# Hopping Into Spring Week
## Lesson Plan (2nd & 3rd)

<table>
<thead>
<tr>
<th>Monday  (ELA/Math)</th>
<th>Tuesday (Social Studies)</th>
<th>Wednesday (ELA/Math)</th>
<th>Thursday (Science)</th>
<th>Friday (ELA/Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Time</strong></td>
<td><strong>Creative Time</strong></td>
<td><strong>Electronic Time</strong></td>
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<tr>
<td>Spring into Poetry</td>
<td>WITS BINGO #5</td>
<td>Spring Fractions</td>
<td>Ms. Johnson's Plant Experiment</td>
<td>Spring 3-Digit Subtraction</td>
</tr>
<tr>
<td>Use the Readworks poetry packet in the supplemental resources</td>
<td>Imagine two objects in your room came to life, and are planning an adventure. Where are they going, and what do they want to do? (See attached BINGO)</td>
<td>Use the worksheet in supplemental resources</td>
<td>Use the Readworks article in supplemental resources</td>
<td>Use the worksheet in supplemental resources</td>
</tr>
<tr>
<td><strong>Write a Spring Poem!</strong></td>
<td><strong>Build an insect hotel using materials around your room (paper, cardboard, legs, tubs, boxes)</strong></td>
<td><strong>Complete the Springtime Egg Activity</strong></td>
<td><strong>Draw a plant with folding surprise! Label your creation</strong></td>
<td><strong>Create a Spring Themed Word Search</strong></td>
</tr>
<tr>
<td>Choose one type of poem that you read about and write your own. Then give it an illustration. (Find a great spot to hang it to show case your work!)</td>
<td>If you could be an insect what kind would you be? Would you live in your insect hotel?</td>
<td>Use the template in supplemental resources</td>
<td>Use this YouTube tutorial to assist you! <a href="https://www.youtube.com/watch?v=_J_aZ75yM8">Visit the video</a></td>
<td>Use the template in supplemental resources</td>
</tr>
<tr>
<td><strong>Explore Khan Academy</strong></td>
<td><strong>Listen to How I Learned Geography</strong></td>
<td><strong>Explore the Scholastic Article &quot;World's Wildest Plants&quot;</strong></td>
<td><strong>Mystery Science &quot;Why do Frogs say Ribbit&quot;</strong></td>
<td><strong>Complete an Hour of Code &quot;Spring Style&quot; in Frog Squash</strong></td>
</tr>
</tbody>
</table>
Spring Into Poetry

Fun With Poetry

Learn about three types of poems.

Let's celebrate the season of spring with poetry! Spring is a time when life begins again. Flowers bloom. Many baby animals are born. Which poem is your favorite?

Rhyming

In a rhyming poem, the same sounds of two or more words repeat. The words that rhyme are often at the ends of lines.

The poem below is a quatrain. It has four lines in each stanza. A stanza is a grouping of lines. In a quatrain, the last words in lines two and four must rhyme. Can you find the rhyming words below?

![Ducks](Juniors Bildarchiv/Photolibrary)

Hello Again

Listen! Do you hear it?
The quacking of beaks,
As mallards return
To lakes, ponds, and creeks.
They've come back to build nests,
And sunbathe on rocks,
And raise little ducklings
To add to their flocks.
   - Marie E. Cecchini

Acrostic

In an acrostic poem, each line describes the topic word. Each letter of the word starts a new line. This poem about a flower uses the letters in the word flower to begin each line.

![Image of a flower with a bee](https://via.placeholder.com/150)

Paul McCormick/Getty Images

Fragrant
Lovely
Opened wide
Wind blows
Eager bee
Ready
   - Rachelle Kreisman

Haiku

A haiku (HIGH-koo) is a type of poem from Japan. It is usually about nature. A haiku has three lines. The first line has five syllables. The second line has seven syllables. The third line
The Colt

Frisky-full of pep.
Galloping through the green grass.
Always moving. Free.

