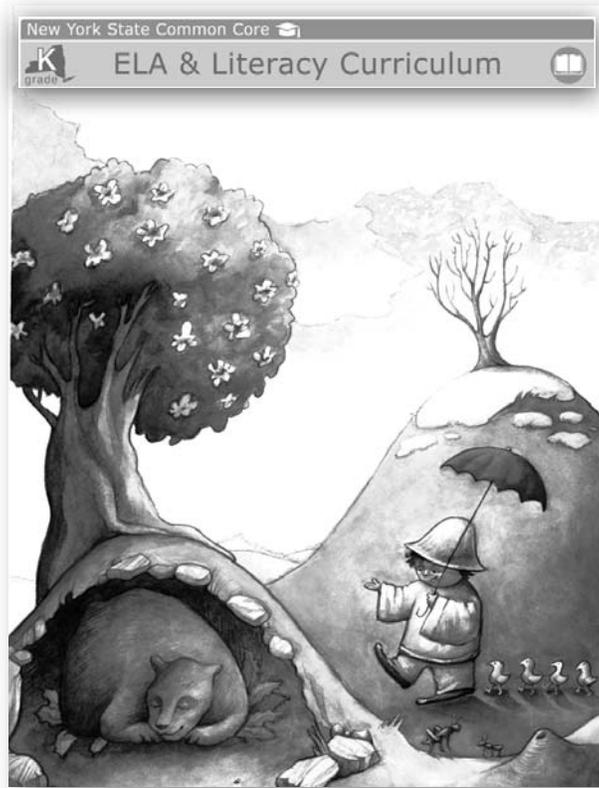




Seasons and Weather

Tell It Again!™ Read-Aloud Anthology





Seasons and Weather

Tell It Again![™] Read-Aloud Anthology

Listening & Learning[™] Strand
KINDERGARTEN

Core Knowledge Language Arts[®]
New York Edition



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Table of Contents

Seasons and Weather

Tell It Again!™ Read-Aloud Anthology

| | |
|---|-----|
| Alignment Chart for <i>Seasons and Weather</i> | v |
| Introduction to <i>Seasons and Weather</i> | 1 |
| Lesson 1: What’s the Weather Like? | 11 |
| Lesson 2: Winter | 25 |
| Lesson 3: Spring | 38 |
| Lesson 4: Summer | 50 |
| Lesson 5: Autumn | 62 |
| Pausing Point | 74 |
| Lesson 6: The Grasshopper and the Ants | 79 |
| Lesson 7: Safety in Storms | 91 |
| Lesson 8: Meteorology | 100 |
| Domain Review | 112 |
| Domain Assessment | 116 |
| Culminating Activities | 119 |
| Appendix | 123 |

Alignment Chart for Seasons and Weather

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Seasons and Weather

Lesson

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|---|---|---|---|---|---|---|---|
| Core Content Objectives | | | | | | | | |
| Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year | ✓ | | | | | | | |
| Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons | ✓ | | | | | | | |
| Draw pictures that show an understanding of each season | ✓ | | ✓ | ✓ | ✓ | | | |
| Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and most of the United States as having four seasons | ✓ | | | | | | | |
| Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow, or sleet) | ✓ | ✓ | | | | | | |
| Name at least one month in a specific season while referring to a calendar | | ✓ | ✓ | ✓ | ✓ | | | |
| Name at least one holiday in a specific season | | ✓ | ✓ | ✓ | ✓ | | | |
| Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.) | | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| Identify ways in which weather affects daily routines, such as dress, activities, etc. | | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| Identify a thermometer as an instrument used to measure temperature and describe how it works: when it is hotter outside, the liquid in the thermometer rises; when it is cooler, the liquid descends | | ✓ | | ✓ | | | | |

**Alignment Chart for
Seasons and Weather**

Lesson

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| Explain the lesson the grasshopper learns at the end of the fable “The Grasshopper and the Ants” | | | | | | ✓ | | |
| Identify the following characteristics of thunderstorms: heavy rain, thunder, lightning, and strong winds | | | | | | | ✓ | |
| Describe safe and unsafe behaviors during thunderstorms | | | | | | | ✓ | |
| Explain why weather prediction is important in their daily lives | | | | | | | | ✓ |

Reading Standards for Literature: Kindergarten

Key Ideas and Details

| STD RL.K.1 | With prompting and support, ask and answer questions about key details in a text. | | | | | | | | |
|--------------|---|--|--|--|--|--|---|--|--|
| CKLA Goal(s) | With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a fiction read-aloud | | | | | | ✓ | | |
| | Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships | | | | | | ✓ | | |

