

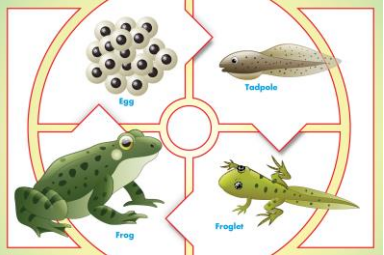


Month: March Week: 2 Subject: Science

Day 1	Topic(s) Theme: Spring Surprises Number: 8 Letter: Gg Color: Yellow Shape: Diamond	Foundation(s) SC2.1 Recognize seasonal and weather-related changes
Indicators	Younger Preschoolers Will observe and point out signs of spring, such as worms, bugs, and bird sounds.	Older Preschoolers Will describe what they see and hear in complete sentences and discuss why these changes happen in spring.
	Activity: During outdoor play, the teacher will guide children in noticing the changes happening in nature. Children will be encouraged to look at the ground for signs of spring insects, such as worms coming out of the soil, ants crawling, or small bugs moving in the grass. The teacher will ask questions like, “Why do you think the worms are coming out now?” and “What are the bugs doing?” Children will also be asked to listen carefully for bird sounds and talk about what they hear. Younger preschoolers will focus on pointing to and naming what they see, such as saying, “I see a worm!” or “I hear birds chirping.” Older preschoolers will describe their observations in full sentences, such as “The worms come out when the ground is wet.” The teacher will encourage discussion about why these changes happen in spring, such as warming temperatures and more rain. Older Preschooler Challenge: Older preschoolers will draw a picture of what they observed outside and share one sentence about their drawing.	
Resources/Materials	Key Vocabulary: Spring, bird, worms	Support:



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Day 2	Topic(s) Theme: Spring Surprises Number: 8 Letter: Gg Color: Yellow Shape: Diamond	Foundation(s) SC3.1 Demonstrate awareness of life
Indicators	Younger Preschoolers	Older Preschoolers
	Can sequence pictures of a frog's life cycle.	Can describe each stage of a frog's life cycle in their own words.
Activity: The teacher will introduce the frog life cycle using large picture cards of each stage, including egg, tadpole, froglet, and adult frog. Younger preschoolers will be given mixed-up picture cards and will help arrange them in the correct order while repeating the names of each stage. Older preschoolers will describe what happens in each stage, using complete sentences to explain how a tadpole changes into a frog. To make learning interactive, children will act out the life cycle, pretending to wiggle like a tadpole, hop like a froglet, and leap like a full-grown frog. Older Preschooler Challenge: Older preschoolers will draw and label each stage of the frog's life cycle in order, adding details about how the frog changes over time.		
Resources/Materials - Frog life cycle picture cards - Paper and crayons for drawing	Key Vocabulary: frog, tadpole, life cycle, grow	Support: 

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Day 3	Topic(s)	Foundation(s)
	Theme: Spring Surprises Number: 8 Letter: Gg Color: Yellow Shape: Diamond	SC5.1 Demonstrate scientific curiosity
Indicators	Younger Preschoolers	Older Preschoolers
	Will explore different textures related to spring.	Will describe the objects using sensory words.
Activity: The teacher will set up a sensory bin filled with spring-themed materials such as soil, fake grass, plastic bugs, small flowers, and water beads. Children will take turns exploring the materials with their hands, discussing what they feel. Younger preschoolers will focus on using their senses to describe the textures, saying words like "soft," "bumpy," or "wet." Older preschoolers will be encouraged to compare the textures of different objects and describe what they feel using full sentences, such as "The water beads feel smooth and squishy." Older Preschooler Challenge: Older preschoolers will make predictions about what will happen if two materials are mixed, such as adding water to dry soil.		
Resources/Materials	Key Vocabulary: touch, feel, soft	Support:
- A sensory bin filled with soil, fake grass, plastic bugs, small flowers, and water beads - Small scoops, cups, and tongs		 POM POM SEED GARDEN SENSORY BIN www.happytoddlerplaytime.com

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Day 4	Topic(s)	Foundation(s)
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Preschool Curriculum

	Theme: Spring Surprises Number: 8 Letter: Gg Color: Yellow Shape: Diamond	SC3.2 Demonstrate awareness of the preservation, protection, and care of living creatures and plants
Indicators	Younger Preschoolers	Older Preschoolers
	May observe how water moves through soil.	May explain why plants need rain to grow.
Activity: The teacher will demonstrate how water moves through the soil using clear cups filled with dry soil. Water will be slowly poured into the cup as children observe what happens. The teacher will ask, “Where does the water go? What happens to the soil?” Younger preschoolers will touch and feel a dry leaf and a wet leaf to compare how water changes plant materials. Older preschoolers will explain why rain is important, using sentences such as “Plants need rain to grow big and strong.” Children will take turns watering small plants and predicting what will happen if they do not get enough rain. Older Preschooler Challenge: Older preschoolers will draw a picture showing how rain helps plants grow and write or dictate a short sentence about it.		
Resources/Materials • Clear cups with dry soil • Small watering can or dropper • Live plants or leaves for comparison	Key Vocabulary: rain, soil, grow, water	Support: Do Plants Need Water and Sunlight to Grow? Let's Investigate! MightyOwl Science 2nd Grade

Month: March Week: 2 Subject: Science

Day 5	Topic(s)	Foundation(s)
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	Theme: Spring Surprises Number: 8 Letter: Gg Color: Yellow Shape: Diamond	SC5.1 Demonstrate scientific curiosity
Indicators	Younger Preschoolers	Older Preschoolers
	Will find and name signs of spring outdoors.	Will describe the changes they see in nature.
Activity: The teacher will take children outside on a Spring Scavenger Hunt with checklists or picture cards of common spring items, such as flowers, birds, puddles, and bugs. Younger preschoolers will focus on pointing to and naming what they find, while older preschoolers will describe what they see in complete sentences. The teacher will prompt children to compare what they see now to what they remember from winter, asking, “What is different outside now that it’s spring?” After returning indoors, children will share their favorite finds with the group. Older Preschooler Challenge: Older preschoolers will draw or take notes about what they found during the scavenger hunt and discuss how the environment is changing.		
Resources/Materials • Spring scavenger hunt checklist or picture cards • Clipboards and crayons for drawing	Key Vocabulary: spring, find, search, nature	Support: