



Seasons and Weather

Tell It Again!™ Read-Aloud Supplemental Guide





Seasons and Weather

Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
KINDERGARTEN

Core Knowledge Language Arts®
New York Edition



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

to Share — to copy, distribute and transmit the work

to Remix — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation

www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

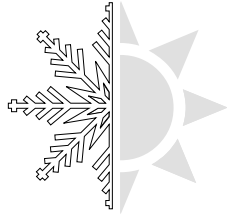
Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Table of Contents

Seasons and Weather

Supplemental Guide to the
Tell It Again!™ Read-Aloud Anthology

Preface to the <i>Supplemental Guide</i>	v
Alignment Chart for <i>Seasons and Weather: Supplemental Guide</i>	xvii
Introduction to <i>Seasons and Weather: Supplemental Guide</i>	1
Lesson 1: What's the Weather Like?	16
Lesson 2: Winter	34
Lesson 3: Spring	51
Lesson 4: Summer	71
Lesson 5: Autumn	87
Pausing Point	104
Lesson 6: The Grasshopper and the Ants	109
Lesson 7: Safety in Storms	125
Lesson 8: Meteorology	139
Domain Review	155
Domain Assessment	158
Culminating Activities	162
Appendix	167



Preface to the Supplemental Guide

Seasons and Weather

The *Supplemental Guide* is designed as a companion to the Core Knowledge Language Arts *Tell It Again! Read-Aloud Anthologies*. There is one *Supplemental Guide* per domain. This preface to the *Supplemental Guide* provides information about the guide's purpose and target audience, describes how it can be used flexibly in various classroom settings, and summarizes the features of the guide that distinguish it from the *Tell It Again! Read-Aloud Anthologies*.

Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. The use of this guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide for Listening & Learning. 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*. Such teachers might use the Vocabulary Instructional Activities and some of the modified read-alouds during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Supplemental Guide* is designed to allow flexibility with regard to lesson pacing, and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content presented.

Supplemental Guide Contents

The *Supplemental Guide* contains modified read-alouds, tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary. The activities integrated into the lessons of the *Supplemental Guide* create a purposeful and systematic setting for English language learning. The read-aloud of each story or nonfiction text builds upon previously taught vocabulary and ideas, and introduces language and knowledge needed for the subsequent, more complex text. The *Supplemental Guide*'s focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills, who may not be exposed to the kind of academic language found in written texts outside of a school setting.

Modified Read-Alouds

The modified read-alouds in the *Supplemental Guide*, like the read-alouds in the corresponding *Tell It Again! Read-Aloud Anthology*, are content-rich and designed to build students' listening comprehension, which is a crucial foundation for their reading comprehension abilities. You may notice that not all of the read-alouds in the *Tell It Again! Read-Aloud Anthology* appear in the corresponding *Supplemental Guide*. Some of the read-alouds were omitted to provide ample time for teachers to review read-aloud content and language, and to engage students in extended dialogue about the text. Nonetheless, students who listen to the *Supplemental Guide* read-alouds will learn the same core content as students who listen to read-alouds from the corresponding *Tell It Again! Read-Aloud Anthology*.

In the modified read-alouds, the teacher presents core content in a clear and scaffolded manner. Lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers in an accommodating and safe environment. Maximizing time for student conversation by structuring supportive situations—where students can engage in meaningful, collaborative discussions with their teacher and peers—is an important catalyst to oral language development.

Tips and Tricks for Managing the Flip Book During the Read-Alouds

Please note that many modified read-alouds ask that you show Flip Book images in a non-sequential order that differs from the order in which the images are arranged in the Flip Book. Furthermore, some modified read-alouds make use of Flip Book images from two or more separate lessons.

It is highly recommended that you preview each modified read-aloud, with the Flip Book in hand, before teaching a lesson. It is critical that you be familiar with the order of the Flip Book images for a given read-aloud, so that you are able to confidently present the read-aloud text and the appropriate image without searching through pages in the Flip Book.

We recommend that you consider using one or more of the following tips in preparing the Flip Book prior to the read-aloud to ensure a smooth transition in moving from one image to the next:

- Number the Flip Book thumbnails in each read-aloud lesson of the *Supplemental Guide*. Place corresponding, numbered sticky notes in the order Flip Book images will be shown, projecting from the side of the Flip Book so that each number will be clearly seen. (For example, if the number “3” is written next to an image thumbnail in the read-aloud, write the number “3” on a sticky note, and then place this on the appropriate image so the sticky note projects from the side of the Flip Book.)
- Alternatively, write the Flip Book image numbers as they appear in the read-aloud lesson of the *Supplemental Guide* (e.g., 4A-3) on sticky notes that project out from the side of the Flip Book so that image numbers are clearly visible.
- If you need to show images from two separate, nonconsecutive lessons, use different colored sticky notes for the different lessons. Be aware that images are printed on both sides of pages in the Flip Book. In some instances, you may need to be prepared to physically turn the Flip Book over to locate the next image and continue the read-aloud.

Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding			
Multiple Meaning			
Phrases			
Cognates			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers, which are generally categorized as follows:

- Tier 1 words are words that are likely to appear in the basic repertoire of native English-speaking students—words such as *baby*, *climb*, and *jacket*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *analysis*, *create*, and *predict*.
- Tier 3 words are content-specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *photosynthesis*, *alliteration*, and *democracy*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and they may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010, 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear

frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers should be aware of and model their use as much as possible before, during, and after each individual lesson, in addition to using these words to connect lessons. The Vocabulary Chart is also a good starting point and reference for keeping track of students' oral language development and retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

Multiple Meaning Word Activities

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through the different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

Syntactic Awareness Activities

Syntactic Awareness Activities call students' attention to sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, relationships between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in a variety of written texts. Vocabulary

Instructional Activities support students' learning of Tier 2 words, and deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, as well as the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

The *Supplemental Guide* assists 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 students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom. Further, it outlines teaching strategies that address those challenges.

English Language Learners

The *Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) to fully participate in the read-alouds and activities in the *Tell It Again! Read-Aloud Anthology*, and to strengthen ELLs' understanding of the core content presented in the Anthologies.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language, and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an educational setting.

Language Acquisition Stage	Comprehension and Production	Accommodations and Support Strategies
Preproduction ("The Silent Period")	<ul style="list-style-type: none"> • Produces little or no English • May refuse to say or do anything • Responds in nonverbal ways • Has a minimal receptive vocabulary in English 	<ul style="list-style-type: none"> • Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use Total Physical Response (TPR) to indicate comprehension (point, nod, gestures) • Use lessons that build receptive vocabulary • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content • Use simple questions that require simple nonverbal responses (e.g., "Show me...", "Circle the...") • Use a slow rate of speech, and emphasize key words • Model oral language, but do not force student to produce oral language
Early Production	<ul style="list-style-type: none"> • Responds with one- or two-word phrases • Understands basic phrases and words • Uses abundant fillers, e.g., "er" and "um," when speaking • Includes frequent, long pauses when speaking • Has basic level of English vocabulary (common words and phrases) 	<ul style="list-style-type: none"> • Use repetition, gestures, and visual aids to facilitate comprehension and students' responses • Use small-group activities • Use charades and linguistic guessing games • Use role-playing activities • Use lessons that expand receptive and expressive vocabulary • Use increasingly more difficult question types as students' receptive and expressive language skills improve: <ul style="list-style-type: none"> • Yes/no questions • Either/or questions • Questions that require short answers • Open-ended questions to encourage expressive responses • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content • Allow for longer processing time • Continue to allow participation to be voluntary

Speech Emergence (Low Intermediate)	<ul style="list-style-type: none"> • Speaks in short phrases and simple sentences • Makes multiple grammatical errors • Begins to use context to infer the meanings of unknown words heard or read • Can produce some narratives and understand some details of a story • Uses many fillers, e.g., “um” and “like,” when speaking • Repeats individual phrases multiple times • Has a much larger receptive than expressive vocabulary in English 	<ul style="list-style-type: none"> • Model correct language forms • Use more complex stories and books • Start to focus on Tier 2 vocabulary • Pair with high-level English speakers for activities and discussions focused on the English language • Provide some extra time to respond • Use increasingly difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> • Questions that require short sentence answers • <i>Why</i> and <i>how</i> questions • Questions that check for literal and abstract comprehension • Engage students in producing language
Intermediate Fluency (High Intermediate)	<ul style="list-style-type: none"> • Engages in conversations • Produces connected narrative • Makes few grammatical errors • Uses some fillers when speaking • Shows good comprehension • Has and uses expanded vocabulary in English 	<ul style="list-style-type: none"> • Model correct language forms • Introduce academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Pair with native English speakers • Use questions that require opinion, judgment, and explanation
Advanced Fluency	<ul style="list-style-type: none"> • Uses English that nearly approximates the language of native speakers • Understands most conversations and can maintain a two-way conversation • Uses more complex grammatical structures, such as conditionals and complex sentences • Has and uses an enriched vocabulary in English 	<ul style="list-style-type: none"> • Continue to build background knowledge • Build high-level/academic language • Expand figurative language (e.g., by using metaphors and idioms) • Focus on high-level concepts • Pair with students who have a variety of skills and language proficiencies • Use questions that require inference and evaluation

(Adapted from Hirsch and Wiggins 2009, 362–364; Smyk et al. 2013)

Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on the needs of the class, and then follow each portion of the lesson with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

Goals and Expectations

Make sure that students know the purpose and desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

Instruction Format and Grouping

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance the retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and hands-on activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, story maps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

References

1. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus: SRA/McGraw-Hill.
2. Franzone, Ellen L. 2009. "Overview of Task Analysis." Madison, WI: National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin.
3. Hall, Tracey, Anne Meyer and Nicole Strangman. 2003. "Differentiated Instruction and Implications for UDL Implementation." National Center on Accessing the General Curriculum.
4. Hirsch, Jr., E. D. and Alice K. Wiggins. 2009. *Core Knowledge Preschool Sequence and Teacher Handbook*. Charlottesville, VA: Core Knowledge Foundation.
5. National Governors Association Center for Best Practices, Council of Chief State School Officers. 2010. "Appendix A," in *Common Core State Standards: English Language Arts Standards*. Washington DC:

National Governors Association Center for Best Practices, Council of Chief State School Officers.

