A ONE-WEEK LEARNING PACK FOR AGES 3–5

Spring Garden Week

5 days of circle time, centers, art, and movement for home daycares and small child care programs



Counting 1–10 · Longer & shorter · Sequencing · Color + ink-saver

28 pages · US Letter · Full color · © 2026 Jackson Miller

EDUCATOR GUIDE

Welcome, How to Use & Contents

Spring Garden Week is a complete five-day plan for mixed groups of children ages 3 to 5. Children plant pretend paper seeds, compare long and short worms, match ladybug spots, put the life of a flower in order, and count garden friends. No real soil, seeds, or plants are needed, and it works in any program, garden or not.

A typical day

- **Circle time**, 10–15 min: a short read-aloud story and talk prompts
- **Math center**, 10–15 min: hands-on counting, comparing, or sorting
- **Literacy center**, 10 min: oral vocabulary and sound games
- **Art & fine motor**, 15–20 min: low-cost paper projects
- **Movement**, 5 min: a short movement game with seated options

Mixed ages

Each day plan has a **Simpler** idea (often right for younger 3s) and an **Extension** (often right for older 4s and 5s). Choose by what each child is ready for, not by age alone. Printed pages are tools for play and talk, not tests.

Printing

Print on US Letter paper at **100% / Actual size**. The color and ink-saver files have the same pages and page numbers. Send the family letter (p. 27) home on Day 1.

What is inside

- 5 educator day plans and a week-at-a-glance
- 5 original read-aloud stories + 1 counting rhyme
- 12 vocabulary cards · 10 number cards · 6 movement cards
- Counting mat, 16 paper counters, ladybug spot match
- Compare, sequence, and 2 sorting pages; flower builder
- Garden count, optional tracing, family letter, keys

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EDUCATOR GUIDE

Week at a Glance

Pick and choose; every activity is optional



	DAY 1 Seeds & Soil	DAY 2 Rain & Puddles	DAY 3 Garden Bugs	DAY 4 How a Flower Grows	DAY 5 Garden Friends
Words	seed, soil, plant, dig, grow, tiny	rain, cloud, puddle, umbrella, longer, shorter	ladybug, spots, bee, butterfly, wings, insect	seed, sprout, stem, bud, flower, first, next, last	bird, frog, snail, fly, crawl, hop, garden
Circle time	Tiny Seed, Big Wait + counting rhyme	Puddle Day	Lulu Counts Spots	Ruby's Sunflower	Who Visits the Garden?
Math	Plant the Seeds	Longer or Shorter?	Ladybug Spot Match	Seed-to-Flower Order	Garden Count & Color
Literacy	Garden Words	Clap the Rain Words	Bb and Ff Sound Sort	Retell the Story	Can It Fly? Sort
Art & fine motor	Paper Garden Bed	Rainy Day Umbrella	My Ladybug	Flower Shape Builder	Our Class Garden
Movement	Grow Like a Seed	Raindrop Tap	Butterfly Flutter & Bee Freeze	Grow Like a Seed	Garden Freeze Dance
Big idea	Counting 1–5; what plants need	Comparing length; clapping syllables	Matching quantity to numerals; first sounds /b/ and /f/	Ordering steps; first, next, then, last	Counting a collection; sorting by what animals can do

Before the week starts

- Read the day plans (pp. 6–10) and stories (pp. 11–12). Skim the safety notes (p. 5).
- Print and cut using the prep list (p. 4). Adults pre-cut for children not yet using scissors.
- Copy the family letter (p. 27) for each family and fill in your program name.
- Cut a few paper strips of different lengths for Day 2. Clear a movement space.

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EDUCATOR GUIDE

Day 1: Seeds & Soil

Educator plan

Today's words: seed · soil · plant · dig · grow · tiny

Prep today: Cut the number cards (p. 15) and 16 flower counters per child at the center (p. 17). Print the mat (p. 16). Brown and plain paper for art.

Circle time

10–15 min

- Read **Tiny Seed, Big Wait** (p. 11).
- Ask: "What does a seed need to grow?" (soil, water, sunshine, time) Count the four things on your fingers.
- Show the **seed** and **sprout** cards (p. 13). "Which comes first?"
- Say **One Little Seed** (p. 12), adding one finger for each verse.
- Transition: children curl up small like seeds, then "sprout" up and walk to a center.

Math: Plant the Seeds

Pages 15, 16, 17

1. Child picks a number card 1–5.
2. Touch and count the seeds on the card, one touch for each.
3. "Plant" the same number of paper flowers in the top row of the mat, starting at the left.
4. Count again and say the total: "Three seeds, three flowers."

Literacy: Garden Words

Vocabulary cards, pp. 13–14

Show 4 cards: seed, sprout, flower, worm. Name each and say one thing about it ("A worm is long and wiggly"). Then ask: "Would you find an umbrella in the ground?" Silly questions build talk.