Craft and Structure

| STD RL.K.4 | Ask and answer questions about unknown words in a text. | | | | | | | | |
|--------------|--|--|--|--|--|--|---|--|--|
| CKLA Goal(s) | With prompting and support, ask and answer questions about unknown words in fiction read-alouds and discussions | | | | | | ✓ | | |
| STD RL.K.5 | Recognize common types of texts (e.g., storybooks, poems). | | | | | | | | |
| CKLA Goal(s) | Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems | | | | | | ✓ | | |

Integration of Knowledge and Ideas

| STD RL.K.7 | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | | | | | | | | |
|--------------|--|--|--|--|--|--|---|--|--|
| CKLA Goal(s) | With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read-aloud | | | | | | ✓ | | |

**Alignment Chart for
Seasons and Weather**

Lesson

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|--|---|---|---|---|---|---|---|---|
| Range of Reading and Level of Text Complexity | | | | | | | | | |
| STD RL.K.10 | Actively engage in group reading activities with purpose and understanding. | | | | | | | | |
| CKLA Goal(s) | Actively engage in fiction read-alouds | | | | | | ✓ | | |
| Reading Standards for Informational Text: Kindergarten | | | | | | | | | |
| Key Ideas and Details | | | | | | | | | |
| STD RI.K.1 | With prompting and support, ask and answer questions about key details in a text. | | | | | | | | |
| CKLA Goal(s) | With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| | Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| STD RI.K.2 | With prompting and support, identify the main topic and retell key details of a text. | | | | | | | | |
| CKLA Goal(s) | With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-aloud | | ✓ | ✓ | ✓ | ✓ | | | |
| Craft and Structure | | | | | | | | | |
| STD RI.K.4 | With prompting and support, ask and answer questions about unknown words in a text. | | | | | | | | |
| CKLA Goal(s) | With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Integration of Knowledge and Ideas | | | | | | | | | |
| STD RI.K.7 | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | | | | | | | | |
| CKLA Goal(s) | With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |

**Alignment Chart for
Seasons and Weather**

Lesson

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|--|---|---|---|---|---|---|---|---|
| Range of Reading and Level of Text Complexity | | | | | | | | | |
| STD RI.K.10 | Actively engage in group reading activities with purpose and understanding. | | | | | | | | |
| CKLA Goal(s) | Actively engage in nonfiction/informational read-alouds | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Writing Standards: Kindergarten | | | | | | | | | |
| Text Types and Purposes | | | | | | | | | |
| STD 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. | | | | | | | | |
| CKLA Goal(s) | Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| STD W.K.3 | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | | | | | | | | |
| CKLA Goal(s) | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened | | | | | | ✓ | | |
| Production and Distribution of Writing | | | | | | | | | |
| STD W.K.6 | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | | | | | | | | |
| CKLA Goal(s) | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers | | | | | | | ✓ | |
| STD W.K.7 | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | | | | | | | | |
| CKLA Goal(s) | Participate in shared research and writing projects (e.g., group scientific research and writing) | ✓ | | | | | | | ✓ |
| STD W.K.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | | | | | | |
| CKLA Goal(s) | With assistance, categorize and organize facts and information within a given domain to answer questions | | ✓ | ✓ | ✓ | ✓ | | | |

**Alignment Chart for
Seasons and Weather**

Lesson

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|
|---|---|---|---|---|---|---|---|

Speaking and Listening Standards: Kindergarten

Comprehension and Collaboration

| | | | | | | | | |
|---------------------|--|--|--|--|-------------------------------------|--|--|--|
| STD SL.K.1 | Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups | | | | | | | |
| STD SL.K.1a | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | | | | | | | |
| CKLA Goal(s) | Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. | | | | <input checked="" type="checkbox"/> | | | |
| STD SL.K.1b | Continue a conversation through multiple exchanges. | | | | | | | |
| CKLA Goal(s) | Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age | | | | <input checked="" type="checkbox"/> | | | |

Presentation of Knowledge and Ideas

| | | | | | | | | |
|---------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|-------------------------------------|
| STD SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. | | | | | | | |
| CKLA Goal(s) | Add drawings or other visual displays to descriptions as desired to provide additional detail | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| STD SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. | | | | | | | |
| CKLA Goal(s) | Speak audibly and express thoughts, feelings, and ideas clearly | | | | | | | <input checked="" type="checkbox"/> |