6. Rao, Shaila M. and Brenda Gagie. 2006. "Learning Through Seeing and Doing: Visual Supports for Children with Autism." *Teaching Exceptional Children* 38 (6): 26–33.
7. Scruggs, Thomas E., M. A. Mastropieri, Sheri Berkeley, and Janet E. Graetz. 2010. "Do Special Education Interventions Improve Learning of Secondary Content? A Meta-Analysis." *Remedial and Special Education* 31: 437–449.
8. Smyk, Ekaterina, M. Adelaida Restrepo, Joanna S. Gorin, and Shelley Gray. 2013. "Development and Validation of the Spanish-English Language Proficiency Scale (SELPS)." *Language, Speech, and Hearing Services in Schools* 44: 252–65.
9. Stahl, Robert J. 1990. "Using 'Think-Time' Behaviors to Promote Students' Information Processing, Learning, and On-Task Participation: An Instructional Module." Tempe, AZ: Arizona State University.

Alignment Chart for Seasons and Weather: Supplemental Guide

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: Supplemental Guide

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	✓	✓	✓	✓	✓			
Characterize winter as generally the coldest season and summer as generally the warmest season	✓	✓		✓				
Describe daily weather conditions of their own locality in terms of temperature, cloud cover, and precipitation	✓	✓	✓	✓	✓			
Name at least one month in a specific season while referring to a calendar		✓	✓	✓	✓			
Describe a few characteristics of a specific season		✓	✓	✓	✓			
Describe any unique seasonal differences that are characteristic of their own locality		✓	✓	✓	✓			
Name at least one holiday in a specific season		✓	✓	✓	✓			
Identify a thermometer as an instrument used to measure temperature		✓		✓				
Describe how a thermometer works: when it is hotter outside, the liquid in the thermometer rises; when it is cooler, the liquid descends		✓		✓				
Identify a blizzard as a strong snowstorm with lots of snow and wind		✓						
Identify the sun as a source of light and warmth during summer				✓				
Identify examples of personification in familiar fables						✓		
Explain the moral, or lesson, that the grasshopper learns at the end of the fable, "The Grasshopper and the Ants"						✓		
Identify characteristics of a thunderstorm (rain, thunder, lightning, wind, and sometimes hail)							✓	
Describe safe and unsafe behaviors during thunderstorms							✓	
Identify ways in which weather affects daily routines, such as dress, activities, etc.								✓
Explain why weather prediction is important in their daily lives								✓




**Alignment Chart for
Seasons and Weather: Supplemental Guide**

Lesson

		1	2	3	4	5	6	7	8
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, what, where, 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.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						✓		
STD RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.								
CKLA Goal(s)	With prompting and support, describe the role of an author and illustrator in a fiction text						✓		
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						✓		
STD RL.K.9	With prompting and support, compare and contrast adventures and experiences of characters in familiar stories.								
CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds						✓		
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						✓		

**Alignment Chart for
Seasons and Weather: Supplemental Guide**

Lesson

Alignment Chart for Seasons and Weather: Supplemental Guide										1	2	3	4	5	6	7	8
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, what, where, 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-alouds		✓	✓	✓	✓		✓	✓								
STD RI.K.3		With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.															
CKLA Goal(s)	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in 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																
STD RI.K.6		Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.															
CKLA Goal(s)	With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text				✓												✓
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: Supplemental Guide**

Lesson

		1	2	3	4	5	6	7	8
STD RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.								
CKLA Goal(s)	With prompting and support, identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud	✓	✓	✓	✓			✓	✓
STD RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).								
CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds				✓	✓			✓
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		✓	✓	✓	✓			
Production and Distribution of Writing									
STD W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.								
CKLA Goal(s)	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed		✓	✓	✓	✓			
Research to Build and Present Knowledge									
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)		✓	✓	✓	✓	✓		✓




**Alignment Chart for
Seasons and Weather: Supplemental Guide**

Lesson

		1	2	3	4	5	6	7	8
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			✓	✓	✓	✓		
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.)					✓			
STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.								
CKLA Goal(s)	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud					✓			
STD SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.								
CKLA Goal(s)	Ask questions to clarify directions, exercises, and/or classroom routines					✓			
Presentation of Knowledge and Ideas									
STD SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.								
CKLA Goal(s)	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail		✓	✓	✓	✓		✓	✓
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		✓	✓	✓	✓		✓	
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.1d	Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>).								
CKLA Goal(s)	Ask questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , or <i>how</i>					✓		✓	

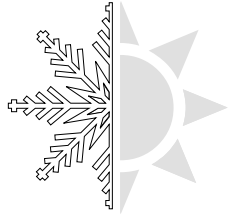
**Alignment Chart for
Seasons and Weather: Supplemental Guide**

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 colorful).								
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			✓					



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.



Seasons and Weather

Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching the *Seasons and Weather* domain. The *Supplemental Guide* for *Seasons and Weather* contains eight daily lessons. Odd-numbered lessons contain *Supplemental Guide* activities while even-numbered lessons feature content-related activities. All lessons may be divided into smaller chunks of time and presented at different intervals during the day.

Lesson Structure

Odd-Numbered Lessons

Odd-numbered lessons contain two parts (50 minutes total), which are to be covered at different intervals during the day.

Part A (35 minutes) includes:

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions with 15 minutes for Introducing the Read-Aloud up to Purpose for Listening and 20 minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part B (15 minutes) should be covered and includes the activities unique to the *Supplemental Guide*:

- Multiple Meaning Word Activity,
- Syntactic Awareness Activity,
- Vocabulary Instructional Activity.

Each activity may take up to 5 minutes to complete. The Multiple Meaning Word Activity helps students to determine and clarify the different meanings of words. The Syntactic Awareness Activity calls students' attention to sentence structure, word order, and grammar.

The Vocabulary Instructional Activity focuses on building students' general academic, or Tier 2, vocabulary. Part B concludes with an interim assessment opportunity called an End-of-Lesson Check-In; this is a dual opportunity for the teacher to focus on a select group of students to directly assess the students' language and content knowledge in a low-stress environment. Moreover, the teacher can gauge which students may be in need of additional language or content support.

Even-Numbered Lessons

Even-numbered lessons also contain two parts (50 minutes total), which are to be covered at different intervals during the day.

Part A (35 minutes) includes:

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions with 15 minutes for Introducing the Read-Aloud up to Purpose for Listening and 20 minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part B (15 minutes) should be covered and includes extension activities related to the lesson.

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: Read-Aloud Anthology				
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 One: Supplemental Guide				
Day 1 ⑩ #	Day 2 #	Day 3 ⑩ #	Day 4 #	Day 5 ⑩
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: SG Activities (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: SG Activities (15 min.)	Lesson 4B: Extensions (15 min.)	Lesson 5B: SG Activities (15 min.)
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)

Week Two: Read-Aloud Anthology				
Day 6 #⑩	Day 7 ⑩	Day 8 #	Day 9	Day 10 #
Pausing Point (50 min.)	Lesson 6A: “The Grasshopper and the Ants” (35 min.)	Lesson 7A: “Safety in Storms” (35 min.)	Lesson 8A: “Meteorology” (35 min.)	Domain Review (50 min.)
	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 Two: Supplemental Guide				
Day 6 #⑩	Day 7 ⑩ #	Day 8 ⑩	Day 9	Day 10 #
Pausing Point (50 min.)	Lesson 6A: “The Grasshopper and the Ants” (35 min.)	Lesson 7A: “Safety in Storms” (35 min.)	Lesson 8A: “Meteorology” (35 min.)	Domain Review (50 min.)
	Lesson 6B: Extensions (15 min.)	Lesson 7B: SG Activities (15 min.)	Lesson 8B: Extensions (15 min.)	
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)

Week Three	
Day 11 ⑩	Day 12 #
Domain Assessment (50 min.)	Culminating Activities (50 min.)
(50 min.)	(50 min.)

⑩ Lessons include Student Performance Task Assessments.

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

Lesson Implementation

It is important to note that the interactive activities in the *Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

Student Grouping

Teachers are encouraged to assign partner pairs prior to beginning a domain and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances a group of three would benefit beginning ELLs, and an older student or adult volunteer may be a better arrangement for some students with disabilities. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

Graphic Organizers and Domain-Wide Activities

Several different graphic organizers and activity suggestions are included to aid students in their learning of the content in the *Seasons and Weather* domain.

- Songs and Chants for *Seasons and Weather* (Instructional Master 1A-1) can be used to help students remember the twelve months of the year and the cycle of the seasons. Teachers may wish to choose their own songs and are encouraged to choose songs that tell about specific seasons and different types of weather.
- Response Cards for each season (Instructional Master 1A-2) are included for students to use to respond to questions and for teachers to take a quick survey of class answers.
- *My Four Seasons Coloring Book* is a narrative/informational text project that students will be working on throughout this domain. Students will show their understanding of a lesson on a designated coloring page. Students are encouraged to use information from the

read-alouds to draw their pictures. Students should be encouraged to draw themselves into their pictures. Students will present their coloring page to their partner, small group, and/or home-language peers.

