bat wings to hands.
- Try on paper bag bat wings.
- Do the bat songs and fingerplays.
- Have bats on straws to act out 5 little bats.

## **Learning**

Bats live in colonies. Nursery colonies have mommies and babies. Bachelor colonies have daddies. Bats wings are like hands. Bats sleep during the day. They fly at night.

They catch insects and help us by eating bad insects.

Read Biggety Bat: Hot Diggety , It's Biggety! by Ann Ingalls.

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## **Second 15 minutes—Walk**

Hang bats in the trees for children to find.

## **Third 15 minutes—Make and take**

Let the children glue black bats and insects on black paper.

## **Fourth 15 minutes—Snack**

Make a pretzel bat with two pretzels wings and a chocolate kiss or mini TWIX bar for the body, and two white chips for eyes.

## **Closing**

Tape bat stickers on a paper “cavern”, Review the song, story and fingerplay, sing Good-bye songs, pass out handouts and preview the next class.

# Outcomes Batty Bats

## Targets

- Bats are mammals.
- Bats have wings and can fly.
- Bats sleep during the day.
- Bats help us by eating bad insects.

## Extensions

- Bat wings have bones like hands.
- Bats live in caverns.
- Mommy and baby bats live in nursery colonies.
- Boy bats live in bachelor colonies.

# Thinking about outcomes: Batty Bats

<b>Vocabulary</b> Bat, wing, fly, colony, cavern	<b>Concepts</b> Bats are mammals, fly at night and sleep during the day, live in colonies, eat insects	<b>Skills</b> Assembling bat art, imitating motions in the fingerplay, participating in bat song
<b>Music and Story</b> Act out actions in the bat songs, and attend to bat poem	<b>Art/Snack</b> Attach bat wings to bat body, attach pretzels or licorice wings to candy body	<b>Walk/Explore</b> Find toy bats in trees on the walk

## **Bloomin' Blossoms**

**Focus**— flower parts and growth

### **Hello and Name Songs**

#### **Finger play:**

Stems (stand tall) and leaves  
(elbows out)

And petals (flutter fingers  
around face) too,

All the flowers, red, yellow,  
blue! (pat three times across)

- **First 15 minutes—  
Gathering:**
- Look for flowers.
- Water flowers in pots.
- Read Planting a Rainbow by Lois Ehlert.
- Sing some of the flower songs.

## **Learning**

Learning-- Flowers grow from seeds. Flowers have stems to hold them up and leaves to make energy and food and petals to attract insects and birds.

Flowers need earth and sun and water to grow.

## **Second 15 minutes—Walk**

Find flowers on the trail.

## **Third 15 minutes—Make and take**

Plant flower seeds in a cup. Squeeze glue on green paper and drop sand or soil on the glue to make a pattern.

## **Fourth 15 minutes—Snack**

Make flowers from strawberry, banana and orange slices with celery stems.

Spoon up a variety of seeds into a cup of yogurt, to eat.

## **Closing—**

Review the song, story and fingerplay, tape cut-out flowers to a garden poster, sing Good-bye songs, pass out handouts and preview the next class.

# Outcomes Bloomin' Blossoms

## Targets

- Flowers grow from seeds.  
Flowers have stems to hold them up, leaves to make energy and food, and petals to attract insects and birds.
- Flowers need earth and sun and water to grow.

## Extensions

- Flowers come in many different sizes, colors, and shapes
- All plants have flowers which make fruits which have seeds

# Thinking about outcomes: Bloomin' Blossoms

<b>Vocabulary</b> Flower, seed, leaves, stem, blossom, bloom, petals.	<b>Concepts</b> Growth, seeds, why flowers look pretty	<b>Skills</b> Look at flowers Find the stem, leaves and petals.
<b>Music and Story</b> Act out the flower song and fingerplay. Attend to the rainbow planting story.	<b>Art/Snack</b> Plant flower seeds by poking them into soil. Make a flower using fruit for petals.	<b>Walk/Explore</b> Find flowers on the trail. Observe using sight and smell and touch.

## **Breakfast for a Bird**

**Focus**— different beaks adapted for different foods

## **Hello and Name Songs**

### **Finger play:**

Some birds flap wings (flap arms to sides)

And some dive down (dive)

Some back and forth (move back and forth)

Some turn around! (turn around)

- **First 15 minutes—  
Gathering:**
- Let the children experiment with the “beaks” and foods.
- Examine feathers.
- Look at bird books.
- Sit in pretend nests.
- Place toy birds in pretend nests.

## Learning

Beaks are adapted for eating different foods, just like different utensils

Explore the bird foods—what would we need to eat them? Have toy fish, insects, small mammals, seeds, fruit nectar, dry fruit, rubber seaweed, gummy or lure worms.

Simulate bird beaks with different utensils—cup, scoop, baster, eye dropper, tongs, tweezers, scissors, chopsticks, nutcracker, strainer, hair clip

Eat like a bird—give each child a food and utensil to try .

Read Little Green or Birds by Kevin Henkes, with puppet and actions.

Move like a bird (avian antics).

<https://www.youtube.com/watch?v=15lXZoNcIXM>

Transition, using avian antic motions, outside.

### **Second 15 minutes—Walk**

Find birds, bird nests, bird foods and collect cotton ball “mice” and fishing lure “worms” in a paper bag “bird stomach”. Have tissue paper binoculars made for looking.

### **Third 15 minutes--Make and take**

Paint with feathers.

### **Fourth 15 minutes—Snack**

Have a bird food buffet. Put out 3 bowls, one with cereal with tongs, raisins with a small fork/or corn puffs with a funnel, and goldfish with a ladle, and let the children fill bird stomachs (cups) using the “beaks”.

**Closing**—Let the children build and roost in nests, Review the song, story and fingerplay, sing Good-bye songs, pass out handouts and preview the next class.

# Outcomes: Breakfast for a Bird

## Targets

- Birds eat different kinds of foods.
- Bird beaks are different depending on the food the bird eats.

## Extensions

- Birds have feathers
- Birds build nests.
- Birds fly.
- Birds lay eggs.

# Thinking about outcomes: Breakfast for a Bird

<b>Vocabulary</b> Bird, beak, feather, nest, eggs, fly, <i>roost</i>	<b>Concepts</b> Birds eat different foods. Beaks are <i>adapted</i> for the foods the bird eats.	<b>Skills</b> Move like a bird. Eat like a bird.
<b>Music and Story</b> Attend to <u>Little Green</u> and do the actions Imitate the actions in the fingerplay and songs	<b>Art/Snack</b> Use feathers to dip and paint. Use analog bird beak to get bird foods.	<b>Walk/Explore</b> Listen for birds. Look for birds, nests and bird foods, as well as “mice” and “worms”. Observe birds.

## **Busy As a Bee**

*Focus— bee anatomy and roles*

### ***Hello and Name Songs***

#### ***Finger play:***

Here is the honeybee (pincer finger thumb)

Here is the hive (tent hands)

Working together (mesh fingers)

To keep bees alive (clap)!

- **First 15 minutes—  
Gathering: :**
- Have bee books, and honeycomb and beekeeper clothing and equipment (if available) out to explore.
- Have a paper poster hive and flower pots with flowers. Let the children pick up pollen (baggies with yellow sand inside) and take the pollen to the hive.
- Act out bee roles.
- Act out bee dances.

## Learning

Sing *Head, Thorax, Abdomen (Head, Shoulders Knees and Toes)*, from Growing Up WILD.

Explain bee anatomy with analogs—pollen baskets (brushes), honey tummy (sticky honey), antennae (touch fingers). Pass compound eyes around. Teach (oh, oh, big word!) exoskeleton and have the children find their skeletons by tapping knees, elbows and skulls.

Explain bee roles by comparing them to familiar roles—workers>house cleaner, nurse, *forager* (searching for pollen), guard, robber, queen=mommy, *drone*=daddy.—and giving each a bee role card.

Explain bee dances with moving in a circle and figure 8.

Read Bee and Me by Elle McGuiness.

Transition with dancing out to take a walk and look for bees.

## Second 15 minutes—Walk

Look for bees, hives, and flowers that bees might like.

## Third 15 minutes—Make and take

Let children pat hexagonal cereal on contact paper to make honey combs.

## Fourth 15 minutes—Snack

Spread honey on crackers, or make Krimpet bee snacks.

