Theme 9: Spring Is Here
CHALLENGE ACTIVITIES FOR

Spring Is Here
1. **What Season Is It?**

**Goal:** Write a riddle for a season of the year.

**Materials:** What Season Is It? (Big Book), storybook paper (plain on top and lined on bottom), colored pencils, crayons

### DAY 1

**Choosing a Season and Drawing Picture Clues**

Review the four seasons of the year: winter, spring, summer, fall. Display pages of What Season Is It? one at a time. Have children point out picture clues on each page that tell them what season it is. Discuss the five senses as they relate to each page.

- Remind children to include important details in each picture clue.
- Tell children to think about all the colors of the seasons as they draw.
- Ask children to use the entire top half of the paper for their picture clues.

**English Language Learners:** Some children may find it helpful to work with a partner.

### DAY 2

Children continue to work on this project.

### DAY 3

**Writing Clues**

Explain that a *riddle* is a puzzle that others try to solve.

- Children should write a clue to describe at least three of the picture clues (e.g., *I see clouds. I play in the snow. It is cold.*).
- Remind children to number and write each clue on a separate line below the picture.

### DAY 4

Children continue to work on this project.

### DAY 5

**Sharing Riddles**

Have children share their riddles in small groups.
2. Word Pictures  60 MINUTES  INDIVIDUAL

**Materials:** drawing paper, crayons, markers

**Goal:** Create word pictures by combining spring-related naming words and action words.

Make a word web about spring with children. Ask them to brainstorm ideas and mental images about spring. Write their ideas on chart paper and display it for the class. Next, talk about action words that are listed around the room. Provide examples of word pictures that can be made by combining words from the spring word web and action words (e.g., lambs wiggle, rain plays, flowers laugh). Invite children to brainstorm other action words that can be used to make word pictures. Then tell them to write and illustrate one word picture.

3. Wordless Picture Story  60 MINUTES  INDIVIDUAL

**Materials:** Spring Is Here and What Season Is It? (Big Books), strips of heavy drawing or construction paper folded accordion-style to make a book (five pages per child—one for the cover and one for each season), markers, crayons

**Goal:** Create a wordless picture storybook.

Provide children with a visual example of how something changes through the seasons by displaying the cover of What Season Is It? Talk about each tree that is pictured, the corresponding season, and how the tree changes from season to season.
- Ask children to create a cover for their books by drawing a picture of the object they select on the first page.
- Tell children to use one page to show each season.
- Remind children of the cycle of seasons.

**Other Activities**

- TE p. 15, Ongoing Project: Challenge
- TE p. 47, Describe the Seasons
- TE p. 61, Season Charts
- Little Big Books, Spring Is Here and Mrs. McNosh Hangs Up Her Wash
- Education Place: www.eduplace.com
1. **Spring Jobs**  
   **Time:** 150 MINUTES  
   **Group:** INDIVIDUAL  
   **Skills:** SMALL GROUP  

**Materials:** Spring Jobs (Big Book), drawing paper (8 1/2” × 11”), markers, crayons, colored pencils

**Goal:** Create a book by responding to questions posed on the last page of *Spring Jobs*.

**DAY 1**

**Drawing Pictures with Tools**

Discuss some of the tools children have used.

- Remind children that their pictures should show only *one* way that they have used each tool.
- Explain that they can draw a picture of what a tool is used for, even if they have never used it.
- Tell children to create a new page for each picture.

**English Language Learners:** As a group, talk about the naming word for each tool. If possible, display real tools for children to examine.

**DAY 2**

Children continue to work on this project.

**DAY 3**

**Writing Sentences**

- Children should write one sentence to go with each picture.
- Remind children to begin their sentences with a capital letter and end them with a period.
- Discuss strategies for writing unknown words, such as saying the word aloud slowly and writing letters to represent each sound, visualizing the word, or working with a partner.

**DAY 4**

Children continue to work on this project.

**DAY 5**

**Making and Sharing a Book**

Demonstrate different ways to make books.

- Pages can be stapled at the top and lifted up.
- Pages can be stapled on the left side so they are turned from left to right.
- Pages can be folded accordion-style and stretched open.

**Expected Outcome**

A good book will include

- a picture and a sentence for each tool that the children have used
- pictures showing how each tool is used
- sentences telling how each tool is used
2. What Happened?  60 MINUTES  INDIVIDUAL

Materials: Graphic Organizer Master 2, pencils, colored pencils, markers, or crayons

Goal: Complete a story map telling what happens in the beginning, middle, and end of The Tortoise and the Hare.