Movement: Grow Like a Seed

Card on p. 26

Curl up small on the floor like a seed. As you count slowly to 5, children grow up, up, up into tall flowers with arms open wide.

Art: Paper Garden Bed

Brown and plain paper, glue stick, crayons

Children tear brown paper into big pieces (palm-sized) and glue them along the bottom of a page as soil. Draw seeds under the soil and a sun in the sky. Collect scraps right away.

Simpler

emerging / younger 3s

Use cards 1–3 only. Count aloud while the child touches each seed. Tear along a short snip to start.

Extension

ready / older 4s & 5s

Use the ten-frame cards 6–10 and fill both rows of the mat. Ask: "How many more to make 10?"

Look for

informal notes

One touch for each number word. Says the last number to tell how many. Can name one thing plants need.

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CIRCLE TIME

Read slowly; pause for children to predict and act it out

Read-Aloud Stories, Days 1-3

Day 1: Tiny Seed, Big Wait

original story, about 1–2 min

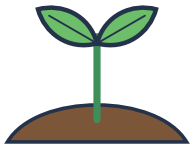
Omar held out his hand. In the middle was one tiny seed. “It is so small,” he said. “Can it really grow into a flower?”

“Let’s find out,” said Grandma. They filled a pot with soil. Omar poked a hole with his finger, dropped in the seed, and covered it up. Pat, pat.

Every morning, Omar gave the seed a little water. Every morning, he looked. Nothing. Just brown soil.

“Seeds need soil, water, sunshine, and time,” said Grandma. “Time is the hardest part.”

One morning, Omar saw something tiny and green poking up. “It’s growing!” he shouted. And the little sprout kept reaching up toward the sun.



Pause & ask: *What did the seed need to grow? How do you think Omar felt when he saw the sprout?*

Day 2: Puddle Day

original story, about 1–2 min

Pitter, patter. Pitter, patter. Rain tapped on the window all morning. Grace pressed her boots together. “When can we go out?”

At last the rain stopped. Grace and her big brother put on their boots and walked down the path. Splash! A puddle!

Then Grace stopped. “Look! Worms!” A long pink worm was stretched across the path. Next to it was a short little worm.

“The long one is longer than my boot,” said Grace. “The short one is shorter than my finger.”

Her brother helped her step carefully around them. “Have a good day, worms,” said Grace, and splashed in the next puddle instead.



Pause & ask: *Which worm was longer? Why did Grace step around the worms?*

Day 3: Lulu Counts Spots

original story, about 1–2 min

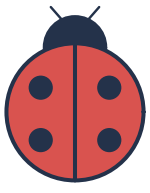
Lulu the ladybug had four black spots. She liked to count them: one, two, three, four.

One sunny day, Lulu flew to a big green leaf. Another ladybug was there. “Hello! How many spots do you have?” asked Lulu.

“I have two,” said the ladybug. Lulu counted. One, two. “You have fewer spots than me!”

Then a third ladybug landed. She had six spots! Lulu counted slowly: one, two, three, four, five, six. “You have more spots than me!”

The three ladybugs sat together in the sun. Different spots, same leaf, and three new friends.



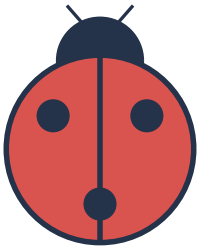
Pause & ask: *Who had the most spots? Who had the fewest? Let’s count Lulu’s spots together.*

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MATH

Count the spots. Find the leaf with the same number.

Ladybug Spot Match (6 pairs)

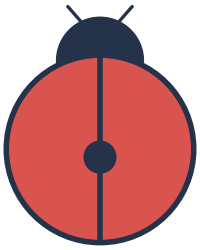


A



five

B

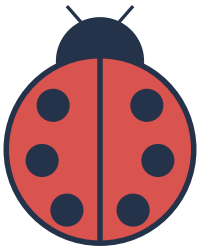


C



two

D



E



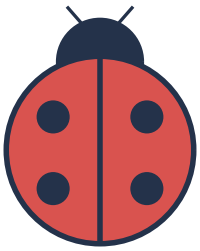
four

F



one

G

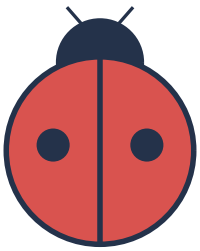


H



six

I

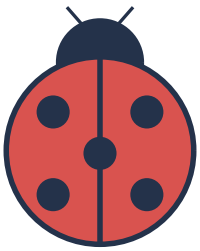


J



three

K



L

✂ *Cut on the dashed lines. Small letters are for the answer key only.*

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