## Closing

Stamp bees on a large brown paper hive. Read Bumble Bee by Margaret Wise Brown. Review the song, and fingerplay, sing Good-bye songs, pass out handouts and preview the next class.

# Outcomes Busy As a Bee

## Targets

- Bees have three body parts, 2 pair of wings, antennae and 6 legs.
- Bees live in hives.
- Some bees make honey.
- Bees have different jobs in the hive.

## Extensions

- Bees dance to *communicate* (talk) to each other.
- There is one queen bee—she makes the babies.
- Some of the different jobs are: making babies, taking care of babies, cleaning the hive, finding food and protecting the hive.

# Thinking about outcomes: Busy As a Bee

<p><b>Vocabulary</b> Bee, queen, <i>drone</i> (daddy), worker, <i>forage</i> (hunt for food), protect, guard, clean, <i>abdomen</i> (tummy), <i>thorax</i> (chest), <i>exoskeleton</i>, <i>antennae</i>, <i>hive</i></p>	<p><b>Concepts</b> Parts of bee bodies, bee jobs, honeybees make honey, bees live in a hive, bees <i>cooperate</i> (work together)</p>	<p><b>Skills</b> Finding parts of the body that are like a bee's, pretending to communicate with antennae and dances, acting out bee jobs</p>
<p><b>Music and Story</b> Touch body parts with the <i>Head, Thorax, Abdomen</i> song. Attend to <u>Bee and Me</u>.</p>	<p><b>Art/Snack</b> Pat hexagonal cereal on contact paper to make honey combs. Spread honey on the cracker or insert the pretzel sticks in the Krimpert bee.</p>	<p><b>Walk/Explore</b> Look for flowers and bees. Observe bees.</p>

## Clever Spiders

**Focus**— spider anatomy and webs

## Hello and Name Songs

## Finger play:

“Itsy Bitsy Spider” fingerplay with “spider sticks” and tissue rolls

## • First 15 minutes— Gathering:

- Read The Very Busy Spider, by Eric Carle with puppets.
- Have *Spin, Spider, Spin*, by Marcia Berman and Patty Zeitlin, with silver ribbons, for spinning.
- Have specimens, books, and webs made of yarn or sticky tape.
- Finger-walk the tape web.
- String webs of yarn between chairs or tables or trees.
- Walk the masking tape web.
- Act out Anansi the Spider by Gerald McDermott, with popsicle puppets.

## Learning

Choose spider songs to sing. Spiders are mainly helpful. Insects have 3 (hold up 3 fingers) body parts, and 6 (hold up three fingers on both hands) legs, and 2 antennae (hold up 1 finger in each hand); spiders have 2 (hold up 2 fists and put them together) body parts, and 8 legs (hold up 4 fingers on both hands,) and no antennae. They both have their skeletons--their hard parts--outside and they both have bodies in parts.

Have children gently knock on head, elbow, knee—feel the bones—that’s our skeleton, it’s inside/under our skin—slide hands on skin. Spiders have—oh oh, big word—*exoskeleton*—their skeletons are outside their bodies.

Spiders weave webs —they catch food, insects and small animals, in their webs. They can feel the insects walking on the webs (Hold ribbon and place vibrator on the ribbon). The webs are sticky (Have 2 sided tape on tray for them to feel.) Spiders have bristly feet so they won’t stick to the web (Pass out selection of brushes to feel.) They have—big word!—*spinnerets* that make silky threads to make the webs (Have embroidery floss pieces to feel.)

Read [The Very Busy Spider](#).

Transition—children hold silky “web” string and play [fuzzy-felt FOLK](#) “Spin, Spider, Spin” by Marcia Berman and Patty Zeitlin, to walk outside.

## **Second 15 minutes—Walk**

Walk to find spiders, places spiders might make webs, and insects. Place rubber or plastic webs and spiders along the trail with large foam spiders at the end to find.

## **Third 15 minutes—Make and take**

Make a Model Magic and pipe cleaner spider encouraging the children to really play with the Model Magic. Make a web painting by dipping string in paint.

## **Fourth 15 minutes—Snack**

Make ranch dressing webs and sprinkle raisins for insects on them.  
Transition by dancing in with *Spin, Spider, Spin*.

## **Closing**

The children get insect stickers to put on the large web in the front of the room. Review the song ,story, and fingerplay, sing Good-bye songs, pass out handouts and preview the next class.

# Outcomes Clever Spiders

## Targets

- Spiders have two body parts, 8 legs and *spinnerets* to make silk.
- Spiders have an *exoskeleton*. That means their hard parts like your bones, are on the outside.
- Spiders spin webs to catch food.
- There are different kinds of webs.

## Extensions

- Webs can be *orb* (circle), triangle, sheet (flat) or tangle (cobweb).
- Spiders have to shed= *molt* their *exoskeletons*=outsides, to grow.

# Thinking about outcomes: Clever Spiders

<b>Vocabulary</b> Spider, <i>abdomen</i> =tummy, <i>cephalothorax</i> =chest and head, <i>exoskeleton</i> , legs, web, spin, silk, <i>spinnerets</i> , <i>molt</i> , <i>sticky</i> , <i>bristles</i>	<b>Concepts</b> Parts of spiders' bodies, web types, spinning webs from silk, webs are sticky, spiders have bristles on their legs so they can walk on the web, spiders feel vibrations	<b>Skills</b> Inserting pieces to be legs, spinning around, stamping, finger extension for stickers
<b>Music and Story</b> Act out spider body parts and spinning webs. Making the sound of different animals. Attend to the story.	<b>Art/Snack</b> Stamp. Assemble spider. Squeeze ranch dressing to reinforce web. Pincer to place raisin bugs on web.	<b>Walk/Explore</b> Look for webs and spiders.

## Deer, Oh Deer

**Focus**—what deer need

### Hello and Name Songs

#### Finger play:

- Deer need water (slurp) and a sheltering place (hands make roof over head)
- Deer need food (chew) and deer need space (wave arms out).

## • **First 15 minutes— Gathering:**

- Get a deer bag and go to corners of the room and collect food, water, shelter pictures in a deer bag.
- Read *A House Is a House for Me* by Mary Ann Hoberman and Betty Fraser.

## Learning

Deer and animals need **FOOD, WATER, SHELTER** to stay alive. They need to eat to grow and have energy. They need water to stay healthy. They need a place to live where they can hide and move around. There must be enough space so all the deer can eat and drink and hide. Let's make a roof (hands together over head) to be the "house" for the deer. Let's make some food (rub tummy yummy) to feed the deer. Let's make some water (cupped hand to mouth) so the deer can drink.

Deer can live in forests, or deserts or farmlands and sometimes in parts of cities. Deer prance and grunt and kick the ground to tell how they feel. You can be a deer and prance like deer, grunt like a deer, and kick your hoof (feet) like a deer. You can pretend to give a warning and lift up your tail and run and jump.

Daddy deer are called stags. They have antlers on their heads. The stags have contests with each other. Baby deer are called "fawns". They have spots to hide in the light and shadow in the forest. Mommy deer are called "does" / They take care of the babies.

Deer have hooves which are like big strong nails on the end of their legs.

Read Dotty by Paola Opal, and act out the motions with deer sticks. Transition by prancing like deer to the porch.

## **Second 15 minutes—Walk**

Find good places for deer to hide and find food.

## **Third 15 minutes—Make and take**

Make a paper bag fawn puppet by adding handprint antlers and dot marker spots.

## **Fourth 15 minutes—Snack**

Make a deer treat—triangle bread slice spread with cream cheese, with pretzel stick antlers and raisin eyes and nose.

## **Closing**

Make hoof prints, with sponges and inkpads, on a large forest cutout, review the song, story and fingerplay, sing Good-bye songs, pass out handouts and preview the next class.

# Outcomes Deer, Oh Deer

## Targets

- Deer need food, water and a place to live.
- We have special names for mommy, daddy and baby deer.
- Deer have *antlers* and *hooves*.

## Extensions

- We call daddy deer “stags”, mommy deer “does” and baby deer “fawns”.
- Deer show how they feel by prancing or bouncing around, kicking and *pawing* or stomping with their hooves.