- The *Seasons Comparison Chart* is a whole-class and individual activity. Students will represent unique characteristics of each season: the weather, clothing worn, holidays and activities, on a chart. Each season has its own chart page and image sheet. Teachers may wish to create a large *Seasons Comparison Chart* for the class to complete together.
- The *Class Weather Diary* is a class research project. At a set time each day, the class will make observations about the weather: the temperature, cloud cover, precipitation, and wind, for five days. Observations will be added to a large chart for students to track the daily weather patterns. Teachers may wish to have students continue tracking the weather using their own weather diary.
- This domain presents a wonderful opportunity to learn about the holidays of different cultures, particularly the holidays celebrated by the students in your class. As you present the holidays for specific seasons, be sure to highlight holidays that your students celebrate during that season. Holding a cultural holiday celebration might be an interesting and informative culminating activity for your class.

Anchor Focus in Seasons and Weather

This chart highlights several Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.K.2	<i>My Four Seasons Coloring Book</i> : Informational text: draw, dictate, share, characteristics of [name of season]
	W.K.7	<i>Class Weather Diary</i> : Shared research project: chart, observations, record, track, patterns
	W.K.8	<i>Seasons Comparison Chart</i> : draw, cut, paste, unique characteristics, activities, holidays
Speaking and Listening	SL.K.2	Ask questions to clarify information about the read-aloud: <i>I have a question about . . . , I do not understand . . . , What does _____ mean?</i>
	SL.K.3	Ask questions to clarify directions, exercises, and/or classroom routines: Several activities in this domain require students to follow multi-step instructions (e.g., <i>Class Weather Diary</i> ; <i>Seasons Comparison Chart</i> ; <i>Cycle of the Seasons</i>). For activities that are more involved, be sure that students are following along and that they have a way to ask questions when they do not understand the directions.
Language	L.K.1d	Understand and use question words (e.g., <i>who, what, when, where, why, how</i>)

Domain Components

Along with this *Supplemental Guide*, 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! Read-Aloud Anthology* for *Seasons and Weather* for reference

**The Tell It Again! Multiple Meaning Word Posters for Seasons and Weather are found at the back of the Tell It Again! Flip Book*

Recommended Resources:

- *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.

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.

In addition, 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 the core vocabulary words in *Seasons and Weather* in the form 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. All instances where core vocabulary is used in the read-alouds are boldfaced to make apparent the context in which core vocabulary appears and to provide a quick way for teachers to identify these words. 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
thermometer

Lesson 3

blossoms
floods
gradually
seedlings
thaw

Lesson 4

distinct
indoors
sunscreen

Lesson 5

bare
chill
progresses
shed

Lesson 6

future
grasshopper
last
personification
shivering

Lesson 7

gear
severe
shelter
strike

Lesson 8

meteorologist
meteorology
record
satellites
warning

In addition to this core vocabulary list, every lesson includes its own tiered Vocabulary Chart categorized according to the model for conceptualizing words presented by Beck, McKeown, and Kucan (2008). Words in this chart either appear several times in the read-aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the *General Service List of English Words* (West 1953) or part of the Dale-Chall (1995) list of 3000 familiar words known by fourth grade. Moreover, a conscious effort has been made to include words from the *Primary Priority Words* according to Biemiller's (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for What's the Weather Like?			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	weather	characteristic cycle pattern*	animals cloudy cold/hot day/week ice <i>month/year</i> outside rainy same/different snow warmer/cooler winter/spring/ summer/autumn
Multiple Meaning	bloom <u>seasons</u>	change spring	plants sunny
Phrases	cycle of the seasons pen pal Washington, D.C.		the United States
Cognates		diferente	animales plantas

References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York: Guilford.
2. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus, OH: SRA/McGraw-Hill.
3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula*.
4. West, Michael. 1953. *A General Service List of English Words*. London: Longman, Green and Co.

Comprehension Questions

In the *Supplemental Guide for Seasons and Weather*, there are three types of comprehension questions.

Literal questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.K.1) and Reading Standards for Informational Text 1 (RI.K.1).

Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–4 (RL.K.2–RL.K.4) and Reading Standards for Informational Text 2–4 (RI.K.2–RI.K.4).

Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.K.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or

between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.K.9) and Reading Standards for Informational Text 9 (RI.K.9).

The *Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.K.7) and Reading Standards for Informational Text 7 (RI.K.7) are addressed as well.

Student Performance Task Assessments

In the *Supplemental Guide* for *Seasons and Weather*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observation opportunities, like the End-of-Lesson Check-In and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified with this icon: ⑩. 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 *Supplemental Guide* for *Seasons and Weather*, there are numerous opportunities to challenge students who are ready to attempt activities that are above grade level. These activities are labeled "Above and Beyond" and identified with this icon: ↗.

Supplemental Guide Activities

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple meaning words in the read-alouds are underlined to indicate that there is a Multiple Meaning Word Activity associated with them. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: ↔.

Recommended Resources for Seasons and Weather

Trade Book List

The *Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Point, 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 Reetor 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 (HarperTrophy, 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

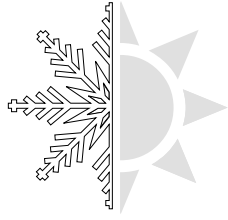
Websites and Other Resources

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



What's the Weather Like?

1

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ 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
- ✓ Characterize winter as generally the coldest season and summer as generally the warmest season
- ✓ Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow)

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, describe the connection between winter being the coldest season and summer being the hottest season (RI.K.3)
- ✓ With prompting and support, describe the connection between different images of weather to the type of weather the images represent (RI.K.3)
- ✓ With prompting and support, identify facts the author gives to explain that weather is different during the different seasons (RI.K.8)
- ✓ Identify multiple meanings of *seasons* and use them in appropriate contexts (L.K.4a)
- ✓ Demonstrate understanding of *warmer* by relating it to its opposite *cooler* (L.K.5b)

- ✓ Identify real-life connections between words—*weather, month, year, characteristics, seasons, warmer, cooler, and pattern*—and their use (L.K.5c)

Core Vocabulary

characteristics, n. Special qualities or traits that make a person or thing different from others.

Example: Two of Yesenia’s characteristics are her curly hair and her kindness.

Variation(s): characteristic

cycle, n. A series of events that occur again and again in the same order

Example: The cycle of the seasons happens every year and includes winter, spring, summer, and autumn.

Variation(s): cycles

patterns, n. The regular and repeated ways in which something happens

Example: The patterns on her shirt were made up of repeating heart shapes.

Variation(s): season

seasons, n. The different times of the year—winter, spring, summer, and autumn

Example: My favorite seasons are spring and summer because the weather is warmer and there is more time to play outside.

Variation(s): season

weather, n. The temperature and other outside conditions at a particular time and place

Example: Tomorrow the weather will be cold and rainy.


Variation(s): cycles

Vocabulary Chart for What's the Weather Like?			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	weather	characteristic cycle pattern*	animals cloudy cold/hot day/week ice <i>month/year</i> outside rainy same/different snow warmer/cooler winter/spring/ summer/autumn
Multiple Meaning	bloom <u>seasons</u>	change spring	plants sunny
Phrases	cycle of the seasons pen pal Washington, D.C.		the United States
Cognates		diferente	animales plantas

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 1A-1: Annie in Washington, D.C.
2. 1A-2: Kinds of weather
3. 1A-8: Seasons
4. 1A-9: Winter
5. 1A-10: Spring
6. 1A-11: Summer
7. 1A-12: Autumn
8. 1A-8: Seasons
9. 1A-13: Seasons diagram

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction	large monthly calendar	15
	Where Are We?	U.S. map	
	Vocabulary Preview: Weather, Month/Year	large monthly calendar	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	What’s the Weather Like?	Instructional Master 1A-2	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Characteristics		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Seasons	Poster 1M (Seasons)	15
	Syntactic Awareness Activity: Comparatives: Warmer and Cooler	cups, water, ice	
	Vocabulary Instructional Activity: Pattern	patterned items; counting manipulatives	
	End-of-Lesson Check-In		
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-1–1B-3, 1A-1 (optional)	

Advance Preparation

Bring in a large monthly calendar to be used with the class on a daily basis to talk about basic units of time: day, week, month, and year.

Prepare a copy of Instructional Master 1A-2 for each student and help students cut it into four separate Response Cards. Refer to them as their Season Cards. Students can use their Season Cards to answer questions. Having students hold up their Response Cards gives you a quick way to survey their answers.

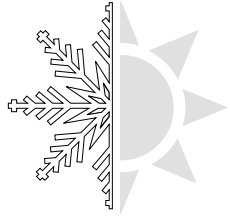
For Syntactic Awareness Activity, prepare multiple cups of water. Add ice to some of the cups but not to others. Allow students to make observations about which cups feel cooler and which cups feel warmer.

For Vocabulary Instructional Activity, bring in several items that have distinct patterns on them (e.g., a patterned quilt, sweater, notebook cover). You may also wish to provide students with manipulatives, like counting blocks, for them to make their own patterns.

Note to Teacher

In order to gain the full benefit from this domain, it is important that students acquire a good understanding of the basic units of time, such as day, week, month, and year. It is strongly recommended that a large monthly calendar be used on a daily basis to review day, week, month, and year. You may wish to use the songs and chants in Instructional Master 1A-1 to help students learn the days of the week, the months of the year, and the cycle of the seasons. The songs and chants can be sung to the tune of “O My Darling, Clementine.” (You may wish to make copies of the songs and chants and send them home with the Family Letter.)

If this is not part of your classroom routine already, you can consider doing a daily weather check at a set time during the day to track what the weather is like over the next few weeks. This domain includes a *Class Weather Diary* activity where your class will make observations about temperature (hot/warm/cool/cold), cloud cover (cloudy/partly cloudy/sunny), precipitation (drizzle/rain/heavy rain/snow), and wind (not windy/windy).



