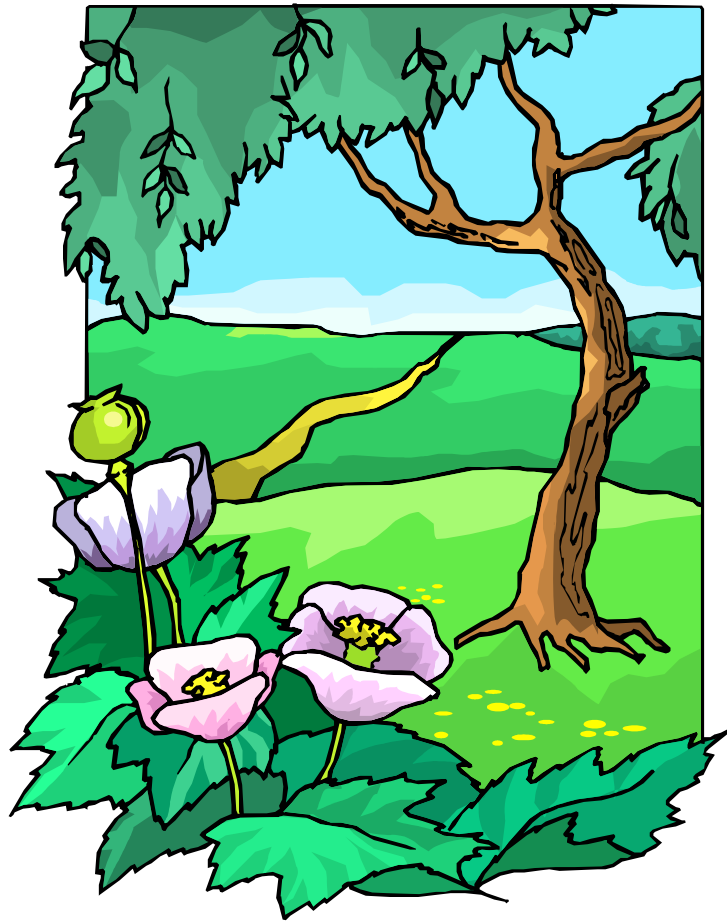


A guide for using
Over In The Meadow
in the Pre-K Classroom
2006-2007



Ideas compiled by:



Georgia Department of Early Care and Learning

About the Story: The text for *Over In The Meadow* is based on a traditional Southern Appalachian counting rhyme that dates back to the late 1800's and is attributed to Olive A. Wadsworth. The book is illustrated by Ezra Jack Keats. In this classic counting rhyme, Keats's stunning illustrations bring to life a meadow bustling with activity. One turtle digs, two fish swim, three bluebirds sing, four muskrats dive, and so on - all the way up to ten fireflies shining in the night.

Author/Illustrator Study: Ezra Jack Keats was born on March 11, 1916, to impoverished Polish immigrants of Jewish descent in East New York. He was the third child of Benjamin Katz and Augusta Podgainski, and was then known as Jacob (Jack) Ezra Katz.

It was evident early on that Jack was an artistically gifted child. His mother encouraged his talent, but his father seemed only to criticize his ability. Keats did win the approval of his father when he was paid twenty-five cents for painting an advertisement for a local store at the age of eight. Keats excelled in art in elementary school and was awarded a medal for drawing upon graduating from Junior High School. This medal meant a good deal to Keats, and he kept it all his life along with this other subsequent awards.

During Keats' years at Thomas Jefferson High School, one of his paintings depicting unemployed men warming themselves around a fire won the Scholastic Publishing Company's national contest. It was the time of the great depression of the '30's, and Ezra's family suffered extreme hardship. Ezra was awarded a medal for art upon graduation from high school. Ezra's mother continued to support him, but his father encouraged him to turn to more practical skills. Benjamin was afraid his son would not be able to earn a living as an artist. Sadly, Benjamin Katz died in the street of a heart attack in January 1935, on the day before Ezra's graduation. Ezra was called upon to identify the body. It was then he discovered in his father's wallet the carefully preserved clippings that reported on the notable artistic achievements of his son. For the first time he learned that his father had been proud of his work.

Although Ezra was awarded three scholarships to art school, he was unable to attend. He had to work to support his family by day, and he took art classes at night. In 1937, he secured a job with the Works Progress Administration (WPA) as a mural painter. After three years Ezra moved on to work as a comic book illustrator. In 1942 he began work on the staff of Fawcett Publications, illustrating backgrounds for the Captain Marvel comic strip.

Keats entered the service of the United States Army on April 13, 1943. Taking advantage of his skill as an artist, the army trained him to design camouflage patterns. He returned to New York after World War II.

Two years after the war, Jack, in reaction to the anti-Semitic prejudices of the time, legally changed his name to Ezra Jack Keats. It was Ezra's memory of being a target of discrimination that provided the basis for his sympathy for and understanding of those who suffered similar hardships.

Jubilant for Sure by Elisabeth Hubbard Lansing was published in 1954. The book, set in the mountains of Kentucky, was the first book Keats illustrated for children. *My Dog Is Lost*, Keats' first attempt at writing a children's book, which he co-authored with Pat Cherr, was published in 1960. The main character is a Puerto Rican boy named Juanito who has lost his dog in New York and meets children from different sections of New York, such as Chinatown and Little Italy. Keats was innovative in his use of minority children as central characters.

In the two years that followed, Keats worked on a book featuring a little boy named Peter. An article Keats had clipped from Life magazine in 1940 inspired Peter. The book featuring Peter, *The Snowy Day*, received the prestigious Caldecott Award for the most distinguished picture book for children in 1963. Peter appears in six more books growing from a small boy in *The Snowy Day* to adolescence in *Pet Show*.

In the books that Keats wrote and illustrated, he used his special artistic techniques to portray his subjects in a unique manner. One of these is blending a gouache with collage. Gouache is an opaque watercolor mixed with a gum that produces an oil-like glaze.

The characters in Keats' books come from the community around him. Many of his stories illustrate family life and the simple pleasures that a child has in the daily routine. Children from all backgrounds can relate to a new brother or sister as told in *Peter's Chair*. *Jennie's Hat* illustrates the excitement of a child waiting for a present, and the anticipation of what the present would look like. *Goggles* tells the story of finding a pair of goggles and the chase that follows the boys through the streets of a neighborhood, when the big bullies want to snatch the goggles from them. Keats drew upon his experiences, but these are also experiences of children growing up in the neighborhoods and communities in many parts of the world.

By the time of Keats' death following a heart attack in 1983, he had illustrated over eight-five books for children, and written and illustrated twenty-four children's classics. He had just designed the sets for a musical version of *The Trip*, designed a poster for The New Theatre of Brooklyn, and written and illustrated *The Giant Turnip*, a beloved folktale. Although Keats never married or had a family of his own, he loved children and was loved by them in return.

All information for this text was taken from www.ezra-jack-keats.org.

Vocabulary

Over in the Meadow illustrated by Ezra Jack Keats

Setting: lush meadow bustling with activity

Characters, actions, and locations

Number	Mother:	Little (babies):	Actions	Location in the meadow
1	Turtle	turtle	dig-dug	In the sun
2	Fish	fishies	swim-swam	Stream runs blue
3	Bluebird	Birdies	sing-sang	Hole in a tree
4	Muskrat	Ratties	dive-dived	Reeds on the shore
5	Honeybee	Honeys	buzz-buzzed	Snug beehive
6	Crow	Crows	caw-cawed	Nest built of sticks
7	Cricket	Crickets	chirp-chirped	Grass is so even
8	Lizard	Lizards	bask-basked	Old mossy gate
9	Frog	Froggies	croak-croaked	Clear pool shines
10	Firefly	Flies	shine-shone	Soft shady glen

Turtle: an animal that lives on land or in the water and carries it's home on it's back

Fish: an animal that lives in the water

Bluebird: an animal with feathers, two wings, and a beak. This bird is covered with blue feathers

Muskrat: an aquatic, animal with a brown fur coat

Honeybee: a flying insect that collects nectar, the sweet liquid in flowers, and turns it into honey

Crow: a type of bird that has black feathers and a strong black bill

Cricket: a small insect that chirps by rubbing its legs together

Lizard: a reptile with a long, scaly body, a tail, and four short legs

Frog: an animal with webbed feet and strong back legs for jumping and in out of water

Firefly: a flying beetle with a glowing or flashing belly

Meadow: a wide and open grassland or field that is in a natural state or used as pasture for growing hay

Sand: loose, granular, gritty particles of rock. It can also be found at the beach or in the desert

Sun: a star that is the center of our solar system and is the source of heat and light for earth

Stream: a body of running water, like a brook or river with a steady flow of water

Reed: a variety of tall grass having jointed, hollow stalks

Burrow: to dig a hole or tunnel in the ground for a home

Honey: a sweet, sticky syrup that is made by bees

Nest: a home where an animal lives and cares for its babies

Bask: to lay in the warm sunshine

Glenn: a valley

Repetitious Story Unit

Over in the Meadow is a repetitious story. Using repetitious stories with preschoolers can have many positive effects on the language development of young preschoolers.

- ✓ Young preschool children naturally enjoy repetition, especially when it involves favorite books, rhymes, songs, or videos.
- ✓ Repetitious reading improves the child's vocabulary.
- ✓ Repeated readings of stories will sharpen sequencing skills.
- ✓ Repeating stories or rhymes allows children to memorize words and phrases.
- ✓ Memorized reading allows preschoolers to predict words and phrases.
- ✓ Memorized reading involves the child in the process of reading.
- ✓ Encouraging the child to be involved in the reading process gives preschoolers a sense of independence.
- ✓ Repetition combined with rhythm and rhyme is a powerful learning technique that enhances language development.