# Thinking about outcomes: Deer, Oh Deer

<b>Vocabulary</b> <i>Deer, stag, doe, fawn, shelter, hoof, antler</i>	<b>Concepts</b> Deer need food, water and shelter. We have words to describe deer. Deer have antlers and hooves.	<b>Skills</b> Imitating deer sound and movement Using movement to represent food, water and shelter
<b>Music and Story</b> Do the actions for <i>Did You Ever See a Forest</i> and <u>Dotty</u> .	<b>Art/Snack</b> Use the dot marker to tap dots on the deer puppet. Poke pretzels and raisins on the deer snack.	<b>Walk/Explore</b> Look for good places for deer to hide, sleep and eat.

## Green Grows the Grass

**Focus**— grass foods we eat, grasshopper movement

### Hello and Name Songs

#### Finger play:

Grasshopper, grasshopper on the hill,

Grasshopper, grasshopper stay so still. (freeze)

Grasshopper, grasshopper jump so high

Grasshopper, grasshopper in the sky! (reach up high)

From *Growing Up WILD*

## • First 15 minutes— Gathering:

- Find toy grasshoppers, bugs, reptiles in Easter grass. Look at grasshopper models
- Read In the Tall, Tall, Grass, by Denise, Fleming. Are You a Grasshopper , by Judy Allen and Tudor Humphries

*Sing Head, Thorax Abdomen.*

From *Growing Up WILD*

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## **Learning**

Learning—Ask “Who ate grass today?” Explain that grains are part of grasses and look at grain foods and grain. Grass grows from seed. We eat lots of grass foods. Insects and reptiles live in grass.

Grasshoppers have three body parts, 6 legs and two antennae.

Grasshoppers have to molt to grow.

Transition by jumping like a grasshopper.

## **Second 15 minutes—Walk**

Observe the different sizes, shapes, colors and textures of grasses.

## **Third 15 minutes—Make and take**

Plant grass seeds in a cup.

## **Fourth 15 minutes—Snack**

Eat a selection of grass foods—cereal, crackers, corn puffs.

**Closing—** Stamp grasshoppers on a poster of grass and stick grass on two-sided tape on top. Review the song, story and fingerplay, sing Good-bye songs, pass out handouts and preview the next class.

# Outcomes Green Grows the Grass

## Targets

- Grass is a plant.
- Lots of animals eat grass.
- We eat grass foods.
- Grasshoppers are an insect that live in the grass.

## Extensions

- Grasses come in different sizes, shapes, colors and textures.
- Grasses have stems (culm/sheath) and leaves (blades) and flowers (inflorescence) and seeds .
- Grasses are used to make clothes, baskets, fuel and houses.

# Thinking about outcomes: Green Grows the Grass

## Vocabulary

Grass, stem (*culm, sheath*), leaf (*blade*), flower (*inflorescence*), seed, grasshopper, head, *thorax*, *abdomen*, soil, sun, rain, grain

## Concepts

Grass is a plant. Grasses come in different sizes, shapes, colors and textures. Grasses have stems (culm/sheath) and leaves (blades) and flowers (inflorescence) and seeds . Lots of animals eat grass.  
We eat grass foods.  
Grasshoppers are an insect that live in the grass.

## Skills

Observing grass.  
Describing grass.

## Music and Story

Act out the grass songs and grasshopper fingerplay.  
Attend to the grass and grasshopper books.

## Art/Snack

grass seed in the soil.  
Sample grass foods.

## Walk/Explore

Find grasses.  
Observe differences in grasses.  
Look for grasshoppers.

## Grow, Grow, Grow

Focus— life cycles

Hello and Name Songs

Finger play:

Eggs hatch to caterpillars,  
caterpillars grow (scrunch  
down and puff up),

Then spin a chrysalis (turn)  
and butterfly (flap wings) just  
so!

- **First 15 minutes—Gathering:**
- Read The Very Hungry Caterpillar by Eric Carle with stick puppets. Have socks with eyes the children can put on their arms
- Act out *Caterpillar 1,2,3* from Incy Wincy Spider by the little 'uns
- Have zipper bags with laminated *Grow As We Grow* Card sets from Growing Up WILD.
- Act out changing from being an egg to a butterfly or a frog.
- Sing the *Frog Song* from Growing Up WILD.

## **Learning**

Use terms like grown up, baby, pair scientific terms—adult, juvenile, larva, pupa, nymph—to explain the life cycle. Compare creature growth to child growth finding and comparing parts of the body on children and adults. Use doll figures to demonstrate age changes. Sing *Growing Kids* song with actions, from Growing Up WILD.

### **Second 15 minutes— Walk**

Walk to find living things that grow and change. Look for caterpillars, butterflies and toy frogs placed along the trail.

### **Third 15 minutes— Make and take**

Take a paper cup chrysalis and make a coffee filter and clothespin butterfly (with watercolors and medicine droppers) to put inside.

### **Fourth 15 minutes— Snack**

Make fruit and cheese hungry caterpillar kabobs.

## **Closing**

Stamp frogs on a lily pad poster and butterflies on a flower poster. Review the song, story and fingerplay, sing Good-bye songs, pass out handouts and preview the next class.

# Outcomes Grow, Grow, Grow

## Targets

- We grow bigger
- Some animals change as they grow
- Caterpillars grow into butterflies
- Tadpoles grow into frogs

## Extensions

- Butterflies start as eggs and become *larva*/caterpillar, then *pupa/chrysalis/cocoon*, then butterflies
- Tadpoles start as eggs and become *froglets*, baby frogs and grown up frogs

# Thinking about outcomes: Grow, Grow, Grow

<b>Vocabulary</b> Butterfly, egg, caterpillar, ( <i>larva, pupa, cocoon</i> ), frog, tadpole, ( <i>froglet</i> ), change, grow ( <i>metamorphosis</i> )	<b>Concepts</b> Relate growth to baby, child, grown-up	<b>Skills</b> Imitating actions for caterpillar fingerplay and frog song Examining butterfly and frog materials
<b>Music and Story</b> Act out a changing caterpillar and frog Attend to the <u>Very Hungry Caterpillar</u> March to <i>1, 2, 3, The Caterpillar's Up the Tree</i>	<b>Art/Snack</b> Drop colored water on the filter Stuff the “caterpillar” into the cup Choose foods and spearing them on the food kabob	<b>Walk/Explore</b> Participate on the walk to find places caterpillars might eat or live If available, observe caterpillars or tadpoles

## How's the Weather

**Focus**— kinds of weather

### Hello and Name Songs

#### Finger play:

#### *The Playful Wind*

The wind came out to play today (sweep hands)

It blew the clouds out of its way (blow)

It blew the leaves, and away they flew (flutter hands high)

The trees bent low, and their branches did too - (bend low)

<http://childfun.com/index.php/activity-themes/seasonal/245-weather-activity-theme.html#sthash.gT2eDEV8.dpuf>

- **First 15 minutes—  
Gathering:**
- Dress up in weather clothes, raincoats, boots, umbrellas, sun hat, sunglasses, swim cap, mittens, scarf, hat.
- Read Spot Looks at the Weather by Catherine Farwell.
- Sing *The Whistling Wind*, *The Sun is Shining* and *What's the Weather*

## **Learning**

Weather changes. Rain comes from clouds. Rain and sun makes a rainbow. We feel the winds. Sometimes we see lightning and hear thunder in s storm. The sun makes us hot. In very cold weather we may have snow, ice, sleet and freezing rain. Water from the ground goes up to make clouds. Water in clouds comes down as rain.

### **Second 15 minutes—Walk**

Observe weather, notice the difference in sunny and shady places, and fly kites.

### **Third 15 minutes—Make and take**

Glue cotton balls on blue paper to make a cloud collage, or paint with a cloud of cotton ball

### **Fourth 15 minutes—Snack**

Add pretzel rays to a cheese circle sun. Transition by running like the wind.

## **Closing**

Make a cloud and sky poster and let the children stamp fingerprint raindrops coming down. Review the song, story, and fingerplay, sing Good-bye songs, pass out handouts and preview the next class.

# Outcomes How's the Weather

## Targets

- Weather changes.
- Rain comes from clouds.
- We feel the winds.
- Sometimes we see lightning and hear thunder in a storm.
- The sun makes us hot.

## Extensions

- Rain and sun makes a rainbow.
- When it gets cold we can get snow and ice.
- Sometimes when the air is cold we get sleet and hail—they feel like hard balls.