What's the Weather Like?

1A

Introducing the Read-Aloud

15 minutes

Domain Introduction

Note: You may wish to use the songs and chants in Instructional Master 1A-1 to help students learn the days of the week and months of the year.

- Show students a large monthly calendar.
- Ask students: “What is this? What kind of information does it give us? What do we use it for?” Call on volunteers to answer. Explain that it is a calendar. A calendar shows us the day, week, and month.
- Point to the current date and explain that today is one day. Run your fingers across one week—from Sunday to Saturday—and explain that this is one week.
- Have the class count out seven days (1–7) in one week. Then have students repeat the names of the days of the week after you: *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday*. Tell students that seven days equals—or makes up—one week.
- Count out the number of weeks in a month (1–4 or 5). Tell students that a little over four weeks make up one month. Then, indicating all of the days of the month, explain that all of these days together make up one month.
- Show the different pages of months on the calendar as the class counts the number of months (1–12). Explain that twelve months make up one year. Then have students repeat the names of the months of the year after you: *January, February, March, April, May, June, July, August, September, October, November, and December*.
- Finally, explain that within the twelve months, there are four different seasons. Tell students that the seasons—winter, spring, summer, and autumn (or fall)—occur at different times of year. Tell them that they are going to learn about the four different seasons in a year.

Where Are We?

- Ask students if they ever get letters from a friend or someone in their family who lives somewhere else. Explain that if we get letters from someone who we don't see very much, we can call that person a "pen pal."
- Ask students to guess why someone who writes letters to them might be called a "pen pal." (The pen pal might write the letter using a pen.)
- Tell students that they will hear letters from a pretend—or make-believe—pen pal named Annie. Explain that Annie is in fifth grade and lives in Washington, D.C. She will be sending them letters about the weather and seasons where she lives.
- Show students a map of the United States. Point to your current location and say, "This is where we live. This is [name students' hometown]."
- Point to Washington, D.C., on the map. Explain that this is where Annie, their imaginary pen pal, lives.
- Explain that the weather where Annie lives may be very different from the weather in their hometown (unless students live in or near Washington, D.C., of course).
- Tell students that Annie's letters will tell them about the seasons and weather in her hometown of Washington, D.C. Tell students that they will tell Annie about the seasons and weather in their hometown.

Vocabulary Preview

Weather

1. Today we will hear from our imaginary pen pal, Annie. She is going to tell us about *weather*.
2. Say the word *weather* with me three times.
3. Weather is the temperature, or how hot or cold it is, and other conditions outside, such as sunny, cloudy, or rainy.
4. If the weather outside is rainy, we will stay in our classroom for recess.
5. Tell your partner what the weather is like today. Use the word *weather* when you tell about it.

Month/Year

[Show students a large monthly calendar and refer to it as you talk about month and year.]

1. Today we looked at the twelve months on the calendar that make up one year.
2. Say the word *month* with me three times.
Say the word *year* with me three times.
3. A month is about thirty days or four weeks long.
A year is about 365 days or twelve months long.
4. How many weeks are there in a month? How many months are there in a year?
5. [One by one, show the months of the large monthly calendar and name the months of the year with students.]

Purpose for Listening

Tell students that you are going to read Annie's first letter to them and that their job is to listen for the different kinds of weather and for the names of the four seasons.

By the end of the lesson, students should be able to:

- ✓ Name the four seasons in cyclical order, as experienced in the United States
- ✓ Characterize winter as generally the coldest season and summer as generally the warmest season
- ✓ Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow)



What's the Weather Like?

◀ Show image 1A-1: Annie in Washington, D.C.

Dear Kindergartners,

Hello! My name is Annie, and I live in a big city called Washington, D.C. I'm in fifth grade, but I remember when I was in kindergarten, just like you.

Right now in school, I am learning about **seasons** and **weather**. **Seasons** are different times of the year, and **weather** is what it's like outside. For my school project, I am going to be your **weather** pen pal. That means I am going to write letters to you!

In my letters, I will tell you all about the **weather** where I live—Washington, D.C. I will also tell you about the **weather** during the different **seasons**. You can help me with my project by answering all of my questions, so I can learn about the **weather** and the **seasons** where you live. Are you ready?



◀ Show image 1A-2: Kinds of weather

There are many different kinds of weather.

[Point to each type of weather as you describe it, pointing specifically to the clouds when you say “cloudy” and to the trees when you say “windy.”]

The weather is _____. (cloudy and windy) The weather is _____. (rainy) The weather is _____. (stormy with lightning) The weather is _____. (sunny and hot)

Can you tell me what the **weather** is like today where you live?

[Point to each type of weather as you ask the corresponding question. Allow time for students to respond to each question.]

Is it cloudy today? Is it windy today? Is it rainy today? Is it stormy today? Is it sunny and hot today?

My teacher says that the **weather** is always changing—the **weather** never stays the same. But even though the **weather** changes, there are different **weather patterns** for each **season** of the year. A **pattern** is something that repeats itself.

[Have students repeat the word *pattern* with you three times.]

For example, the **weather pattern** in the summer is mostly sunny and warm. Every summer, the **weather** is mostly sunny and warm and this **pattern** is the same each summer. Also, the **weather pattern** in the winter is mostly cold. Every winter it is cold and this **pattern** is the same each winter. **Weather patterns** in the United States change with every **season**, so we get cold **weather**, hot **weather**, and different **weather** in between.



← **Show image 1A-8: Seasons**

[Point to the picture of each season as you name it, sweeping across the page as you go from one season to the next to show the cycle.]

There are four **seasons** in a year: winter, spring, summer, and autumn. Each **season** has different **weather**. The **weather** changes depending on where you live and which **season** it is. Plants, trees, grass, and flowers also change in different **seasons**. And you will see different kinds of animals in different **seasons**.



← **Show image 1A-9: Winter**

[You may wish to give students their Season Card for winter.]

What is this **season**?

Winter is the coldest **season**. In some places, snow and ice cover the ground during wintertime. Other places that don't have snow and ice are still colder in winter than in the other **seasons**. Some animals, like squirrels and bears, sleep during the winter **season**.



← **Show image 1A-10: Spring**

[You may wish to give students their Season Card for spring.]

What is this **season**?

After a while, winter ends and spring begins. In the spring the sun shines a little longer, it gets warmer each day, and the snow and ice melt—or turn to water because the sun warms it. Rain in the spring helps new leaves grow from the trees and new plants grow up from the earth. Also, flowers bloom again. Many baby animals are born during the spring, too.



← **Show image 1A-11: Summer**

[You may wish to give students their Season Card for summer.]

What is this **season**?

After spring comes summer.

Summer is the hottest **season** of the year in the United States.

Summer is the **season** in which plants are full of leaves, flowers, and fruit. Birds, bugs, and other animals are easiest to spot—or find—in the summer.



← **Show image 1A-12: Autumn**

[You may wish to give students their Season Card for autumn.]

What is this **season**?

Finally, after summer comes autumn.

Autumn is also called “fall.” In most places in the United States, the leaves change colors and fall off certain types of trees in autumn.

[You may wish to ask: “What kind of trees drop their leaves?” Students have learned about deciduous trees in the *Plants* domain.]

In the autumn, the air outside gets cooler and the sun shines a little less each day. Autumn is when farmers harvest their fruits and vegetables, birds fly south to where it is warmer, and everyone gets ready for winter.



← **Show image 1A-8: Seasons**

Let’s say the seasons together.

[Have students name the seasons with you, in order, as you point to the corresponding picture of each season in the image: *winter*, *spring*, *summer*, and *autumn*.]

Do you know what **season** it is right now? How do you know?

[Pause for students to respond. Call on two volunteers to explain their answer.]

Each **season** has its own special **characteristics**.

[Have students repeat the word *characteristics* with you three times.]

A **characteristic** tells us about what something is like. For example, a **characteristic** of summer is hot weather. Another **characteristic** of summer going to the beach. A **characteristic** of winter is snow.

Another **characteristic** of winter is going sledding. Turn to your partner and tell about a **characteristic** of summer.

[Allow fifteen seconds for students to talk. Call on two partners to share.]

Turn to your partner and tell about a **characteristic** of winter.

[Allow fifteen seconds for students to talk. Call on two partners to share.]

The **seasons** are different depending on where you live. Not all places get snow in the winter, and not all places are very hot in the summer. But one thing is for sure: no matter where you live, the **seasons** always change in the same order, year after year.

[Have students name the seasons with you in order as you point to the corresponding picture of each season in the image: *winter*, *spring*, *summer*, and *autumn*.]



◀ Show image 1A-13: Seasons diagram

When something happens over and over again in the same order, it's called a **cycle**.

[Trace the cycle of seasons in the image as you read about it.]

Every year the **cycle** of the **seasons** begins in winter, followed by spring, summer, autumn and back to winter.

[Have students practice saying the *cycle of the seasons* while drawing an imaginary circle in the air.]

I'll be talking about my hometown, Washington, D.C., but the **characteristics** of the four **seasons** where you live might be a little different. It will be fun to see if the **weather** where you live is similar to or different from the **weather** where I live throughout the **seasons**.

I'll say goodbye for now, but I will write another letter again soon. Until then, I hope you are enjoying beautiful **weather** where you live!

Your friend,

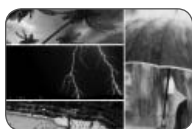
Annie

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines 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 the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Who is Annie? What is she learning about at school?

- Annie is an imaginary pen pal. She is learning about seasons and weather at school.



