

# Signs of Spring

Grades K-2

It is that time of year when signs of spring are starting to show themselves all around us. Children love to get outside and explore. The goal of these activities is to get kids exploring the world around them and identifying treasures hidden in plain sight – treasures that can be used for learning! Our French Immersion students and English language learners are encouraged to use the vocabulary they have learned and express themselves in their additional languages as much as they can.

## Materials /Resources:

- Various items from nature
- Picture books in English and French, if available
- **Boukili** free subscription; requires an email address (Optional)
- **RK Publishing** free parent sign-up (Optional)
- **NB Public Libraries** with a **free library card** (Optional)
- TumbleBooks, available online through NB Public Libraries (Optional)
- YouTube videos of picture books read aloud (Optional)

## Preparation:

Have children look out a window and identify the signs of spring they can see. Are there buds on the trees? Can they see the signs of new grass? Are there birds that weren't around during the winter? What changes can they see in nature? What kinds of items could we collect from nature if we went outside?

**En français :** Par la fenêtre, je vois...(des branches, des écureuils, des feuilles qui poussent, des oiseaux, etc.)

If you have access to children's books online or offline, read a book about the natural world, spring, the seasons, or the environment. You can find many children's books read-aloud on YouTube.com.

### Books about Spring, Seasons, and Nature

#### English:

- *Sorting Through Nature*, by Lizann Flatt
- *Crab Moon*, by Ruth Horowitz (TumbleBooks)
- *Our Seasons*, by Grace Lin (TumbleBooks)
- *Wild Ideas*, by Elin Kelsey (TumbleBooks)
- *The Listening Walk*, by Paul Showers & *My Five Senses*, by Aliki.

#### French:

- *Jouer dans la pluie*, and *Cléo et l'eau d'érable*, by André Poulin (**Boukili.ca**) Niveau 1
- **Les parties de corps**, by Francesca Crowther (EdNetNS)
- *La grosse flaque de boue*, by Jay Dale, *Peindre un papillon*, by Anne Giulieri and *Léa et la mangeoire à oiseaux*, by Jay Dale (**RK Publishing**)
- **Le printemps – Apprendre les saisons avec Pinpin et Lili** (YouTube)
- **Chanson les saisons : Le printemps** (YouTube)

Ask your child: did you notice any items from nature in the books that we could look for on our walk?

**En français :** Je vais regarder pour ... un caillou brun, un animal, une fleur qui commence à pousser, un oiseau qui chante, etc.

Get ready to facilitate the following activities with your child.



# Activity: Take a Walk!

Grab a sturdy bag and go for a walk in nature (your backyard or around your neighbourhood) to collect interesting natural items together. Some examples might include sticks and twigs of different lengths and thickness; strips of bark; stones and pebbles of different sizes and shapes; and various types of leaves, straw, ferns, acorns, seeds, pinecones, feathers, etc.

- Take turns describing what you find interesting about the objects as you place them in the bag. Bring these items back home as they will become the learning tools for the remaining activities.

**En français :** J'aime cet objet parce qu'il est... beau, gros, de ma couleur préférée, très long, petit, doux, etc.

- Ask: What patterns do we see in nature? What kind of patterns are they?
- Focus on your senses. What can you smell, hear, touch, and see? How might these experiences change when it is summer, winter, or fall?

## When you're exploring nature, remember to:

### *Leave no trace of your visit*

Make no damage, leave no litter.

### *Be a respectful observer*

Watch and listen, but don't do anything that might harm the plants and animals or prevent them from living their lives uninterrupted.

### *Gather with great care*

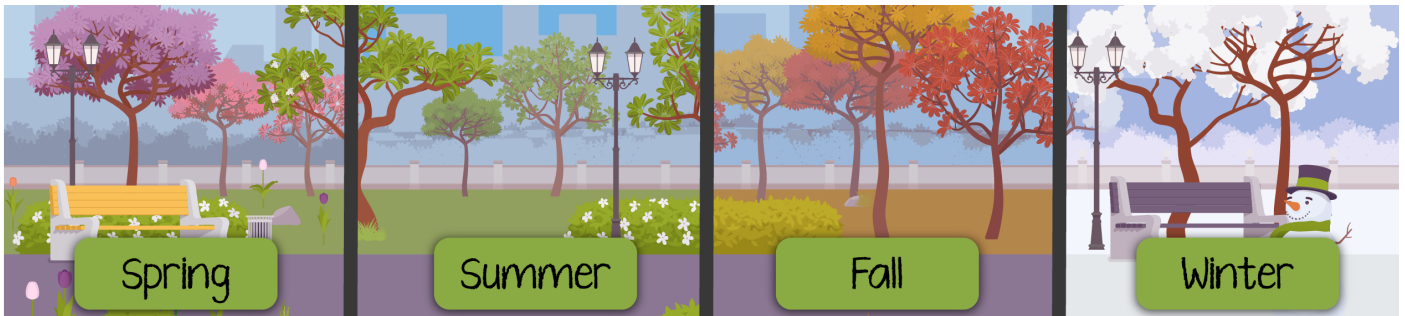
Only handle plants and animals that you know to be safe.