Tell children that every story has a beginning, middle, and end.

- The beginning tells who the story is about and introduces a problem or important idea that will be the focus of the rest of the story.
- The middle tells how the problem affects the main character and those around him or her. It may also tell how the problem gets worse or better, and the different ways the main character is thinking of how to solve the problem.
- The end tells how the problem is solved.

3. Mrs. McNosh Hangs Up Her Wash  (Big Book)  60 MINUTES  INDIVIDUAL  GROUP

Materials: scrap paper, story paper

Goal: Write a text innovation based on Mrs. McNosh Hangs Up Her Wash.

- Tell children they will be writing their own story like Mrs. McNosh Hangs Up Her Wash, using their own character and a different job.
- Discuss patterns in the book.
- Invite children to suggest possible jobs (e.g., painting, sweeping, cleaning).
- Offer a story frame:
  Mr. ______ likes to _______.
  He _______ everything.
  He _______ _______ and _______.

Other Activities

- TE p. 107, Make a Picture
- TE p. 119, Read on Your Own
- Little Big Books, Spring Is Here and Mrs. McNosh Hangs Up Her Wash
- Education Place: www.eduplace.com
1. Sense Poem 150 MINUTES  SMALL GROUP  INDIVIDUAL

**Goal:** Use your senses of sight, smell, and touch to help you write a poem about a flower.

**Observing a Flower**
Discuss the flowers in the display.
- Tell children that they will be using their senses of sight, smell, and touch to make observations about a flower.
- Form small groups and give each group a flower to study. Tell children to talk about these questions: How does it look? How does it smell? How does it feel?

**Writing a Sense Poem**
- Tell children they will use their observation pictures to write a poem about their flower.
- Share some poems about flowers and talk about their titles, or review familiar poems and discuss their titles. Talk about how titles usually tell what a poem is about.
- Explain the different ways children can write their poems: listing words or phrases, or writing sentences. Provide an example of each.
- Remind children that their poems don't have to rhyme.

**Sharing Poems**
Ask children to share their poems in small groups and then arrange their poems with the flowers in the display. Invite children to tour the “garden of poems and flowers.” Remind them to be careful when they handle the flowers in the display.
2. Clothing Collage  60 MINUTES  INDIVIDUAL

**Materials:** drawing paper (12" × 18"), old magazines, scissors, crayons, markers, glue

**Goal:** Categorize and classify seasonal clothing.

Review the illustrations in *What Season Is It?* Discuss the clothing people are wearing in the pictures during each season. Ask children to name the clothes they see. Because winter clothing is not pictured, have children brainstorm different types of winter clothes.

**English Language Learners:** If possible, bring in different types of seasonal clothing. Talk about the naming word for each, and ask children to decide in which season it might be worn. Invite children to bring in other examples to share.

3. Retell a Scene  60 MINUTES  INDIVIDUAL

**Materials:** Mrs. McNosh Hangs Up Her Wash (Big Book or copies of little big books), drawing paper (12" × 18") with an 18-inch piece of string taped across the top of each paper to make a clothesline, scrap paper, crayons, scissors, small clothespins or paper clips

**Goal:** Retell a scene from *Mrs. McNosh Hangs Up Her Wash*.

Review the illustrations in *Mrs. McNosh Hangs Up Her Wash*. Ask children to point out their favorite part of the story and share why it is their favorite.

- Explain to children that they only need to draw pictures that are necessary for the scene they will retell.
- Call attention to the items on the clothesline. Guide children to notice the order and position of items on each page (e.g., the bats are upside down, the bone is sideways, the lamp is to the left of the teeth).
- Ask children to use their pictures to retell the scene.

**Other Activities**

- TE p. 173, Spring Jobs
- Little Big Books, *Spring Is Here* and *Mrs. McNosh Hangs Up Her Wash*
- Education Place: www.eduplace.com

**Expected Outcome**

A good collage will include
- examples of clothing for each of the four seasons
- clothing glued into the appropriate categories

A good story scene will include
- an identifiable scene from *Mrs. McNosh Hangs Up Her Wash*
- important details, such as Mrs. McNosh, the clothesline, and items on the clothesline