Teacher Tips:

- ✓ Read or retell this story at a designated time each day.
- ✓ Enhance story time by using a variety of materials for story telling such as:
 - Flannel board figures
 - Puppets
 - Props (animals, trees, insects, etc.)
 - Music, fingerplays, rhymes, games
 - Role-playing props
- ✓ Emphasize teachable concepts as the story is being read.
- ✓ Use memorized reading to reinforce developing memory skills. Have your children predict and "fill in" familiar words and phrases used in the story.

Other Suggested Repetitious Stories:

Brown Bear, Brown Bear

The Napping House

Don't Forget The Bacon

I Went Walking

Music and Movement Ideas

Bumble Bee Dance: Tell children about bees and that they dance to communicate. Explain what communicate means and have the children dance to communicate... whatever they want! They could communicate feelings (happy, sad, excited, mad) or directions. Keep a copy of Rimsky-Korsakov's "Flight of the Bumblebee" on hand, and you will have this movement activity ready anytime.

Silly Willy Dance:

Have you ever gone fishing (pretend to fish)
On a bright summer day (make sun with your arms)
With all the little the fishies swimmin' in the bay? (Put hands together to move like fish)
With your hands in their pockets (slap pockets)
And your pockets in your pants (slap hips)
All the little fishies do the silly willy dance (dance)
BaDa, DaDa, DaBa, DaDa, DaDa (clap while singing)
BaDa, DaDa, DaBa, DaDa, DaDa
With your hands in your pockets
(While singing this turn in a circle and then sit when it says the end.)

Honeybee-Pokey

(tune: "The Hokey Pokey")
You put your (left wing) in.
You put your (left wing) out.
You put your (left wing) in,
And you shake it all about!
You do the honeybee-pokey and you fly yourself around.
That's what it's all about! Buzz, Buzz!

Repeat the verse using these substitutions:

Right wing, left wing, right antenna, left antenna, whole head, little stinger, striped body.

Honeybee Twist

(tune: "Teddy Bear, Teddy Bear, Turn Around")

Honeybee, honeybee, shake one wing!
Honeybee, honeybee, wave one wing!

Honeybee, honeybee, wiggle your toes!
Honeybee, honeybee, touch your nose!

Honeybee, honeybee, give your stinger a squiggle!
Honeybee, honeybee, give your stripes a jiggle!

Honeybee, honeybee, buzz all around!
Honeybee, honeybee, rest on the ground!

Bugs



What Attracts Ants?

Bury (to the rim) several containers of food in the ground. Put a piece of cardboard on top of the container. In some containers put foods that the children think will not attract ants. In others, put foods the children think will attract ants. Be sure to ask the children which foods they want to suggest before beginning this activity. Check back later that day to see if the children were right. Record your experiment on chart paper.

Observing Bugs:

If you plan to observe bugs in your classroom for a period of time, please make sure to feed them properly. Do not keep them caged any longer than you need to. Here are a few tips on what to feed them:

Ants: drops of honey or bits of raw meat, apples, bananas

Grasshoppers: fruit and vegetables

Praying Mantis: fruit flies

Ladybugs and Beetles: fruit or boiled potato

Crickets: raw vegetables, fruit, dog biscuits, crackers

Bees and Butterflies: should be set free to find flower nectar. You can add sugar water on a fresh flower or a small container with cotton balls for a day.

All insects need water. Place a few drops of water on a leaf inside the cage daily.

Metamorphosis:

Plan to purchase or find caterpillars so the children can observe and study the process of metamorphosis. You can visit www.prekinders.com/butterflies_kids.htm for more ideas.

Ant Worker Graph:

Learn about the jobs of worker ants in their colonies. Make a graph by choosing which kind of ant each child would want to be: guard, hunter, nurse, or construction worker? Who would want to be the queen ant?

Spider Legs:

Insects get stuck in a spider's web, because the spider's web is sticky. A spider does not get stuck in his own web, because his legs are oily. Experiment with this idea by taping two squares of contact paper to the table, sticky side up. Pretend the hand is a bug, with the fingers (legs) sticking out. Let the right hand walk across the contact paper. Next, let the left hand walk through some cooking oil first and then across the sticky "web".

Crickets:

Put a container of crickets in the science center. Discuss with the children how the cricket makes sounds by rubbing his legs together. It makes for an interesting noise in your room.

Clay Bugs: Let children use clay/playdough to make bugs. Use toothpicks and pipe cleaner segments for legs and antennae.

Build a Bug: Stock a box with left over laminating film, tissue paper, wiggly eyes, toilet paper and paper towel tubes, socks, pipe cleaners, etc. Let children use the materials to create their own bugs. Laminating film and tissue paper can be used to create wings and the tubes and socks for bodies.

Pet Bugs: Let children gather some larger rocks on the playground. To a center area add: paint and brushes and wiggly eyes. Let children create a pet bug. The children should then name their bug and write a story about their bug. Use some large group time to let children introduce their new friends.

Bug Study: Begin your study of bugs by drawing bugs and their parts on chart paper. Be sure to include the appropriate vocabulary: antennae, thorax, legs, and abdomen. Also be sure to include in your discussion the different types of bugs.

Going on A Bug Hunt: Have your children repeat each line and move and follow you. It is a great outdoor activity as well.

We're going on a bug hunt!
We're going to catch some big ones.
What a sunny day!
Are you ready? OK!

Oh, my! A bee!
A black and yellow bee.
Flying **over** the flowers.
Buzz...

We're going on a bug hunt!
We're going to catch some big ones.
What a sunny day!
Are you ready? OK!

Oh, my! An ant!
A tiny, black ant,
Crawling **through** the grass.
Shh...

We're going on a bug hunt!
We're going to catch some big ones.
What a sunny day!
Are you ready? OK!

Oh, my! A grasshopper!
A big, green grasshopper,
Hopping **around** the tree.
Boing, boing....
We're going on a bug hunt!
We're going to catch some big ones.
What a sunny day!
Are you ready? OK!

Oh, my! A spider!
A big, black spider!
Creeping **on** the tree.

Creep, creep...

We're going on a bug hunt!
We're going to catch some big ones.
What a sunny day!
Are you ready? OK!

Oh, my! A butterfly!
A pretty, orange butterfly,
Floating in the sky.
Whoosh, whoosh....

Math Ideas:

Use plastic bugs to count, sort, pattern, discuss more or less.
Count legs on plastic bugs or pictures of bugs. Sort bugs with the same number of legs together.
Graph favorite bugs or by the number of legs each bug has. You could also graph bugs that fly or crawl.
Estimate how many bugs (plastic) are in a jar. Have children record their "guesses".
Use plastic bugs to measure.
Make "inchworms" by connecting green unifix cubes.

Language Ideas:

To begin and then end your study of bugs, create a jar shaped poster and record as many kinds of bugs as the children can think of.

Record bug fingerplays, poems and rhymes on chart paper. Be sure to include pictures or symbols to address the needs of your readers and non-readers.

Using plastic bugs, practice positional words. Children can be instructed to: put the bug on their head, under their chair, in their lap, etc.

FISH/FISHING



Goldfish Fishin': On a small paper plate or cup provide each child with a tablespoon of peanut butter (**be sure to check for allergies**), several pretzel sticks and goldfish crackers. To fish; dip one end of the pretzel in peanut butter and then "catch" a goldfish with the peanut butter end.

Magnet Fishing: Tie a magnet to a string and dowel rod to represent a fishing pole. Put magnetic letters and/or numbers out for the children to "catch". Have children tell you the letter, or the sound, or the number, etc. The possibilities are endless with this. You could use laminated fish cutouts with paper clips attached to them to program colors, shapes, vocabulary words, etc.

Fish Counting: Use the same magnetic fishing pole from the above activity and have children "catch" laminated fish with numbers written on them. For children who need help with number recognition, you can add dots or stickers, etc. to help them identify the numbers. After the children identify the number, have them then count out the same amount of an object to match the number they "caught". You could use goldfish, gummy worms, stickers, corks, fish counters, rocks, etc.

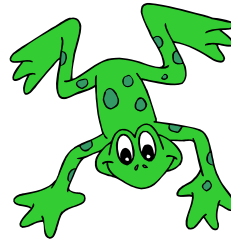
Fishy Fishy: Have children stand in a line, and pick one child to be the fish. Have the other children say, "Fishy, fishy may we cross your pond?" The fish then says, "Yes". The children run across to the other side while the "fish" tries to tag them. If they are tagged by the fish, they sit down where they were tagged and place their arms out. They are now lily pads growing in the pond. The last one tagged is the next fish. If you are working with a large group, you might want more than one fish.

Exploring Fish: Buy or catch fresh fish to bring in for the children to explore. Talk about the parts of a fish (fins, scales, gills, etc.). Leave the real fish out in the science area for the children to observe and explore. Have them record their experiences. You might ask them to write about how the fish smells. Talk about how fish breathe and explain the difference between how humans breathe and how fish breathe. **Note:** Make sure you have a hand washing procedure in place if the children will actually touch the fish in any way.

Fish Painting: After you are through exploring the fish from the activity above, use it for a painting activity. Brush paint on the fish and then cover the fish with paper, muslin, white material, etc. Press down on the paper or material. When you pick up the paper or material you will see the scales imprinted.

