

## Leonard's Best Spring Ever (4K Lessons)

### Day 1

#### **Standards:**

LDC-3: Children ask and answer questions to seek help, get information, or clarify something that is not understood.

LDC-7: Children respond to and use a growing vocabulary.

CD-9: Children explore concepts connected with their daily experiences in their community.

LDC-13: Children use writing and other symbols to record information and communicate for various purposes.

#### **Vocabulary**

-Clubhouse

-Painting

#### **Teaching Points:**

I can answer questions about events in a story.

I can play "I spy" to identify different colors and beginning sounds from pictures in the story.

#### **Lesson Structure**

##### **"I do"**

Begin the lesson by introducing the story, *Leonard's Best Spring Ever*. Take a picture walk with the students to discuss what the characters are doing throughout the story. What do you notice the characters are doing?

Ask students questions- Have you ever built a clubhouse? Have you ever baked a cake? Name something you have painted. Do you have a garden? These questions will help the students to think about the book and the events happening in the story.

##### **"We" do**

Play "I spy" with the students as you are reading the book. Choose different colors within the book and have the students guess the objects.

To challenge the students, have them find objects in the pictures and identify the beginning sounds. For example (/t/-tomatoes) or (/b/- butterfly)

##### **"You do"-**

Provide the students with three sticky notes- have them draw three objects they noticed within the story. Tell a partner the color of the objects and the beginning sound.

#### **Closure:**

Have students share their favorite part of the story with a partner. What did you learn from the story?

**Day 2:****Standards:**

LDC-12: Children develop knowledge of the alphabet and the alphabetic principle.

APL-4: Children demonstrate creativity, imagination, and inventiveness.

LDC-7: Children respond to and use a growing vocabulary.

LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.

CD-1: Children use their senses to construct knowledge about the world around them.

**Vocabulary**

-Garden

-Vegetables- tomatoes, beets, and carrots.

**Teaching Points:**

I can play bingo to identify objects in the story.

I can design a clubhouse.

I can create a garden and label the beginning sound.

**Lesson Structure****“I do”**

Reread the story, Leonard’s Best Spring Ever, with the students. Have the students share their favorite part of the story. What are the things that are green during spring?

**“We” do**

Divide the students into groups to complete the activities:

Activity 1- To review the objects in the story. Have the students play bingo using objects from the story. The objects will not be colored. As the teacher calls out the objects, the students color the objects to represent their color in the story. For example: red paint, pink elephant, yellow corn, and purple beets.

Activity 2- In this activity, students will design their garden. Teachers can provide a template of an empty garden, and the students can add the vegetables they would include in their garden. They can draw the vegetable,s or teachers could provide stickers of the vegetables. Label the vegetables with the word or the beginning sound.

**“You do”-**

Provide paper for the students to create and decorate the clubhouse.

Teachers can provide any materials for the students to design their clubhouse.

**Closure:**

Provide time for the students to share the clubhouses they created independently.

**Day 3:****Standards:**

MTE-1: Children begin to understand numbers and quantity during play and other activities.

MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.

**Vocabulary**

- Celebrate
- Counting
- Decorated
- Squeals

**Teaching Points:**

I can count one-to-one correspondence.

I can use objects to represent a quantity.

**Lesson Structure****“I do”**

To begin the lesson, practice counting the number of objects on specific pages.

How many paint cans do you see beside Leonard?

How many eggs are lying in the grass?

How many dots are on the party hat?

How many candles are on the cake?

In the groups, students will practice counting different amounts of eggs and candles.

**“We” do**

Divide the students into groups to complete the activities:

Activity 1- In this activity, you can use plastic eggs or pictures of eggs. Call out different numbers and have the students show the quantity—practice showing amounts up to 10 (extension to 15 or 20).

Activity 2- In this activity, you can use plastic candles or pictures of candles and a picture template of a cake. Place different amounts of candles on the cake. Have the students count the number of candles and write the number on a marker board or piece of paper.

**“You do”-**

Provide paper for the students to create and decorate their own cake- just like Leonard was decorating in the story. Teachers can provide any materials for the students to design their clubhouse.

**Closure:**

Provide time for the students to share the cake designs they created independently.

What did the students learn from the counting activity?

**Day 4:****Standards:**

LDC-10: Children comprehend and use information from books and other print media.

LDC-1: Children understand communications from others.

LDC-8: Children develop interest in books and motivation to read.

LDC-9: Children develop book knowledge and print awareness.

LDC-10: Children comprehend and use information presented in books and other print media.

CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.

**Vocabulary**

-Retell

-Characters

-Puppets

**Teaching Points:**

I can retell parts of a story using puppets.

I can retell a story with expression.

**Lesson Structure****“I do”**

To begin the lesson, explain to the students that we will retell Leonard's Best Spring Ever story. Ask students to recall the definition of “retell”. Students will be divided into groups to act out parts of the story.

\*Choose a few students to model how to retell a part of the story. For example, you could have a student pretend to be Leonard and another be Mingo, and they can act out the part where they are planting the vegetables in the garden.

**“We” do**

Students will be divided into groups to retell the story. Allow the students to create a puppet of the character they would like to pretend to be in the story. Teachers can provide paper bags or paper with popsicle sticks for the students to draw their characters. Assist as needed when the students are creating their puppets.

**“You do”-**

Students will use the puppets they created to act out parts of the story in a small group. The teacher can show the class a page from the book, and the students must act out what is happening in the story. Encourage the students to use expressions as they are retelling the story.

**Closure:**

Allow the students to share what they learned by retelling the story using the puppets. What was your favorite part of the story to retell?

**Day 5:****Standards:**

MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.

MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.

**Vocabulary**

-Stars

-Milky Way

-Flying

**Teaching Points:**

I can recognize numbers up to 10 (extend to 20).

**Lesson Structure****“I do”**

To begin the lesson, show the students the page in the book where Leonard is flying through the Milky Way and Mars and Venus. Allow time for the students to share what they know about the stars. Before playing the game, the teacher can show students different pictures or videos of stars.

**“We” do**

The teacher will set up number cards around the room to practice counting and recognizing numbers. The numbers can be on cards that are the shape of stars. The students will play the game, flying stars. When the teacher calls out a number, the students will “fly” to that number in the classroom. When the students get to the specific number, have them stop and practice counting until they reach the numbers. Teachers can choose to play with number cards up to 10 or 20.

**“You do”-**

Students will “fly” around the classroom to find the star number cards. After the teacher has called out several of the numbers, choose different students to say a number from 0-10 or 0-20 to find around the classroom.

**Closure:**

What did the students learn from this activity?

If they could fly, where would they like to go? Would you go to space like Leonard did in the story?

**Day 6:****Standards:**

CD-10: Children observe and describe characteristics of living things and the physical world.

CD-11: Children explore the natural world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

LDC-2: Children converse with peers and adults in one-on-one, small, and larger group interactions.

**Vocabulary**

-Research  
-Butterflies

**Teaching Points:**

I can research facts about butterflies.

I can ask questions about butterflies.

**Lesson Structure****“I do”**

In the story Leonard's Best Spring Ever, it is springtime, and Leonard is trying to catch a butterfly. Ask the students if they have ever seen a butterfly. What do they know about butterflies? On an anchor chart, generate a list of questions with the students about butterflies. Tell students they will be able to listen to information about butterflies and gather information.

**“We” do**

Model for the students how they will use Pebble Go, Epic, magazines, or informational books to research information about butterflies. Review with the students what it means to research information. As the students look and listen to the information, provide a way for them to collect it. They can draw pictures or write words of what they are learning about the butterflies.

**“You do”-**

Have the students write a complete sentence to include one thing they learned about butterflies. They can write their sentence and draw a picture. If the students cannot write, have them draw a picture to share what they learned.

**Closure:**

Students will share what they learned about butterflies with a partner. Display the students' writings or drawings around the classroom.

**Day 7:****Standards:**

MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.

MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction, and movement during play.

**Vocabulary**

-Seeds

-2D Shapes

**Teaching Points:**

I can use seeds to represent a quantity up to 10 (to extend to 20).

I can identify and describe 2D shapes.

**Lesson Structure****“I do”**

To begin the lesson, show the students the picture of Leonard planting the seeds. Have the students share what they know about seeds and growing vegetables. Tell the students that we are going to practice counting using seeds.

Show the students the picture of the butterflies- what do the students notice? What did they learn about butterflies from our research?

