

Spring

3

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- ✓ Draw pictures that show an understanding of each season
- ✓ 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.

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, recall facts from “Spring” and accurately answer questions such as *who*, *what*, *where*, and *when* (RI.K.1)

- ✓ With prompting and support, interpret information to answer questions and express opinions about “Spring,” including answering *why* questions that require recognizing cause/effect relationships (RI.K.1)
- ✓ With prompting and support, identify the main topic and retell key details from “Spring” (RI.K.2)
- ✓ With prompting and support, define and use new words, such as *gradually*, from the read-aloud and the discussion about “Spring” (RI.K.4)
- ✓ With prompting and support, describe an illustration of the cherry blossoms in Washington, D.C., in “Spring,” using the illustration to check and support comprehension of the read-aloud (RI.K.7)
- ✓ Actively engage in the nonfiction/informational read-aloud “Spring” (RI.K.10)
- ✓ Draw a picture of a spring scene showing the seasonally appropriate colors, plants, and animals described in the read-aloud “Spring” (W.K.2)
- ✓ As a group, create a seasons comparison chart to discuss the unique characteristics of each season (W.K.8)
- ✓ Create a drawing with sufficient detail of the four seasons (SL.K.5)
- ✓ Demonstrate understanding of the adverb *gradually* by relating it to its opposite, *quickly* (L.K.5b)
- ✓ Explain the meaning of “April showers bring May flowers” and use in appropriate contexts (L.K.6)
- ✓ Listen to a variety of texts, including informational narratives such as “Spring”

Core Vocabulary

blossoms, n. Flowers on trees or bushes

Example: Washington, D.C., has beautiful cherry blossoms in the spring.

Variation(s): blossom

floods, v. When a body of water overflows and spreads out onto dry land

Example: The river floods when we get too much rain at once.

Variation(s): flood, flooded, flooding

gradually, adv. Slowly; bit by bit

Example: The fields across from our home gradually turn green in the spring.

Variation(s): none

seedlings, n. Young plants


Example: The seedlings will grow into larger plants.

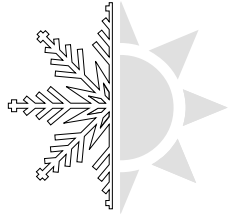
Variation(s): seedling

thaw, v. To begin to melt or soften after being frozen

Example: I can't wait for the ground to thaw so I can plant my flowers.

Variation(s): thaws, thawed, thawing

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	Seasons Comparison Chart	10
	Calendar Review	large monthly calendar	
	Interactive Read-Aloud		
	Purpose for Listening		
Presenting the Read-Aloud	Spring		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Gradually		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Seasons Comparison Chart	Image Card 3; Seasons Comparison Chart	15
	My Four Seasons Drawing Book	Instructional Master 3B-1; drawing tools	
	Sayings and Phrases: "April Showers Bring May Flowers"		



Spring

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Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review with students that different parts of the earth experience different types of weather. Also remind them that, in most of the United States, there are four seasons and that each season has distinct characteristics, or clearly different ways to describe them.

Tell students that, so far, they have learned about winter, one of the four seasons. Using the Seasons Comparison Chart from the previous lesson, review the specific information that they have already learned about winter, noting any unique characteristics of winter in your locality.

Calendar Review

Explain to students that after winter, the next season in the cycle is spring. Show students the monthly calendar, and assist them in identifying today's month and date. Then, explain that in the United States, the season of spring begins in the month of March and includes the months of April and May, flipping to these pages in the calendar. Remind students of the current date, especially the month, and ask if they are presently in the spring season. (Note: Do not expect students to identify the current season if it is neither winter nor spring.)

Interactive Read-Aloud

Tell students that you will need their help during the read-aloud. Whenever students hear the word *spring* in the read-aloud, they should hold up their hands like they are holding flowers and pretend to smell them.

Purpose for Listening

Tell students that the main topic, or main idea, of today's lesson is spring. Tell students that they will hear another letter from their pen pal, telling them about the season of spring in Washington, D.C. Tell them to listen for the different characteristics of spring.