- Connie Unsworth
1. What is a quatrain?
   A. a kind of poem in which each line describes the topic word
   B. a kind of poem in which each line has a specific number of syllables
   C. a kind of poem in which the last words in lines two and four rhyme
   D. a kind of poem in which none of the words rhyme

2. What does the acrostic poem by Rachelle Kreisman describe?
   A. a flower in the springtime
   B. the sound of ducks quacking
   C. a young horse, galloping in a field
   D. flocks of little ducklings

3. Read these sentences from the text.

   "In a rhyming poem, the same sounds of two or more words repeat. The words that rhyme are often at the ends of lines.

   The poem ['Hello Again'] is a quatrain. It has four lines in each stanza. A stanza is a grouping of lines. In a quatrain, the last words in lines two and four must rhyme."

   Based on this information, what can you infer about the relationship between rhyming poems and quatrains?
   A. A rhyming poem is a kind of quatrain.
   B. A quatrain is a kind of rhyming poem.
   C. A rhyming poem is the same thing as a quatrain.
   D. Rhyming poems and quatrains have nothing in common.
4. Read this poem from the text.

"The Colt
Frisky-full of pep.
Galloping through the green grass.
Always moving. Free."

How could the colt in this poem be described?

A. tired and upset  
B. lost and sad  
C. energetic and lively  
D. happy and hungry

5. What is this text mostly about?

A. the ducks returning to lakes, ponds, and creeks in the spring  
B. the celebration of spring through three different kinds of poems  
C. all of the different kinds of poems that exist  
D. the different ways that bees pollinate flowers in the spring

6. Why might the author have included three poems in the passage?

A. to give an example of each kind of poem described in the passage  
B. to persuade readers that all poems should rhyme  
C. to explain the difference between a stanza and a quatrain  
D. to compare and contrast acrostic poems with haikus
7. Read this excerpt from a poem from the text.

"Listen! Do you hear it?
The quacking of beaks,
As mallards return
To lakes, ponds, and creeks."

What does the word "it" refer to here?

A. the lakes, ponds, and creeks  
B. the sound of mallards building nests  
C. the little ducklings added to the flocks  
D. the quacking of beaks

8. A haiku has three lines. How many syllables are in each line of a haiku?


9. What makes "Hello Again" a quatrain?

Support your answer with evidence from the text.


10. Contrast haikus and quatrains, using the poems "Hello Again" and "The Colt" from the text.
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<td></td>
<td>21. Review of a TV show, movie, or song</td>
<td>22. 10 sounds or smells</td>
<td>23. Treasure map</td>
<td>24. Fruit or veggie for a day</td>
<td>25. Rituals and Routines</td>
</tr>
</tbody>
</table>

*See reverse side for full instructions on each box!
Complete the writing challenge for each square, and share it with someone! Earn certificates as you make progress for your first square, for completing a bingo (5 in a row) and for a blackout (finishing all squares.)

Want to share your writing with us, or show us your completed board? Email to wits@lectures.org with bingos or beyond to be entered into a drawing for a certificate to get a book of your choice!

1. Write down a list of 10 things you remember from when you were younger that you don’t want to forget. What did those teach you? What did you learn from yourself? From others?

2. Write an encouraging note to someone who will see it in your neighborhood. (A sign in your window, something you could put by your mailbox or door for the mail person, etc.)

3. Do an ABC scavenger hunt in your home—write down something you see that starts with each letter (and if you can’t find a letter—make up your own word!)

4. Imagine your pet (or favorite animal) was running for president. Write a speech of what they would say to convince people to vote for them. How could they convince us to love them? Why are they lovable?

5. Imagine two objects in your house came to life, and are planning an adventure. Where are they going, and what do they want to do?

6. Write a letter to someone who is also staying at home. If you know their address and have a stamp, mail it to them!

7. Interview someone in your home or over the phone about a time that they were your age and were nervous about something. What did they do? What happened?