Language Standards: Kindergarten

Conventions of Standard English

| | | | | | | | | |
|---------------------|--|--|--|--|--|--|--|-------------------------------------|
| STD L.K.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | | | |
| STD L.K.1b | Use frequently occurring nouns and verbs. | | | | | | | |
| CKLA Goal(s) | Use frequently occurring nouns and verbs in oral language | | | | | | | <input checked="" type="checkbox"/> |
| STD L.K.1d | Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). | | | | | | | |
| CKLA Goal(s) | Ask questions beginning with <i>who, what, where, when, why, or how</i> | | | | | | | |

**Alignment Chart for
Seasons and Weather**

Lesson

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---------------------------------------|---|---|---|---|---|---|---|---|---|
| STD L.K.1f | Produce and expand complete sentences in shared language | | | | | | | | |
| CKLA Goal(s) | Answer questions orally in complete sentences | | | | ✓ | | | | |
| | Produce and expand complete sentences in shared language | | | | ✓ | | | | |
| Vocabulary Acquisition and Use | | | | | | | | | |
| STD L.K.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. | | | | | | | | |
| STD L.K.4a | Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). | | | | | | | | |
| CKLA Goal(s) | Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>) | ✓ | | | | ✓ | | | |
| STD L.K.5 | With guidance and support from adults, explore word relationships and nuances in word meanings. | | | | | | | | |
| STD L.K.5b | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | | | | | | | | |
| CKLA Goal(s) | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | | ✓ | ✓ | | | | ✓ | |
| STD L.K.5c | Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). | | | | | | | | |
| CKLA Goal(s) | Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). | | | | | ✓ | | | |
| STD L.K.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | | | | | | | | |
| CKLA Goal(s) | Use words and phrases acquired through conversations, being read to, and responding to texts | | | | | ✓ | | | |
| | Learn the meaning of common sayings and phrases | | | ✓ | | | | | |
| Additional CKLA Goals | | | | | | | | | |
| | Listen to a variety of texts, including informational narratives | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| | Prior to listening to a read-aloud, identify orally what they know and have learned about a given topic | | ✓ | | ✓ | | | | |

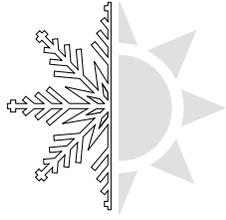
**Alignment Chart for
Seasons and Weather**

Lesson

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|
| Discuss personal responses to a given topic in a read-aloud | | ✓ | | | | | | ✓ |
| While listening to a read-aloud, orally explain information about a given topic based on text heard thus far | | | | | | ✓ | | |
| Explain which elements of a read-aloud are fantasy and which elements of a read-aloud are realistic | | | | | | ✓ | | |



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Seasons and Weather

This introduction includes the necessary background information to be used in teaching the *Seasons and Weather* domain. The *Tell It Again! Read-Aloud Anthology for Seasons and Weather* contains eight daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 5, after the seasons have been introduced. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than twelve days total on this domain.**

| Week One | | | | |
|---|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Lesson 1A: "What's the Weather Like?" (35 min.) | Lesson 2A: "Winter" (35 min.) | Lesson 3A: "Spring" (35 min.) | Lesson 4A: "Summer" (35 min.) | Lesson 5A: "Autumn" (35 min.) |
| Lesson 1B: Extensions (15 min.) | Lesson 2B: Extensions (15 min.) | Lesson 3B: Extensions (15 min.) | Lesson 4B: Extensions (15 min.) | Lesson 5B: Extensions (15 min.) |
| (50 min.) | (50 min.) | (50 min.) | (50 min.) | (50 min.) |

| Week Two | | | | |
|---------------|---|---|------------------------------------|---------------|
| Day 6 | Day 7 | Day 8 | Day 9 | Day 10 |
| Pausing Point | Lesson 6A: "The Grasshopper and the Ants" (35 min.) | Lesson 7A: "Safety in Storms" (35 min.) | Lesson 8A: "Meteorology" (35 min.) | Domain Review |
| | Lesson 6B: Extensions (15 min.) | Lesson 7B: Extensions (15 min.) | Lesson 8B: Extensions (15 min.) | |
| (50 min.) | (50 min.) | (50 min.) | (50 min.) | (50 min.) |

| Week Three | |
|-------------------|------------------------|
| Day 11 | Day 12 |
| Domain Assessment | Culminating Activities |
| (50 min.) | (50 min.) |

⑩ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book for Seasons and Weather*
- *Tell It Again! Image Cards for Seasons and Weather*
- *Tell It Again! Supplemental Guide for Seasons and Weather*
- *Tell It Again! Multiple Meaning Word Posters for Seasons and Weather*

Recommended Resource:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

Why Seasons and Weather Are Important

This domain will introduce students to the concept of weather. Students will learn that different regions of Earth experience different characteristic weather patterns throughout the year. They will also learn that we can think about a year and the related weather patterns in terms of four seasons: winter, spring, summer, and autumn. Students will also learn why knowing about the weather is important, and how weather affects our day-to-day lives and activities.