Spring

◀ Show image 3A-1: Spring months

- 1 Here, *spring* means the time of the year when flowers bloom. The word *spring* can have other meanings. The word *spring* also means a source of water coming up from the ground. Don't forget to sniff your flower when you hear the word *spring*!
- 2 The snow and ice begin to melt, or thaw, and the ground is no longer hard and frozen.
- 3 Did you know that some animals like bears sleep most of the time during winter? They hibernate during winter when it's cold and wake up when it becomes warmer in spring.
- 4 Spring is here!
- 5 with the strength and power of a lion
- 6 like a soft, gentle lamb

Dear Kindergartners,

After winter, the next season is spring! ¹ Spring arrives **gradually**, bit by bit, beginning in mid-March, and it continues through the months of April and May. The air warms and the ground begins to **thaw** ² because the days are longer and there is more sunlight. The rivers and streams fill with water from all of the melted snow and ice. Tiny green leaves appear on some tree branches. A few new plants may also start to peek up out of the soil here and there. Hibernating animals wake up from their winter sleep. ³ These are all signs that spring has sprung! ⁴

Spring is a very windy season. Some people say, "March comes in like a lion and goes out like a lamb." This means that the weather in spring changes from being stormy and windy ⁵ in the beginning to calmer and milder by the end. ⁶ In fact, the windy beginning of spring is a perfect time to fly a kite!



◀ Show image 3A-2: Spring showers

In addition to wind, there are also many rainy days in the early spring, particularly in March and April. I love when I get to wear my raincoat and rain boots because then I can splash in puddles! Sometimes after a spring rain shower you can see a colorful rainbow in the sky. There is another old saying that tells us, "April showers bring May flowers." This means that the rains of April help flowering plants to grow big and healthy, so they produce beautiful, fragrant flowers in May and throughout the summer.



← **Show image 3A-3: Washington, D.C. cherry blossoms**

7 [Remind students to pretend to sniff a flower whenever they hear the word *spring*.]

The world outside truly changes during spring. Flowers are one of the most important signs of spring because they tell you that the plant world has come to life once again.⁷ Soon, bees will be buzzing among the flowers, birds will be chirping in the leafy trees, and the afternoon hours will be warm and pleasant.

8 [Point to the blossoms in the image.]

Washington, D.C., is famous for the cherry **blossoms** that bloom here each spring.⁸ In April, the cherry trees throughout the city burst into bloom, and millions of brilliant pink and white flowers show that spring is here. My parents and I have a special spring picnic every year under the cherry blossoms.



← **Show image 3A-4: Farmers in spring**

9 [Remind students that they learned about farms with Old MacDonald in the *Farms* domain.]

Spring is an important time on farms.⁹ For the farmer, it is time to get back out in the fields. The farmer must plow his soil and prepare it for planting. He plows the field in order to stir up the soil's nutrients—that's food for plants—and loosen the ground so that new seeds will be able to take root. When the time is right, the farmer will go through his plowed fields and plant his seeds in neat rows. A couple of weeks later, the field will be brimming with little green **seedlings**,¹⁰ and by summer you won't be able to see the brown soil at all beneath all the big, green plants.

10 or young plants



← **Show image 3A-5: Collage of farm animals**

Spring is also an important time for the animals on the farm. Many animals give birth to new baby animals in the springtime. The barnyard and fields are full of baby animals, whose mothers nurse and care for them as they grow. Baby horses, called foals, frolic in the fields, lambs nuzzle close to the mother sheep, and ducklings line up and follow their mother duck to the pond.



11 Banks are the land alongside a river.

← **Show image 3A-6: Potomac River**

Washington, D.C., was built along the banks of the Potomac River.¹¹ Rivers usually reach their highest levels during the spring. Melted snow from the surrounding fields and mountains drains into creeks and seeps through the ground to reach the river, where it will eventually flow out to the sea. Sometimes the river water becomes so high, it **floods**.¹²



12 or overflows its banks

← **Show image 3A-7: Easter, Passover, and Holi**

Several holidays are celebrated during the springtime. On the Christian holiday of Easter, people often go on Easter egg hunts to look for decorated eggs or an Easter basket full of candy. During the Jewish holiday of Passover, special food is served to family and friends at the Passover Seder. The Hindu holiday of Holi is a festival of colors, during which people celebrate the colors of springtime by dancing, singing, and sprinkling colored water on each other.¹³

13 What holidays does your family celebrate in spring?



← **Show image 3A-8: Iwo Jima Memorial**

Another important holiday, called Memorial Day, is celebrated on the last Monday in May. On this day, we honor the American men and women who have fought and died in different wars to protect the United States. Many people also celebrate Memorial Day with parades, picnics, barbecues, and family gatherings. In Washington, D.C., we have a big concert to celebrate.



14 [Point to each season and name them in order.]