Dramatic Play Pond: Make a pond in your dramatic play area. First put down a sheet of blue bulletin board paper, a blue sheet, blue material, blue shower curtain, etc. Children can make rocks to go around it by covering boxes with paper bags that have been cut apart and then sponge painting some black and brown on them or just by stuffing paper bags with paper and then sponge painting. You could also find some real rocks. Add fishing poles, picnic baskets, buckets, minnow buckets, cricket boxes, stringers, tackle boxes, corks, overhauls, fishing vest, hats, etc.

Frogs



Frog Watching: Take a trip to a local pond to collect tadpoles to bring back to your classroom for your children to observe and watch grow into frogs. If you don't have access to a pond, try asking a friend or try www.flickit.com/frog or one of the larger companies such as Lakeshore, ABC, Kaplan, Childcraft, etc. to order tadpoles. You can feed the tadpoles fish food, and they are easy to keep and wonderful for your children to observe. Be sure to include pictures about the process of metamorphosis, and show the stages to the children so they will know what to look for. Also include journals near the area and have the children record their observations. You might also want to include magnifying glasses so they can better see the changes that happen.

Sensory Table Idea: Add water to your sensory table along with cut out round lily pads. Cut the lily pads from craft foam. Add small counting frogs or other plastic frogs to your table. The foam floats so you can put the frogs on top of the lily pads. Write numbers on your lily pads so children can count the appropriate number of frogs to go on each lily pad. If children need help with number recognition, use dots on the underside of the lily pad they can refer to for counting and matching. You can also search the floral department for plastic lily pads, cattails, etc. to add to the "pond" or use real ones, if available.

Frog Sorting: Fill a plastic tub with assorted lengths of blue crepe paper streamers to represent water. Make a frog template and trace several frogs (about 12) onto green craft foam. Cut out the frogs. Use three different designs to decorate the frogs (stripes, dots, zigzags). Scatter the frogs under the crepe paper water. As children use the center, they will pull out the frogs from under the water and then sort by their design. There are many different ways to use this center. Be creative!

Frog Life Flannel Board: Create the stages of frog life (eggs, tadpoles, frogs) onto paper. You can use clip art, draw, find pictures, etc. Laminate the paper and add a piece of Velcro to the back of each piece. Also cut from felt a large blue pond, a log, some lily pads, etc. Before placing all this on your flannel board, be sure to introduce your children to the life cycle of frogs. Invite children to this center to learn more about the stages of the frog's life. Use stamps to show the lifecycle of a frog (available from classroom supply companies). Allow students to discuss each stage and be sure to provide paper for children to record their thoughts and the life cycle process.

Five Speckled Frogs: Pair this song with counting practice. Cut brown felt into a log shape that is approximately the length of your flannel board. Reproduce five green construction paper frogs you have laminated. Be sure to add speckles before you laminate. Add Velcro to the back of each one so it can be used with your flannel board. Place the felt log on the flannel board and set the five frogs on top of the log. As the child sings the song, remove the frogs from the log. To extend this activity, position yourself in this center to ask questions such as, "How many are left? What if we added one more back? Then how many?"

Spots on Frogs: To make spot stampers for your art area, cut a one-inch shape from any textured material such as corrugated cardboard, bubble wrap, mesh shelf liner, etc. Hot glue the cutouts onto the ends of empty film canisters. Make as many stampers as desired in different sizes. Place the stampers in a tray beside some shallow containers of tempera paint. Add a class supply of large cutout frogs.

Jumping Frogs: Let children practice jumping like frogs. Provide yardsticks, tape measures or rulers to measure and record how far the children jump.

"Never Snap At A Bubble": Use clip art to find a lily pad and a frog or freehand your own. Make one for each child in your group. Read the book, *Never Snap At A Bubble*. As you read, count the bubbles the baby frog is eating. After reading, give each student a small bowl of cheerios (bubbles) to do simple addition and subtraction. Say, "Put 3 bubbles on your lily pad. Have your frog eat 2 of the bubbles. How many are left?" You can make the math problems harder or easier depending on the skill level of each child you are working with. You can also use small cotton balls.

Catch That Bug: After learning about frogs and how they eat, make a frog tongue for each child. Attach a piece of self-stick Velcro to the end of a party blower. Using clipart of bugs you have laminated, attach the corresponding piece of Velcro. Now children can be frogs and use their "tongue" to catch a bug! Use this opportunity to talk about different kinds of bugs and have children identify the bugs they catch. You could also have them count, and graph and match the bugs they catch.

Frog Habitat: Discuss where frogs live (swamps, ponds, deserts, garden, rain forest, etc). Be sure to include several different scenarios, since all frogs don't live in water or in the United States. Recreate several frog habitats in your science area and/or have books and pictures to show children the differences. This is a great time to do research on-line to find more information and resources for your classroom.

Frog Habits: Be sure to discuss habits of frogs and how they change with the seasons. Have children relate this to things they do differently each season.

Frog Food: Discuss what frogs eat. Discuss how frogs eat. Create a class game/center by having a large frog cutout with a long tongue. Create several cards with foods a frog eats and foods a frog doesn't eat. Have children sort the foods by placing the foods a frog likes on the frog's tongue and placing the others to the side. For more fun, put Velcro on the frogs tongue and Velcro on the back of the pieces of food. These foods will now stick to the frogs tongue.

Birds



Begin your study by introducing the topic of birds. Display pictures of birds and some real feathers and nests if you have some. Draw the parts of a bird on chart paper and label: beak, feathers, wings, etc. and words about birds: eggs, nests, laying, chirp, tweet, fly, etc. Find out what the children know along with what they want to know about birds.

Use the following ideas to attract more birds near your classroom. It is a good idea to add a birdbath near where you will be feeding the birds. It is also a great idea to add bird feeders that attract different types of birds. Set up a bird watching station with binoculars, journals, bird books and pictures. Encourage children to record (using words and illustrations) what they see and hear.

Bird Feeder Ideas:

1. Make stale bread bird feeders by taking a piece of bread and cutting out a large shape with a cookie cutter. Punch a hole in the top with a straw. Thread a piece of twine through the hole and tie a loop. Let the bread dry out overnight. Spread with *peanut butter and dip the bread into birdseed to cover.
2. Spread peanut butter on a pinecone and roll in birdseed. Tie a piece of yarn around it and hang it on a tree.
3. Spread peanut butter onto $\frac{1}{2}$ of a stale bagel. Add birdseed or cereal to the peanut butter. Thread a piece of string through the hole in the bagel to tie to a tree.
4. Fill small plastic cups with birdseed after you have punched two holes in the top of the cup. Thread string through the holes to create a handle you can then hang on a tree.

*Check for peanut allergies in your classroom.

Bird Nesting: Place the following materials on a small table outside of the building: string, cotton, yarn, lent from dryer, small twigs, shredded paper, torn newspaper, etc. Poke the ends of the torn newspaper into a berry basket to keep it from blowing away. You can feed yarn through the hole in an upside down flowerpot to keep it secure. Mix some mud and put in a plastic bowl for the birds to use. After a few days, walk around your school to see if you spy any nests built with the materials you left out for the birds.

Did you know: (share this information with your children)

- ✓ Birds build nests as cradles for their eggs. After the eggs hatch, the nests are used as temporary homes for the baby birds.
- ✓ Nests are built in many types of places - between rocks, on the ground, in trees, on window ledges, porch ledges, etc.
- ✓ Each type of bird builds it's own kind of nest.
- ✓ Nests can be built out of multiple materials. Besides twigs, birds use animal fur, spider webs, feathers, leaves, bark, lichen, snakeskins, and shells to build nests.
- ✓ Most nests are used only to raise one family of chicks. Some birds, like eagles, reuse their nests every year.

Bird Feathers: Collect bird feathers. Show your children how they repel water by putting them on a table and squirting a small amount of water on them.

Bird Feather Painting: Paint using bird feathers as a brush.

Bird Nests: Make nests by providing mud, sticks, grass, leaves, twigs, pine needles and pebbles. Let the children create their own. Later, talk about why birds use these things in order to keep their eggs warm. Have abandoned bird nests you have collected so children can examine them.

Flowers



Be sure to introduce your topic by drawing a flower and the parts on chart paper. Be sure to include: stem, leaves, petals, seeds, roots, blossom, etc. Also be sure to talk about what flowers need to grow: water, soil and sunlight.

Use these ideas to enhance the materials in your art area during center time.

Spool Flowers: Collect some thread spools of varying sizes. Provide small plates or bowls with paint for children to dip the end of the spools into. They choose a color and simply dip the spool into the paint and then stamp onto paper. They can add stems and leaves to create a flower.

Muffin Cup Flowers: Have children glue collage materials to baking cup liners. Add pipe cleaners or cut green construction paper to make a stem.

Coffee Filter Flowers: Let children use watercolor markers to draw on filters. When finished, gently mist with water to see the colors spread together. Add stems and leaves.

Bow Flowers: Use package bows to dip into shallow containers of paint. Stamp the bow onto the paper and then draw on stems and leaves.

Wildflower painting: Use real wildflowers to dip into paint and stamp onto paper.

Soda Bottle Flowers: Dip the end of a soda bottle in paint and stamp onto paper.

Flower Prints: Pick real flowers and place between two sheets of light colored paper. Cover with clear plastic. Gently hit the flowers with a small hammer. The color from the flowers will make prints on the paper.

Koosh Ball Dandelion Painting: Use koosh balls to dip into paint and then stamp onto paper. If you use yellow paint the stamp resembles a dandelion.

Flower Shop: Set up a flower shop in your dramatic play area. Provide flower catalogs, silk and plastic flowers, flower pots, wheel barrow, garden tools, hose, sprinkler, rubber boots/shoes, watering cans, aprons, garden hats, telephone, pads of paper and pencils, ticket books, cash register, play money, shopping baskets, etc. Create a name for your flower shop and post in your dramatic play area.