# Activity: Take a Walk!

## English Language Learners

In Canada we have four (4) seasons. The four seasons are winter, spring, summer and fall.



The season is now spring. This year, spring in New Brunswick is from March 20, 2020 until June 20, 2020.

<p>Look out your window</p>	<p>Go for a walk with your family.</p>		<p>Pick up some outside things and put them in your bag to take home.</p>
 <p>What does it look like in springtime? What do you see?</p>		<p>Take a bag with you.</p>	

# Activity: Make Patterns!

Use the items collected during the nature walk to create and discuss repeating patterns. A pattern is something (a series or sequence) that repeats the same way every time. The part that repeats is called the core. Make sure the core repeats at least three (3) times. You may wish to use the **Activity Helper: Make Patterns!** sheet provided in this package.

- Identify the pattern core and describe the pattern rule (AB, ABB, ABC, etc.). If the pattern kept on going, what would come next? How do you know? Take turns making new patterns. Have others identify the core and the pattern rule (how it repeats). Try extending the patterns.

En français :

- *Ma régularité est ... rouge, brun, vert, rouge, brun, vert, etc.*
  - *Ma régularité est ... long, court, court, long, court, court, etc.*
  - *Ma régularité est ... un son fort, un son doux, un son fort, un son doux, etc.*
- Choose items from the collection to tap out a pattern of sounds. Clap, stomp, or make other noises to create sound patterns. Identify what the pattern rule is and extend it.
  - Identify any patterns you see in the stories you read together.

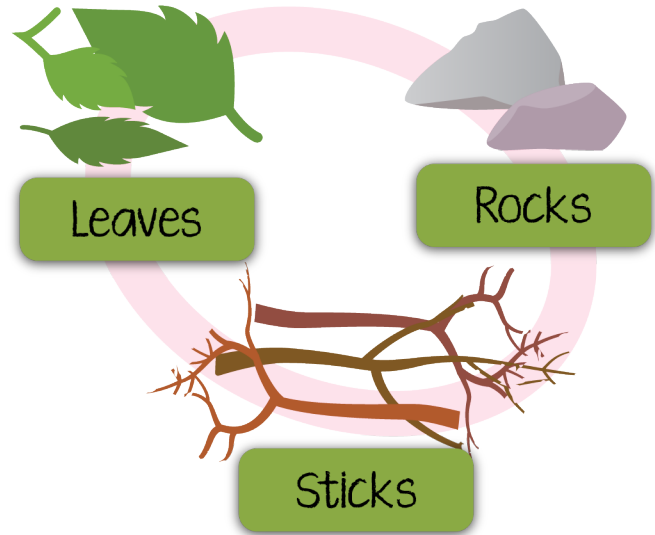
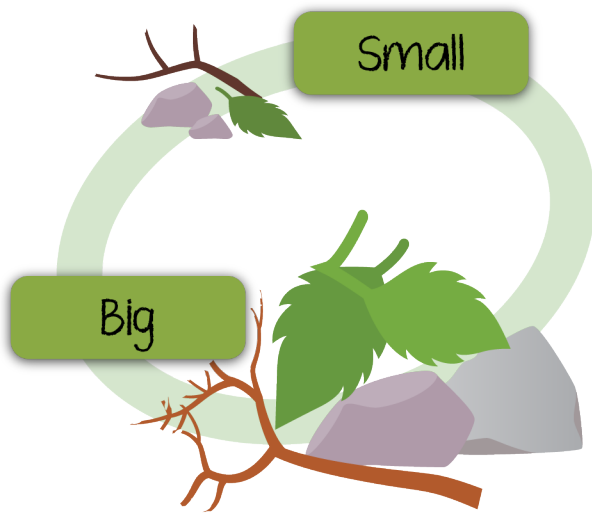


# Activity: Organize and Count!

Choose from the activities on the **Activity Helper: Organize and Count!** sheet to organize and count the items in your collection.