← Show image 1A-2: Kinds of weather

2. *Literal* [Have students come up to the picture one at a time and name a type of weather.]



← Show image 1A-8: Seasons

3. *Literal* In the United States, what is the cycle of the seasons in order, starting with winter?

- The cycle of the seasons is winter, spring, summer, autumn/fall.

4. *Literal* Which season is the coldest?

- Winter is the coldest season.

5. *Literal* Which season is the hottest?

- Summer is the hottest season.

6. *Inferential* Is the weather the same or different during the different seasons of the year? How do you know?

- The weather is different during the different seasons because in winter the weather is cold and sometimes snowy and in summer the weather is mostly hot and sunny.

[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 two questions. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Is it rainy today? (Yes/No)

The weather today is (hot/warm/
cool/cold) and (sunny/rainy/
cloudy/windy).

I hope tomorrow will be _____
because . . .

7. *Evaluative Think Pair Share*: What is the weather like today? What do you hope tomorrow's weather will be like?
8. 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: Characteristics

1. In the read-aloud you heard, "Each season has its own special *characteristics*."
2. Say the word *characteristics* with me three times.
3. *Characteristics* are special qualities or traits that make a person or thing different from others.
4. Some characteristics of my friend are that he is funny and smart.
5. What are some characteristics of the person sitting next to you? Try to use the word *characteristics* when you tell about them.

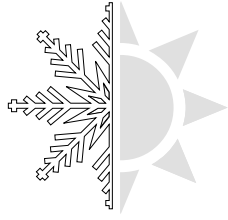
[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "Some characteristics of [name of student] are . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will say a characteristic. If the characteristic I say is a characteristic of a good friend, say, “_____ is a characteristic of a good friend.” If the characteristic I say is not a characteristic of a good friend, say, “_____ is not a characteristic of a good friend.”

1. being a good listener
 - Being a good listener is a characteristic of a good friend.
2. hitting
 - Hitting is not a characteristic of a good friend.
3. sharing
 - Sharing is a characteristic of a good friend.
4. always wanting to do things his or her way
 - Always wanting to do things his or her way is not a characteristic of a good friend.
5. [Have students think of two more characteristics of a good friend with their partner. Call on three partner pairs to share.]



Complete Remainder of the Lesson Later in the Day



What's the Weather Like?

1_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Sentence in Context: Seasons

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Seasons).] In the read-aloud you heard, “There are four seasons in a year: winter, spring summer, and autumn.” Here, *seasons* means the different times of the year.
Which picture shows the seasons: winter, spring, summer, and autumn?
 - 1
2. *Seasons* can also mean adds spice to food to give it more flavor.
Which picture shows how someone seasons their food?
 - 2
3. I’m going to say some sentences with the word *seasons*. Hold up one finger if my sentence tells about *seasons* in picture one; hold up two fingers if my sentence tells about *seasons* in picture two.
 - The cook seasons the chili with spices.
 - two fingers
 - There are four seasons in a year.
 - one finger
 - Our pen pal, Annie, told us about the weather throughout the different seasons.
 - one finger
 - My dad seasons our food so it tastes good.
 - two fingers

↔ Syntactic Awareness Activity

Comparatives: Warmer and Cooler

Note: Use a cup of water with ice in it and a cup of water without ice to demonstrate *warmer* and *cooler*. Allow students to feel the temperature of the water in each cup before continuing with the activity.

Directions: When we want to compare two things and tell about how warm or how cool they are, we use the words *warmer* and *cooler*. This cup of water has ice in it. [Show cup of water with ice.] This cup of water does not have ice in it. [Show cup of water without ice.]

Which is cooler, the cup of water with ice, or the cup of water without ice?

- The cup of water with ice is cooler than the cup of water without ice.

Which is warmer, the cup of water with ice, or the cup of water without ice?

- The cup of water without ice is warmer than the cup of water with ice.

I will ask you questions about two things. Tell me which one is warmer or which one is cooler.

Note: As needed, restate students' answers so that they are grammatically correct. Have students repeat the corrected sentence.

1. Which is warmer, the weather in winter or the weather in summer?

- The weather in summer is warmer than the weather in winter.

2. Which is cooler, the weather in winter, or the weather in spring?

- The weather in winter is cooler than the weather in spring.

3. Which is cooler, rain or snow?

- Snow is cooler than rain.

4. Which is warmer, a sunny summer day or a windy autumn day?

- A sunny summer day is warmer than a windy autumn day.

↔ Vocabulary Instructional Activity

Word Work: Pattern

1. In the read-aloud you heard, “[T]he weather *pattern* in the summer is always mostly sunny and warm.”

2. Say the word *pattern* with me three times.

3. A *pattern* is something that repeats itself. We can see *patterns* in weather and in other things around us.

4. [Show the class a patterned item.] This _____ has a pattern on it. It has something that repeats itself. [Indicate and describe the repeating pattern in the object you are showing.]
5. [Show additional patterned items.] What patterns do you see on this _____?
6. What's the word we've been talking about?
 Use a *Hands On* activity for follow-up. Directions: We are going to make a pattern with these blocks [or name of other manipulative.] I will start the pattern with these blocks. [Choose three blocks of two to three different shapes (or colors) and place them in front of the class.] To make a pattern, these shapes (or colors) must repeat in the same order. Which block should come next?
 Now with your partner, make your own pattern with your blocks.
 [Assist students as needed to create a repeating pattern.]

10 End-of-Lesson Check-In

What's the Weather Like?

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

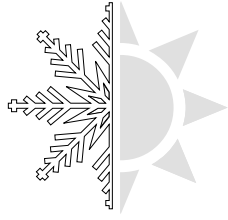
0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Tell your partner what today's read-aloud was about.
- Tell your partner the cycle of the seasons, in order, starting with winter.
- Tell your partner which season is the hottest.
- Tell your partner which season is the coldest.
- Tell your partner what the weather is like outside today.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-1, 1B-2, and 1B-3.



Winter

2

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name the four seasons in cyclical order, as experienced in the United States
- ✓ Name at least one month in winter while referring to a calendar
- ✓ Describe a few characteristics of winter (the coldest season, freezing, snow, blizzards, winter holidays, sledding, etc.)
- ✓ Describe any unique seasonal differences during winter that are characteristic of their own locality (snow or ice, blizzards, etc.)
- ✓ Identify a blizzard as a strong snowstorm with lots of snow and wind
- ✓ Name at least one holiday that occurs during winter
- ✓ Identify a thermometer as an instrument used to measure temperature
- ✓ Describe how a thermometer works: when it is hotter outside, the liquid in the thermometer rises; when it is cooler, the liquid descends
- ✓ Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow)

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, identify the main topic and retell key details from “Winter” (RI.K.2)
- ✓ With prompting and support, describe the cycle of the seasons and make the connection between the winter season and the months of winter (RI.K.3)

- ✓ With prompting and support, identify the reasons the author gives to determine whether or not it is the winter season (RI.K.8)
- ✓ Use a combination of drawing and dictating to present a winter scene based on information from the read-aloud “Winter” (W.K.2)
- ✓ With guidance and support from adults, respond to questions and suggestions from peers, and edit drawing of winter scene (W.K.2.5)
- ✓ Participate in class research project to chart daily weather conditions onto the Class Weather Journal (W.K.7)
- ✓ Describe the winter season and what they like about winter, providing additional detail as necessary (SL.K.4)
- ✓ Create a drawing with sufficient detail of the season of winter (SL.K.5))
- ✓ Identify multiple meanings of *point* and use them in appropriate contexts (L.K.4a)
- ✓ Identify real-life connections between words—*thermometer*, *frigid*, *cautiously*, and *point*—and their use (L.K.5c)

Core Vocabulary

blizzards, *n.* Severe snowstorms with lots of wind and snow

Example: We often stayed indoors this winter because of the many blizzards.

Variation(s): blizzard

cautiously, *adv.* Carefully avoiding danger or risk

Example: I cautiously looked for cars in both directions before I cautiously crossed the street.

Variation(s): freezing points

freezing point, *n.* The temperature at which a liquid will turn into a solid

Example: Water turns to ice at its freezing point of 32 degrees Fahrenheit.

Variation(s): freezing points

frigid, *adj.* Very cold

Example: The frigid temperature outside makes me want to stay inside where it’s warm.

Variation(s): none

halt, *n.* Stop

Example: The traffic light was not working, so the policeman held up his hand when he wanted to bring the traffic to a halt.

Variation(s): halts

thermometer, n. An instrument or tool that measures temperature
Example: The thermometer outside says that the temperature is 75 degrees Fahrenheit.
Variation(s): thermometers


Vocabulary Chart for Winter			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	blizzards Fahrenheit frigid snowplow thermometer weather	cautiously* freezing halt holiday temperature tool	day/month/year December/January/ February ice shovel sledding snow winter
Multiple Meaning	degree	<u>point</u> scrape	cold
Phrases	freezing point		
Cognates	termómetro	temperatura	Diciembre/Enero/ Febrero

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud*.

1. 2A-1: Annie in winter
2. 2A-2: Thermometers
3. 2A-3: Winter clothing
4. 2A-4: Snowy Washington, D.C,
5. 2A-2: Thermometers
6. 2A-5: Shoveling snow
7. 2A-6: Snowplow
8. 2A-7: Snowman
9. 2A-8: Sledding

10. 2A-10: Holiday images
11. 2A-11: New Year's Eve
12. 2A-12: Chinese New Year
13. 2A-1: Annie in winter

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Seasons Cards; adhesive tape; song about the seasons	15
	Introducing “Winter”	large monthly calendar	
	Vocabulary Preview: Thermometer, Frigid	Image Card 6; outdoor thermometer	
	Purpose for Listening		
Presenting the Read-Aloud	Winter	Image Card 1; large monthly calendar	10
Discussing the Read-Aloud	Comprehension Questions	large monthly calendar	10
	Word Work: Cautiously		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Point	Poster 2M (Point)	15
	Class Weather Diary	Instructional Master 2B-1	
	My Four Seasons Drawing Book	Instructional Master 2B-2; drawing tools	

Advance Preparation

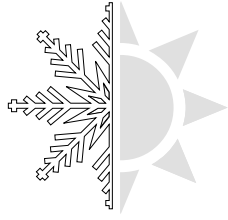
For What Have We Learned?, have a song about the seasons ready to teach to students. The song should name each of the seasons. (See song suggestion in the lesson.) Give each student *one* Season Card and tape it onto their clothes for this activity.