# Thinking about outcomes: How's the Weather

<b>Vocabulary</b> Sun, wind, rain, clouds, rainbow, thunder, lightning, hot cold, wet dry	<b>Concepts</b> There are different kinds of weather. Weather comes from things in the sky	<b>Skills</b> Observe the sky and wind. Observe the weather. Observe sun and shade.
<b>Music and Story</b> Do the actions with the weather and wind songs. Attend to the story about Spot and the weather.	<b>Art/Snack</b> Pat cotton balls on 2 sided tape to make a collage. Paint with cotton balls. Stick pretzel sticks in a cheese sun for rays.	<b>Walk/Explore</b> Look at the sky. Feel the wind. Feel the temperature in full sun and shade.

## Leapin' Lizards

**Focus**— kinds and characteristics of reptiles

### Hello and Name Songs

#### Finger play:

I see a lizard in the tree (reach up)

Looking down so carefully (reach down).

It can change it's color too (hands pass from head to feet)

To hide itself from me and you! (cover eyes with hands)

## • First 15 minutes— Gathering:

- Look at reptile models, and place scales on two-sided tape on a large paper lizard.
- Put on paper bag 2-color costumes for changing colors.
- Read Lizard's Home by George Shannon.
- Sing *Did You Ever See a Lizard* from Growing Up WILD.

## **Learning**

Lizards are reptiles. Other reptiles are turtles, alligators, and snakes. Reptiles are cold blooded—their temperature is close to the temperature outside. Reptiles lay, generally soft, eggs. Reptiles have skeletons and dry scaly skins or plates. Reptiles are cold blooded—when it's hot they're hot and when it's cold, they're cold. Some reptiles have sticky feet to cling. Some lizards change colors to match their environments and hide. Lizards have long tongues to catch insects Reptiles lay eggs. Reptiles have scales. Turtles, alligators, and lizards have 4 legs.

## **Second 15 minutes—Walk**

Walk to look for lizards in trees.

## **Third 15 minutes—Make and take**

Art—wrap green pipe cleaner legs around green tongue depressor and add 2 circle sticker eye.

## **Fourth 15 minutes—Snack**

Stick Cheerios on a banana half and add pretzel legs and tail.

## **Closing**

Stamp alligator, lizard, turtle and snake stamps on a swamp picture, and Review the song, story and fingerplay, sing Good-bye songs, pass out handouts and preview the next class.

# Outcomes Leapin' Lizards

## Targets

- Lizards are reptiles. Other reptiles are turtles, alligators, and snakes.
- Lizards have 4 legs, a head and a tail.
- Reptiles have skeletons and dry scaly skins or plates.

## Extensions

- Reptiles are cold blooded—their temperature is close to the temperature outside.
- Reptiles lay, generally soft, eggs
- Some reptiles have sticky feet to cling.
- Some lizards change colors to match their environments and hide.
- Lizards have long tongues to catch insects

# Thinking about outcomes: Leapin' Lizards

<b>Vocabulary</b> Reptiles, lizards, snakes, alligators, turtles, scaly, <i>plates, cold blooded,</i> tongue, sticky, change color, eggs, skeleton	<b>Concepts</b> Lizards are reptiles. Other reptiles are turtles, alligators, and snakes. Lizards have 4 legs, a head and a tail. Reptiles have skeletons and dry scaly skins or plates.	<b>Skills</b> Explore reptile models, observe differences among reptiles
<b>Music and Story</b> Act out the lizard song Attend to the book about the lizard	<b>Art/Snack</b> Bend pipe cleaners to make lizard legs Stick Cheerios on the banana to make scaly skin and pretzel sticks to make legs	<b>Walk/Explore</b> Look for places reptiles might live

## Living in a Tree

**Focus**— What lives in a tree?

### Hello and Name Songs

#### Finger play:

What are all the things that  
can live in a tree? (point to  
head)

A squirrel and a bat and a bird  
I see. (hand to forehead)

A snake and a spider and a  
butterfly— (flap wings)

Some down low and some up  
high! (point down and up)

- **First 15 minutes—  
Gathering:**
- Feel pieces from trees in feely bags.
- Look for stuffed or model animals in trees.
- Read [A House Is a House for Me](#) by Mary Ann Hoberman and Betty Fraser.
- Place model animals on a tree branch or stump.

## **Learning**

Act out with, sounds and actions, parts of a tree—Tree Factory, Project Learning Tree. Use toy animals to talk about “who lives in a tree”. Act out Toddler Tall Oak Tree using large pictures for the animals. Sing *The Little Owl* song. Read The Busy Tree by Jennifer Ward. Use *The Sun and the Rain* , The Wise Guy Preschool Songs to transition to the walk.

## **Second 15 minutes—Walk**

Use all the senses to experience the parts, similarities and differences in trees. Look for animals, birds and insects in trees, signs of life in trees, and things that could be homes or food.

## **Third 15 minutes—Make and take**

Make a tree collage by sticking pieces of bark and leaves on a paper with dilute tacky glue and foam brushes. Paint with pine needles by dipping them in paint to use as brushes.

## **Fourth 15 minutes—Snack**

Eat a selection of tree fruits.

## **Closing**

Hang owls and leaves on a tree poster. Review the song, story and fingerplay, sing Good-bye songs, pass out handouts and preview the next class.

# Outcomes Living In a Tree

## Targets

- Trees have roots, trunk, bark, leaves
- Many different animals live in trees

## Extensions

- Roots slurp up water and food and anchor the tree to the ground
- Water and food go up the trunk
- Leaves make energy from sun and air
- Energy goes down the trunk
- The trunk supports the tree
- The bark protects the trunk

# Thinking about outcomes: Living In a Tree

<b>Vocabulary</b> Trunk, roots, bark, leaves	<b>Concepts</b> Many animals live in trees Trunk supports the tree Roots slurp up water and food Leaves make energy from sun and air Bark protects the tree	<b>Skills</b> Doing the sounds and actions of the tree parts Using the senses to explore and observe bark, tree sections and leaves
<b>Music and Story</b> Do the actions with <i>The Sun and the Rain</i> song Imitate actions of the leaves fingerplay Attend to the <u>Busy Tree book</u>	<b>Art/Snack</b> Dip pine needles in paint and paint on paper. Attach bark and leaves to tape. Choose and sample nuts and fruit.	<b>Walk/Explore</b> Observe trees and parts of trees.

## **Mighty Ants**

**Focus**— ant anatomy and roles

### **Hello and Name Songs**

#### **Finger play:**

Ants work together—1,2,3  
(put up 1,2,3, fingers)

Ants live in a colony!

(Spread fingers and bring both hands together.)

- **First 15 minutes—  
Gathering:**
- Have sets of 2 pans—1 with sand and ants, and one empty with a shovel. Let the children dig in the pan to make an ant hill in the empty tub, and discover the ants.
- March using the *Ants Are Busy* song.
- Look at ant books .
- Use multi facet lenses to see an ants eye view.
- Follow a path of plastic ants.
- Have straw antennae bands to practice communicating.

## Learning

Show 3 paper plate (head, thorax, and abdomen) and pipe cleaner (6 legs and 2 antennae) model of ant body parts. Have noisemaker, vibrator, comb, hooks, smell bottle to talk about ant communication and parts on the legs for cleaning and climbing. Review exoskeleton by tapping on skull, elbow and knees. Use balloons to pretend to communicate. Explain that ants live in groups and cooperate. Different ants have different jobs. Assign “jobs” to toddler ants.

Use movements to teach body parts--Sing the *Head Thorax* song to *Head, Shoulders, Knees and Toes*.

Use the *Ant Chant* with the power point pictures full size and ant Popsicle stick puppets. Call out “hey!” at the end of each set of lines and the children can call out “Little Ant!” and raise the puppets.

An alternative is to read or sing Hey Little Ant by Phillip and Hannah Hoose.

Transition—line up like an ant line and walk .

Sing *The Ants Go Marching*\_

Sung to: "When John Comes Marching Home".

## **Second 15 minutes—Walk**

Use ant plates to see which foods attracts ants—have plates ready with a shred of bologna, spoonful of sugar, spoonful of jelly, cooked bean—first show a tray of foods. Look for good places to find ants and place the plates there, walk to find ants and ant hills, then return and check plates to see which foods the ants go to. You may want to place plates out in advance and then check them during class. Look for ants on the trail.

