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Sample Themes

Sample Theme: Spring

This sample theme illustrates a detailed process of theme planning and includes foundational and learning objectives, evaluation, and Core Curriculum components and initiatives.

This sample theme description includes the following:

- Theme Overview
- Communication with Parents/Caregivers
- Activities for Group Meetings
- Sample Lesson
- Possibilities for Visits and Outings
- Bulletin Board Ideas
- Activity Centres
- Physical Activity
- Student Evaluation at the End of the Theme
- Poems and Songs.

Theme Overview

This sample theme shows one way to explore "spring"; of course there are many other ways. Teachers are encouraged to select and/or add to this theme according to the needs of the students, the materials available, the community and his/her style of teaching. For example, teachers could introduce the theme by taking students on a walk to look for signs of spring, by planting seeds or by any other suitable means. Throughout the theme, the class could explore Indigenous peoples' relationship to the environment. One way of doing this would be to use literature by Indian, Métis or Inuit authors.

Theme: Spring

Subtopics

- Water and Rain
- Small Animals
- Plants

Teachers could combine the three subtopics - water and rain, small animals and plants or focus on one subtopic per week.

Length

Approximately three weeks, depending on the interest of students, resources available, etc.

Foundational Objectives

Socio-emotional

The Kindergarten students will:

- be sensitive to the feelings and rights of others (PSVS)
- appreciate the uniqueness of every individual (PSVS)
- be aware of environmental and community needs and take steps to make the world a better place in which to live (IL, PSVS, SS)
- plan and test ideas for real-life situations (AE-DR, CCT).

Physical

The Kindergarten students will:

- participate in activities which will increase understanding of sensory stimuli (AE, CCT, ELA, S)
- participate in activities designed to improve motor skills (IL, PE, TL).

Intellectual

The Kindergarten students will:

- acquire concepts and information that lead to the attainment of life skills necessary to function independently (AE, CCT, COM, ELA, H, IL, M, NUM, PE, PSVS, S, SS, TL)
- develop logical thinking skills (CCT, IL, M, S)
- use language to bring meaning to what they observe, feel, think, hear, taste and smell (COM, ELA).

Communication With Parents/Caregivers

Regular meaningful communication between school and home contributes significantly to the success of a Kindergarten program. Formal and informal meetings, telephone calls and letters are common

methods of communication. When exchanging information, teachers should consider the language needs in the community and where necessary, try to translate into the first language of the recipients. The following sample letter could be adapted and used when participating in a spring theme.

Dear Parents/Caregivers:

This month should prove to be very busy and exciting! We will be exploring a new theme on spring. Through experiences provided by this theme the children will become aware of various characteristics of spring.

Some learning experiences at school will include:

- listening to audiocassettes and watching videos about spring
- playing with animal costumes in the imaginative play centre
- experimenting with water and ice in the water centre
- visiting a pond
- learning fingerplays, poems and songs about spring
- planting seeds.

Some ways that you might help your child to become involved with this theme include:

- visiting the library with your child to choose materials about spring (e.g., fiction and non-fiction books, puzzles, records)
- sharing and enjoying the materials you chose together
- asking questions to stimulate thinking skills (e.g., "Why do you think that rabbit changed colour?")
- joining our class on an excursion to the pond.

I will keep you informed as the theme unfolds. Thank you for your interest and cooperation.

Sincerely,

Teacher

Activities for Group Meetings

This schedule shows the organization of activities for group meetings for a period of approximately three weeks. Most activities could be done with large groups or small groups and should be adapted to accommodate the students' spontaneous interests and ideas.

The students profit from short group meetings as they get restless when they must sit for long periods.

The following learning objectives (based on the foundational objectives) apply for the three-week period. Kindergarten students will:

- learn vocabulary related to spring (COM, ELA)
- listen to stories and ask questions, comment, give opinions (CCT, COM, ELA, GE, IL, IM,)
- get involved in group discussions (COM)
- sing songs, recite poems and fingerplays (AE-M, ELA)
- discover sounds of all kinds (AE-M, CCT, IL, S)
- explore, examine and study the signs of spring in their environment (CCT, IL, S, SS)
- show care for their environment
- identify characteristics of small animals, plants and water (CCT, S, SS)
- make comparisons between plants and small animals (CCT, S)
- explore the value of water for life forms (S, SS)
- consider the relationship of plants, small animals and water to each other (S, SS)
- make graphs and charts (ELA, M, NUM, S)
- apply strategies for estimation (M, NUM, S).

