

03.23.09 Spring Thaw

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Date to be Taught: March 23, 2009

1:30am - 2:00pm

Grade/Level: 1-2

Subject Area: Language Arts (English), Science

Time Frame: 1 class period: 30 minutes

Objectives/Learning Outcomes: Students will hear a story about spring and apply some things they've learned to look for their own signs of spring outside.

Students will sketch signs of spring in their SYP journals and write a few lines describing what they've observed.

Student Assessment: Teacher should make sure that students are listening actively during read-aloud.

When we are outside, listen for conversation and statements about spring.

Make sure students write at least 3 things they are noticing about spring and have corresponding pictures of things they've observed during our nature walk.

Key Standards (3 maximum):

PA- Pennsylvania Academic Standards

• **Subject** : Reading, Writing, Speaking and Listening

• **Area 1.6:** Speaking and Listening

• **Grade 1.6.3:** Grade 3

■ **Standard B.:** Listen to a selection of literature (fiction and/or nonfiction).

- Relate it to similar experiences.
- Predict what will happen next.
- Retell a story in chronological order.
- Recognize character and tone.
- Identify and define new words and concepts.

PA- Pennsylvania Early Learning Standards

• **Key Learning Area** : Science

• **Standard** : Acquire knowledge about the earth and space

■ **Indicator** : SC 4.1 Understand changes in the environment, including weather and seasonal changes

■ **Example- The child will:** : Understand characteristics of each season (It snows in winter, we can swim in summer)

Materials and Use of Technology:

- Materials and resources:
Book: Spring Thaw by Tanya Thayer

SYP Journal & pencil for each student

**Sequence of
Instruction Including
Hook and Closure:**

1. "Today we are going to read a very interesting book called 'Spring Thaw'. Based on the cover and title, who can predict what this book will be about?"
2. As students listen to the book, have them think about the different signs of spring they have been noticing.
3. Gather students to take them outside - we will make one lap around the track as a class to look for signs of spring. Afterward, we will sit by the butterfly garden to continue making observations and sketch/write in our journals.
4. Make sure students put the date & the weather on their journal page. They should include at least 3 signs of spring with pictures. They will get a chance to color in once we are inside or for morning work.

Teacher Assessment: