

Spring: Living and Nonliving

Babies and Toddlers

Feel free to do this lesson with two children at a time while others play.

Objectives

- Children, if able, will identify which item is living and which is non-living.
- Play instruments to a song about the four seasons.
- Go on a nature walk.
- Explore Centers and participate in Special Activities.

Materials

Mascot (a puppet or stuffed animal of your choice) with a model of a spring bird in a feely bag, plant, rock, *Living: It Grows* and *Nonliving: It Doesn't Grow* mats, spring picture, seasons song, Centers, book: *Spring is Here* by Taro Gomi (Make sure to use a toilet paper tube to check for items that are choking hazards: If it fits in it, it isn't safe).

Ahead of time, print out a spring picture. Laminate for durability. Purchase two green pieces of foam. Write the words on them using permanent marker.

Introduction

- **Sing** the [Welcome Song](#).
- **Hold up** the mascot with the feely bag.
- **Invite** the children to touch the bag.
- **Take** out the model of a bird.
- **Say**: "This is a model of a bird. This bird comes back in spring."
- **Hold** up the spring picture.

Lesson

Main Point: Spring is a time for living things to grow.

- **Take** out the two mats.
- **Read** what they say.
- **Take** out the plant.
- **Allow** the children to touch it.
- **Ask:** “Is the plant living? Does it grow?” (Yes)
- **Direct** the child to place the plant on the living mat.
- **Take out** the rock.
- **Allow** them to touch it.
- **Ask:** “Is this living? Will it grow?” (No)
- **Direct** the child to place the rock on the non- living mat.

Close/Music and Movement

- **Say:** “I have a seasons song.”
- **Pass out** the instruments so each child has one to play.
- **Teach** the children the following song:

*Spring and summer, fall and winter,
There are four seasons in the year.
Spring and summer, fall and winter,
There are four seasons in the year.*

-To the tune of *Oh My Darling Clementine* (I sang this with classes back in 1993. Origin unknown).

Center Time

Children may play in centers. Someone should supervise both Manipulatives and Art and Writing.

1. Dramatic Play: pretend garden, kitchen set and dishes, rabbit and pen, dolls, spring clothes, stroller
2. Blocks: city scene and figures
3. Manipulatives: puzzles, eggs and tongs activity, pouring eggs, wooden rainbow
4. Books: Spring Baby Bag, spring stuffed animals, spring books
5. Art and Writing Center: playdough and spring cookie cutters

Special Activities

Go on a walk to look for things that are living and growing. Read the book, *Spring is Here*.

Preschool and Above

Objectives

- Children will place four season pictures in order.
- Identify which items are living and which are non-living.
- Play instruments and sing a song about the four seasons.
- Go on a nature walk.
- Explore Centers and participate in Special Activities.

Materials

Mascot (a puppet or stuffed animal of your choice) with a model of a spring bird in a feely bag, four seasons pictures, objects in a bag (live plant, model of a tree, picture of a baby animal, vehicle, rock, cloth, dollhouse furniture item, optional: log, cross, special bird whistles), *Living: It Grows* and *Nonliving: It Doesn't Grow* mats, Seasons song, centers, book: *Spring* by Taro Gomi

Ahead of time, print out pictures of the four seasons. Laminate for durability. Purchase two green pieces of foam. Write the words on them using permanent marker.

Introduction

- Sing the [Welcome Song](#).
- **Hold up** the mascot with the feely bag.
- **Invite** the children to touch the bag.
- **Take** out the model of a bird.
- **Say**: "This is a model of a bird. This bird comes back in spring."
- **Hold up** the four pictures.
- **Assist** the children in placing them in order, beginning with spring.
- **Say**: "There are four seasons. Right now it is spring. The other seasons are summer, fall, and winter. In the spring, lots of things grow!"

Lesson

Main Point: Spring is a time for living things to grow.

- **Take** out the two mats.
- **Read** what they say.
- **Take** out the plant.
- **Allow** the children to touch it.
- **Ask**: "Is the plant living? Does it grow?" (Yes)
- **Direct** the child to place the plant on the living mat.
- **Take out** the rock.

- **Allow** them to touch it.
- **Ask:** “Is this living? Will it grow?” (No)
- **Direct** the child to place the rock on the nonliving mat.
- **Repeat** with the other items, making sure to use the word model or picture when using representations of real things.
- **(Optional:** Show the children the real log. Invite the children to decide where it goes. Explain how this log was living when it was part of a tree, but it isn’t now. For people who celebrate Jesus’ resurrection in spring: Show the children the cross. Invite them to place it where they think it goes. Explain how Jesus died on the cross but that he came back to life; Jesus is alive! You can later show [Learning with Lamby, Alive](#)).

Close/Music and Movement

- **Say:** “I have a seasons song.”
- **Pass out** the instruments so each child has one to play.
- **Teach** the children the following rhyme:

*Spring and summer, fall and winter,
There are four seasons in the year.
Spring and summer, fall and winter,
There are four seasons in the year.*

-To the tune of *Oh My Darling Clementine* (I sang this with classes back in 1993. Origin unknown).

Center Time

Children may play in centers. Someone should supervise both Manipulatives and Art and Writing.

1. Dramatic Play: pretend garden, kitchen set and dishes, rabbit and pen, dolls, spring clothes, stroller
2. Blocks: Calico Critters and dollhouse
3. Manipulatives: puzzles, eggs and tongs activity, pouring eggs, bird activities, spooning chicks
4. Books: stuffed animals, books
5. Art and Writing Center: playdough and spring cookie cutters

Special Activities

Go on a walk to look for things that are living and growing. Read the book, *Spring is Here*.

Photos





Suggestions for Setting Up Space