First Week: Possible Activities for Rain and Water

- Listen to stories about rain and water. (Include Indian and Métis content.)
- Learn songs, fingerplays and poems.
- Go for a walk and observe the first signs of spring.
- Discuss smells, sights and sounds of spring.
- Discuss water--What is it? What do we do with water?
- Chart items that absorb water and items that don't.
- Chart weather for the month.
- Fill a pot with ice in the classroom. Ask the children to estimate how long it will take to melt. Record their ideas. Observe and record how long it takes to melt. Repeat the activity outside. Discuss why the ice took a different length of time to melt.
- Boil a bit of water in a pot. Discuss where the water is going.
- Freeze some water in a large clear container. Ask the children to estimate how much water the ice will create when melted. Mark their estimates with masking tape on the outside of the container. Discuss the results.
- Divide students into pairs. Give each pair an ice cube. Ask them to work together to try to make theirs melt faster than one that is just sitting in a dish. Another day ask pairs to think of ways to try to make theirs last longer than one that is just sitting in a dish.

- Discuss experiences at activity centres.

Second Week: Possible Activities for Small Animals

- Listen to stories and watch videos about small animals. (Include Indian and Métis content.)
- Learn songs, fingerplays and poems.
- Examine and discuss tadpoles.
- Discuss and observe insects, frogs, fish, etc. (e.g., "Do they fly?", "Walk?", "Do they have legs?", "Do they swim?", "How and where do they spend the winter?")
- Link the subtopic of water and rain to small animals. "Do small animals need water?", "Why?"
- Compare insects, small animals, fish, etc.
- Compare their habitats.
- Go a walk along a pond, lake or river and look for tadpoles, frogs, insects, birds, butterflies, etc.; take magnifying glasses.
- Have a short quiet listening time on the playground and record the sounds heard. Place the recording in the listening centre.
- Nurture ducklings' or chicks' eggs in an incubator.
- Find a chrysalis or cocoon and nurture in a container. Later free the butterfly or moth.
- Go to a nearby park with a hoola hoop and a clipboard for each pair of students. Ask students to sit outside hoops and observe and draw the life forms inside the hoop. Upon returning to the classroom have "Hoop Highlights," a discussion for children to share what they saw in small groups.

Third Week: Possible Activities for Plants

- Listen to stories about plants. (Include Indian and Métis content.)
- Learn songs, fingerplays and poems.
- Discuss plants using pictures, picture books, etc. (e.g., "Are there plants that we can eat?", "That we cannot eat?", "Do plants need water, sun, etc.?", "What colour are plants?")
- Go for a walk in order to observe pussy willows, crocuses and other plants.
- Link the subtopics of water and small animals to plants. (e.g., "Do plants need water?", "Do small animals need plants?")
- Participate in a mulch project on the school grounds.
- Paint a poem or sketch a song about plants (e.g., draw impressions of a lively spring song while listening to it).
- Discuss how Indian peoples used plants for medicine, dye, etc. and how many people today still use medicines from natural sources.
- Plant a bulb or cutting and then measure and graph its weekly growth.

- Discuss the planting of seeds and then during free play period have a station available where children can plant seeds and nurture their growth. Radishes, beans, lettuce, zinnias and marigolds will grow quickly.
- Put a root plant such as a carrot or parsnip in water and observe root development over a period of time.
- Put a variety of seeds on damp blotting paper and observe and graph which sprout first.
- Start a terrarium.

Student Evaluation

Evaluation during these activities can be done through observation. The observations must be based on the learning objectives of the lesson. The following are examples of questions that could be asked on an observation checklist or rating scale.

- Is the student interested?
- Does the student seem to see the links between water, plants and small animals?
- Can the student identify characteristics of small animals, plants and water?
- Can the student compare small animals?
- Can the student recognize some signs of spring?

Sample Lesson

This lesson occurs during a group meeting with the students. As this is the first lesson of the theme, activities are engaging activities.

Length: 15 minutes if the lesson takes place in the classroom; longer if the lesson takes place outside

Learning Objectives

Students will:

- discuss and observe tadpoles (COM, S)
- develop comprehension of "small animal" vocabulary (COM, ELA)
- discuss body parts (COM, H, S)
- show respect for others (PSVS).