**“We” do**

Divide the students into groups to complete the activities:

Activity 1- In the first activity, the teacher will use seeds to have students represent a quantity. Show the students a number card and they will count out the number of seeds. Have students practice counting one-to-one. (If you want to extend, teachers can have the students write the number to match the quantity.)

Activity 2- In the second activity, the teacher will provide a template of a butterfly where the students can draw on the wings (put the template in a sheet protector). The teacher will call out different 2D shapes and the students will draw on the wings. For example, draw three triangles on the left wing and draw two squares on the right wing. Assist if needed to help the students draw.

**“You do”-**

The students in the independent group can use their puppets to retell the story. After retelling, have the students draw their favorite part of the story.

**Closure:**

Have the students share what they learned from the counting activities. Students can also share their favorite part of the story drawings.

**Day 8:****Standards:**

APL-4: Children demonstrate creativity, imagination, and inventiveness.

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

**Vocabulary**

-Charades

-Vocabulary words within the text.

**Teaching Points:**

I can demonstrate creativity by acting out vocabulary words from the story.

I can participate in conversations with my classmates.

I can ask questions about the vocabulary words.

**Lesson Structure****“I do”**

Reread the story, *Leonard's Best Spring Ever*, with the students. As you read, discuss some words with the students: melted, closet, garden, batter, and grin.

**“We” do**

Play charades to act out the vocabulary words as a whole group activity.

Words for charades- garden, Leonard, Annabelle, Gloria, Mingo Rose, grin, bee, butterfly, swing, painting, egg, huge, and bed. Allow time for the students to take turns acting out the words.

**“You do”-**

Divide the students into groups of two or three. The teacher will provide the students with picture cards from the story. The students will take turns acting out words with their partners.

**Closure:**

Review the vocabulary words with the students. What was your favorite word for acting out with your partner?





**Day 9:****Standards:**

LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.

LDC-12: Children develop knowledge of the alphabet and the alphabetic principle.

LDC-14: Children use knowledge of letters in their attempts to write.

**Vocabulary**

- Comfy
- Dreaming

**Teaching Points:**

I can recognize various uppercase letters (challenge: add lowercase letters to the activities).

**Lesson Structure****“I do”**

Show the students the page in the book with Leonard and Mingo Rose painting. What do the students notice? Encourage the students to ask questions about the picture. Discuss some vocabulary words (comfy and dreaming) with the students.

**“We” do**

Divide the students into groups to complete the activities:

Activity 1- Make Letter Cards on a rock template or use real rocks. Write different uppercase letters. In the activity, the students will practice matching the rocks (the same uppercase letters). Practice naming the letter and the sound.

Activity 2- In the story, Mingo Rose messes with the paint. In this activity, the students will finger paint the letters (uppercase or lowercase). The teacher will call out the letter, and the students will paint the letter. Review the sounds of each letter.

**“You do”-**

Have students use playdough to design their birthday cake like Leonard did in the story.

**Closure:**

What letters could the students identify in the activities?

Could the students identify the meaning of the vocabulary words?

**Day 10:****Standards:**

MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing and interpreting data during play and other activities.

LDC-1: Children understand communications from others.

MTE-6: Children use mathematical thinking to solve problems in their everyday environment.

**Vocabulary**

- Compare (the most excellent and the least amount)
- Graphing

**Teaching Points:**

I can create and interpret a picture graph to identify our class's favorite color.

I can retell the story of Leonard's Best Spring Ever.

**Lesson Structure****“I do”-**

Take a picture walk with the students to review the story's colors. What did we learn about Leonard and the season of Spring? How is this story similar to Annabelle's Best Spring Ever?

**“We” do**

After retelling the story, complete a graphing activity with the students. Provide each student with a balloon template. The students can choose one of the following colors to color their balloon (yellow, pink, green, or orange).

Have a picture graph template for the students to place their balloons. Once students color their balloon they can place it on the graph.

Ask questions to build an understanding of the graph.

Which color balloon was the class favorite?

Which color balloon was the least favorite?

How many more yellow did we have than green? (Change to ask different questions about the colors).

**“You do”-**

Create a sensory bin for the students to pretend to plant seeds. The sensory bin could include dirt, seeds, small shovels, and gloves.

**Closure:**

What did we learn from the graph?

Celebrate the students' learning of the book, Leonard's Best Spring Ever. Teachers can invite another class to the classroom and have the students share what they learned.

