

Lesson 13

What Changes Happen in the Spring?

Objectives

Students will

- identify and describe the characteristics of spring
- investigate and describe changes that occur in seasonal cycles in the characteristics, behaviors, and locations of living things
- raise questions about the world around them and seek answers to some of them by making careful observations and trying things out

Structuring the Curriculum

This lesson works best on a day when signs of spring have just started to appear.

Preparation/Materials

Demonstration: Signs of Spring

- ✓ Bible
- ✓ twigs from a blooming tree or bush, one per student (suggestions: forsythia, dogwood, magnolia, pussy willow, crab apple)

Activity: I See Spring

- ✓ paper, one sheet per student
- ✓ crayons

Activity: Spring Scene

- ✓ paper, one sheet per student
- ✓ crayons
- ✓ pastel-colored tissue paper
- ✓ glue

Discussion: Spring

- ✓ posterboard circle the spring quarter-circle from Lesson 11
- ✓ tape

Activity: Signs of Spring

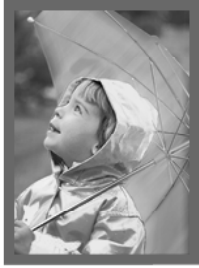
- ✓ activity sheet, one per student
- ✓ crayons

Background

While the calendar says that spring starts on the spring equinox, March 21, and ends at the summer solstice, June 21 or 22, for practical purposes we associate the arrival of warmer air, the melting of snow and rainy weather as signaling the arrival of spring. In North America, spring by this definition arrives anywhere from the end of February in the far south to the end of May in the far north. The warming Earth stimulates plants to grow again. Hibernating animals awake, and many types of birds begin to nest.

Spring

Spring starts in March. On the first day of spring there are exactly as many daylight hours as there are nighttime hours. With more hours of sunlight, the weather starts to get warmer. It often rains in the spring, too.



Plants start to grow again when the sun shines warmly and the rain falls. They poke their leaves out of the ground. Flowers bloom.

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Many animals are born in the spring.

Birds come back from their winter homes and make nests, where they lay their eggs.



Insects come out of their winter hiding places. The whole world seems to come to life again after the long winter.

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Discover

1. **Demonstration: Signs of Spring.** Give each student a small blossoming branch to observe. Encourage students to use their eyes, noses, and fingers to observe the blossoms. While they are enjoying the blooms, read aloud from the Song of Songs 2:11–12.
2. Ask the following questions.
 - What season do these verses tell us about? (They tell about spring.)
 - What is the weather like in spring? (It's warmer. Sometimes it's rainy and muddy.)
 - What do you wonder about the spring? (Invite students to pose "I wonder" questions that relate to spring.) Notice and encourage any wonderings that would lead to investigations that students could do within the scope of materials and time allotted for the unit or lesson. Encourage questions that deal not only with the weather aspects of the season (e.g., hours of daylight, daily temperature fluctuations, rainfall measurements, etc.) but also with the cycles of living things (e.g., identifying seeds and other structures that give rise to new growth in the spring, describing seasonal changes in the activity and location of animals). Suggest that you investigate to find out the answers.

People put away their winter clothes. They wear boots and raincoats in rainy weather. Spring is the time to plant seeds in the garden. Bicycles, balls, and jump ropes come out for play time.



In the spring we celebrate Easter, the most special day for Christians. The new life that springs up in the world reminds us of Jesus' new life after he rose from the dead.

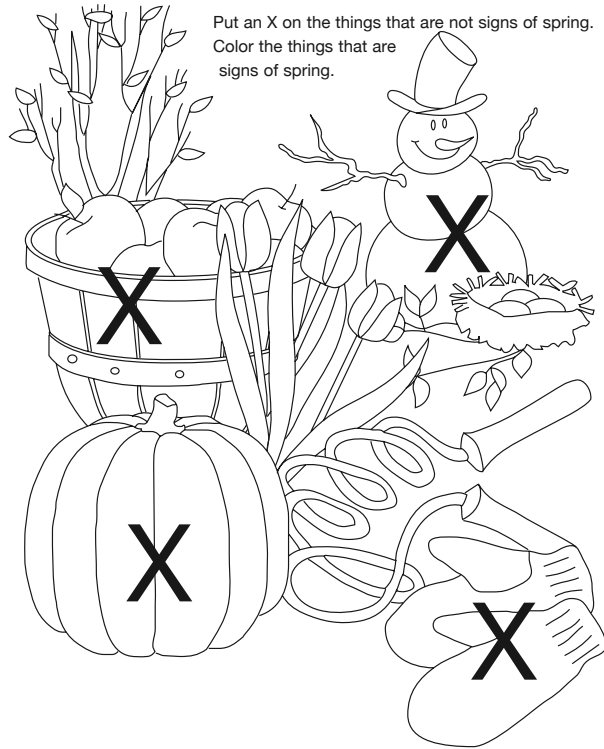
What special things do you do in the spring?

What special things do you eat in the spring?

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Signs of Spring

Put an X on the things that are not signs of spring.
Color the things that are signs of spring.