## **Third 15 minutes—Make and take**

Make Model Magic ants with pipecleaner legs and antennae. Have baggies with three balls of Model Magic and 8 pieces of pipe cleaner.

## **Fourth 15 minutes—Snack**

Be a “colony” and form a line to go to the snacks like ants following to find food. Make (raisin) ants on a (pretzel and cream cheese) log snacks—Transition—use the music to march to the mat.

## **Closing**

Stamp ants, larvae and pupas on the huge brown paper anthill. Read Hey, Little Ant, review the song, fingerplay and sing the Good-bye songs, give out handouts, and preview coming attractions.

# Outcomes Mighty Ants

## Targets

- Ants live in *colonies*/groups with different jobs
- Ants have three body parts, 6 legs and 2 antennae
- Ants live in anthills

## Extensions

- Ants *communicate*/talk with smell and touching antennae
- Ant jobs include building, protecting, gathering food, processing food, cleaning the ant hill, taking care of baby ants

# Thinking about outcomes: Mighty Ants

<b>Vocabulary</b> Head, <i>thorax</i> /chest, <i>abdomen</i> /tummy Colony/group Ant hill Legs, antennae, eyes <i>Pheromones</i> /smell	<b>Concepts</b> Ants have three body parts (3 fingers) and 6 legs(3 fingers each hand), 2 antennae (2 fingers), 2 big eyes (2 fists), 3 little eyes Ants have different roles	<b>Skills</b> Imitating actions for learning, fingerplays and songs Observing ants at food sample plates
Music and Story Touch head, chest, tummy with song. March to <u>The Ants Go Marching</u> . Attend to <u>Hey Little Ant</u> .	Art/Snack Attach 3 balls to make ant body. Insert 6 pipecleaner legs and 2 antennae. Spread cheese on pretzel. Place raisins on cheese.	Walk/Explore Participate on walk. Look for ants. Observe natural features.

## More and Less

**Focus**— reduce, reuse, recycle

## Hello and Name Songs

### Finger play:

Use it again or make it  
something new (hands mix)  
That's what good recyclers  
do! (clap)

## • First 15 minutes— Gathering:

- Play the *Reduce, Reuse, Recycle* song and act it out with objects.
- Explore trays of paper to recycle and plastic to recycle, in a recycling bin.

## **Learning**

Teach share, reduce, reuse, recycle—Act out sharing by having pairs hold something together. Act out recycle by pretending to throw something in a can. Act out reduce (conservation) by turning water and lights out. Find recycle symbols on trash. Sort trash into blue recycle or brown trash containers. Sing the *Trying to Use Less, Sharing With Our Friends*, and *Reduce, Reuse, Recycle* songs from Growing Up WILD. Read Don't Throw That Away, by Lara Bergen, and Recycling Is Fun by Charles Ghigna.

## **Second 15 minutes—Walk**

Go on a walk to collect “planted” litter.

## **Third 15 minutes—Make and take**

Find a recycled card in the box to be made into the recycling box. Decorate the recycling box by gluing on (option= 2 sided tape) a recycling symbol, and coloring with markers or dot painters. Use the box to place snack reusable in.

## **Fourth 15 minutes—Snack**

Use any food in reusable cups and recycle the container.

## **Closing**

Give children reusable bags and let them go grocery shopping, Review the song, story and fingerplay, sing Good-bye songs, pass out handouts and preview the next class.

# Outcomes More and Less

## Targets

- We *reduce waste* by using less and sharing.
- We can *re-use* things .
- We can *recycle* some *trash*.

## Extensions

- We help the earth by making less trash.
- *Composting* is another way of making less trash.
- Some things can be recycled and others can't.

# Thinking about outcomes: More and Less

<b>Vocabulary</b> <i>Reduce, re-use, recycle, trash, waste, compost, symbol, conserve, litter</i> Glass, plastic, paper, cans	<b>Concepts</b> We want to make less trash There are several ways we can help	<b>Skills</b> Looking for recycling symbol Placing reusables in a recycling bin
<b>Music and Story</b> Act out sorting, recycling, and sharing Attend to <u>Don't Throw That Away</u> , and <u>Recycling Is Fun</u> .	<b>Art/Snack</b> Poke decorations on 2 sided tape, and glue decorations. Place reusable container in the blue bin and trash in the brown bin.	<b>Walk/Explore</b> Look for litter on the trail.

## Pokies and Pricklies

**Focus**— Cacti are adapted for heat.

### Hello and Name Songs

#### Finger play:

Cactus pads green and flat  
(hand pat like pancake)

With a sharp and pointy spine  
(1 finger touch to other like point)

And some fruits and flowers  
(open fist like tuna blooming)  
Bright and lovely looking fine!  
(clap)

- **First 15 minutes—Gathering:**
- Explore cacti in pots and cactus books
- Read Cactus Charlie by Angela Muse.
- Sing *In the Desert*  
Tune: “Oh, My Darling Clementine”
- In the desert, in the hot sun,  
Grows a cactus big and tall.  
It is green and it is spiny,  
It’s the best one of them all
- Xeric (heat adapted) plants use three techniques—escape=hide, e.g. bluebonnets (annuals), evade=avoid e.g. Artemisia (perennials) , endure=last it out (cacti, agaves, deciduous trees, etc.)

## **Learning**

Cacti are green and can have pads and fruit and flowers. Cacti have sharp spines. Cacti don't need a lot of water.

Cacti have big spines (develop from leaf), and little spines (glochids). They have fruit called tunas and flowers.

Some cacti have flat pads and some have pads like sticks. Cacti have names like Prickly pear, pencil or Christmas cactus.

The white on cactus is cochineal, from a scale insect—it makes red dye.

Cacti don't need a lot of water. Another plant that doesn't need a lot of water is the yucca.

Yucca constricta have narrow leaves and Yucca rupicola has twisted leaves.

## **Second 15 minutes— Walk**

Walk to find prickly pear and pencil cacti, Agarita, sedges, sandbur grass, agave and yucca.

## **Third 15 minutes--Make and take**

Stick toothpicks in green playdoh cactus.

## **Fourth 15 minutes—Snack**

Spread celery with cream cheese and place cranberry tunas on. Spread agave honey on crackers and drink SoBe pomegranate drink.

## **Closing**

Let children place toothpicks on large paper cactus covered with two-sided tape. Review the song, story and fingerplay, sing Good-bye songs, pass out handouts and preview the next class.

# Outcomes Pokies and Pricklies

## Targets

- Cacti are green and can have pads and fruit and flower.
- Cacti have sharp spines.
- Cacti don't need a lot of water.

## Extensions

- Cacti have big spines and little spines (glochids).
- They have fruit called tunas and flowers.
- Some cacti have flat pads and some have pads like sticks.
- Cacti have names like Prickly pear, pencil or Christmas cactus.
- *The white on cactus is cochineal, from a scale insect—it makes red dye.*
- Another plant that doesn't need a lot of water is the yucca. *Yucca constricta have narrow leaves and Yucca rupicola has twisted leaves.*

# Thinking about outcomes: Pokies and Pricklies

<b>Vocabulary</b> Cactus, tuna, pad, flower, spine, <i>cochineal</i> , <i>glochids</i> , <i>xeric</i> , <i>escape</i> , <i>evade</i> , <i>endure</i>	<b>Concepts</b> Cacti are green and can have pads and fruit and flower. Cacti have sharp spines. Cacti don't need a lot of water.	<b>Skills</b> Exploring and observing <i>xeric</i> (low water, high temperature adapted) plants
<b>Music and Story</b> Do the actions with the cactus song and fingerplays.	<b>Art/Snack</b> Stick toothpicks in green dough to make a cactus. Spread cream cheese dots on celery and press cranberries in.	<b>Walk/Explore</b> Find cacti and yucca and observe and describe them.

## **Rockin' and Rollin'**

**Focus—Hello and Name  
Songs**

### **Finger play:**

Some rocks come from seas  
(wave hands)

And some rocks come from  
heat (volcano up)

And some rocks become soil  
(tilling)

But every rock is neat! (clap).