Flower Patterning: Cut out flower petals of several colors to be used on the flannel board or laminated to use in a center. Begin to construct the flowers by alternating two colors: yellow, pink, yellow, pink... Have the children tell you what comes next to complete the flower. After the children understand, let them create their own patterns.

Growing Flowers: Be sure to plant some type of seeds and let children experience and observe the growing process.

Sensory Table: Buy an assortment of plastic or silk flowers. Fill your sensory table with sand. Add vases and plastic pots. Let children practice arranging flowers. The "creations" could then be sold in your dramatic play "flower shop".

Colored Flowers: Pour cold water into three glasses and add drops of food coloring into each. Stand white flowers in each glass. After a few days the petals will start to change color. Leave for two more days and the flowers will be the same color as the water they are standing in. Ask the children why they think this happened? Have the children record their observations and draw what they saw.

Birdseed Garden: Place a sponge soaked with water in a shallow plastic dish. Have children sprinkle the sponge with birdseed. Record the dictations from your children as you ask them what they think will happen. Place the plate in a sunny space and watch how the seeds sprout each day. The seeds will continue to sprout as long as you keep water in the dish.

Seed Counting/Sorting: Use a variety of seeds. Encourage children to sort and count and classify into groups. Add an egg carton or sorting tray to assist children in sorting.

Planting Flowers: Locate a place outside of your classroom that is away from active play where you can plant a flower garden. Outline a spot for your children and loosen the dirt and grass ahead of time. Ask parents to send their children in "gardening clothes" the day you plant. During outside time, supervise children as they freely dig in the designated area, loosening the dirt and removing the remaining grass to prepare the area for planting. Provide small rakes and shovels for the children to use. Visit your local hardware or discount store to purchase some small pre-built wooden fencing or find some larger rocks to border your area. Invite children to paint on the rocks and fencing. (You will have to use acrylic paint for it to last in the weather, so be sure parents are warned and children wear paint aprons.) Ask parents to send in varieties of marigold seeds. These work the best. These seeds are easy to see and they are hardy. Laminate the packages after emptying to bring back and place in your garden area and for your science area in your classroom. Staple the laminated seed back to a large wooden craft stick or twig and place in your garden area. Let the children sprinkle the seeds into the garden area and carefully rake in some dirt to just cover the seeds. Be sure to keep the area watered and observe daily to watch the flowers grow!

Have children record the progress they see daily and draw pictures of the stages of growth they see. Photograph these stages as well and laminate after mounting onto construction paper and place in your science area, so children can see the changes that are occurring. After your flowers have bloomed, print several copies of the growth stages to place in your science area as a sequencing activity.

Garden Grant: Visit www.garden.org to find information about a Youth Garden Grant available yearly through the National Gardening Association and Home Depot. Applications must be submitted by November 1st. Also visit this same website for thematic units about gardening.

Songs and Fingerplays



Five Little Bluebirds

Five little bluebirds, hopping by my door,
One went to build a nest, and then there were four.

Four little bluebirds singing with glee,
One got out of tune, and then there were three.

Three little bluebirds, and what should one do?
But go in search of dinner, leaving only two.

Two little bluebirds singing for fun.
One flew away, and then there was one.

One little bluebird sitting in the sun.
He took a nap, and then there were none.



Five Little Fish

Five little fish, swimming by the shore,
One went home, and then there were four.

Four little fish, swimming right past me,
One went home, and then there were three.

Three little fish, swimming right by you,
One went home, and then there were two.

Two little fish, swimming in the sun,
One went home, and then there was one.

One little fish, said, "Swimming alone wasn't fun."
He went home and then there were none.



Down By The Meadow

Down by the meadow in a iddy bitty pool,
Swam three little fishies and a mama fishy too.
Swim said the mama fishy, swim if you can.
So they swam and they swam right over the dam.

Chorus:

Boom Boom, Ditta Datta Whatta, Choo!
Boom Boom, Ditta Datta Whatta, Choo!
Boom Boom, Ditta Datta Whatta, Choo!
So they swam and they swam right over the dam.

Stop! Said the mama fishy, you'll get lost.
But the three little fishies didn't want to be bossed.
So the three little fishies swam out on a spree.
And they swam and they swam right out to the sea.

Repeat Chorus.



Baby Bumble Bee Song

I'm bringing home a baby bumblebee,
Won't my mommy be so proud of me?
(Cup hands together as if holding bee.)

I'm bringing home a baby bumblebee,
Ouch! It stung me!

(Shake hands as if just stung.)

I'm squishing up the baby bumblebee,
Won't my mommy be so proud of me?
(Squish' bee between palms of hands.)

I'm squishing up a baby bumblebee,
Ooh! It's yucky!

(Open hands to look at 'mess'.)

I'm wiping off the baby bumblebee,
Won't my mommy be so proud of me?

(Wipe hands off on shirt.)

I'm wiping off the baby bumblebee,
Now my mommy won't be mad at me!
(Hold hands up to show they are clean.)

I Had A Little Turtle

I had a little turtle. (Make a fist, tuck thumb under.)
He lived in a box. (Make a box motion with hands.)
He swam in a puddle. (Make swimming motions.)
He climbed on the rocks. (Climb with fingers over fist.)

He snapped at the mosquito. (Snap fingers.)
He snapped at a flea. (Snap fingers.)
He snapped at a minnow. (Snap fingers.)
And he snapped at me. (Snap fingers.)

He caught the mosquito. (Close fist in catching motion.)
He caught the flea. (Close fist in catching motion.)
He caught the minnow. (Close fist in catching motion.)
But he didn't catch me. (Point to self and shake head.)

Sing a Song of Springtime

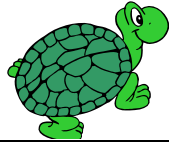
Tune: Sing a Song of Sixpence

Sing a song of springtime.
Sunshine fills the sky.
See the little bluebirds.
As they fly on by.
Look at all the flowers,
Blooming pink and blue.
What a pretty time to sit,
And watch things start anew.



My Turtle

This is my turtle.
(Make a fist, extend thumb, becoming turtle head.)
He lives in a shell.
(Tuck thumb inside fist.)
He likes his home very well.
He pokes his head out when he wants to eat.
(Point thumb out of fist.)
And pulls it back in when he wants to sleep.
(Tuck thumb inside fist.)



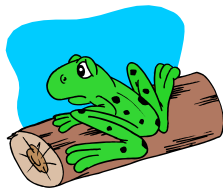
Tiny Tim

There was a little turtle,
His name was Tiny Tim.
I put him in the bathtub to see if he could swim.
He drank up all the water,
He ate up all the soap,
And now he's in the bathtub,
With a bubble in his throat.
Bubble, bubble, bubble,
Bubble, bubble, bubble,
Bubble, bubble, bubble,
Bubble, bubble, bubble,
Bubble, bubble, pop!

I Wish I Were A Frog

(Tune: *If You're Happy and You Know It*)

Oh, I wish I were a little green frog, Glub, Glub!
I wish I were a little green frog, Glub, Glub!
I wish I were a frog, just sittin' on a log.
I wish I were a green frog, Glub, Glub!



The Frog

A little green frog once lived in a pool,
The sun was hot and the water was cool.
He sat in the pool the whole day long.
And sung a dear little silly little song.
"Juaggery do, Quaggery dee,
No one was ever as happy as me."



Busy Little Honey Bee

Busy little buzzing bee,
Buzzing round the apple tree.
Busy little buzzing bee,
Where DO you get your energy??



Bees in the Flowers

(tune: *'Wheels on the Bus'*)

The bees in the flowers go buzz, buzz, buzz.
Buzz, buzz, buzz. Buzz, buzz, buzz.
The bees in the flowers go buzz, buzz, buzz.
Out in the garden.

Firefly

(tune: *'You Are My Sunshine'*)

I'm like a "lite-brite",
I have a night-light.
I fly in circles, up in the sky.
Some call me lighting,
When my light's blinking.
But to my friends, I'm just a "firefly".

While others sleep tight,
I flash my night-light,
I fill the dark sky, with light so bright.
Look out your window,
You'll see me flashing,
And then I'll turn it off and tell you "good night".

I'm a Fish
(tune: 'I'm a Little Teapot')

I'm a little fishy. I can swim.
Here is my tail, here is my fin.
When I want to have fun with my friends,
I wiggle my tail and dive right in.

I'm a Little Green Turtle

I'm a little green turtle,
My home is on my back.
A little green turtle,
Now what do you think of that?
I like to sit by the pond all day.
Watching fish that swim away.
I'm a little green turtle,
Hiding in the grass.
Peek - A - Boo!!

Little Robin Redbreast

Little Robin Redbreast
sat upon a tree,
Up went Pussycat and
down went he;
Down came Pussycat
and away Robin ran;
Says little Robin Redbreast:
"Catch me if you can!"

Little Robin Redbreast
jumped upon a wall;
Pussycat jumped after him,
and almost had a fall.
Little Robin chirped and sang
and what did Pussy say?
Pussycat said, "Mew," and
Robin jumped away.

The Little Bird

Once I saw a little bird
Go hop, hop, hop!
(Hop with whole body or hop the fingers
of one hand on the flat palm of the other)
And I cried, "Little Bird,
Will you stop, stop, stop?"
(Hold up hands like stop signs or shake index finger)
I was going to my window to say
"How do you do?"
(Pretend to shake hands)
But he shook his little tail
(Either shake your "tail" or wiggle
fingers of one hand)
And away he flew!
(With hands, show bird flying away)



The Fishing Song
(tune: 'Frere Jaques')

Let's go fishing,
Let's go fishing,
At the lake,
Oh it's great,
Early in the morning,
Hope the fish aren't snoring,
Hurry don't be late,
We're fishing at the lake.