As the actual weather associated with each season varies depending upon where you live, students throughout the United States will have different experiences with regard to the four seasons. There are, however, certain common seasonal features that will be true for all children living within the continental United States; for example, summer is always a warmer season, in general, than winter. The lessons and read-alouds included in this domain have been carefully written to make these common seasonal features clear, while still encouraging you to customize the discussions and subsequent activities to make students aware of the specific weather patterns in your area.

Implicit in understanding the relationship between weather and seasons is having an understanding of time. Your students' grasp of the concepts discussed in this domain will be enhanced if they are already somewhat familiar with basic temporal concepts, such as day, week, month, and year. You will note that, within the lessons that follow, we recommend frequent reference to a monthly calendar as a way of making this sense of time concrete.

The kinds of directed observations and hands-on activities associated with documenting the daily weather—such as looking at a thermometer, examining precipitation collected in a rain gauge, or observing the types of clouds in the sky—will help students more fully grasp the concepts that they will hear about in this domain.

Core Vocabulary for Seasons and Weather

The following list contains all of the core vocabulary words in *Seasons and Weather* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

characteristics

cycle
patterns
seasons
weather

Lesson 2

blizzards
cautiously
freezing point

frigid

halt

Lesson 3

blossoms
floods
gradually
seedlings
thaw

Lesson 4

distinct

indoors
sunscreen
thermometer

Lesson 5

chill
progresses
shed

Lesson 6

bare
future
last
personification
shivering

Lesson 7

gear
severe
shelter
strike

Lesson 8

meteorologist
meteorology
record
satellites
warning

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Seasons and Weather*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Seasons and Weather*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: .

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for Seasons and Weather

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the and Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *Angels Ride Bikes and Other Fall Poems/Los ángeles andan en bicicleta y otros poemas de otoño*, by Francisco X. Alarcón, illustrated by Maya Christina Gonzalez (Lee and Low, 2005) ISBN 978-0892391981
2. *Animals in Winter (Let's-Read-and-Find-Out Science 1)*, by Henrietta Bancroft and Richard G. Van Gelder, illustrated by Helen K. Davie (HarperTrophy, 1996) ISBN 978-0064451659

3. *The Boy Who Didn't Believe in Spring*, by Lucille Clifton, illustrated by Brinton Turkle (Puffin, 1992) ISBN 978-0140547399
4. *Brave Irene*, by William Steig (Square Fish, 2011) ISBN 978-0312564223
5. *Bring Me Some Apples and I'll Make You a Pie: A Story About Edna Lewis*, by Robbin Gourley (Houghton Mifflin Harcourt, 2009) ISBN 0618158362
6. *Can You See the Wind? (Rookie Read-About Science)*, by Allan Fowler (Children's Press, 1999) ISBN 978-0516264790
7. *The Cloud Book*, by Tomie dePaola (Holiday House, 1984) ISBN 978-0823405312
8. *Cloudy with a Chance of Meatballs*, by Judi Barrett, drawings by Ron Barrett (Atheneum, 1978) ISBN 978-0689306471
9. *Cold Snap*, by Eileen Spinelli, illustrated by Marjorie Priceman (Knopf Books for Young Readers, 2012) ISBN 978-0375957000
10. *Energy from the Sun (Rookie Read-About Science)*, by Allan Fowler (Children's Press, 1998) ISBN 978-0516262550
11. *Fall (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publications, 2011) ISBN 978-1597712590
12. *Frederick*, by Leo Lionni (Dragonfly Books, 1973) ISBN 978-0394826141
13. *Frog and Toad All Year*, by Arnold Lobel (HarperFestival, 1990) ISBN 978-1559942287
14. *From the Bellybutton of the Moon and Other Summer Poems/Del ombligo de la luna y otros poemas de verano*, by Francisco X. Alarcón, illustrated by Maya Christina Gonzalez (Lee and Low, 2005) ISBN 978-0892392018
15. *Four Seasons Make a Year*, by Anne Rockwell, illustrated by Megan Halsey (Walker & Company, 2004) ISBN 978-0802788832
16. *If It's Really Cold. . . and Other Weather Predictions*, by Blake A. Hoena (Capstone Press, 2012) ISBN 978-1429687195