## **• First 15 minutes— Gathering:**

- Feel and look at lots of rocks, clay, silt, and sand.
- Dig and sift bins of sand and rocks.
- Have books about rocks and soils out.
- Wash rocks.

## **Learning**

Read The Earth and I by Frank Asch. Have the children feel clay, silt, and sand (with supervision). Let them feel igneous (melted) and sedimentary (little pieces) rock. Talk about what the earth does>support, we stand on it (stamp feet), build on it (pat floor), grow things on it (hands go up). Soil has water (shake water jar), nutrients (show vegetable peel) and air (deep breath).

Act out being an igneous rock (volcano) and a sedimentary rock (layer hands).

**Second 15 minutes**—Walk to look at soil and rocks in the park.

### **Third 15 minutes—Make and take**

Paint a rock with acrylic paint. Make a ‘landscape’ by painting weak glue on cardstock and sprinkling colored sand over the glue.

### **Fourth 15 minutes—Snack**

Put some sunflower seeds and raisins in the bottom of the cup to represent the rocky parent material; crumble some graham crackers for sand, silt and clay; crumble a brownie layer for humus. Enjoy. Can be stirred as animals do stir up the soil.

**Closing**—Make a shaker with small pebbles for a rock band, and make a soil collage with sticky tape the children can pat soil on, good-bye songs: preview next class.

# Outcomes Rockin' and Rollin'

## Targets

- Rocks are hard
- Rocks come in different shapes, colors and *textures* (feel)
- Rocks break up to make soil

## Extensions

- Rocks break up in many ways
- Soil has several parts
- Soil lies in layers
- Rocks are made in different ways

# Thinking about outcomes: Rockin' and Rollin'

<b>Vocabulary</b> Rock, soil, <i>humus, topsoil, subsoil, bedrock/parent, sand, silt, clay, igneous, sedimentary, metamorphic, composite</i>	<b>Concepts</b> Features of rocks Parts of soil Relationship of rocks to soil	<b>Skills</b> Exploring/observing rocks, soil and components
<b>Music and Story</b> Reinforce concept of the relationship of rocks to soil. Relate rocks and soil to the general idea that Earth is a rock with soil.	<b>Art/Snack</b> Brush dilute glue on paper, sprinkle sand. Paint rocks. Crumple cracker and brownie.	<b>Walk/Explore</b> Observe rocks and soil in the natural environment

## **Seeds We Need**

**Focus**— Seeds travel in different ways.

### **Hello and Name Songs**

#### **Finger play:**

The seeds are scattered everywhere (move hands all about)

Some by animals (bend down on all fours), some by air (puff).

- **First 15 minutes—  
Gathering:**
- Have trays of seeds and seed foods we eat for the children to explore.
- Read *A Fruit Is a Suitcase for a Seed*, by Jean Richards, and let the children put foods into the suitcase.

## **Learning**

Read *The Carrot Seed* by Ruth Krauss. Act it out using dolls, seed packet, watering can and weeder. Sing *Dropping Seeds to Frere Jacques*. Have lots of seeds to feel and scatter for the fingerplay. Use Velcro and cotton balls to simulate seeds catching in fur. Seeds sprout and grow into plants. Seeds travel in different ways—hooked onto animal fur, eaten by animals, and birds and “pooped out”, loosened as animals eat, or buried and hidden by animals. Seeds also travel on wind and water. We eat foods which are seeds--cereals, breads, beans, nuts, fruits, etc. Simulate seed travel by giving each child a real seed, (dry raisin, nut, wheat berry, grass or flower) and have them walk or run and drop the seed.

**Second 15 minutes— Walk--**Walk to find seeds in the forest and scat.

## **Third 15 minutes—Make and take**

Cut up fruit to find seeds. Look at sprouted seeds and plant seeds to take home. Make a Seed Collage (seeds in model magic) with parent supervision.

## **Fourth 15 minutes—Snack**

Make your own trail mix or edible art seed collage with cream cheese (almond butter, humus) nuts and dry fruit. Transition with *The Sun and the Rain* song.

## **Closing**

Let the children place beans, rice and popcorn on a poster of a forest. Use *The Sun and Rain* song to regroup, and sing the good-bye songs, and preview the next session.

# Outcomes Seeds We Need

## Targets

- We eat seeds
- Some foods are seeds and others have seeds inside
- Seeds travel and spread

## Extensions

- Seeds travel by sticking to animal fur, being eaten and “pooped out”, and being hidden by animals
- Seeds can travel by air or water

# Thinking about outcomes: Seeds We Need

<b>Vocabulary</b> Seeds, fruits, vegetables, grow, sprout, plants, flowers, grass, travel ( <i>dispersal</i> )	<b>Concepts</b> Plants come from seeds Many foods come from seeds Animals eat seeds We eat seeds Seeds travel in different ways	<b>Skills</b> Using all the senses to explore seeds and plants that grow from seeds
<b>Music and Story</b> Imitate the seed fingerplay and <i>Dropping Seeds</i> movements. Act out <i>The Sun and the Rain</i> song. Attend to <u>The Carrot Seed</u> .	<b>Art/Snack</b> Poke seeds into Model Magic with extended finger Poke seeds into dirt to plant them Pour water in cup to water seeds Choose seeds and dry fruit for trail mix Spread humus on rice cake and place seeds on it.	<b>Walk/Explore</b> Participate on walk by observing grass, flower, plant and tree seeds. Look for seeds in <i>scat</i> .

## Turkeys Are Terrific

Focus—Hello and Name  
Songs

Finger play:

*The turkey is a funny bird  
(hands make big belly)*

*Its head goes wobble, wobble  
(side to side)*

*And the only thing that it can  
say (up and down)*

*Is gobble, gobble, gobble!  
(front and back)*

- **First 15 minutes—**  
**Gathering: Ten Fat Turkeys,**  
**I'm a Turkey,** feel feathers  
and turkey models, use  
“bag” wings, breasts, tails  
and heads to practice  
movements (flap, puff out,  
gobble, roost in nests)

## Turkeys Are Terrific

**Focus**— anatomy and roles of turkeys

### Hello and Name Songs

#### Finger play:

*The turkey is a funny bird  
(hands make big belly)*

*Its head goes wobble, wobble  
(side to side)*

*And the only thing that it can  
say (up and down)*

*Is gobble, gobble, gobble!  
(front and back)*

- **First 15 minutes—  
Gathering:**
- Read Ten Fat Turkeys, by Tony Johnston, or I'm a Turkey by Jim Arnosky.
- Feel feathers and turkey models.
- Use “bag” wings, breasts, tails and heads to practice movements (flap, puff out, gobble, roost in nests)

## **Learning**

Talk about hen and tom (mommy and daddy) turkeys, poult (babies) and jennys and jakes (young turkeys). Compare the turkey roles to babies, children, and grown-ups. Strut (practice with puffy chests forward and hands in back forming tails), roost (sit on=squat) and gobble (practice). Play hen and tom turkeys—sit on make believe nests (crushed brown paper bags) and strut. Talk about camouflage (hiding). Turkeys have feathers. They eat seeds. They live in forests. Toms are colorful so they are handsome. Hens blend in so they are hidden and safe.

## **Second 15 minutes—Walk**

Take a walk in the woods to find good roosting, feeding, and hiding places. “Seed” the trail with hard boiled eggs in nests for the children to discover.

## **Third 15 minutes—Make and take**

Do feather painting. Make a Model Magic, stick and grass nest, in a bowl.

## **Fourth 15 minutes—Snack**

Make your own trail mix of dried cranberries and other fruit, nuts, seeds.

Transition: Strut into the circle.

## **Closing**

Let the children tape feathers on a big paper turkey in the front of the room. Review the song, story and fingerplay, sing Good-bye songs, pass out handouts and preview the next class.

# Outcomes Turkeys Are Terrific

## Targets

- Turkeys have feathers, wings and tails.
- Turkeys sit on eggs in nests.
- Turkeys roost in trees.
- We have special names for turkeys at different ages.
- Turkeys gobble.

## Extensions

- Turkeys have *beards, wattles, caruncles, snoods, and spurs*.
- Baby turkeys are *poults*, young boy and girl turkeys are *Jennies* and *Jakes*, and grown up turkeys are *Hens* and *Toms or gobblers*.
- Turkeys can run and fly.