For Vocabulary Preview, bring in several outdoor thermometers for students to use to make observations. At different times for the next few days, you may wish to take small groups of students outdoors for them to see the temperature change on the thermometer as the temperature gets cooler or warmer.

Prepare a copy of Instructional Master 2B-2 for each student. This will be the page for winter in their *My Four Seasons Drawing Book*.

Note to Teacher

The class will begin their *Class Weather Diary*. The class will make observations about the daily temperature, cloud cover, precipitation, and wind. You will need to create the *Class Weather Diary* on a large sheet of chart paper with five rows down (for weather) and six columns across (for days). (See this Extension activity for a sample chart.) You may wish to add the clip art from Instructional Master 2B-1 to the class chart. Be sure to check the weather on a daily basis at around the same time each day for five days.



Winter

2_A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Remind students that yesterday they heard a letter from their imaginary pen pal, Annie.

Ask students: “What did we learn from Annie’s letter?”

- We learned that there are four seasons in a year, and each season has different weather.



◀ Show image 1A-13: Seasons cycle

- Point to each season as you say it. Then have students say the seasons with you.
Reinforce that the cycle of the seasons is winter, spring, summer, autumn.

The Cycle of the Seasons

- Tell students that they are going to practice more with the cycle of the seasons.
- Explain that they will each have a Seasons Card with one of the seasons on it. Tape one of the Season Cards on the front of each student in random order.
- Tell students: “Turn to the person next to you and tell them what your season is. Say: ‘My season is _____.’”
- Have students stand in one area of the room. Tell them that they are going to make a circle to represent the cycle of the seasons and that the cycle begins with winter. Invite a student wearing a winter card to take the first spot.
- Invite a student who is wearing a spring card to take the next spot in the circle. Continue in this fashion until you have completed the circle. If the cycle ends unevenly (the total number of students is not divisible by four) have the remaining students stand together with a student wearing the same season card as they are wearing.

Note: You will teach students the song about the seasons you have chosen. Teach the song while students are standing in the circle to help them remember the cycle of the seasons. You may choose to have students sit down to begin with, and then stand as their season is named in the song. Use the following song, sung to the tune of “Oh My Darling, Clementine,” or select another song of your choice.

*There are four seasons,
There are four seasons,
There are four seasons in the year.
Winter, spring, then
Summer, autumn.
There are four seasons in the year.*

Introducing Winter

- Show students a large monthly calendar and assist them in identifying today’s month and date.
- Tell students that in today’s read-aloud, their imaginary pen pal, Annie, is going to tell them about the first season in the cycle of the seasons—winter.
- Explain that in the United States, the season of winter begins in the month of December and includes the months of January and February. Display the winter months at the front of the class.
- Remind students of the current date and ask if they are presently in the winter season.

Note: Do not expect students to identify the current season if it is not winter.

Vocabulary Preview

Thermometer

[Show Image Card 6: Thermometer.]

1. Today you will learn about a *thermometer* and what it does.
[Pass around examples of outdoor thermometers.]
This is a *thermometer*.
2. Say the word *thermometer* with me three times.
3. A thermometer is a tool used to measure how hot or cold something is.

4. When I am sick, the nurse uses a thermometer to see if I have a fever.
5. Tell your partner something we use a thermometer for. Use the word *thermometer* when you tell about it.

Frigid

1. In today's letter from Annie about winter, you will hear the word *frigid* to describe winter weather.
2. Say the word *frigid* with me three times.
3. *Frigid* means very, very cold.
4. When it's frigid outside, many animals stay in their homes to keep warm.
5. Tell your partner something that happens when the weather is frigid. Use the word *frigid* when you tell about it. [You may wish to ask: "Can we use a thermometer to see how cold it is outside? Can we use a thermometer to see if we have a fever? Can we use a thermometer to see how warm the water is?"]

[Suggestions: there is cold wind, it might snow, people wear hats, mittens, and scarves, pets stay indoors, breath can be seen in the air, people shiver.]

Purpose for Listening

Tell students that today they will listen to a new letter from their pen pal, Annie. The main topic—or the main idea—of Annie's letter is winter. Tell them that their job is to listen carefully for the characteristics of—or different ways to describe—winter and some things that people do in the winter.

By the end of the lesson, students should be able to:

- ✓ Describe any unique seasonal differences during winter that are characteristic of their own locality (snow or ice, colder temperatures)
- ✓ Identify a blizzard as a strong snowstorm with lots of snow and wind
- ✓ Identify a thermometer as an instrument used to measure temperature
- ✓ Describe how a thermometer works: when it is hotter outside, the liquid in the thermometer rises; when it is cooler, the liquid descends



Winter

◀ Show image 2A-1: Annie in winter

Dear Kindergartners,

Hello again from your pen pal, Annie! In my last letter, I told you about the four seasons—winter, spring, summer, and autumn.

[Show Image Card 1. Point to the winter scene.]

Today I'm going to tell you more about the first season in the cycle of the seasons—winter. What kinds of things do you think of when I say *winter*?

[Pause for students to respond.]

I'll tell you what I think of: cold!

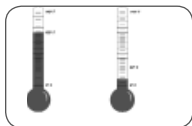
Winter is the coldest season of the year in the United States. Winter includes the months of December, January, and February. Let's look at the calendar to see when winter is.

[Show students the span of winter on the calendar. Then show students today's date on the calendar.]

Can you tell by looking at today's date on the calendar if it is winter now?

[Pause for students to respond. Correct responses as needed.]

◀ Show image 2A-2: Thermometers



It can get very cold in the winter. Do you know how we can tell just how hot or cold it is outside? We can tell how hot or cold it is by using a tool called a **thermometer**. A **thermometer** measures temperature—which is a number we use to talk about how hot or cold it is. When it is hot outside, the liquid in the **thermometer** rises towards the top to show that it is hot. A temperature like 80 degrees is hot. A temperature like 100 degrees or more is really, really hot!

[Show this on the thermometer on the left side.]

When it is cold outside, the liquid in the **thermometer** stays down near the bottom to show that it is cold. A temperature like 50 degrees is cold. A temperature like 30 degrees is really, really cold!

[Show this on the thermometer on the right side.]

Which of these **thermometers** do you think show what the temperature might be in the wintertime?



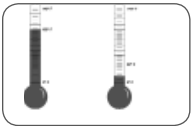
◀ **Show image 2A-3: Winter clothing**

Sometimes, it gets so cold outside that we say it is **frigid**. Do you remember what **frigid** means? It means very, very cold. When the temperature is **frigid**, it's a good idea to wear clothes that will keep you warm when you go outside. Clothes like hats, scarves, coats, and mittens help keep you warm when it is very cold—or **frigid**—outside.



◀ **Show image 2A-4: Snowy Washington, D.C.**

It is usually cold during the winter where I live in Washington, D.C. Sometimes it even gets cold enough to snow! For it to snow, the temperature must be below 32 degrees Fahrenheit.



◀ **Show image 2A-2: Thermometers**

[Point to the 32-degree-mark as you talk about it.]

Thirty-two degrees Fahrenheit is called the **freezing point**. When the temperature outside is at the **freezing point** or lower, water will freeze, and it will snow or sleet instead of rain.

Discuss with your partner what the weather is like during the winter where you live. Is the temperature very cold or frigid? Or is the temperature just a little colder than usual? Do you get a little snow, a lot of snow, or no snow at all? Does it get icy outside sometimes?

[Allow thirty seconds for students to talk. Call on three partner pairs to share their answers.]



◀ **Show image 2A-5: Shoveling snow**

Sometimes there are big snowstorms called **blizzards**. During a **blizzard**, there is lots of snow and wind. When there is a **blizzard**, traffic comes to a **halt**—all the cars and trucks on the road stop. They **halt**—or stop—because there is too much snow to drive. Schools will be closed if there is a **blizzard**, too.

When it snows, people use snow shovels to shovel snow off sidewalks so that others do not slip and get hurt. People also shovel their driveways so they can get their cars out once it is safe enough to drive.



← **Show image 2A-6: Snowplow**

In many places where it snows, snowplows clear the snow from the streets. The big plow on the front of the truck scrapes the snow and ice from the streets. But even though people shovel snow off the sidewalks and snowplows scrape snow off the streets, people should always drive and walk slowly and **cautiously**—or very carefully. Snow and ice are slippery, so you should use extra caution—or be extra careful—when there is snow or ice on the ground.



← **Show image 2A-7: Snowman**

Shoveling snow can be hard work, but you can also have fun in the snow. I'm always happy when it snows because I love to play in it! I like to build snowmen and play outside with my friends.



← **Show image 2A-8: Sledding**

Another way to have fun in the snow is to go sledding! After a big snow, all you need is a hill, warm clothes, and a sled or a flattened cardboard box to slide on. Sledding is my favorite part of winter!



← **Show image 2A-10: Christmas, Hanukkah, and Kwanzaa**

[Point to each image as you talk about it. You may wish to talk about other holidays celebrated by your students during the winter months.]