The Little Cricket

The first little cricket played a violin.
The second little cricket joined right in.
The third little cricket made a crackly song.
The fourth little cricket helped him along.
The fifth little cricket cried, "Crick-crick-cree,
The orchestra is over and it's time for tea!"



Little Birdie

Little birdie in your nest.
Little birdie it's time to rest.
When the sun comes out to play.
Little birdie -fly away!



I'm A Little Birdie (tune: 'I'm A Little Teapot')

I'm a little birdie
Cute and fat.
I eat worms.
I don't like cats.
When I see a cat come out to play,
I spread my wings,
And I fly away!

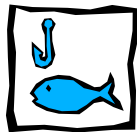
Two Little Blue Birds

Two little blue birds
Sitting on a hill
One named Jack
One named Jill
Fly away Jack
Fly away Jill
Come back Jack
Come back Jill

(Substitute different colors and names for the birds)

Once I Caught A Fish Alive

1, 2, 3, 4, 5
Once I caught a fish alive.
6, 7, 8, 9, 10
Then I let it go again.
Why did you let it go?
Cause it bit my finger so!
Which finger did it bite?
This little finger on the right!



Little Green Frog

(blink-um: close your eyes and stick out tongue)
Blink-um went the little green frog one day.
Blink-um went the little green frog one day.
Blink-um went the little green frog one day
And his eyes went blink-blink-um

(During the la-di-da, pat your thighs)
But we all know frogs go la-di-da-di-da,
La-di-da-di-da, la-di-da-di-da
We all know frogs go la-di-da-di-da,
They don't go blink-um-ah.

Planting Flowers

(tune: 'Frere Jacques')

Planting flowers, planting flowers,
In the ground, in the ground.
Water them and they grow
Water them and they grow.
All around, all around.



April Rain

(Children tap lightly on the floor with their fingers, then begin rising.)

Dance little raindrop.
Tap with tiny feet.
The seeds will awaken,
When they hear our beat.
Grow little seeds,
And see the cloudy sky.

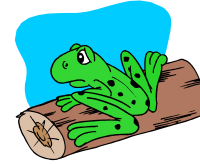
Spring Is Here

(tune: 'Frere Jacques')

I see robins,
I see bird's nests,
Butterflies too,
Flowers too.
Everything is growing,
The wind is gently blowing.
Spring is here,
Spring is here!

Polly - Wog

There once was a polly named Wog
Who wanted to change to a frog.
So he dropped off his tail
Grew legs without fail
And croaked all day on a log.



Five Little Tadpoles

Five little tadpoles swimming near shore,
The first one said, "Let's swim some more."
The second one said, "Let's rest a while."
The third one said, "Swimming makes me smile."
The fourth one said, "My legs are growing long."
The fifth one said, "I'm getting pretty strong."
Five little tadpoles will soon be frogs,
They'll jump from the water and sit on logs.

Baby Frogs

(Tune of: Here We Go Round the Mulberry Bush)

Tadpoles are little baby frogs,
Baby frogs, baby frogs.
Tadpoles are little baby frogs.
They can swim like fish.

Tadpoles will grow four legs,
Four legs, four legs.
Tadpoles will grow four legs,
They can hop, hop, hop.

Tadpoles grow into frogs
Into frogs, into frogs.
Tadpoles grow into frogs.
Ribbitt! Ribbitt! Ribbitt!

The Tired Turtle

(tune: "I've Been Working on the Railroad")

I've been crawling through the mud,
All the whole daylong.
I've been crawling through the mud,
Just listen to my song.
Oh, my house is getting heavy,
My legs are tired and sore.
I am moving very slowly.
I can't sing any more.

Five Little Speckled Frogs

Five little speckled frogs,
Sat on a speckled log,
Eating the most delicious bugs.
Yum, yum.
One jumped into the pool,
Where it was nice and cool,
Then there were four more speckled frogs.
Glub, glub!

Two Turtles

Two old turtles
Going for a walk
"Good morning", said one
"Shall we have a little talk?"
"Yes," said the other,
"I do enjoy a chat"
So they walked along together
With a natter, natter, nat!

The Frog Lives in the Pond

(tune: "Farmer in the Dell")

The frog lives in the pond
Her tongue is oh, so long.
It reaches high to catch a fly.
The frog lives in the pond.



Five Little Frogs

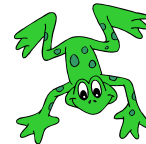
Five little frogs sitting in the shade
The first one said, "What shall we do today?"
The second one said, "Let's catch some flies."
The third one said, "They're much too wise."
The fourth one said, "How about a swim?"
The fifth one said, "Let's join him."

So the five little frogs jumped in the pool
Swimming and splashing and staying quite cool.

Little Tadpole

(tune: "Frere Jacques")

Little tadpole, little tadpole
Lost his tail, lost his tail.
Now he has two feet
Now he has four feet
Look a frog! Look a frog!



I'm A Little Froggy
(tune: 'I'm A Little Teapot')

I'm a little froggy,
Slick and green.
I once was a tadpole,
As you have seen.
Then I grew some strong legs
While swimming about,
And now I'm a frog.
Hurray, let's shout!
"Ribbit!"

Turtle Action Poem

A turtle's fond of any pond
where it can swim (pretend to swim).
Turtles hide, always inside
their shells where it is dim (cover eyes).
Turtles spy a bug or fly
and snap it up to eat (clap hands).
Turtles go so very slow
on pokey turtle feet (walk slowly).

Green Frog

(tune: 'She'll Be Comin' Round the Mountain')

Oh a green frog sat upon a lily pad
Oh a green frog sat upon a lily pad
He went croaky, croaky, croaky,
And he sounded okey-dokey
Oh a green frog sat upon a lily pad.



The Frog On The Log

There once was a green little frog, frog, frog.
Who played in the wood on a log, log, log.
A screech owl sitting in a tree, tree, tree.
Came after the frog with a screech, screech,
screech.
When the frog heard the owl in a flash, flash, flash.
He leaped in the pond with a splash, splash, splash.

Snapping Turtle

He snaps in the morning (snap with hand),
He snaps at night.
He snaps at bugs
As he takes each bite.
He snaps so much,
He's quite a sight.
Snap! Snap! Snap!



Five Little Robins

Five little robins lived in a tree.
A father, a mother, and babies three.
Father caught a worm,
Mother caught a bug,
This one got the bug,
This one got the worm,
And this one sat and waited for his turn.



A Song of Flowers

(tune: "Sing a Song of Sixpence")

Sing a song of flowers, flowers all around.
Flowers that are growing, growing in the ground.
Flowers of each color make a pretty view.
Red and orange and yellow
And blue and purple, too.



Daffodils Fingerplay

One little daffodil had nothing much to do,
Out popped another one, then there were two.
Two little daffodils were smiling at a bee,
Out popped another one, then there were three.
Three little daffodils were growing by the door,
Out popped another one, then there were four.
Four little daffodils were glad to be alive,
Out popped another one, then there were five.
Five little daffodils were wearing golden crowns,
They danced in the breeze in green satin gowns.

I'm A Little Daisy

(tune: "I'm a Little Teapot")

I'm a little daisy
Tall and slim (*stand on tiptoes*)
Here are my petals
(*Place hands on side of head and wiggle fingers*)
Here is my stem (*Hold arms down at sides of legs*)
When the sun comes up (*Make sun with arms*)
And the rain comes down
(*Flutter hands to floor like rain and end in crouching position*)
I grow, grow, grow up from the ground!
(*Slowly rise up bringing hands over head*)

A Little Sun

A little sun (*hold arms above head*)
A little rain (*wiggle fingers in air in a downward motion*)
Now pull up all weeds (*pretend to pull weeds*)
Our flowers grow, all in a row (*hold up all ten fingers lined up like flowers*)
From tiny little seeds (*hold thumb and finger to show size of seeds*)



Suggested Books

Title	Author
SPRING	
<i>A Tree Is Nice</i>	Janice Udry
<i>The Gardener</i>	Sarah Stewart
<i>Spring</i>	Colin McNaughton
<i>Spring</i>	Ron Hirschi
<i>Dandelion Adventures</i>	L. Patricia Kite
<i>It's Spring!</i>	Linda Glaser
<i>My Spring Robin</i>	Anne Rockwell
<i>Spring is Here</i>	Lois Lenski
<i>The Spring Equinox</i>	Ellen Jackson
<i>Counting Wildflowers</i>	Bruce McMillan
NIGHT/DAY	
<i>Goodnight Moon</i>	Margaret Wise Brown
<i>East of the Sun and West of the Moon</i>	Mercer Mayer
<i>Out in the Dark and Daylight</i>	Aileen Fisher
<i>Smokey Night</i>	Eve Bunting
<i>Owl Moon</i>	Jane Yolen
<i>The Angry Moon</i>	William Sleator
<i>Why the Sun and Moon Live in the Sky</i>	Elphinstone Dayrell
<i>Good Night, Good Morning</i>	Helen Oxenbury
<i>Many Moons</i>	James Thurber
<i>On Earth</i>	G. Brian Karas
<i>Night Monkey, Day Monkey</i>	Julia Donaldson
<i>Night and Day (Turn and Learn)</i>	Helene Montarde, et al
<i>Day and Night</i>	Heather Amery
<i>What Makes Day and Night</i>	Franklyn Branley, Arthur Dorros
<i>Day and Night</i>	David Bennett, Rosalinda Kightley
FROGS	
<i>Frog and Toad Are Friends</i>	Arnold Lobel
<i>The Mysterious Tadpole</i>	Steven Kellogg
<i>Frog Went A-Courtin'</i>	John Langstaff
<i>Frog Goes to Dinner</i>	Mercer Mayer
<i>All About Frogs</i>	Jim Arnosky
<i>It's a Frog's Life!</i>	Densey Clyne
<i>The Tale of Mr. Jeremy Fisher</i>	Beatrix Potter
<i>Frogs</i>	Gerald Donaldson
<i>Frogs and the Ballet</i>	Donald Elliott
<i>Frogs and Toads</i>	Steve Parker
<i>Tuesday</i>	David Wiesner
<i>The Adventures of Grandfather Frog</i>	Thornton W. Burgess
<i>Days with Frog and Toad</i>	Arnold Lobel
<i>Frog and Toad All Year</i>	Arnold Lobel
<i>Frog Book Buddy</i>	Michael Twinn
<i>I'm A Little Frog</i>	Tim Wearn