# Thinking about outcomes: Turkeys Are Terrific

<b>Vocabulary</b> Wings, tails, feathers, wattles, beards, spurs, turkeys, toms, hens, poults, jennies, jakes, roost, nest, eggs	<b>Concepts</b> Body parts of turkeys, stages and roles of turkeys, turkeys run , fly, roost and gobble	<b>Skills</b> Tracing hand, assembling nest, imitating turkey actions
<b>Music and Story</b> Imitate actions in the songs. Attend to the story. Help count the turkeys.	<b>Art/Snack</b> Mold Model Magic into a nest. Assemble nest pieces and press them into the Model Magic nest. Use pincers to get “turkey” foods.	<b>Walk/Explore</b> Find eggs. Observing parts of the forest.

## **Water, Water Everywhere**

**Focus**— Water changes form. There are different bodies of water. We use water.

### **Hello and Name Songs**

#### **Finger play:**

Water in the river (hands make waves)

Water in the pool (swim)

Water from the faucet (turn handle)

Rain water makes us cool (raindrops falling).

- **First 15 minutes—  
Gathering:**
- Have ice, water and steaming (under supervision) tea kettle for the children to explore, pails of water with containers and funnels for pouring, as well as sponges and bubbles. Have books about water. Have pictures of some kinds of water—lakes, streams, rivers, oceans, glaciers, waterfalls, pools, rain—and ways we use water—drinking, washing, bathing, shampooing, brushing teeth.
- Read We Need Water, by Charles Ghigna. Paint the walls and tables with water. .

## **Learning**

Read Water by Frank Asch. Let the children act out ways we use water. Talk about how plants and animals use water. Let the children show, with hands and arms, different bodies of water (pond=hands close together, lake =make an arm circle, ocean=spread arms wide, creek=finger, river=arm out). Choose one or more of the water songs depending on the age and size of the groups to demonstrate water forms, water bodies, water use or water cycle.

## **Second 15 minutes**

Walk to find sources and uses of water. Do a water walk with a water story script.

## **Third 15 minutes—Make and take**

Make a paper plate water source with foil and blue cellophane and attach water creatures. Paint with water and food coloring on paper towels.

## **Fourth 15 minutes—Snack**

Find a tub of ice and water bottles for snack of Goldfish and watermelon.

Transition: Read We Need Water by Charles Ghigna to children who complete snack early.

## **Closing**

Attach items that use water, boats, cups, plants etc. to water poster. Review the songs, story and fingerplay, sing Good-bye songs, pass out handouts and preview the next class.

# Outcomes Water, Water Everywhere

## Targets

- Animals and plants need water to live.
- We use water in lots of different ways—drinking, cooking, bathing, cleaning, *recreation*.
- There are many sources of water—lakes, rivers, rain, faucets, bottles.

## Extensions

- Water takes 3 forms—steam, water and ice.
- Water is also in clouds, breath, tears, *glaciers* and *icebergs*.
- We conserve water.

# Thinking about outcomes: Water, Water Everywhere

<b>Vocabulary</b> Water, river, lake, pond, stream, creek, ocean, rain, cloud, steam, ice, wet, dew, cold, hot, <i>recreation, evaporation, condensation, precipitation</i>	<b>Concepts</b> Water is necessary for all living things. There are lots of forms of water. We use water in lots of ways. Water changes form.	<b>Skills</b> Pouring, stirring, painting, washing, wiping, squeezing, dabbing, painting
<b>Music and Story</b> Act out <i>Water Everywhere</i> , <i>Water Forms song</i> , <i>Water Cycle song</i> , <i>Water Sources</i> songs. Attend to <u>Water</u> , <u>We Need Water</u> .	<b>Art/Snack</b> Paint with sponges and water Water paint on paper towels Pour water into cups. Pick-up Goldfish and watermelon with pincer.	<b>Walk/Explore</b> Water play with dry sponges , different containers, squeeze bottles, spray bottles, and funnels. Act out the water story.

## **We Love Leaves**

**Focus**— Leaves turn colors in the fall. We eat leaves.

### **Hello and Name Songs**

#### **Finger play:**

The leaves are blowing (blow) all around (hands go around)

They go up in the air (reach high) and down to the ground (bend over and touch the ground)!

Have leaf wands (straws with cut-out leaves attached by yarn or ribbon) made to go with the songs.

- **First 15 minutes—  
Gathering:**
- Rake leaves and sweep leaves—this is a good time to examine a variety of leaves using all four senses.
- Gather leaves.
- Make a leaf fort.
- Jump in leaf piles.
- Crumple leaves.

## Learning

Have a tray of leaves of plants we use, including foods we eat, and leaves we smell. Use all the senses (taster foods in individual baggies) to learn about leaves. Pass around leaves of different shapes, sizes, textured, colors, for children to explore. Leaves have veins, teeth or lobes—compare to veins in our arms, teeth in our mouths, earlobes. Insects may lay eggs on a leaf; the tree makes a gall to protect itself. We eat leaf foods; animals eat leaf foods.

Act out parts of a tree with sounds and actions—

Heartwood makes the tree strong. (lubdub, pat chest)

Roots get food and water from the soil.(slurp, squeeze hands by feet)

(Water and nutrients go up to give the tree food and drink—whoosh)

Leaves make energy. (engine, rotate hands, chug-chug)

(The sun helps the leaves make energy which goes down to the tree—whoosh)

The bark is like clothing—it protects the tree—give a hug

Read one of the leaf books: Fresh Fall Leaves by Betsy Franco, Let It Fall by Maryann Cocca-Leffler, or Leaves by David Esra Stein.

## Second 15 minutes—Walk

Collect leaves for art. Use smell/feel/look to compare leaves and bark. Smell any fruit or flowers.

### **Third 15 minutes—Make and take**

Paint with leaves. Place leaves on paper brushed with glue.

### **Fourth 15 minutes—Snack**

Make leafy wraps by letting the children wrap cheese (cubes or strings) in a lettuce leaf.

Transition to *The Sun and the Rain* song by Toy Band, The Wise Guy Preschool Songs.

### **Closing**

Have the children tape real leaves from home on a large tree made out of brown paper in the front of the classroom. Review the songs, sing the Good-bye songs, and preview the next session.

# Outcomes We Love Leaves

## Targets

- Leaves grow on plants and trees.
- Leaves come in different shapes and sizes.
- Leaves turn colors in the fall.
- We eat leafy foods.

## Extensions

- Leaves have different textures and shapes.
- Leaves have different smells, and colors.
- Leaves have veins and stems.
- Some leaves have teeth or *lobes*.

# Thinking about outcomes: We Love Leaves

<p>Vocabulary, leaves, trees, green, red, yellow, brown, orange, veins, rough, smooth, hairy, scratchy, shiny, lettuce, spinach, vein, stem, <i>lobe</i>, teeth</p>	<p>Concept We can use all our senses to experience leaves. Leaves grow on different plants. We eat leafy foods</p>	<p>Skills—using the senses, observing, painting, raking, sweeping leaves</p>
<p>Music and Story Act out <i>Autumn Leaves Are Falling Down</i> and the other songs. Attend to <u>I Love Fall</u>, <u>Fresh Fall Leaves</u>, <u>Red Leaf</u>, <u>Yellow Leaf</u> .</p>	<p>Art/Snack Dip leaves in paint and dab on paper. Roll cheese in leaves</p>	<p>Walk/Explore Observe trees, plants, and leaves using all the senses</p>

## Where's the Energy?

**Focus**— Plants make energy. We get the energy from plants in food we eat.

### Hello and Name Songs

#### Finger play:

The sun's warm rays come shining down. (reach way up and then down)

To help the plants grow upward bound. (reach way up)

(Optional verses)

Plants make food grow and grow. (hands move up twice)

Farmers plant them in a row. (dig)

Trucks bring food to the store. (hands on steering wheel)

So we can eat more and more. (hands to mouth)

### Growing Up WILD

- **First 15 minutes—**
- **Gathering:**
- Pull pictures of foods out of reusable bags.
- “Shop” for toy food with a reusable bag or toy grocery cart.
- Have plastic bags with (garden picture and vegetables; a farm picture and eggs, cheese, meat, grains; an orchard picture with fruit and nut; factory picture with processed food ) inside.

