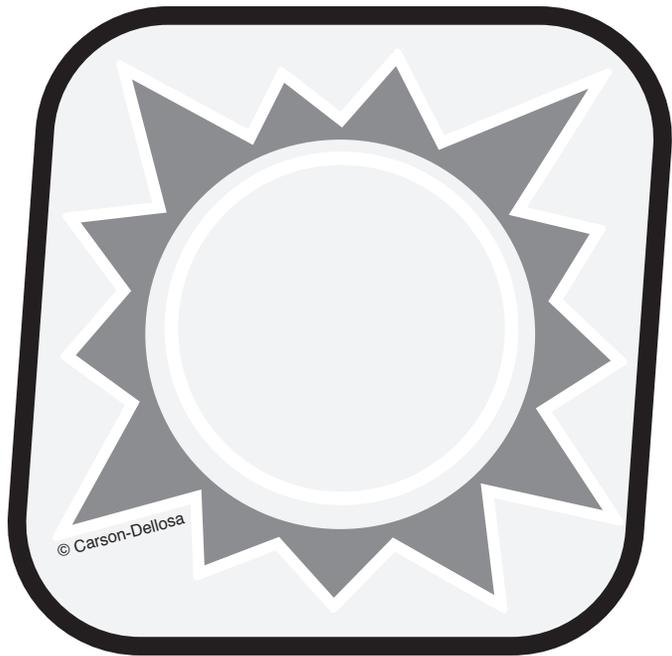
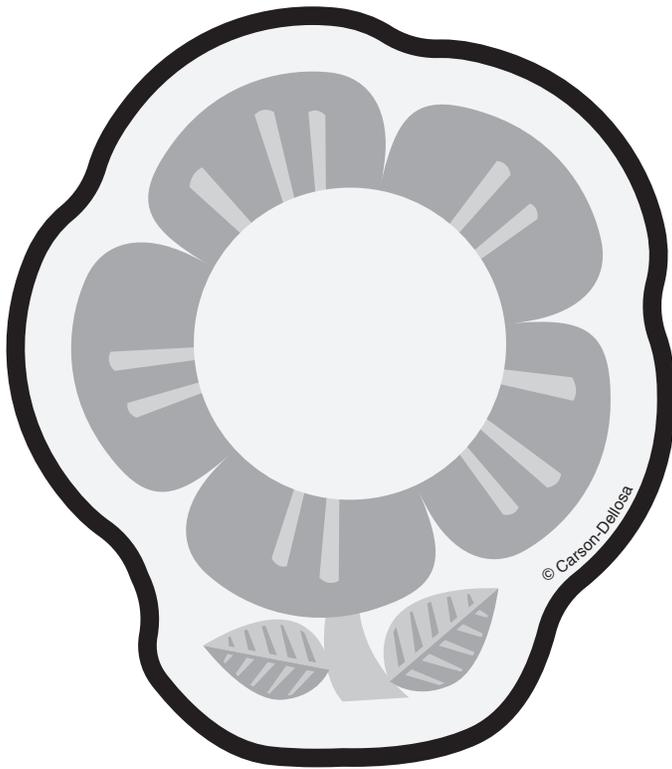


# Reproducible Patterns



## Spring MINI BULLETIN BOARD RESOURCE GUIDE



### Putting It Together

- Laminate the Spring Mini Bulletin Board for durability.
- The Spring Mini Bulletin Board can be displayed on a wall or bulletin board.
- Use the reproducible patterns [page 4] as rewards and incentives for students.
- Use pieces of the Spring Mini Bulletin Board to create fun curriculum games and activities.

### Title Ideas

Spring into a Good Book!

Welcome Spring

We Love Spring!

Spring into Reading!

Bright New Beginnings

## Activities

### Language Arts

**Using Your Senses** Have students use their five senses to write sentences about spring. Encourage students to write one sentence for each of their five senses (sight, smell, taste, touch, and hearing). For example, I smell fresh-cut green grass.

**Spring into a Good Book** Provide books about spring in a reading center. Allow each student to visit the center for 15 to 20 minutes and choose one book to read. Have each student write the title and author of the book she read on a copy of the sun or flower pattern [page 4]. Encourage her to write a short review of the book on a separate sheet of paper. Attach the sun or flower to the review and display it around the Spring Mini Bulletin Board.

**Ode to Spring** Have students brainstorm a list of words and phrases about spring. List the words and phrases on a board or chart paper. Have each student write a poem using some of the words and phrases on an enlarged copy of the flower pattern [page 4]. Allow each student to decorate his flower. Encourage him to share his poem with the class. Display the flowers around the Spring Mini Bulletin Board.

**Words of Spring** Have students brainstorm a list of words associated with spring. List the words on a board or chart paper. Have each student write a story about spring that incorporates at least five words from the list. Display the stories around the Spring Mini Bulletin Board.

### Science

**Gauging Spring** Give each student a small plastic bottle with the neck cut off. (Disposable drink bottles work well.) Have students mark  $\frac{1}{2}$ " and 1" (1.25 cm and 2.5 cm) increments on the bottles with permanent markers to create rain gauges. Have students use the gauges to measure the rain amounts at home. Have students bring the data to class to compare results. Display the results with the rain-themed accent from the Spring Mini Bulletin Board.

## Activities

**Spring Observations** Take the class on a nature walk. Stress that students should be quiet observers. Have students take notes about what they see, hear, and smell during the walk. When you return to the classroom, have students draw pictures and write descriptions of what they saw on the walk. Display them around the Spring Mini Bulletin Board.

*Caution: Before completing any nature activity, ask families' permission and inquire about students' plant and animal allergies. Remind students not to touch plants or animals during the activity.*

**Growth spurts** Have students paint paper cups or small clay pots. Then, have students plant seeds or seedlings in them. Place the cups or pots on a sunny windowsill. Encourage students to keep their plants moist and to monitor their growth with a graph. Decorate the wall around the window with the Spring Mini Bulletin Board.

### Math

**Math Matching** Create a math matching game. Make several copies of the sun and flower patterns [page 4]. Write math problems on the suns and the answers on the flowers. Display the problems with the Spring Mini Bulletin Board. Then, have students match the answers to the problems.

**Sunny Word Problems** Use copies of the sun and flower patterns [page 4] to create word problems. Write spring-related word problems on the front of the patterns. For example, *Fourteen butterflies are flying in the garden. Seven butterflies fly away. How many butterflies are left?* To make them self-checking, write the answers on the backs of the patterns.

**Spring Fractions** Use the umbrella accents to review fractions. Discuss how fractions name a part of a whole object or set. Use the umbrellas to demonstrate fractional parts of sets. For example, display a set of eight umbrellas (two with blue handles and six with green handles). Then ask, *What fraction of the set has blue handles?* or *What fraction of the set has green handles?*