17. *Iguanas in the Snow and Other Winter Poems/Iguanas en la nieve y otros poemas de invierno*, by Francisco X. Alarcón, illustrated by Maya Christina Gonzalez (Children's Book Press, 2001) ISBN 978-0892391684
18. *Laughing Tomatoes and Other Spring Poems/Jitomates risueños y otros poemas de primavera*, by Francisco X. Alarcón, illustrated by Maya Christina Gonzalez (Children's Book Press, 2005) ISBN 978-0892391998
19. *Little Cloud and Lady Wind*, by Toni Morrison and Slade Morrison, illustrated by Sean Quails (Simon and Schuster, 2010) ISBN 978-1416985235
20. *On the Same Day in March: A Tour of the World's Weather*, by Marilyn Singer, illustrated by Frane Lessac (HarperCollins, 2000) ISBN 978-0060281878
21. *The Rainbow and You*, by E.C. Krupp, illustrated by Robin Reeter Krupp (HarperCollins, 2000) ISBN 978-0688156015
22. *The Reasons for Seasons*, by Gail Gibbons (Holiday House, 1996) ISBN 978-0823412389
23. *The Seasons of Arnold's Apple Tree*, by Gail Gibbons (Voyager Books, 1988) ISBN 978-0152712457
24. *Snow Is Falling (Let's-Read-and-Find-Out-Science, Stage 1)*, by Franklyn Branley and illustrated by Holly Keller (HarperTrophy, 2000) ISBN 978-0064451864
25. *Snowflake Bentley*, by Jacqueline Briggs Martin, illustrated by Mary Azarian (Houghton Mifflin, 1998) ISBN 978-0395861622
26. *Spring (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publications, 2011) ISBN 978-1597712606
27. *Spring With Rabbit (Animal Seasons)*, by Anita Loughrey (Qed Publishing, 2012) ISBN 978-1848358164
28. *Weather (Step-By-Step Weather)*, by Paul Humphrey (Children's Press, 1996) ISBN 978-0749645427
29. *Summer (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publications, 2011) ISBN 978-1597712613

30. *Thunder Cake*, by Patricia Polacco (Puffin, 1997) ISBN 978-0698115811
31. *Tornado Alert (Let's-Read-and-Find-Out Science 2)*, by Franklyn M. Branley and Giulio Maestro (HarperTrophy, 1999) ISBN 978-0064450942
32. *Weather Forecasting*, by Gail Gibbons (Aladdin Library, 1993) ISBN 978-0689716836
33. *Weather (I Know That!)*, by Claire Llewellyn (Sea-to-Sea Publications, 2007) ISBN 978-0749689025
34. *Weather Words and What They Mean*, by Gail Gibbons (Holiday House, 1992) ISBN 978-0823409525
35. *Weather: Rain or Shine (Science Starters)*, by Jim Pipe (Stargazer Books, 2008) ISBN 978-1596041301
36. *What Will the Weather Be?*, by Lynda DeWitt, illustrated by Carolyn Croll (HarperTrophy, 1993) ISBN 978-0064451130
37. *What's the Weather Today?*, by Allan Fowler (Children's Press, 1991) ISBN 978-0516449180
38. *When a Storm Comes Up (Rookie Read-About Science)*, by Allan Fowler (Children's Press, 1995) ISBN 978-0516460352
39. *When Spring Comes*, by Solomon Gordon (National Geographic Society, 2006) ISBN 0792242742
40. *Why Do Leaves Change Color? (Let's-Read-and-Find-Out Science, Stage 2)*, by Betsy Maestro and illustrated by Loretta Krupinski (Harper Trophy, 1994) ISBN 978-0064451260
41. *Winter (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publishing, 2011) ISBN 978-1597712620
42. *Winter Is Here*, by Sid Webb (National Geographic Society, 2003) ISBN 0792242920

Websites and Other Resources

Student Resources

1. **Weather Word Search**
<http://www.weatherwizkids.com/weather-games-word-search.htm>
2. **Weather Games**
<http://theweatherchannelkids.com/weather-games/>
3. **Interactive Seasons**
<http://www.sheppardsoftware.com/scienceforkids/seasons/seasons.htm>

Teacher Resources

1. **Weather Photos**
http://www.ussartf.org/predicting_weather.htm