<i>Frog in the Middle</i>	Susanna Getz
<i>I Took My Frog to the Library</i>	Eric A. Kimmel
<i>Frog and Toad Watching</i>	David Webster
<i>The Complete Frog: A Guide For The Very Young Naturalist</i>	Elizabeth Lacey
<i>Jump, Frog Jump!</i>	Robert Kalan
<i>Friend or Frog</i>	Marjorie Priceman
<i>Hot Jump</i>	Ellen S. Walsh
<i>Frog</i>	Michael Chinery
<i>Tree Frogs</i>	Sylvia A. Johnson
<i>An Extraordinary Egg</i>	Leo Lionni
<i>Tadpole and Frog</i>	Christine Back and Barrie Watts
BIRDS	
<i>Meet Some Baby Birds</i>	Ella Bruce
<i>Make Way for Ducklings</i>	Robert McClosky
<i>Have You Seen My Duckling?</i>	Nancy Tafori
<i>A Chick Hatches</i>	Joanna Cole
<i>The Ugly Duckling</i>	Hans Christian Anderson
<i>Birds</i>	Nicola Davies
<i>Are You My Mother?</i>	P. D. Eastman
<i>In the Nest</i>	Anna Milbourne
<i>Five Little Ducks</i>	Raffi
<i>The Chick and the Duckling</i>	Mirra Ginsburg
<i>Stellaluna</i>	Janell Cannon
<i>Flap Your Wings</i>	P. D. Eastman
<i>Emperor's Egg</i>	Martin Jenkins
<i>Luba and the Wren</i>	Patricia Polacco
<i>Edwina the Emu</i>	Shenna Knowles
<i>Look Closer Birds</i>	Kindersley Dorley
<i>Watch Me Grow Penguin</i>	Kindersley Dorley
<i>Chirping Chicks (Animal Babies)</i>	Emma Books
<i>Learning to Fly</i>	Sebastian Meschenmoser
<i>Burgess Bird Book for Children</i>	Thornton W. Burgess
<i>A-B-C Book of Birds</i>	Mary Catherine Judd
<i>Our Yard Is Full Of Birds</i>	Anne Rockwell
<i>Have You Seen Birds?</i>	Joanne Oppenheim
BUGS	
<i>Ladybug On The Move</i>	Richard Fowler
<i>The Grouchy Ladybug</i>	Eric Carle
<i>The Very Quiet Cricket</i>	Eric Carle
<i>The Very Hungry Caterpillar</i>	Eric Carle
<i>The Very Busy Spider</i>	Eric Carle
<i>The Honeybee and the Robber</i>	Eric Carle
<i>The Very Clumsy Click Beetle</i>	Eric Carle
<i>The Very Lonely Firefly</i>	Eric Carle
<i>Quick As A Cricket</i>	Audrey Wood
<i>Miss Spiders ABC's</i>	David Kirk
<i>How Many Bugs In A Box</i>	David Cart

<i>The Ants Go Marching</i>	
<i>Old Black Fly</i>	Jim Aylesworth
<i>Honeybees Busy Day</i>	Richard Fowler
<i>Shoo Fly</i>	Iza Trapani
<i>The Fleas Sneeze</i>	Lynn Downer/Carla Farham
<i>Bugs! Bugs! Bugs!</i>	Bob Barner
<i>Big Bug Ball</i>	
<i>Bugs</i>	Nancy Winslow Parker/Joan R. Wright
<i>What Is An Insect</i>	Scholastic
<i>Bugs, Bugs, Bugs!</i>	Scholastic
<i>Where Do Insects Live?</i>	Scholastic
<i>What Do Insects Do?</i>	Scholastic
<i>Spider Names</i>	Scholastic
<i>Alpha Bugs: A Pop-up Book</i>	David Carter
<i>Bed Bugs: A Pop-up Bedtime Book</i>	David Carter
<i>Feely Bugs: To Touch and Feel</i>	David Carter
<i>Giggle Bugs: A Lift and Laugh Book</i>	David Carter
<i>Bugs!</i>	David T. Greenburg & Lynn Munsinger
<i>About Insects: A Guide for Children</i>	Cathryn Sill & John Sill
<i>The Bugliest Bug</i>	Carol Diggory Shields & Scott Nash
<i>The Icky Bug Alphabet Book</i>	Jerry Pallotta, Neil Pallotta, Ralph Masiello
<i>The Icky Bug Counting Book</i>	Jerry Pallotta, Ralph Masiello
<i>Snug as a Bug</i>	Michael Elsohn Ross, Sylvia Long
<i>Bugs Are Insects</i>	Anne Rockwell & Steve Jenkins
<i>I Love Bugs</i>	Philemon Sturges & Shari Halpern
<i>Hey Little Ant</i>	Phillip M. Hoose
MEADOWS	
<i>The Blue Hill Meadows</i>	Cynthia Rylant
<i>Picnic at Mudsock Meadow</i>	Patricia Polacco
<i>How to Hide a Meadow Frog and other Amphibians</i>	Ruth Heller
<i>A Lion in the Meadow</i>	Margaret Mahy
<i>Year at Elk Meadow</i>	Jackie Gilmore
<i>Mouse in the Meadow</i>	John Himmelman
<i>Ten in the Meadow</i>	John Butler
<i>What's in the Meadow</i>	Anne Hunter
<i>Over in the Meadow: A Counting Rhyme</i>	Louise Voce
<i>Millie in the Meadow</i>	Janet Pederson
<i>In the Meadow (Look Once, Look Again Science Series)</i>	David M. Schwartz
FISH/FISHING	
<i>Fish is Fish</i>	Leo Lionni
<i>A Fish Out of Water</i>	Helen Palmer
<i>Fish Eyes: A Book You Can Count</i>	Lois Ehlert
<i>Dear Fish</i>	Chris Gall
<i>Hooray for Fish!</i>	Lucy Cousins
<i>How Many Fish?</i>	Caron Lee Cohen
<i>The Magic Fish</i>	Freya Littledale
<i>Hello, Fish! Visiting the Coral Reef</i>	Sylvia Earle
<i>Rainbow Fish</i>	Marcus Pfister

<i>Fidgety Fish</i>	Ruth Galloway
<i>A Million Fish...More or Less</i>	Patricia McKissack
<i>What's It Like to Be a Fish? (Let's-Read-And-Find-Out-Science)</i>	Wendy Pfeffer
<i>Crinkleroot's 25 Fish Every Child Should Know</i>	Jim Arnosky
<i>The Fish Book (Look-Look)</i>	Christopher Angelfish
<i>Where's the Fish?</i>	Taro Gomi
<i>Fish and Frog: Brand New Readers</i>	Michelle Knudsen
<i>A Good Day's Fishing</i>	James Prosek
<i>Stanley Goes Fishing</i>	Craig Frazier
<i>Gone Fishing</i>	Earlene R. Long
<i>Curious George Goes Fishing</i>	Margret Rey
<i>Piggy and Dad Go Fishing</i>	David Martin
<i>Today I'm Going Fishing with My Dad</i>	N. L. Sharp
<i>Thomas Goes Fishing</i>	W. Rev Awdry
<i>Fishing for Numbers: A Maine Number Book</i>	Cynthia Fulong Reynolds
<i>Fishing with Daddy</i>	Karla Carter Moreland
<i>I Love Fishing</i>	Bonnie Dobkin
<i>Pond Life: The Fishing Trip</i>	Donna Koren Wells, et al
TURTLES	
<i>Franklin series</i>	Paulette Bourgeois
<i>Into the Sea</i>	Brenda Z. Guiberson
<i>Yertle the Turtle</i>	Dr. Seuss
<i>Old Turtle and the Broken Truth</i>	Douglas Wood
<i>Toot & Puddle Puddles ABC</i>	Holly Hobbie
<i>One Hot Day: A Tomas the Tortoise Adventure</i>	Mike Miller
<i>What Newt Could Do for Turtle</i>	Jonathan London
<i>The Best Father of All</i>	Peter Horn
<i>When I Grow Up...</i>	Peter Horn
<i>Sea Turtles</i>	Carol K. Lindeen
<i>Guess Who Hides</i>	Sharon Gordon
<i>The Life Cycle of a Sea Turtle</i>	Bobbie Kalmer
FLOWERS	
<i>The Empty Pot</i>	Demi
<i>Planting A Rainbow</i>	Lois Ehlert
<i>Flower Garden</i>	Eve Bunting
<i>Flora's Surprise</i>	Degi Gilori
<i>Sunflower House</i>	Eve Bunting
<i>How A Seed Grows</i>	Helene J. Jordan
<i>The Tiny Seed</i>	Erick Carle
<i>From Seed to Plant</i>	Gail Gibbons
<i>The Reason For A Flower</i>	Ruth Heller
<i>A Seed Grows: My First Look at a Plant's Life Cycle</i>	Pamela Hickman
<i>Song of the Flowers</i>	Takayo Noda
<i>Alison's Zinnia</i>	Anita Lobel
<i>The Flower Alphabet Book</i>	Jerry Pallotta
<i>Counting Wildflowers</i>	Bruce McMillan