← **Show image 3A-9: Seasons diagram**¹⁴

What is spring like where you live? Is it any different from spring in Washington, D.C.?

Your friend,
Annie

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* [Allow students time to discuss the question posed at the end of the read-aloud.] (Answers may vary.)
2. *Inferential* What is the main topic, or main idea, of today's lesson? (The main topic of today's lesson is spring.)
3. *Literal* Name the months of spring. (The months of spring are March, April, and May.)
4. *Inferential* Describe some of the changes that happen from winter to spring. (Some of the changes that happen from winter to spring are that the air warms, the ground thaws, and plants begin to grow again.)
5. *Inferential* Why is spring an important time on farms? (Spring is an important time on farms because it is the time when farmers need to start planting their new crops and baby animals are born.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question. Then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative* *Think Pair Share*: What activities do you like to do during the spring? (Answers may vary.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Gradually

5 minutes

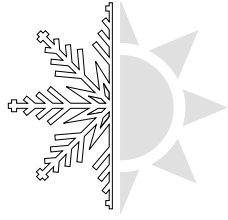
1. In the read-aloud you heard, “Spring arrives *gradually*, bit by bit, beginning in mid-March, and it continues through the months of April and May.”
2. Say the word *gradually* with me.
3. *Gradually* means slowly, or over a period of time.
4. If something happens gradually, it happens slowly. Snow melts gradually when it is very cold outside.
5. Tell about something that happens gradually. Try to use the word *gradually* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “One thing that happens gradually is _____.”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *gradually* is *quickly*. If any of the things I describe happen gradually, say, “_____ happens gradually.” If any of the things I describe happen quickly, say, “_____ happens quickly.”

1. the snow melting during spring (The snow melting during the spring happens gradually.)
2. an ice cube melting in a cup of hot water (An ice cube melting in a cup of hot water happens quickly.)
3. pulling your hand away from a hot stove (Pulling your hand away from a hot stove happens quickly.)
4. a seedling growing into a full-sized plant (A seedling growing into a full-sized plant happens gradually.)
5. a baby becoming a kindergartener (A baby becoming a kindergartener happens gradually.)



Complete Remainder of the Lesson Later in the Day



Spring

3_B

Extensions

15 minutes

Seasons Comparison Chart

Reintroduce the Seasons Comparison Chart. Remind students that so far they have learned about winter and spring in the cycle of the seasons. Cover the seasons that have not yet been discussed to better focus students' attention on spring. Discuss each item listed in the left-hand column as it relates to Annie's description of spring in today's read-aloud, making notes on the chart. Refer to the images of today's read-aloud as needed. Take this opportunity to talk about any unique seasonal differences that are characteristic of your own locality in spring. Tell students that you are going to write down what they say so that you will all remember important facts about each season. Tell them that you will read the written words to them whenever you are working on the chart because they still have not learned all of the sounds that different letters and combinations of letters represent. Add Image Card 3 (spring) to the top of the chart above the spring heading. Save the chart for future lessons.

My Four Seasons Drawing Book (Instructional Master 3B-1)

Tell students that they are going to add spring to their four seasons drawing book. Distribute drawing tools and Instructional Master 3B-1 to students. Have students draw a spring scene. If students have trouble thinking of what to draw, you may wish to show them images from the read-aloud. Have students include colors, plants, and animals they would see during spring. Also, have them try to include themselves and what they would be wearing and doing during this season. After they have finished drawing, have students present their scene to a partner and explain the characteristics of spring they have chosen to draw.

Tell students that they will be adding to their four seasons drawing book as they continue to learn about the other seasons.

- ✈ Above and Beyond: Have students include a word, phrase, or sentence that describes their drawing, using the sound-spelling correspondences taught thus far.

Sayings and Phrases: April Showers Bring May Flowers

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings, or mean exactly what they say, many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Remind students that, in the read-aloud they just heard, Annie told them about an old saying, “April showers bring May flowers.” It means that the rains in April will help flowering plants grow big and strong so that they produce beautiful May flowers.

Explain that there is another meaning behind the words of this saying. Tell students that this saying can also mean that if you are going through unhappy times, those unhappy times may lead to happier ones. This saying reminds people to have patience to get through the rain, or sad times. Eventually, the flowers, or happier times, will bloom. Tell students that if they ever go through unhappy times, they should think of the saying, “April showers bring May flowers,” to remind them that happier times will come.

Ask students to think of something good that happened after an unhappy time. Have students give examples using the saying.