8. Write your name in a column down the left hand side of a page—write something that reminds you of yourself that starts with each letter (an acrostic poem).

9. Make a list of things that make you feel calm. Ask another person you know to make their list. See if anything on your list is the same!

10. Write the next chapter in the life of your favorite character from a book or comic you like. Bonus: Write the next chapter in your life.

11. Write a letter of appreciation to your favorite food (example: “Dear Pizza….”)

12. Write a headline and article from an imaginary newspaper in the future about the news story you most like to see come true someday in your life.

13. Free Space!

14. Write a note to your favorite animal. What do you want them to know about you, about your home, about your neighborhood?

15. Make up a secret code and write someone a note in that code. Give them the clues to understand it on a separate piece of paper and let them figure out what it says.

16. Alternate Lyrics: Take the song lyrics to “Twinkle Twinkle Little Star” and write your own song to something on the ground instead of the sky. Sing it to someone who loves you! (Or rewrite the words to any song you know to change the meaning!)

17. Recipe of what you know: Write a recipe of how to do something you’re good at. Talk about the ingredients and the steps (example—how to play the trumpet, or how to make a best friend…)

18. Write a riddle about a common everyday object, and see how many tries it takes for someone to guess it. (example for a rake: I make things clean, I’m outside…)

19. Make a comic! Draw 4 squares, and draw characters and word bubbles, then swap with someone else to fill out the words. (Or fill out the words yourself!)

20. Write an ode (or a note of appreciation) to someone or something who has helped you or made you feel good this week. (Then, bonus: write an ode to yourself!)

21. Write a review of a TV show, movie, or song that you love! What do you love about it? How many stars out of 5 would you give it? Why should someone else listen or watch it?

22. Make a list of 10 sounds you hear or smells you smell. What other times do those sensations remind you of? (What memories?)

23. Draw a treasure map of an island. What is hidden where? Draw the different treasures (could be anything!) and write notes of how to find them!

24. If you were a fruit or a vegetable, what would you be? Write about what kind of life you would have? (Where would you grow? What might you see there? Who do you spend time with?)

25. Write about a ritual or routine you have in your home. What does everyone do? Write the ritual into a poem as if you were explaining the steps of the ritual to a stranger (ie, “First, my sister… etc.) It can be from any point-of-view! (Get creative! Is your cat writing the poem? What strangeness do they notice?)

Proud of what you wrote? Want to share it with the world? Use the hashtag #SALMoment on social media, or email, with parent permission to wits@lectures.org.
Fractions Of A Set: Spring Things

Example:
Here is a set of 3 Easter eggs.

How many Easter eggs are yellow?
1 out of a total of 3 eggs are yellow. We can write this as a fraction: \( \frac{1}{3} \)

How many Easter eggs are white? \( \frac{2}{3} \)

Here is a set of 7 jelly beans.

How many jelly beans are blue?

How many are white?

How many bunnies are there in all? \( \text{bunnies} \)

How many are white?

How many are purple?

How many chicks are there in all?

How many are white?

How many are green?

How many are orange?

How many tulips are there in all?

How many are pink?

How many are yellow?

How many do not have leaves?

How many have leaves?
Eggs for Springtime

Purpose:
This activity is an invitation to celebrate the beginning of Spring and to connect our community. The egg is used by many cultures and traditions as a symbol of renewal or the birth of an idea. It is associated with both Easter and Passover. It is also a non-sectarian symbol for the circle of life and renewal. This activity is familiar to many people and is appropriate for any age. We invite you to use the egg shape in any way that is meaningful. Have fun.

Materials needed:
- Use an egg template or make your own.
- Any type of drawing or painting medium.