Winter is also a time when people celebrate different holidays. Some people celebrate Christmas, a Christian holiday. These people are exchanging gifts at Christmas. Some people celebrate Hanukkah, a Jewish holiday. These people are lighting a menorah during Hanukkah. Some people celebrate Kwanzaa, which means the first fruits of the harvest. Kwanzaa is a holiday celebrated by some African Americans.

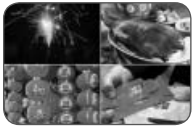


← **Show image 2A-11: New Year's Eve**

Another important winter holiday is on December 31st, which is the last day of the year. This day is called New Year's Eve.

[Show December 31st on the calendar.]

January 1st, the day after December 31st, is the beginning of a new year. January 1st is called New Year's Day. We always have vacation from school around Christmas time and New Year's Eve. Then soon after New Year's Day, we go back to school again.



◀ Show image 2A-12: Chinese New Year

The Lunar New Year—also known as Chinese New Year—is a holiday that happens around the end of January and middle of February. The color red—a color of luck and happiness—is the color people wear on Chinese New Year. Homes are decorated with red paper cut into special designs, and red lanterns are put on display. Children often receive red envelopes, which are supposed to bring them good luck and good fortune in the New Year. Families gather together to wish each other good luck while feasting on different foods and setting off fire crackers.



◀ Show image 2A-1: Annie in winter

There are so many fun things to do during winter!
Tell your partner what you like about winter or what is your favorite part of winter.

[Allow thirty seconds for students to talk. Call on three students to share.]

Your friend,

Annie

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines 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 the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

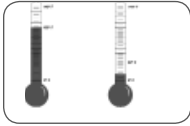
1. *Literal* What is the main topic, or main idea, of Annie's letter today?
 - The main idea of Annie's letter today is winter.
2. *Literal* In which month does winter begin?
 - Winter begins in December.

[Show December on the calendar.]
3. What are the other months in winter?
 - The other months in winter are January and February.

[Show January and February on the calendar.]

4. *Literal* What is the tool we use to measure temperature, or how hot or cold it is outside?

- We use a thermometer to measure temperature.



◀ **Show image 2A-2: Thermometers**

5. *Inferential* What does it mean when the liquid in the thermometer stays down near the bottom?

- When the liquid in the thermometer stays down near the bottom, it means it is cold outside.

What does it mean when the liquid in the thermometer stays up near the top?

- When the liquid in the thermometer stays up near the top, it means it is hot outside.

6. *Literal* What do we call a strong snowstorm with lots of snow and wind?

- A strong snowstorm with lots of snow and wind is called a blizzard.

7. *Inferential* What are some things people do during winter? Tell your partner about a holiday that you or others celebrate in the winter.

- During winter, people shovel snow, build snowmen, go sledding, and celebrate holidays.

[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, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Does it snow here in the winter?
(Yes/No)

Where we live, winter is _____
and _____.

My family and I _____
and _____ in the winter.

8. *Evaluative Think Pair Share:* What are some characteristics, or ways to describe winter where we live?

9. 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: Cautiously

1. In the read-aloud you heard, “[E]ven though people shovel snow off the sidewalks and snowplows scrape snow off the streets, people should always drive and walk slowly and *cautiously*.”
2. Say the word *cautiously* with me three times.
3. *Cautiously* means carefully avoiding—or staying away from—danger.
4. Alan and Phoebe cautiously walked along the path in the woods, staying away from poison ivy and looking out for snakes.
5. What would you do cautiously? Would you carry a bowl of hot soup to the table cautiously? Would you cross the street cautiously? Would you walk around with scissors cautiously? Would you walk around someone swinging on the swings cautiously?

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I would _____ cautiously.”]

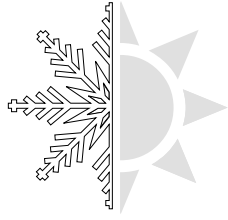
6. What’s the word we’ve been talking about?

Use an *Acting It Out* activity for follow-up. Directions: Think of something you do cautiously. Then turn to your partner and act it out. Try not to say anything, but only show your partner how you would do it. Then your partner will guess what you are doing by saying: “You are _____ ing *cautiously*.”

[Provide an example if necessary: “You are carrying your bowl of hot soup cautiously.”]



Complete Remainder of the Lesson Later in the Day



Winter

2_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Associated Phrase: Point

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Point).] In the read-aloud you heard, “When the temperature outside is at the freezing *point* or lower, it will snow or sleet instead of rain.” Which picture shows this?
 - 1
2. *Point* also means something else. *Point* also means a small dot. Which picture shows this?
 - 2
3. *Point* has a third meaning. *Point* also means to show someone something by moving your fingers in a particular direction. Which picture shows this?
 - 3
4. [Point to the thermometer that shows the freezing point.] With your partner, talk about what you think of when you see this kind of point.
 - Answers may vary (e.g., when I see this kind of point I think of how cold it is outside).
5. [Point to the dot.] With your partner, talk about what you think of when you see this kind of point.
 - Answers may vary (e.g., when I see this kind of point I think of a dot on my paper).
6. [Point to the picture of the girl pointing to the cycle of seasons.] With your partner, talk about what you think of when you see this kind of point.

- Answers may vary (e.g., when I see this picture I think of how my teacher points to the map).

Class Weather Diary

	Day 1	Day 2	Day 3	Day 4	Day 5
Temperature					
Cloud cover					
Precipitation					
Wind					

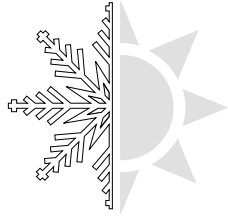
[You may wish to use the clip art from Instructional Master 2B-1 in place of the written labels for types of weather on the left column.]

- Discuss with students what the current season is and what the weather has been like in your area the last few days. Tell students that they will keep a *Class Weather Diary* together. Every day they will go outdoors at the same time to observe the weather.
- While outdoors, ask students to make observations about whether it is hot or cold; whether it is cloudy or sunny; whether it is rainy; and whether it is windy. Once inside, fill out the chart. Draw a simple thermometer to show the temperature; draw the cloud cover (cloudy, sunny, or partly cloudy); draw rain, snow, or an “X” if there is no precipitation; and draw a check if it is windy or an “X” if it is not windy.
- After five days, discuss the characteristics of the current season in your locality as well as the weather changes and temperature changes that occurred.
- You may wish to reinforce the concept of yesterday, today, and tomorrow by asking questions (e.g., how is the weather today different from the weather yesterday?).

My Four Seasons Drawing Book (Instructional Master 2B-2)

- Remind students that most of the United States experiences four seasons. Remind students that so far they have only learned about winter, the first season in the cycle of the seasons. Have students tell you the cyclical order of the seasons: winter, spring, summer, and autumn.

- Tell students that they are going to make a *Four Seasons Drawing Book*. Today they will draw their winter scene.
- Distribute drawing tools and Instructional Master 2B-1 to students. Have students draw a winter scene. If students have trouble thinking of what to draw, you may wish to show them winter images from the previous two read-alouds. Have students try to include themselves and what they would be wearing and doing during this season.
- You may choose to have each student orally complete two sentence frames about their drawing as you write what the student says at the bottom of the page. For example, “Winter is _____ and _____,” and “In the winter, I _____.”
- After students have finished their drawings, have them present their scenes to their partners, in small groups, or with home-language peers and tell them to explain the characteristics of winter they have chosen to draw. Encourage them to ask and answer questions about the pictures. Encourage them to make observations about how their pictures are the same and different. [If time permits, you may wish to have students edit their pictures for accuracy and detail].



Spring

3

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Name the four seasons in cyclical order, as experienced in the United States
- ✓ Name at least one month in spring while referring to a calendar
- ✓ Describe a few characteristics of spring (rainy, windy, ice/snow melt, rivers full/flood, planting on the farm, baby animals born, holidays)
- ✓ Describe any unique seasonal differences during spring that are characteristic of their own locality (increased rain, flooding, blooming of trees, etc.)
- ✓ Name at least one holiday that occurs during spring
- ✓ Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow)

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, identify the main topic and retell key details from “Spring” (RI.K.2)
- ✓ With prompting and support, describe the characteristics of spring and make the connection between the spring season and the months of spring (RI.K.3)
- ✓ With prompting and support, identify the facts the author gives that show changes that happen in the spring (RI.K.8)

- ✓ Use a combination of drawing and dictating to present a spring scene based on information from the read-aloud “Spring” (W.K.2)
- ✓ With guidance and support from adults, respond to questions and suggestions from peers and edit drawing of spring scene (W.K.5)
- ✓ Participate in class research project to chart daily weather conditions onto the *Class Weather Journal* (W.K.7)
- ✓ With assistance, categorize and organize information about the unique characteristics of winter onto a *Seasons Comparison Chart* (W.K.8)
- ✓ Describe what spring is like in their locality (SL.K.4)
- ✓ Create a drawing with sufficient detail of the season of spring (SL.K.5)
- ✓ Produce and expand complete sentences to show cause and effect using the word *because* in shared language activities (L.K.1f)
- ✓ Identify multiple meanings of *spring* and use them in appropriate contexts (L.K.4a)
- ✓ Demonstrate understanding of the adverb *gradually* by relating it to its opposite, *suddenly* (L.K.5b)
- ✓ Identify real-life connections between words—*melt*, *blossoms*, *spring*, and *gradually*—and their use (L.K.5c)
- ✓ Learn the meaning of sayings “April showers bring May flowers,” and “March comes in like a lion and goes out like a lamb” (L.K.6)

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 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