Vocabulary

- tadpole
- frog
- toad

- amphibian

Instructional Approaches

- outing
- discussion

Activities

- Observe tadpoles in an aquarium or at a nearby lake, river or pond.
- Observe and discuss the different parts of the tadpole's body.
- Ask students why tadpoles need water.
- Show pictures or photos of tadpoles that illustrate their life cycle.
- Draw or write about experiences.

Student Evaluation

The evaluation for this activity could be done by observation. Records could be written on a form such as the one on that follows.

Observation Checklist

Date: _____				
Elements to Observe	Student 1	Student 2	Student 3	Student 4
Does the Student seem interested in this activity				
Is the student able to observe different parts of the tadpole's body?				
Is the student respecting others?				
Is the student participating in the discussion?				
Comments				

Possibilities for Visits and Outings

Pond, Lake or River:

- to observe what's in the water
- to observe any footprints in the mud

Forest:

- to look for signs of spring
- to listen to the sounds of spring
- to look for objects that shouldn't be there (paper, boxes, empty bottles, etc.) and discuss our responsibilities

Store:

- to look at variety of seeds
- to look at garden tools

Greenhouse:

- to see where plants are started and kept before people buy them
- to observe the structure of the greenhouse

Garden:

- to observe plant growth
- to discuss elements needed for growth

Farm:

- to observe baby animals
- to observe plant growth
- to examine water supply

Evaluation of Outing

The evaluation of an outing can be done through observation. The observations must be based on the learning objectives of the lesson. An observation checklist like the following may be used.

Observation Checklist for an Outing

Elements to Observe	Student 1	Student 2	Student 3	Student 4
The student is careful not to walk on plants, insects, nests, etc.				
The student shows respect for the environment				
The student demonstrates appropriate behaviour				
The student observes, makes comments and asks questions.				

Bulletin Board Ideas

- Divide a bulletin into three sections--small animals, plants and water. The students can create or collect pictures for each part.
- Cover a bulletin board with blue paper for the sky and green paper for the grass. Provide a variety of arts and crafts materials in the creative problem-solving centre and invite students to create items of choice for the spring mural.

Activity Centres

A few focus activity centres should be chosen to include thematic activities. This section illustrates how several activity centres can be adapted to a specific theme. Information is provided on learning objectives, student evaluation, resources, activities, and the teacher's role.

Learning Objectives

The learning objectives must be based on the foundational objectives.

Student Evaluation

The most common means of gathering information for evaluation of Kindergarten students are observation and assessment portfolios. Anecdotal records, rating scales and checklists can be used to record observations. Examples of questions that could be used on checklists or rating scales are provided.

Resources

Suggested lists of materials, equipment, etc. are provided. The teacher must plan activity centres according to the materials and equipment that are available. Materials and equipment should be added according to the needs of the students.

Activities

The activities chosen should be meaningful for the students and should be adapted according to students' needs and interests.

Teacher's Role

The teacher's role is to extend and enable learning. He/she should observe, discuss, question and offer suggestions in order to guide students' play. The "right" moment has to be chosen for the teacher to enter the play so that valuable learning experiences will not be interrupted.

Block Building Centre

Learning Objectives

Students will:

- participate in a discussion (COM)
- plan and accomplish activities by themselves or with other students (IL, PSVS, TL)
- develop fine motor skills (PE, TL).

Student Evaluation

- Anecdotal records.
- Checklists and rating scales. The following are examples of questions that might be asked on a checklist or rating scale:
 - Does the student work alone or with others?
 - Does the student have a plan?
 - How are the student's fine motor skills?
 - Does the student communicate with others?

Resources

- pictures, photos, etc. of spring (place at students' eye level)
- a variety of big and small blocks
- props such as plastic or wooden trees, fences, etc.
- books about spring

Activities

Students may choose to:

- play with blocks and props
- look at pictures on walls and/or in books.

Teacher's Role

- Observe and record. Converse with students when appropriate (e.g., "What are you doing?", "Would it be possible to make that bigger?", "What will you do after this?").

- Add or change materials and equipment as necessary in order to extend play.

Creative Problem-solving Centre

Learning Objectives

Students will:

- express their ideas while working with different materials (AE-VA, CCT, COM, IL)
- develop fine motor skills (PE, TL)
- cooperate with others (PSVS).