Instructions:
- Find or create an egg outline that fills approximately 75% of your page.
- Fill the egg in any way that is fun and meaningful to you. This can be a decorative design, a spring scene, a dinosaur egg hatching or whatever you like.
- Optional: fill the space surrounding the egg by adding a background. This can create a setting for your egg such as an egg hatching on the beach or a pattern that complements, clashes or expands the egg design.
- Share your egg with others by hanging in a shared area or sharing virtually.

Reflection:
- What would you title your egg picture or what words come to mind when you look at it?
- What does the egg symbolize for you?
- Do you have any family traditions for holidays in the spring?

Child Life Department
Art Therapy contacts: Helena ext. 7-6724; Mike ext. 7-2678
Miss Johnson's Plant Experiment
by ReadWorks

Miss Johnson, a second grade teacher, reached deep into her canvas bag and pulled out two plants. She placed the plants on a table at the front of the room. She asked her class to gather around the table to look at the plants and describe what they saw.

"They look the same," Helena said.

"The leaves are green," Aaron added.

"They're standing straight up," Lee noted.

Miss Johnson asked them to touch the soil and tell her about it.

"The soil is moist, and it's dark brown," Mia observed.

"The soil is getting stuck under my fingernails," Teresa said.

Miss Johnson placed one plant in a sunny spot on the windowsill and the other on the floor in a dark corner of the classroom. She asked for four volunteers. Each volunteer was
responsible for watering the plant on the windowsill once a week. Miss Johnson promised her class the plants would be part of an important lesson the following month.

***

Four weeks later, Miss Johnson brought the plants back to the table and invited the class to describe them again.

"They don't look like each other anymore!" Helena said excitedly.

"One plant is green and has some new bright green leaves, and the other plant has more yellow and brown leaves than green leaves," Nina explained.

"One plant is standing straight up, and the other one is bent over," Lenny added.

Miss Johnson then asked the students to touch the soil and tell her about it.

"It's moist and dark brown around this plant," Grace said.

"It's very dry and light brown around this plant," Max described.

Miss Johnson explained, "Plants are alive. They respond to where they live. What are the differences between where I put the plants and how we cared for them?"

"You put one in a dark corner and the other one on the windowsill where there's a lot of light," Ellie replied.

"We watered the plant on the windowsill, but we didn't water the plant in the corner of the room," Aaron said.

"That's right. Which plant is growing and healthy?" Miss Johnson asked. Several students replied that the plant on the windowsill they watered was the one which was growing and healthy.

"You're right!" Miss Johnson exclaimed, proud of her students. Then she continued, "I wanted you to see for yourselves that plants depend on light and water to grow and to be healthy. Did you know that plants breathe? They have little openings on their leaves that look like tiny mouths, but they are too small to see without a microscope. When we breathe, we breathe in oxygen. Plants breathe in carbon dioxide.

"Plants take in carbon dioxide from the air and use it to build their leaves, stems and roots. Plants also take in water. This is why we need to water plants-so they will grow. They use"
their roots to suck water up into their bodies, and the little openings on their leaves to breathe in carbon dioxide.

"Once they have water and carbon dioxide, plants need light. Leaves are made up of a bunch of tiny cells. Inside the cells are very little things called chloroplasts. Chloroplasts are what make leaves green, and they are also what turn the carbon dioxide, water, and light into sugar and oxygen. The sugar is food for the plants. The plants release the oxygen into the air, which humans and many animals breathe in."

"What do plants need to grow and be healthy?" Miss Johnson asked her class.

"They need light and water!" the class replied.

"Let's place both plants on the windowsill where they will get lots of light and grow. Who would like to volunteer to water the plants?"