Unit 4, Lesson 13

Develop

1. Take students outdoors for a spring walk. Encourage them to use their senses to observe characteristics of spring.
2. **Activity: I See Spring.** Have students draw some of the signs of spring that they noticed. Combine their illustrations for an "I See Signs of Spring" bulletin board. If you wish, add the Bible verses cited earlier to the display. Encourage students to be on the lookout for additional signs of spring in your community during the coming weeks. For example, one student may note the first crocus. A couple of weeks later, another student might record the first sighting of a tulip. Still another student might notice a robin.
3. Ask the following questions.
 - What did you notice happening to plants in spring? (They start to grow again. Some grow flowers. Trees grow leaves; some grow blossoms.)
 - What are some of the first flowers to bloom in our area? (Answers will vary.)
 - What did you notice happening with animals in the spring? (Those that were hibernating emerge. The birds build nests. Baby animals are born.)
 - What do you notice about the daylight outdoors in spring? (It stays light longer.)
 - What did you notice about kinds of clothes people wear in the spring? (Answers may include light jackets, short-sleeved shirts, and baseball caps.)

- What kinds of things did you see people doing in the spring? (Answers may include planting flowers, jumping rope, riding bikes, watching birds, and taking walks.) If you wish, have students role-play these activities.
4. **Activity: Spring Scene.** Have students draw an outline of a tree on a piece of paper. Give them pastel-colored sheets of tissue paper to tear into small pieces, crumple, and glue as blossoms to the branches. You might save their work to add to their “A Tree through the Seasons” booklet.

Reinforce/Assess

1. As a class, read **Spring** (page 105) in the student text.
2. **Discussion: Spring.** Hold up the posterboard circle with the four-season side toward students. Ask the following questions.
- What season comes after winter? (Spring comes after winter.)
 - What is the weather like in spring? (It’s warmer than winter. It’s sometimes rainy.)
 - What else happens in spring? (Flowers bloom, trees grow leaves, birds build nests, and some kinds of baby animals are born.)
 - What kinds of things do people do in spring? (People may take walks, jump rope, watch birds, and plant seeds.)
 - What special day do Christians celebrate in the spring? (Christians celebrate Easter in the spring.)
 - What do we remember on Easter? (Jesus arose from the grave.) Compare Christ’s new life and the seeming renewal of life in nature during spring.

Review the characteristics of spring, and attach the spring quarter-circle to the posterboard circle.

3. **Activity: Signs of Spring.** Have students complete the **activity sheet**. Have them color the things that are signs of spring and put an X on anything they see that doesn’t belong in the spring picture.

Extend

- ▶ Add figures that represent the lesson topic to the “Things God Makes That Change” bulletin board.
- ▶ Have students make paper flowers with construction paper, tissue paper, buttons, and chenille wires.
- ▶ Have students make paper baskets from a paper plate glued or stapled to another plate cut in half. Attach strips of construction paper for handles. Students may enjoy decorating their baskets and then giving them as gifts to friends or relatives.

- ▶ Have students make egg shapes out of self-hardening dough or clay. Encourage them to paint the eggs with bright colors. They can line a small margarine tub with moss, grass clippings, or shredded paper to make a nest in which to place the eggs.
- ▶ Observe your adopted tree in spring. Have students record any changes.
- ▶ Read aloud and have students illustrate some of the following poems: “Groundhog Day” by Lilian Moore (*Ring Out, Wild Bells*); “Spring Again” by Karla Kuskin (*Side by Side*); “Spring” by Karla Kuskin, “Spring Is,” by Bobbie Katz, “Smells” by Kathryn Worth, and “Good-bye, My Winter Suit” by N.M. Bodecker (*The Random House Book of Poetry for Children*); or “March” by Elizabeth Coatsworth, “Spring” by Prince Redcloud and “Surprises Are Happening” by Jean Crouder Soule (*Moments*).
- ▶ Read *When Spring Comes* by Natalie Kinsey-Warnock or *Spring: Thinking About the Seasons* by Claire Collinson.
- ▶ Watch the migration of monarch butterflies from Mexico. Go to monarchwatch.com to see their progress. Your class can even post on the map when you see your first monarch in your area!

Spring

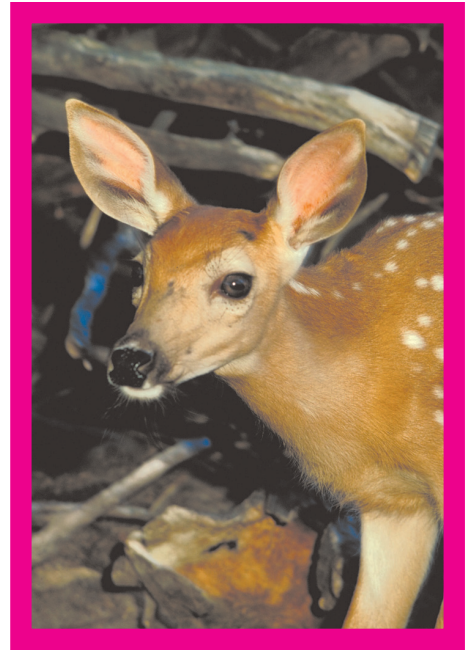
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