Student Evaluation

- Anecdotal records.
- Checklists and rating scales. The following are examples of questions that might be asked on a checklist or rating scale:
 - Is the student using her/his imagination?
 - Can the student cut without too much difficulty?
 - Can the student use glue without too much difficulty?
 - Is the student cooperating with others?
 - Is the student engaged with her/his project?
- Assessment portfolios:
 - Date art work and add to assessment portfolios.

Resources

- pictures, photos, etc. of spring (place at students' eye level)
- easel, paper, paints, brushes, etc.
- play dough
- face paints
- liquid embroidery
- old white t-shirts
- a variety of seeds
- objects from nature such as leaves, pussy willows, little twigs, feathers, pine cones, etc. (Note: These objects could be picked up on a walk with the students. Explain why they can only pick what is on the ground and they cannot take new leaves from trees, etc.)
- pipe cleaners, cotton balls, popped corn, wool, old nylons, egg cartons, fabric scraps etc.
- a variety of paper including tissue paper, wallpaper, construction paper
- glue
- scissors

Activities

Students may choose to:

- experiment with the material
- work on a spring mural
- make a collage of seeds, objects from nature or other materials
- make prints with fruits or vegetables so that they can see the seeds
- face paint their faces in the form of butterflies, insects, etc.
- create insects, butterflies or something of their choice
- make a "Spring Has Sprung" t-shirt with liquid embroidery.

Teacher's Role

- Observe and record.
- Converse with students when appropriate (e.g., "Show me what you are doing.", "Tell me about your painting.", "What are you going to do with that piece of paper?")
- Add or change materials and equipment as necessary in order to extend activities.

Imaginative Play Centre

Learning Objectives

Students will:

- have the opportunity to play with other students (COM, PSVS)
- express oneself through dramatic play (AE-DR, CCT, IL).

Student Evaluation

- Anecdotal records.
- Checklists and rating scales. The following are examples of questions that might be asked on a checklist or rating scale:
 - Is the student playing a role?
 - Does the student role play with others?
 - Does her/his role come from personal experiences that she/he shares with others?

Resources

- umbrellas, rain coats, rain hats, rubber boots
 - spring costumes (e.g., rabbit ears, wings)
 - blank booklets for drawing and writing about experiences
- Activities

Students may choose to:

- play roles from her/his environment
- dress-up
- draw or write about experiences.

Teacher's Role

- Observe and record.
- Converse with students when appropriate (e.g., "It's raining; may I wear a pair of rubber boots?")
- Add or change materials and equipment as necessary in order to extend play.

Listening Centre

Learning Objectives

Students will:

- develop creativity (AE-M, CCT, COM, IL)
- develop listening skills (COM, TL).

Student Evaluation

- Anecdotal records.
- Checklists and rating scales. The following are examples of questions that might be asked on a checklist or rating scale:
 - Is the student listening to the audiocassettes?
 - Is the student experimenting with the musical instruments in a meaningful way?

Resources

- audiocassette player-recorder, audiocassettes, listening centre, earphones, etc.
- records, compact discs, audiocassettes of songs, poems, music, sounds of spring (e.g., sounds of water, sounds of birds)
- spring stories on audiocassette
- musical instruments

Activities

Students may choose to:

- listen to stories about spring
- listen to and identify sounds of spring

- choose musical instruments to imitate the sounds of water, the sounds of birds, or other sounds of spring.

Teacher's Role

- Observe and record.
- Converse with students when appropriate (e.g., "What did you just listen to?", "What did the frog do in that story?", "Can you tell me the poem about that fly?", "Did you hear any sounds of spring on your way to school?", "What musical instrument could make the sound of rain?")
- Add or change materials and equipment as necessary in order to extend play.

Physical Activity Centre

Learning Objectives

Students will:

- develop large motor skills (PE)
- learn to follow directions (COM)
- develop the perception of space around one's body (CCT, PE).

Student Evaluation

- Anecdotal records.
- Checklists and rating scales. The following are examples of questions that might be asked on a checklist or rating scale:
 - Can the student hop on one foot?
 - Does she/he understand and follow the rules of the game?
 - Does she/he participate in the activities?
 - Is she/he aware of the space around herself/himself?

Resources

- skipping ropes
- hopscotch (can be made with masking tape)
- audiocassette player-recorder and audiocassettes with recorded directions (e.g., jump like a frog, hop like a rabbit, or skipping rhymes)

Activities

Students may choose to:

- play hopscotch

- skip
- try different ways to move.

