



Lesson: Spring Showers and Flowers

(To follow Amplify CKLA K, Knowledge 8: Seasons and Weather, Lesson 3: Spring)

At a Glance

In this lesson, students listen to a poem and define vocabulary to learn how New Hampshire's spring weather helps the growth of its state flower, the purple lilac.

Primary Focus Objectives

- Students will define the word "precipitation."
- Students will listen to a poem and discuss how precipitation helps flowers grow.
- Students will analyze a photograph of New Hampshire's state flower and then create their own lilac paintings.

Formative Assessment

- Thermometer diagram and season illustration
- Lilac painting and caption

Standards

CCSS.ELA-LITERACY.RI.K.2

With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.L.K.5c

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Materials

- Infographic: [The Four Seasons](#)
- Thermometer diagram
- Vocabulary Card: Precipitation
- Focus Text Facts: Spring Showers and Flowers
- Brown or white craft paper
- Green, purple and white tempera paint
- Optional: Lilac cutting

Time needed

One to two 30-40 minute class sessions

Learning Activity

1. **Share the infographic and mark the thermometer.** Project "The Four Seasons" and read aloud the section about spring. Use the questions to generate discussion about the content. Distribute the thermometer diagram and help students shade in the high temperature range for spring in New Hampshire and illustrate the prompt. (*10 minutes*)
2. **Discuss the Vocabulary Card.** Introduce the word "precipitation" and talk about the kinds of precipitation we get in New Hampshire. (*5 minutes*)
3. **Read the poem and analyze the photograph.** Project Focus Text Facts. Read the poem by Celia Thaxter and then look closely at the photograph of New Hampshire's state flower. (*15 minutes*)



4. **Mason's Challenge: Create lilac paintings.** Provide students with art materials and support them as they create their own lilacs. Students should write or dictate a caption for their painting. More suggestions and directions are in Educator Rationale and Answer Guide. *(20 minutes)*
5. **Add pages to books.** Support students as they add their completed thermometer page and lilac painting to their "Four Seasons in New Hampshire" books. If your class has not already started the book project, see Moose x Amplify Lesson: Winter Snow and Ice for details and a cover page. *(5 minutes)*



EDUCATOR RATIONALE AND ANSWER GUIDE

Connection to Amplify

This lesson extends student understanding developed in Amplify CKLA K, Unit 8: Seasons and Weather, Lesson 3: Spring. Students revisit a familiar infographic and repeat the exercise of interpreting and copying data from a thermometer diagram. Students are introduced to a complicated scientific term, “precipitation,” and discuss the forms of precipitation that are part of spring in New Hampshire and then listen to a poem by a New Hampshire poet that features rain. Students build on their understanding of how rain supports plant growth by learning more about the state flower, the purple lilac. They use painting and writing or dictation to create an illustration of a purple lilac to add to their “Four Seasons in New Hampshire” books.

Share the infographic and mark the thermometer

Project “The Four Seasons” infographic and discuss the section about spring. Encourage students to discuss what they already know about spring. Work together to identify the range of high temperatures and help students match the degree markings on the infographic to those on the diagram, circling the numbers and drawing horizontal lines to mark the section for shading. Give students time to draw a picture of themselves doing their favorite outdoor spring activity.

Discuss the Vocabulary Card

Explain to students that they will learn a powerful scientific weather word. Ask if anyone has heard of the word “precipitation” before and what they think it might mean. Project or display the Vocabulary Card and read it together. Students may share that sometimes there are many types of precipitation in spring in New Hampshire.

Read the poem and analyze the photograph

Project Focus Text Facts: Spring Showers and Flowers. Read aloud the poem and ask students to listen for words that describe a certain type of precipitation. Discuss how rain is a helpful type of precipitation in spring. Look at the photograph of the lilacs together and read the caption aloud. If you have access to a cutting from a lilac bush, consider sharing it with students.

This is a good place to pause if dividing the lesson across two class sessions.

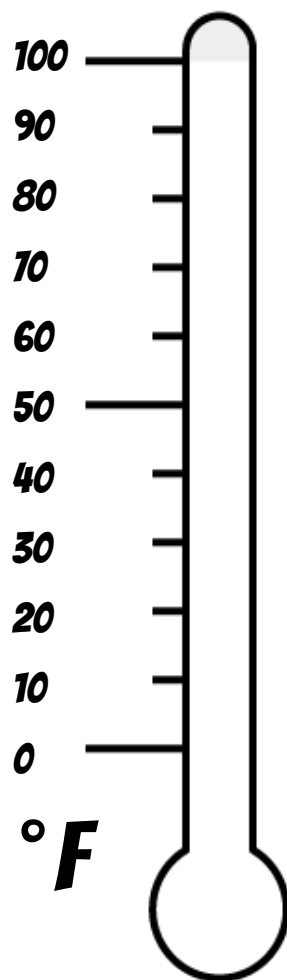
Mason’s Challenge: Create lilac paintings

Provide students with pre-cut pieces of brown or white paper. Demonstrate how to use finger tips to paint a single line with green paint for the stem and dots of purple and white for the petals. Students may wish to create multi-colored dots or petals with more realistic shape. Allow paintings to dry. Ask students to write or dictate a fact about the purple lilac on the page.



Name _____

SPRING IN NEW HAMPSHIRE



In spring, I like to...



PRECIPITATION

Definition: Water released from clouds that falls to earth as rain, snow, sleet, or hail.

How to use it: In spring, the precipitation from the clouds is usually rain.