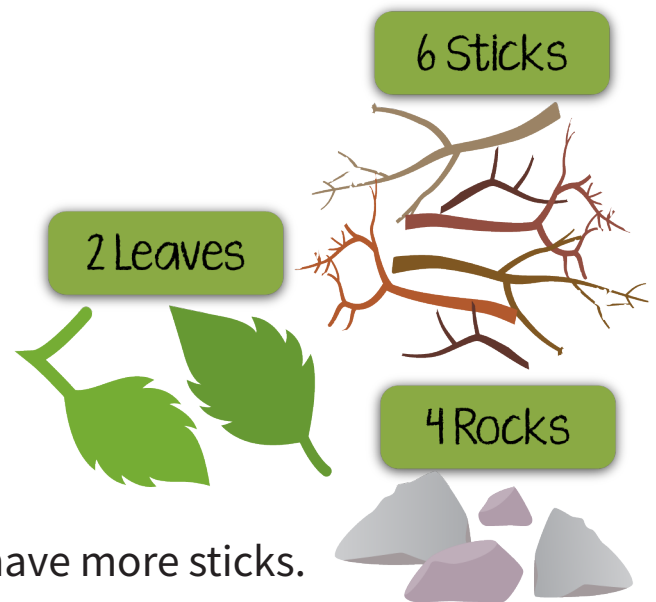
## English Language Learners

Sort the items in your collection in different ways:



**Count** the different items in your collection.

- How many sticks, pebbles, or leaves do you have?
- What do you have the **most** of?
- What do you have the **least** of?
- If you **added** one more item, how many would you have?
- If you **took one item away**, how many would you have?
- Older students can use a chart and keep a tally of how many of each item they have.



I have more sticks.

I have fewer leaves.

# Activity: Express Yourself!

Choose books to read. Suggested titles and links are available at the beginning of this plan.

- Make predictions about the story before reading and review those predictions after reading.
- Retell the main events of the story.
- Draw connections between the text and your family's own knowledge and experiences.
- Is the book fiction (make believe) or non-fiction (real story)? How do you know?

Choose from the activities on the **Activity Helper: Express Yourself!** sheet to express your thoughts and creativity.



# Activity: Learn About the Wabanaki Peoples!

For generations, many First Nation Peoples have measured the year by a lunar cycle of 13 full moons, which are visible every 28 days, over the course of the 365 days that make up a year. The names of the 13 moons describe different aspects of nature depending on the time of year. The names vary from Nation to Nation, and from region to region, because of the differences between the natural landscapes and languages across regions.

## The 13 Moons

- [Maliseet Nation Radio Inc.](#)
- [Muskrat Magazine](#)

Discover more about First Nation 13 Moons and share how each moon is described. It would be fun to create a calendar of the 13 Moons and draw or paint images that represent each of the moons.

## Suggestions for personalizing and extending the learning:

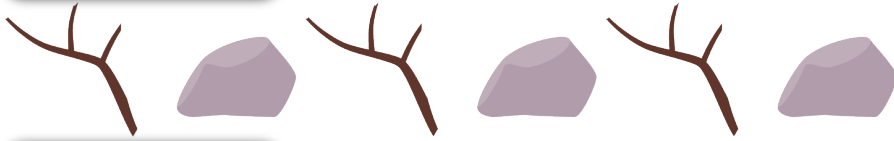
- Place all the items found on the nature walk in a bag. Without looking, reach your hands in the bag, select an item, and describe it using touch only. How smooth/rough is it? How hard/soft/bumpy/squishy is it? Next, take the items out of the bag and choose some to describe using your sense of sight (colour, size, texture).
- Choose an animal you saw on your nature walk or might see in spring. Think about how that animal might live during different seasons of the year. How might a squirrel live in the summer, spring, winter and fall? Together, explore a site like National Geographic Kids to learn more.
- Think about what spring might look like in another place on Earth. Do you have a family member who lives somewhere other than New Brunswick? Ask them to describe spring in their location. Compare how spring is the same and different from where you live.



# Activity Helper: Make Patterns!

How many patterns can you make with your objects from nature? Name your objects as you arrange them in patterns. Here are some examples.