Teacher's Role

- Observe and record.
- Converse with students when appropriate (e.g., "Can you jump another way?", "Show me!", "Show me how a frog jumps.", "Does a fly jump?", "How would it fly?")
- Add or change materials and equipment as necessary in order in order to extend play.

Quiet-time Relaxation Centre

Learning Objectives

Students will:

- become familiar with books about spring (ELA, GE, IM)
- listen to stories, ask questions, comment, give an opinion (CCT, COM, ELA)
- create a booklet or a picture (AE-VA, CCT, COM, ELA).

Student Evaluation

- Anecdotal records.
- Checklists and rating scales. The following are examples of questions that might be asked on a checklist or rating scale:
 - Does the student "read" the books?
 - Does the student communicate with others in appropriate ways?
 - Does the student create a picture or booklet?

Resources

- Books on spring. (See Children First: A Bibliography for Kindergarten, Saskatchewan Education, 1994 for suggestions or use other suitable titles.)
- Greenhouse or rainbow. The greenhouse could be made by cutting sections from a large box and covering it with clear plastic leaving the front open for air. A rainbow canopy could be made by stringing streamers or surveyors' strips across the area. Students can crawl in the greenhouse or under the rainbow to look at books.
- Paper, scissors, crayons, felt pens, etc.
- Audiocassette player-recorder and audiocassettes with stories about spring.

Activities

The student may choose to:

- look at books
- talk about spring with other students
- listen to stories
- create a picture or booklet.

Teacher's Role

- Observe and record.
- Converse with students when appropriate (e.g., "What will you make?", "How will you make it?")
- Add or change materials and equipment as necessary in order to extend activities.

Sand Table

Learning Objectives

Students will:

- experiment with wheat (CCT, M, S)
- measure wheat (M, NUM)
- identify characteristics of wheat (M, S)
- be able to cooperate with others (COM, PSVS).

Student Evaluation

- Anecdotal records.
- Checklists and rating scales. The following are examples of questions that might be asked on a checklist or rating scale:
 - Is the student experimenting meaningfully with the wheat?
 - Can she/he compare mass?
 - Is she/he cooperating with others?

Resources

- sand table filled with wheat
- a variety of containers and toys
- balance scale

Activities

Students may choose to:

- play with the toys provided
- experiment with wheat and containers
- measure the wheat.

Note: It is not advisable to use wheat if one or more students are allergic to it. Another possibility for this centre is to fill the sand table with dirt and plant a classroom garden. **Teacher's Role**

- Observe and record.
- Converse with students when appropriate (e.g., "Is wheat similar to sand?", "Which container holds the most?", "If we plant these seeds what will they turn into?")
- Add or change materials and equipment as necessary in order to extend play.

Small-sized Manipulative Play Centre

Learning Objectives

Students will:

- classify, count and sort (M, NUM)
- develop fine motor skills (PE).

Student Evaluation

- Anecdotal records.
- Checklists and rating scales. The following are questions that might be asked on a checklist or rating scale:
 - Does the student classify according to criteria?
 - Does the student understand one-to-one correspondence?
 - Can the student complete the puzzle?

Resources

- puzzles of birds, frogs, plants and other objects that represent spring
- manipulation games (e.g., match the ducks)
- pictures for a classification game (e.g., Which of these animals swim?)
- seeds for counting, sorting and classifying
- small plastic animals or flowers for counting, sorting and classifying

Activities

Students may choose to:

- make and assemble puzzles
- play with classification and manipulation games
- classify, count and sort.

Teacher's Role

- Observe and record. Converse with students when appropriate; e.g., "How did you classify the seeds?", "Can you sort them another way?" The teacher may have to give an example if the student does not understand: "Why did you put these two ducks together?" If the student does not know why, the teacher may offer a suggestion: "Were you perhaps thinking about the colour or the size?"
- Add or change materials and equipment as necessary in order to extend play.

Water Table

Learning Objectives

Students will:

- explore ice and water with the five senses (H, IL, S)
- measure ice and water (M, NUM)
- experiment with bubble blowing (IL, S).

Student Evaluation

- Anecdotal records.
- Checklists and rating scales. The following are examples of questions that might be asked on a checklist or rating scale:
 - Is the student experimenting with the water and ice?
 - Is the student comfortable with measuring?
 - Is the student engaged for a period of time?