All of Miss Johnson's students raised their hands.
Name: ___________________________ Date: ____________

1. What does Miss Johnson ask her class to look at and describe?
   A. two plants
   B. three plants
   C. four plants
   D. five plants

2. What is compared and contrasted with the plant on the windowsill?
   A. the plant on Miss Johnson's desk
   B. the plant in a dark corner
   C. another plant on the windowsill
   D. a plant that one of Miss Johnson's students has at home

3. Plants need light and water to be healthy.

What evidence from the story supports this statement?
   A. Miss Johnson asks for four volunteers to water the plant on the windowsill.
   B. When Miss Johnson takes two plants out of her canvas bag, they both have green leaves.
   C. When Miss Johnson takes two plants out of her canvas bag, they are both standing straight up.
   D. The plant on the windowsill that Miss Johnson's students watered is healthy.

4. What happens to the plant in the dark corner?
   A. The plant in the dark corner grows poorly and does not stay healthy.
   B. The plant in the dark corner stands straight up and has only green leaves.
   C. The plant in the dark corner grows bright green and red leaves.
   D. The plant in the dark corner is watered once a week by Miss Johnson's students.
5. What is this passage mainly about?
   A. different types of trees and where they grow
   B. what plants need to grow and be healthy
   C. what second graders do for fun after school
   D. what working in a science lab is like

6. Read the following sentences: "Miss Johnson then asked the students to touch the **soil** and tell her about it.

   Grace: It's moist and dark brown around this plant.

   Max: It's very dry and light brown around this plant."

What is the meaning of the word "**soil**" above?
   A. tree
   B. flower
   C. dirt
   D. water

7. Choose the answer that best completes the sentence below.

   The plant on the windowsill has bright green leaves; ______, the plant in the dark corner has brown and yellow leaves.
   A. in contrast
   B. in conclusion
   C. in particular
   D. as a result
8. Which plant gets water and a lot of light?

9. Which plant does not get water and a lot of light?

10. What will probably happen to the plant in the dark corner after it is moved to the windowsill and gets water? Support your answer with evidence from the passage.
1. Learn to identify frogs by their calls:

<table>
<thead>
<tr>
<th>Kind of frog</th>
<th>Write a few words to remind yourself of what it sounds like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wood Frog</td>
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<tr>
<td>Spring Peeper</td>
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</tr>
<tr>
<td>American Bullfrog</td>
<td></td>
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<tr>
<td>Northern Leopard Frog</td>
<td></td>
</tr>
<tr>
<td>American Toad</td>
<td></td>
</tr>
</tbody>
</table>

2. What kind of frog do you hear in Challenge #1?

3. What kind of frog do you hear in Challenge #2?
How Many Kinds of Frogs?

4. Listen to which kinds of frogs each place has:

<table>
<thead>
<tr>
<th>OAKWOOD POND</th>
<th>SWEDE LAKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>In spring, this tiny pond is a shallow puddle in the woods. In summer, it dries up. There are no flowing streams or swamps here.</td>
<td>This lake has swampy places with many plants, places with shallow water, and streams flowing into the lake. There's water here all year long.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Oakwood Pond: check off what kinds of frogs you hear</th>
<th>Swede Lake: check off what kinds of frogs you hear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wood Frog</td>
<td>Wood Frog</td>
</tr>
<tr>
<td>Spring Peeper</td>
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</tr>
<tr>
<td>American Toad</td>
<td>American Toad</td>
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</tbody>
</table>

5. Which place has more kinds of frogs?

My claim is that ____________________________ has more kinds of frogs. My evidence is that ________________________________
Choose a strategy and solve. Show your work.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Work Space</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 452 − 112 =</td>
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<td>2. 367 − 234 =</td>
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<tr>
<td>3. 487 − 132 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. 954 − 153 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. 300 − 134 =</td>
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</table>
### Spring Three-Digit Subtraction Check-in

Choose a strategy and solve. Show your work.

<table>
<thead>
<tr>
<th>Problem</th>
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<th>Answer</th>
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<tbody>
<tr>
<td>6. 543 − 236 =</td>
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<tr>
<td>7. 561 − 200 =</td>
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<td>8. 605 − 123 =</td>
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<td>9. 249 − 117 =</td>
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<tr>
<td>10. 894 − 305 =</td>
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