Changes to Learning Areas

Current topic, interest or study: Turtles	
<p>House/Dramatic Play: Set up an aquarium with turtle habitat and plastic turtle</p>	<p>Blocks: Build pond/meadows/streams Add toy/plastic turtles as props, include plastic bugs and plants as turtle foods</p> <p>Real and found materials: home-made blocks to shape the pond/meadows/stream environments</p>
<p>Toys/Puzzles/Math: Use pattern blocks to make different turtle shell patterns (provide samples/photos)</p> <p>Real and found materials: Rocks from the bottoms of streams/ponds</p>	<p>Art: Add textured papers to simulate turtle shells for use on easel, with crayons and pastels (for rubbings)</p> <p>Music: <i>Happy Together</i> by The Turtles</p>
<p>Books for current topic or theme: <i>Over in The Meadow</i>, by Ezra Jack Keats <i>Old Turtle</i> a song by Douglas Wood <i>Yertle the Turtle</i>, by Dr. Seuss</p> <p>Books representing cultures, abilities, etc.: <i>Turtle Songs: A Tale for Mothers and Daughters</i> by Margaret Wolfson</p>	<p>Listening: <i>Turtle Songs of North America</i> by They Might Be Giants (include photos/picture to match different turtle song/sounds).</p>
<p>Science: Add real turtle shells for use with basic materials for exploration (magnets, magnifying glass, etc.) <i>One Tiny Turtle</i>, by Nicola Davies</p>	<p>Flannel Board: add turtles with inter-changeable shells, characters from <i>Over In The Meadow</i>, and characters from <i>Old Turtle</i></p> <p>Sensory Table: Sand/water and plastic turtles</p>
<p>Cooking Experience: Candy turtles</p>	<p>Large group literacy activity: Re-tell/act out <i>Old Turtle</i> - have children select different animals to portray.</p>
<p>Social Studies: Map of where turtles live in Georgia</p>	<p>Outside: Chalk, spray bottles of water, water color paints - paint turtle shell patterns on the ground</p>

Current topic, interest or study: Meadows	
<p>House/Dramatic Play: Create gardening center- include gloves, spades, hand rakes, plant signs, seeds to plant, watering cans</p>	<p>Blocks: Change props to include gardeners aprons and gloves, and plastic plants</p> <p>Real and found materials: Empty plastic planters/pots</p>
<p>Toys/Puzzles/Math: Seed to plant matching game estimate grass growth (graph responses and chart growth)</p> <p>Real and found materials: plant seeds</p>	<p>Art: Paint with grass (attach long pieces of grass to paintbrushes) Seed collages</p> <p>Music: Make shakers with different plant seeds</p>
<p>Books for current topic or theme: <i>Over in The Meadow</i>, by Ezra Jack Keats <i>Closer Look: Meadow</i>, by DK Publishing <i>Mouse in a Meadow</i>, by John Himmelman <i>Butterfly Eyes and Other Secrets of the Meadow</i>, by Joyce Sidman</p>	<p>Listening: Meadow sounds CD- sounds of different insects and animals in the meadow- how many can we find?</p> <p>Flannel Board: <i>Over in The Meadow</i> characters, additional flannel shapes for multiple types of grass</p>
<p>Science: Plant and grow grass Add photos of different geographic regions: meadows, mid-west fields, mountain valley pictures, lakes, plains - along with pictures of typical animal life for each area</p>	<p>Sensory Table: Grass seeds and sterilized soil</p>
<p>Outside: Scavenger hunts for different types of plants - use cameras or drawing(s) to capture the images</p>	<p>Writing/Language Weekly large group literacy activity: Write a class version of 'Going on a Bear Hunt' - make it 'Going to the Meadow'. Have children make sounds and motions for the animals and plants you might see.</p>

Current topic, interest or study: **Fish/Fishing/Streams/Ponds**

House/Dramatic Play:

Add outdoor hats: fishing caps, sun hats, visors, sunglasses, empty suntan lotion bottles, and baskets for picnics.

2 themes/props evident:

1. Create: "Let's Go Fishing". Add a tackle box filled with safe items, lures, etc. Make a sugar cane fishing pole. Allow children to go fishing at the stream. Make a pool out of blue fabric. Fish can be paper or plastic. Add a fish store where children can buy and sell fish.
2. Create similar props with: "Let's Go Camping".

Blocks:

Plastic insects, ducks, fish, etc...(creatures you find in this environment)

Cardboard blocks: Cover with blue, brown and green paper.

(allow children to create a meadow, stream, and trees using the covered cardboard blocks)

Cover paper towel tubes w/ brown and green paper to create trees for the meadow.

Real and found materials: Paper towel tubes, shredded paper.

Toys/Puzzles/Math:

1. Use photos of lakes, streams, and a variety of fish. (National Geographic, Ranger Rick Magazines are good resources). Glue on cardboard and cut into 5-12 piece puzzles. Store in Ziploc bags.
2. Pattern with fish, stream/pond animal manipulatives.
3. Fishy Patterns: Discuss patterns, how they can look and be created in many ways. Create a simple fish design on paper. Allow children to use markers, crayons or colored pencils to create their own Fishy Patterns.

Real and found materials:

Magazine photos

Art:

1. **Flowers for Streams:** Use food coloring, coffee filters, and chenille stems (create flowers near the ponds-use coloring to dye filters, shape around stems)

2. **Nature Rubbings:** Crayons, drawing paper
Use items children have brought in to create meadow rubbings such as; leaves or grasses

3. **Aqua Art:** Make creative boats for streams, lakes, ponds, and rivers.

The idea is to create a boat that floats. You can choose to have children work together in pairs to create a boat. Have the water table open with water inside for children to test their products.

Suggested materials: Cork, kitchen sponges, aluminum foil, Styrofoam egg cartons, packing materials, soda straws, Popsicle sticks, tape, scissors, glue and fabric (sails)

Music:

Songs for Teaching : www.songsforteaching.com

Excellent resources for songs and music related to this topic.

Nature sounds: Rushing water, rainfall sounds on a roof, leaves rustling in the wind

<p>Books for current topic or theme:</p> <p><i>Swimmy</i>, by Leo Lionni <i>The Rainbow Fish</i>, by Marcus Pfister <i>Across the Stream</i>, by Mirra Ginsburg <i>Down By the Cool of the Pool</i>, by Tony Mitton <i>Fidgety Fish</i>, by Ruth Galloway <i>Fish Eyes</i>, by Lois Ehlert <i>Fish Wish</i>, by Bob Barner <i>In the Small, Small Pond</i>, by Denise Fleming <i>One Fish, Two Fish, Red Fish, Blue Fish</i> by Dr. Seuss <i>In the Small, Small Pond</i>, by Denise Fleming</p>	<p>Listening:</p> <ol style="list-style-type: none"> 1. Animal sounds: Identify the names of animals. Create picture cards and have children hold up, or move like the animal. Teacher(s) can make sounds or use recordings. 2. Create a list of rhyming words for: turtle, fish, owl, rat, bee, crow, frog, lizard, duck, beaver. Encourage funny words!---e.g.: lizard-dizard. Is this a real thing or a silly word? 3. Five Little Fishes Rhyming/Finger-play Five little fishes swimming in a pool— This one said, "The pool is cool." This one said, "The pool is deep." This one said, "I'd like to sleep." This one said, "I'll float and dip." This one said, "I see a ship." The fishing boat comes, the line goes splash. All the little fishes swim away in a flash!
<p>Science:</p> <ol style="list-style-type: none"> 1. Add plastic animals that live in meadows and streams. Have blue paper and brown/green paper. Create a biome (animal habitat) and ask children to sort animals by water or land based upon where they live. 2. Create paper versions of the animals in the story, <i>Over in the Meadow</i>. Ask children to seriate the animals from smallest to biggest. 3. Fish Matching-Using photos of various fish create a matching game. Label the back with the correct name of the fish so children can expand their knowledge about fish! (goldfish, bass, trout, etc.) (Can alter to create a wildflower or bird match as well). 	<p>Flannel Board: Flannel Board story with <i>Over in the Meadow</i> Characters</p> <p>Sensory Table:</p> <ol style="list-style-type: none"> 1. Dry: Shredded green paper of various shades (use a paper shredder to make it very fine) 2. Wet: Water Table Pond-Add tempera paint to observe colors blending. Supply plastic ducks or other plastic animals such as: fish, insects, birds. Put long grass in buckets in the corner of the water table to make it realistic.