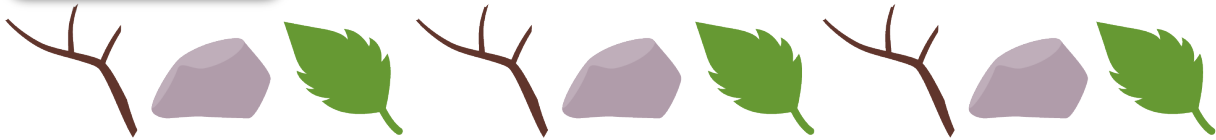
AB Pattern



AAB Pattern



ABC Pattern



## My Pattern 1:

The core of my pattern (the part that repeats) is \_\_\_\_\_

The rule of my pattern (AB, ABB, AAB, ABC...) is \_\_\_\_\_

If my pattern kept going, what would come next? Draw or arrange more objects to continue the pattern.

How would my pattern sound if each object made a different sound (a clap, a stomp, a squeak...)? Try it out!

## My Pattern 2:

The core of my pattern (the part that repeats) is \_\_\_\_\_

The rule of my pattern (AB, ABB, AAB, ABC...) is \_\_\_\_\_

If my pattern kept going, what would come next? Draw or arrange more objects to continue the pattern.

How would my pattern sound if each object made a different sound (a clap, a stomp, a squeak...)? Try it out!

# Activity Helper: Organize and Count!

Choose a sorting rule to sort your items. For example: living or non-living, shiny or dull, heavy or light.

**En français :** Ma régularité est ... vivant/non-vivant, brillant/mat, etc

**Count** the different items in your collection.

- How many sticks, pebbles, or leaves do you have?
- What do you have the **most** of?
- What do you have the **least** of?
- If you **added** one more item, how many would you have?
- If you **took one item away**, how many would you have?

Try ordering your objects by different attributes, such as tallest to shortest, shortest to tallest, heaviest to lightest or lightest to heaviest. What other attributes could you use to order the objects?

**En français :** Je place mes objets du plus petit au plus grand. Je place mes objets du plus lourd au plus léger etc.

How many ways can you represent each number? Can you show them in words? Numerals? Pictures? Expressions ( $10+15=25$ )?

Can you build a chart and keep a tally of how many of each item you have?

Make a number poster using your collection. For example, arrange your objects in groups of 10.

Arrange parts of your collection in groups of 2s, 5s, and 10s. Try to skip count by 2s, 5s and 10s – or even 20s, 50s or 100s – to tell how many you have.

**En français :** Avec les objets, je fais des groupes de 2, de 5 ou de 10. Je compte par bonds/sauts de 2, 5 ou 10.

# Activity Helper: Organize and Count!

Do you have an odd or an even number of items? How do you know?

**En français :** J'ai \_\_\_\_ branches. C'est un nombre pair ou impair parce que ...

Show an addition or subtraction sentence with objects from your collection. Create a story about your addition or subtraction sentence.

For example:  $2 + \_ = 9$ ; "I found two red leaves at the beginning of my nature walk. During my walk I found some more. By the end of my walk I had nine red leaves. How many leaves did I find along the way?"

**En français :** Je trouve deux feuilles rouges au début de ma promenade. Pendant ma promenade, je trouve d'autres feuilles. À la fin, j'ai neuf feuilles rouges. Combien de feuilles ai-je trouvées pendant ma promenade?

Choose two categories of objects. How many more \_\_\_\_ do you have than \_\_\_\_? For example, "How many more sticks do we have than pinecones?"

**En français :** J'ai \_\_\_\_ petits bâtons de plus que de pommes de pin. J'ai \_\_\_\_ feuilles de plus que de cailloux.

# Activity Helper: Express Yourself!

Draw a picture of what you observed on your nature walk. Label each object you collected. Call a family member and describe your picture to them.

If you are a French Immersion student, call someone in your class and describe your drawing in French!



Practice reading some of the nature books you found to others.

At the end of the week, use some of the items from your collection to make artwork of your own.

Write complete sentences about what you saw, felt and experienced during your nature walk.

Check for proper spacing between words and capital letters at the beginning of names, sentences and for the word "I". Include ending punctuation, such as . ! ?

Start a scrapbook with objects from nature during each of the four seasons. Describe where you found each object and why it was interesting to you.



Send an email to a friend or family member describing your nature walk. A family member can help you.

Start a journal about springtime where you live. Look out the same windows and/or take a nature walk each day. What changes do you see from day to day?

Can you write some of your journal in French?