



Month: March Week: 3 Subject: Social Studies

Day 1	<table> <tr> <th data-bbox="362 392 894 430">Topic(s)</th><th data-bbox="894 392 1421 430">Foundation(s)</th></tr> <tr> <td data-bbox="362 430 894 703"> Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle </td><td data-bbox="894 430 1421 703"> SS2.1 Demonstrate awareness of chronological thinking </td></tr> </table>	Topic(s)	Foundation(s)	Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	SS2.1 Demonstrate awareness of chronological thinking
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Indicators	<table> <tr> <th data-bbox="362 751 894 821">Younger Preschoolers</th><th data-bbox="894 751 1421 821">Older Preschoolers</th></tr> <tr> <td data-bbox="362 821 894 1003"> Can recognize St. Patrick's Day as a special celebration and identify symbols related to the holiday. </td><td data-bbox="894 821 1421 1003"> Can describe simple facts about St. Patrick's Day and recognize its historical significance. </td></tr> </table>	Younger Preschoolers	Older Preschoolers	Can recognize St. Patrick's Day as a special celebration and identify symbols related to the holiday.	Can describe simple facts about St. Patrick's Day and recognize its historical significance.
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Can recognize St. Patrick's Day as a special celebration and identify symbols related to the holiday.	Can describe simple facts about St. Patrick's Day and recognize its historical significance.				
Activity: The teacher will introduce St. Patrick's Day by asking, <i>"Have you ever seen shamrocks, rainbows, or leprechauns? What do you know about this holiday?"</i> The class will look at pictures of St. Patrick's Day symbols (shamrocks, gold coins, rainbows, and leprechauns) and discuss what they represent. The teacher will share fun and simple facts about St. Patrick's Day, including: • St. Patrick was a real person who lived a long time ago. • He is known for teaching people about Ireland. • The shamrock is a symbol of good luck. • People wear green on St. Patrick's Day! Children will then participate in a green scavenger hunt, searching for green objects in the classroom. Afterward, the teacher will ask, <i>"How do people celebrate St. Patrick's Day today?"</i> and discuss parades, Irish music, and festive traditions. Challenge for Older Preschoolers: Older preschoolers will be encouraged to describe how holidays help us remember history. They will also be asked to think of another holiday they celebrate and describe what symbols or traditions go with it.					
Resources/Materials	<table> <tr> <td data-bbox="605 1675 881 1864"> Key Vocabulary: Holiday, lucky, celebrate </td><td data-bbox="881 1675 1421 1864"> Support: </td></tr> </table>	Key Vocabulary: Holiday, lucky, celebrate	Support:		
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Day 2	Topic(s) Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	Foundation(s) SS3.1 Demonstrate awareness of the world in spatial terms
Indicators	Younger Preschoolers	Older Preschoolers
	Can identify birds they see in their surroundings and begin tracking their observations.	Can compare different bird species and describe where they are commonly found.
Activity: The teacher will introduce a classroom birdwatching chart by asking, “<i>Where do we see birds? What kinds of birds have you seen before?</i>” The class will look at pictures of common birds and discuss what makes them different (size, color, beak shape). Children will help create a bird tracking chart where they can mark which birds they see throughout the week—either outside the classroom window, on the playground, or at home. Each time a bird is spotted, the teacher will ask, “<i>What does this bird look like? What do you think it eats?</i>” Challenge for Older Preschoolers: Older preschoolers will be encouraged to compare the birds they see, noticing differences in size, color, or behaviors. They will also be asked to draw a picture of a bird they observed and describe it in a few words.		
Resources/Materials • Large bird tracking chart • Printed pictures of common birds • Markers or stickers for tracking	Key Vocabulary: Observe, chart, track	Support:

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Day 3	Topic(s)	Foundation(s)
	Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	SS3.2 Demonstrate awareness of places and regions
Indicators	Younger Preschoolers	Older Preschoolers
	Can recognize that birds live in different parts of the world.	Can compare birds from different regions and discuss why they live in certain places.
Activity: The teacher will introduce the idea that birds live in different parts of the world by showing a globe or map. Children will look at pictures of birds from rainforests, deserts, cold climates, and cities and discuss how their environments look different. The teacher will ask, “<i>Why do some birds live in warm places and others in cold places?</i>” Children will match birds to their environments (e.g., penguins in Antarctica, parrots in the jungle, owls in forests). Challenge for Older Preschoolers: Older preschoolers will be asked to identify what each bird might need in its habitat (e.g., trees, water, warm climate). They will also discuss why some birds migrate and predict where they might fly to during different seasons.		
Resources/Materials	Key Vocabulary:	Support:
- Globe or world map - Pictures of birds from different habitats - Small bird figurines or cutouts for sorting	Habitat, region, travel	

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Day 4	Topic(s)	Foundation(s)
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	Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	SS5.1 Demonstrate awareness of citizenship
Indicators	Younger Preschoolers	Older Preschoolers
	Can recognize that people help take care of birds and their environments.	Can describe different ways people help birds and explain why it is important.
Activity: The teacher will introduce different people who help birds, including park rangers, veterinarians, and bird rescue groups. Children will look at pictures of these helpers in action and discuss what they do. The teacher will ask, <i>“What do you think happens when a bird is hurt? Who can help it?”</i> After the discussion, children will act out different roles in a “bird rescue” pretend play scenario, pretending to be veterinarians, bird watchers, or park rangers helping a lost or injured bird. Challenge for Older Preschoolers: Older preschoolers will be encouraged to think of ways they can help birds, such as picking up litter, providing water, or planting flowers that attract birds. They will also discuss what might happen if no one helped take care of birds.		
Resources/Materials	Key Vocabulary:	Support:
Pictures of people helping birds (veterinarians, park rangers, bird rescuers)	Help, care, rescue	

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Day 5	Topic(s)	Foundation(s)
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	Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	SS3.2 Demonstrate awareness of places and regions
Indicators	Younger Preschoolers	Older Preschoolers
	Can recognize that birds build nests in different locations.	Can describe why birds build their nests in certain places and how it helps protect their eggs.
Activity: The teacher will introduce the lesson by asking, “<i>Where do birds build their nests?</i>” Children will look at pictures of nests in trees, on the ground, on cliffs, and even in buildings. The teacher will guide a discussion about why birds choose certain places to build their nests. After viewing the pictures, children will be given bird nest cutouts and asked to place them in the correct locations on a large classroom poster (tree, bush, cliff, rooftop). The teacher will ask, “<i>Why do you think this bird put its nest here?</i>” Challenge for Older Preschoolers: Older preschoolers will be asked to compare two different nest locations and explain which one they think is the safest and why. They will also discuss what might happen if a bird built its nest in a dangerous place, like near a road.		
Resources/Materials	Key Vocabulary:	Support:
• Pictures of different nest locations • Large classroom poster with nest placement areas • Cutout bird nests	Nest, safe, protect	