<p>Cooking Experiences:</p> <ol style="list-style-type: none"> 1. Edible Ponds: Make blueberry jello with water and blue jello mix. Add gummy fish snacks; place in the refrigerator. How long does it take for the jello to form? 2. Trail Mix: Flavored Goldfish, raisins, sesame sticks and Chex Mix Cereal measured and mixed makes a great healthy snack! 3. Tasting Berries: Some streams and ponds have berries that grow wild near their banks: blackberries, blueberries, strawberries and raspberries. Have some children assist in washing the berries. Place berries into bowls. Make separate mini-bowls with sugar and whipped cream in them. Allow children to spice their own berries. Discuss the colors, textures, and taste of the various berries. (Save remaining juices for science. The juices can be used to stain coffee filters or thin cotton fabric to make berry artwork!) 	<p>Writing/Language:</p> <p>Display photos of fish and other wildlife that live near ponds and streams. Label and allow children to examine the pictures and write the words if they wish.</p> <p>Large group literacy activity: The Story In the Picture</p> <ol style="list-style-type: none"> 1. Select a picture with interesting elements for the children related to fishing, camping near a stream, etc (One for large group, several for small group). 2. Ask the child to tell you what is happening in the picture and then what they think would happen next if there were other pictures related to this one. Add children's language as the story unfolds. 3. Read their story back to them and compliment them on their storytelling abilities.
<p>Social Studies:</p> <p>Culture Study-Consider a look at different people who make a living from streams and other water sources (Fishing industry, mills, boating)</p>	<p>Outside: Treasure Hunt: In small groups format, have the children go on a "treasure hunt" to look for various animals, flowers and fish that have been placed around the playground area. Use laminated photos which lead children from one hidden space to another.</p>

Current topic, interest or study: **Bugs**

<p>House/Dramatic Play: Headbands with insect antennas Butterfly masks Book of insect pictures/names Picnic Basket filled with picnic items: blanket, books, plastic foods, plates, cups, binoculars, sunglasses, etc</p>	<p>Blocks: Large plastic insects</p> <p>Real and found materials Cereal boxes covered with insect pictures/words Plastic jars for holding plastic insects</p>
<p>Toys/Puzzles/Math: Plastic bugs to sort/classify/count Make "Bug" concentration game Pre-cut/laminate butterflies of various colors for Patterning and sorting Puzzles made from large pictures of bugs "Inchworm" ruler to measure plastic insects</p> <p>Real and found materials: Bug erasers to sort</p>	<p>Art: Craft sticks, pom poms, wiggly eyes for creating caterpillars Paint with plastic spiders Foam shaped insects Coffee filters/water colors/clothespins for creating butterflies Bug shaped cookie cutters/play dough Egg cartons/pipe cleaners/wiggly eyes Fly swatters for painting</p> <p>Music: Flight of the Bumblebee (Nikolai Rimsky Korsakov) The Wasps (Ralph Vaughn Williams) The Buggy Wuggy (Mrs. Jones Sing Along Songs) Tarantella (Multicultural Rhythm Stick Fun CD-Kimbo)</p>
<p>Books for current topic or theme: <i>The Very Hungry Caterpillar</i> <i>Hey, Little Ant</i> <i>The Honeybee and the Robber</i> <i>Waiting for Wings</i> <i>From Caterpillar to Butterfly</i> <i>Miss Spider's Tea Party</i></p> <p>Books representing cultures, abilities: <i>Firefly Night</i> (Gerber, C) <i>Spider Weaver: A Legend of Kente Cloth</i> (Musgrove, M)</p>	<p>Listening: Recording of class reciting finger plays of bugs/insects Recording of parents reading various insect books</p> <p>Computer: Bugs in Boxes computer program</p>
<p>Science: Insect homes for catching/observing insects Ant farm "Cootie" game Rocks/paint/wiggly eyes for creating bugs Bug collections children bring in to share</p>	<p>Flannel Board: Story pieces to: <i>There Was an Old Lady, The Very Hungry Caterpillar</i></p> <p>Flannel board pieces to create the life cycle of a butterfly</p> <p>Sensory Table: Potting soil/plastic bugs/small shovels</p>

<p>Cooking Experiences: Cover round cracker with spreadable cheese. Use 8 Chinese noodles for legs, raisins for eyes. (Spider)</p> <p>Spread red frosting on vanilla wafer. Attach eight short length licorice for legs, small M&M's for spots. (Ladybug)</p>	<p>Writing/Language: Go on bug walk, take pictures then create a book from pictures Post pictures of real insects with names On chart write what children know about insects Bug stamps/ink pad Word cards with insect picture/name Bug shaped note pads</p> <p>Large group literacy activity: After reading big book <i>Itsy Bitsy Spider</i> together with children reciting, act out storyline pretending to be different insects</p>
<p>Social Studies: Visit Children's Museum/Nature Center Classroom visitors: Bee Keeper, Entomologist</p>	<p>Outside: Move like various insects across playground while playing follow the leader</p>

Current topic, interest or study Frogs	
<p>House/Dramatic Play: "Frog Theater": Add frog props; green hats, gloves and socks for frog dress-up, teacher-made paper bag frogs, display a picture of Kermit the Frog, prince and princess dress up clothes, crowns and frog masks etc.</p>	<p>Blocks: Fishing Pond—Tape down lily pads shapes made out of cardboard boxes on floor. Add fishing poles, rubber worms, bugs, and plastic frogs, fishing nets/basket or pails. Arrange hollow blocks so that the children can use them to sit on as they are fishing at the pond.</p> <p>Real and found materials: Plastic or rubber frogs, fishing net or basket, rubber worms.</p>
<p>Toys/Puzzles/Math: Cut out lily pads and frog shapes from different colored construction paper; have children match the frog to the same color lily pad.</p> <p>Children can be introduced to adding and subtracting by singing "Five Little Speckled Frogs". Use five stick puppets for an extra visual effect. See the "Five Little Speckled Frogs" from the Songs and Fingerplays section of this lesson plan.</p> <p>Real and found materials: Teacher made stick puppets and matching lily pad game.</p> <p>Music: Sammy: Substitute action words to represent frogs. Ex: If I were a frog I would hop to the store, If I were a tadpole I wiggle to the store.</p>	<p>Art: Add dyed (brown, green) large coffee filters for children to make lily pads.</p> <p>Frog Puppets: Large stencil (poster board) shape of frogs for children to trace on green construction paper and cut out. Add: large plastic wiggly eyes, tongue depressors, red felt pieces for tongues, or red and green crayons for children who chose to decorate the poster board cut out. Glue onto tongue depressor to make puppet. Children can use to act out stories about frogs.</p> <p>Froggy Paint: Mix lime gelatin with about $\frac{1}{2}$ cup of water. Children can use the "froggy paint" to compose pictures on heavy weight paper. When dry the painting will resemble art done with watercolor. This activity makes your classroom smell great! Once the pictures are dry, children can scratch and smell the pictures just like a scratch and sniff sticker.</p>

<p>Books for current topic or theme: <i>Jump Frog, Jump</i>, by Byron Barton <i>Wide Mouthed Frog</i>, by Keith Faulkner <i>Frog In The Kitchen Sink</i>, by Jim Post <i>The Icky Sticky Frog</i>, by Dawn Bently <i>One, Two, Three Jump</i>, by Penelope Lively <i>Frogs</i>, by Gail Gibbons <i>The Princess and the Frog</i>, by Will Eisnew Grimm, Jacob Grimm, and Wihelm Grimm</p>	<p>Listening: Add tapes with various nature or frog sounds. Record/buy these stories: <i>Frog In The Kitchen Sink</i>, by Jim Post <i>Jump Frog, Jump</i>, by Byron Barton <i>The Princess and the Frog</i> by Will Eisnew Grimm, Jacob Grimm, and Wihelm Grimm</p>
<p>Science: Visit the Web site: http://allaboutfrogs.org to find directions for raising tadpoles in your classroom. Frog Laboratory: Display pictures showing the life cycle of the frog and books about frogs. If possible have a tadpole in this area for observation. Provide white lab jackets and magnifying glasses so the "scientists" can observe the tadpoles as they develop. Children can also help change the habitat of the container as the tadpoles develop by adding sand and rocks for the frogs as they move from the water to dry land.</p>	<p>Flannel Board: Make/buy pieces for these stories: <i>Wide Mouth Frog</i>, by Keith Faulkner <i>Jump, Frog, Jump</i>, by Byron Barton</p> <hr/> <p>Sensory Table: Frog Pond Treasure Hunt: Mix sand and water to give the muddy pond effect. Add plastic frogs, toads, tadpoles, small plastic eggs, rubber worms, fish, paper or plastic cups, shovels etc. (bury frogs, tadpoles, small plastic eggs in mixture). Children can hunt for frogs, frog eggs, tadpoles etc.</p>
<p>Cooking Experiences: 1. Make Frog Punch: Pour lime sherbet in punch bowl or individual cups, add ginger ale and stir. Children will enjoy seeing the sherbet bubble as the ginger ale is added. 2. Bugs On A Log: This can be done as a choice activity during center time - add celery sticks, peanut butter or cream cheese and raisins. Children can spread peanut butter or cream cheese on celery stick and top with raisins.</p>	<p>Writing/Language: Add words and picture cards that give facts about frogs: Amphibians, jumping, water, green, toads, eggs, gills, swim, tails, and teeth. The children can write and draw pictures. Words listed could also be displayed around the classrooms as words for the week. Add frog shaped note pads.</p> <p>Large group literacy activity: Using large stick puppets to represent each character from the story of the "Wide Mouth Frog."</p>
<p>Social Studies: How do you say frog around the world? Chinese - ging wa Italian - ranocchio (like Pinnochio) Russian - lyagushka (lya-GOOSH-ka) Spanish - rana</p>	<p>Outside: 1. "Leap Frog" Have children squat, leap and shout, "leap frog leap" as they leap around the playground. 2. Simon Says, "leap, hop, jump or swim like a frog."</p>