Resources

- water table filled with ice
- containers
- measuring devices
- bubble blowing mixture (250 ml or 1 cup water, 30 ml or 2 tbsp liquid detergent, 15 ml or 1 tbsp glycerin)
- plastic holders from six-packs of soda

Activities

Students may:

- explore ice and water
- measure ice and water
- blow bubbles and discuss size, shape, etc.

Teacher's Role

- Observe and record.
- Converse with students when appropriate (e.g., "Which container will hold more water?", "How much water do you think this ice will make when it melts?", "How did you feel when you blew that big bubble?").
- Add or change materials and equipment as necessary in order to extend play.



"Spring Has Sprung" by Jessica

Physical Activity (Creative Dance, Physical Education, Rhythmics, Body Movement)

Learning Objectives

Students will:

- create parts of a dance in order to express herself/himself (AE-D, CCT, COM, IL)
- distinguish between whole body movement and movement of body parts, concentrating on the feet (AE-D, PE)
- understand the concept of space around them and move freely without bumping into others (AE-D, PE, PSVS, S)

- be aware that movement can be fast or slow (AE-D, PE)
- learn a cultural dance (AE-D, SS)
- participate in aerobic activities and other physical activities (AE-D, H, PE)
- improve large motor skills (PE).

Student Evaluation

- Anecdotal records.
- Checklists and rating scales. The following are examples of questions that might be asked on a checklist or rating scale:
 - Does the student participate in a variety of movements?
 - Does the student take risks?
 - Can the student control fast movements?
 - Does the student use space wisely?

Activities

The teacher is encouraged to change activities according to the needs of the students and his/her teaching style. The students may:

- take part in a creative dance using percussion instruments and music of their choice
- participate in creating a dance, following steps provided in Arts Education: A Curriculum for Grade 1, Saskatchewan Education 1991, with objectives adapted for Kindergarten
- do the bird dance
- explore space and movement using body form, variety of speeds, etc.
- do what a little seed might be doing
- move like small animals (frog, bird, etc.)
- move as though they are walking in the rain
- move as though they are walking in the mud
- use skipping ropes and learn skipping rhymes.



"A Spring Chicken" by Jessica

Student Evaluation at the End of the Theme

At the end of each theme the teacher should summarize the development of each student. This information should be placed in the student's assessment portfolio or in a student file. Please refer to to samples of [evaluation forms](#) that could be used at the end of a theme.

Note: To view the above document you need a program like Acroread that reads .pdf files.

Poems and Songs

Changes, Changes

(An adaptation of "Big Brown Bear" by Jean Malloch*)

Please refer to the print version for this poem, copyright is pending

I Know a Little Pussy

(Traditional)

I know a little pussy
Her coat is silver grey.
She lives down in the meadow
Not very far away.
Although she is a pussy,
She'll never be a cat
For she's a pussy willow;
Now what do you think of that?
Meow, Meow, Meow, Meow,
Meow, Meow, Meow, Meow, Scat!

Rain

(Traditional)

Rain on the green grass
Rain on the tree
Rain on the housetop
But not on me!

Spring

Showers (Move like rain falling to the ground.)
Flowers (Move like something growing from the ground.)
Trees (Sway in the wind.)
Bees (Buzz and fly.)
Sun (Make a circle with arms.)
Fun (Jump up and down.)
Muck (Pretend to be stuck.)
YUCK!

Spring Is Here

(To the tune of "Jingle Bells")

Spring is here, spring is here,
That's what people say.
The snow is gone away somewhere;
It melted all away.
Yay!

Spring is here, spring is here,
That's what people say.
The birds are flying north again
To wake us every day.
Yay!

Spring is here, spring is here,
That's what people say.
Our bikes are on the go again;
We put our sleds away.
Yay!

Spring is here, spring is here,
That's what people say.
The bunnies are turning brown again;
We like to watch them play.
Yay!

Spring Sensations p I smell the flowers (Touch nose.)
I feel the showers (Cover head.)
I hear the bees (Cup ears.)
I see new leaves (Point to eyes.)
And I dream (Close eyes.)
Of ice cream (Lick lips.)
Yum!

Other well-known songs:

The Ants Go Marching
Bluebird, Bluebird
Eensy Weensy Spider
I Know an Old Lady
Six Little Ducks
Two Little Blackbirds

*From: Chime In, Collier Macmillan Canada (now Maxwell Macmillan),
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