## Learning

We get food from different things—animals and plants. Animals and plants need sun and water and air and a safe place to grow. Different animals eat different things. We call animals that eat plants (oh, oh, big words!) *herbivores*. We call animals that eat meat *carnivores*. We call animals that eat insects *insectivores*. We call animals that eat different kinds of foods *omnivores*. Have a bag decorated with animal pictures and pull out eggs, cheese, luncheon meat which come from animals. Have a bag decorated with trees and pull out nuts, orange and orange juice. Have a bag decorated with grain and pull out bread slice and baggie of cereal. Have a bag decorated with vegetables and pull out carrot and cucumber. Have a bag decorated with insects and pull out insect lures.

Read [Eating the Alphabet](#) by Lois Ehlert.

### **Second 15 minutes—Walk**

Take a walk to find possible foods in the woods—leaves, nuts, berries, insects, animals, birds.

### **Third 15 minutes—Make and take**

Have a tan circle on a plate and let children squeeze red, brown, yellow and green paint ” toppings, to make a “pizza”.

### **Fourth 15 minutes—Snack**

Provide quarter flour tortillas, grated cheese, and cup of tomato sauce and let children make a pizza wedge.

### **Closing**

Stamp or place stickers of foods on a large brown paper grocery bag. Review the songs, story and fingerplay, and sing Good-bye songs. Pass out handouts and preview the next class.

# Outcomes Where's the Energy

## Targets

- Plants give us food.
- Animals and insects can be food too.
- Plants need sun and rain and space to grow.

## Extensions

- Plants make energy and food from the sun.
- We get energy from food from plants and animals
- We eat a “rainbow” of foods to get all kinds of energy.

# Thinking about outcomes: Where's the Energy

<b>Vocabulary</b> Plant, animal, sun, food, <i>energy, rainbow,</i> <i>herbivores, carnivores,</i> <i>omnivores, insectivores</i>	<b>Concepts</b> Plants make energy and food from the sun and earth and water. Animals can eat plants, insects and animals.	<b>Skills</b> Acting out growing, exploring foods
Music and Story Attend to <u>Eating the Alphabet</u> . Do the actions with the <i>Growing Song</i> .	Art/Snack Squeeze paint on a plate. Spreading tomato sauce on tortilla. Sprinkling grated cheese on tortilla.	Walk/Explore Use the senses to observe plants and animals .

## Wild Things

**Focus**— Some animals are wild and some are pets or farm animals.

### Hello and Name Songs

#### Finger play:

Animals can be tame (Smile) and you want to have them play(Hug).

Animals can be wild (Frown) and you need to stay away (Move feet quickly).

Animals can be friendly (Smile) and you want to have them play(Hug).

Animals can be scary (Frown) and you want to run away (Move feet quickly).

## • First 15 minutes— Gathering:

- Read Brian Wildsmith's Wild Animals, Who is Beast? by Keith Baker.
- Play with toy animals—pets, domestic and wild.
- Look at animal cards of wild and friendly animals and choose an animal to act out being that animal.
- Move like an animal.
- Have three bins—one with a zoo picture on it and the wild animals in it, one with a barn picture and domestic animals, and one with a house and pets inside. Let the children pull animals out of the bins. Have additional animals for the children to put in the bins.
- Have zoo and farm sets for play.

## **Learning**

Wild animals survive on their own; pets or domestic animals depend on us to survive. Read the modified *A Day in a Life* story and act it out. Discuss animals' basic needs—water, food, shelter. Talk about feelings and act out “friendly” with hugging stuffed animals, and scary with putting stuffed animals “in the zoo”.

## **Second 15 minutes—Walk**

Take a hike and find traces of animals, sources of food and water, and possible “homes”. You can plant toy animals on the trail for children to find.

## **Third 15 minutes—Make and take**

Let the children mold model magic and stick pipe cleaner pieces into it to make their own animal.

## **Fourth 15 minutes—Snack**

Press animal crackers on a square cracker covered with cream cheese.

## **Closing**

Transition by moving like animals to a poster of a house, barn and zoo. Stick domestic, wild and pet animals on the poster. Review the songs, story and fingerplay, and sing Good-bye songs. Pass out handouts and preview the next class.

# Outcomes Wild Things

## Targets

- Some animals are scary and some animals are friendly.
- We see wild animals in the zoo.
- We see *domestic*/farm animals on farms.
- We have pets in houses.

## Extensions

- Wild animals live in forests and deserts and jungles.
- Wild animals take care of themselves.
- We take care of pets and farm animals.
- We get food from farm animals.

# Thinking about outcomes: Wild Things

<p><b>Vocabulary</b> Scary, friendly, wild, zoo, <i>domestic</i>, farm, pets, <i>tame</i></p>	<p><b>Concepts</b> We have feelings about animals. We see animals in different places. Some animals take care of themselves and we take care of some animals.</p>	<p><b>Skills</b> Acting out animal movements, acting out feelings</p>
<p><b>Music and Story</b> Doing the motions with the animal song Attending to <u>Who Is Beast?</u> Acting out the dog and squirrel</p>	<p><b>Art/Snack</b> Glue animal cut outs on the front and back of a paper plate or poke pipe cleaners into model magic bodies to make an animal. Spread cream cheese in a celery chunk and poke animal crackers in or spread cream cheese on a rice cake and add raisins and apple slices to make a happy face.</p>	<p><b>Walk/Explore</b> Look for animals and places animals can live and things they could eat.</p>

## Worm Tracks

**Focus**— worm anatomy and functions

### Hello and Name Songs

#### Finger play:

Earthworms break up garbage (mixing with hands), earthworms are neat (cheer).

Earthworms turn the soil (mixing motion) and birds find them a treat (pretend to be a bird pecking at an earthworm)!

## • First 15 minutes— Gathering:

- Observe and feel worms.
- Have worm fishing lures to find in dirt bins.
- Wiggle to *the Wiggly Worm* song from Creepy Crawlies by Kidzone.

## **Learning**

Use a slinky to demonstrate stretching. Use corrugated cardboard to demonstrate segments, brush for setae, and long balloons for circular and longitudinal muscles, envelope for flap and silly putty for squishy. Demonstrate aeration with clumps of soil. Read Bob and Otto, by Robert O. Bruehl, or Wormy Worm, by Chris Rashka. Make a worm line and dance out to the walk.

## **Second 15 minutes—Walk-**

Walk to find places worms might live—ideally have a pile of dirt on a tarp or shoe boxes with dirt and seed them with earthworms. Let the children find and explore worms.

## **Third 15 minutes—Make and Take**

Make Model Magic worms—roll back and forth to make a long shape and use plastic fork to make segments. Do worm painting with mud or paint and fishing worm lures.

## **Fourth 15 minutes—Snack**

Make worms and dirt snacks—crush and “aerate” graham crackers and place in cups with gummy worms and spoons. Transition with *Wriggly Worm* by Kidzone.

## **Closing**

Attach yarn “worms” to a poster with dirt glued on . Review the song, story and fingerplay, and sing Good-bye songs. Pass out handouts and preview the next class.

# Outcomes Worm Tracks

## Targets

- Worms are small, and long, with bumps (*segments*), and bristles.
- Worms move by squeezing circle muscles and lengthening long muscles; the bristles grip.
- Worms make good soil by adding air and turning material into fertilizer.

## Extensions

- Worms don't have teeth. Their *gizzards*, with stones and dirt they swallow, grind food.
- Worms' mouths (*prostomium*) are shaped like envelopes.
- They have *crops* like bags, to store food.
- They have 5 hearts.

# Thinking about outcomes: Worm Tracks

<b>Reference Vocabulary</b> Earthworm, <i>segments</i> , <i>crop</i> , <i>gizzard</i> , <i>bristles</i> , <i>setae</i> , <b>soil</b> , <i>aerate</i> , <b>fertilizer</b>	<b>Concepts</b> Earthworm parts Earthworm movement Earthworm function	<b>Skills</b> Imitating actions Exploring earthworms using vision and touch
<b>Music and Story</b> Act out the movements in The Worms Are Mixing Up the Soil. Attend to <u>Bob and Otto</u> .	<b>Art/Snack</b> Roll Model Magic into a long tube. Make segments with a fork. Dip rubber worms in paint. Paint with rubber worms. Crumple the cracker.	Walk to find worms and dirt and rocks. Touch the worms. Watch the worms moving.