Vocabulary Chart for Spring			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Easter Holi Passover seedlings	celebrate gradually* holiday <i>melt</i> nutrient thaw	animal farmer frozen green grow ice March/April/May rain seed snow warmer winter
Multiple Meaning	bloom blossoms season	field soil <u>spring</u>	floods flower plant
Phrases	April showers bring May flowers. In like a lion and out like a lamb. Memorial Day		
Cognates		celebrar nutriente	animal marzo/abril/mayo flor planta

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 3A-1: Annie in Spring
2. 3A-6: Potomac River
3. 3A-2: Spring Showers
4. 3A-3: Washington, D.C. cherry blossoms
5. 3A-4: Farmer in spring
6. 3A-5: Collage of farm animals
7. 3A-7: Easter, Passover, and Holi
8. 3A-8: Iwo Jima Memorial
9. 3A-9: Seasons diagram

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Image Cards 1, 2; Instructional Masters 3A-1, 3A-2; drawing tools; Seasons Comparison Chart	15
	Introducing Spring	large monthly calendar	
	Vocabulary Preview: Melt, Blossoms	ice cubes, cups of warm water	
	Purpose for Listening		
Presenting the Read-Aloud	Spring	large monthly calendar; cup or bowl, tray, water	10
Discussing the Read-Aloud	Comprehension Questions		10
	Sayings and Phrases: April Showers Bring May Flowers		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Spring	Poster 3M (Spring)	15
	Syntactic Awareness Activity: Cause and Effect		
	Vocabulary Instructional Activity: Gradually		
	End-of-Lesson Check-In: My Four Seasons Drawing Book	Instructional Master 3B-1; drawing tools	

Advance Preparation

Create a large *Seasons Comparison Chart* on chart paper. (See example in What Have We Learned?) The class will fill this chart out together. Make sure to cover the columns for the seasons that have not been addressed yet.

Students will have their own version of the *Seasons Comparison Chart*. Prepare copies of Instructional Masters 3A-1 (Winter Chart) and 3A-2 (Winter Image Sheet) for each student. Students can draw or cut and paste images from their Winter Image Sheet onto their Winter Chart.

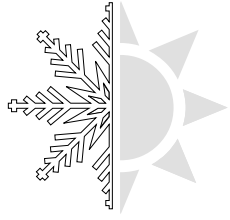
For Vocabulary Preview, demonstrate what *melts* looks like by putting ice cubes into warm water.

Prepare a copy of Instructional Master 3B-1 for each student. This will be the page for spring in their *My Four Seasons Drawing Book*.

Note to Teacher

For the *Seasons Comparison Chart*, you may wish to first fill out the large chart as a class and then have students fill in their individual season chart. You may also wish to have students work in small groups or home-language pairs to fill in their own chart.

Please continue to fill in the *Class Weather Diary* (Day 2).



Spring

3_A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Remind students that yesterday they practiced the cycle of the seasons.
- Show Image Card 1 and ask students what the cycle of the seasons is. Have them answer in a complete sentence: “The cycle of the seasons is winter, spring, summer, autumn.”
- Have the class sing the seasons song from Lesson 2. Point to each season on the Image Card 1 as it is mentioned in the song.
- Remind students that yesterday they heard their second letter from their imaginary pen pal, Annie. Ask students what Annie’s letter was about. Call on three volunteers to name different characteristics of winter.

Seasons Comparison Chart

- Give each student Instructional Masters 3A-1 and 3A-2. Tell them that this is their chart for winter. Point to the snowflake on their chart and tell them that the snowflake is a symbol for winter. Point to the first row and tell them that they will put a picture of a thermometer to show the temperature for winter. Students may also wish to draw what the weather is like during the winter. Point to the middle row and tell them that they can draw or cut and paste images of clothing worn during the winter. Point to the last row and tell them that they can draw or cut and paste images of activities and holidays that happen during the winter.

	Winter	Spring	Summer	Autumn
Months	December January February			
Temperature/ Thermometer	cold			
Clothing People Wear	Heavy jacket, scarf, mittens, boots			
Special Activities/ Holidays	New Year's; sledding; making snowmen			

- Explain to students that they will fill out a class *Seasons Comparison Chart* together.

Note: 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 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.

- One by one, discuss each item listed in the left-hand column as it relates to Annie's description of winter. As you discuss each item, refer to the corresponding images from the read-aloud "Winter" and write a one-word description for each item.
- Take this opportunity to also talk about whether there are any unique seasonal differences in the wintertime that are characteristic of your own locality.
- Add Image Card 2 (winter) to the top of the chart above the winter heading. Save the chart for future lessons.

Introducing Spring

- Show students a large monthly calendar and assist them in identifying today's month and date.
- Tell students that in today's read-aloud, their imaginary pen pal, Annie, is going to tell them about the season that comes after winter in the cycle of the seasons—spring.
- Explain that in the United States, the season of spring begins in the month of March and also includes the months of April and May. Show

these months on the calendar as you name the months of spring.

- Remind students of the current date and ask if they are presently in the season of spring.

Note: Do not expect students to identify the current season if it is not spring.

Vocabulary Preview

Melt

1. One characteristic of spring is that the snow and ice begin to *melt*.
2. Say the word *melt* with me three times.
3. Something melts when heat or warmth causes it to change from a solid to a liquid.
[Use an ice cube and some warm water to demonstrate this.]
4. This ice cube is frozen solid. The ice cube melts and changes into a liquid when it is put into warm water.
5. Can you think of something that melts when it gets warm or hot? Tell your partner what it is. Use the word *melt* when you tell about it.

Blossoms

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

1. In Annie's letter today, she will tell us about the cherry *blossoms* in her hometown of Washington, D.C.
2. Say the word *blossoms* with me three times.
3. Blossoms are the flowers on trees or bushes.
4. Bumble bees like to buzz around the blossoms on the cherry tree.
5. Describe the blossoms in this picture to your partner. What color are they? How big are they? Where do they grow? Use the word *blossoms* when you describe them.

Purpose for Listening

Tell students that today they will hear another letter from their pen pal, Annie, and that the main topic—or the main idea—of Annie's letter is spring. Tell them that their job is to listen carefully for the type of weather that is characteristic of spring and for things that happen in spring.



By the end of the lesson, students should be able to:

- ✓ Correctly name a few characteristics of spring (rainy, windy, ice/snow melt, rivers full/flood, planting on the farm, baby animals born, holidays)
- ✓ Describe any unique seasonal differences during spring that are characteristic of their own locality (increased rain, flooding, blooming of trees, etc.)



Spring

◀ Show image 3A-1: Annie in Spring

Dear Kindergartners,

In my last letter I told you all about winter. In today's letter, I'm going to tell you about the next season in the cycle of the seasons. Do you know which season that is?

[Call on three students to answer.]

The next season is spring!

Spring doesn't arrive all of a sudden. Spring arrives **gradually**—spring comes slowly, or bit by bit. Spring begins in the middle of March, and it continues through the months of April and May. Let's look at the calendar to see the months in spring.

[On a large monthly calendar, show students the beginning and duration of spring. Show today's date on the calendar.]

Can you tell by looking at today's date on the calendar if it is spring now?

[Pause for students to respond. Correct responses as needed.]

During spring, the days are longer than they are during winter. That means we have more sunlight each day. The sun causes the air to get warmer. Any snow or ice that is on the ground begins to melt and the ground begins to **thaw**. When something **thaws** that means it is not hard or frozen anymore.



◀ Show image 3A-6: Potomac River

When snow and ice melt, they turn into water. This water flows—or goes—into the rivers and streams, making them very full. Rivers usually reach their highest levels during the spring. Sometimes the river water becomes so high, it **floods**. When a river **floods**, that means the water comes over the sides of the river and goes onto the land.

[You may wish to show the concept of flood by pouring water into a cup or bowl until it overflows. Catch the water in the tray.]



← Show image 3A-2: Spring showers

Something else that causes some rivers to **flood** is the rain during spring. There are many rainy days in the spring, especially in March and April. Sometimes after the rain you can see a colorful rainbow in the sky.

[Ask students: “Who has seen a rainbow in the sky before?” Take a quick tally. You may wish to mention the order of colors in the rainbow: red, orange, yellow, green, blue, indigo, violet.]

There is a saying that tells us, “April showers bring May flowers.” This means that the rains of April help plants to grow big and healthy, so they produce beautiful flowers in May and throughout the summer.

Besides being rainy, spring is also a very windy season. In fact, the windy beginning of spring is a perfect time to fly a kite! Some people say, “March comes in like a lion and goes out like a lamb.”

[Show the month of March. Point to the beginning of March and say, “in like a lion.” Ask students to describe a lion or tell you what they think of when they hear *lion*. Point to the end of March and say, “out like a lamb.” Ask students to describe a lamb or tell you what they think of when they hear *lamb*.]

The weather in March starts out stormy and windy, like a strong and powerful lion. Then, by the end of spring the weather is calm and mild, like a soft, gentle lamb.



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

The world outside 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. Soon, bees will be buzzing among the flowers, and birds will be chirping in the leafy trees. The days will become longer and the weather will become warm and pleasant.

[Point to the blossoms in the image as you talk about them.]

My hometown of Washington, D.C., is famous for the cherry **blossoms** that bloom here each spring. Do you remember what **blossoms** are?

[Call on two students to answer.]

- Blossoms are the flowers on trees or bushes.

In April, the cherry trees throughout the city burst into bloom, and millions of brilliant pink and white flowers tell us that spring is here! Many

other kinds of trees have pretty, colorful **blossoms** in spring, too.
Do you see pretty **blossoms** in spring where you live?

[Call on three students to respond.]



◀ **Show image 3A-4: Farmer in spring**

Spring is an important time on farms.

Turn to your partner and tell them something you remember learning about farms with Old MacDonald.

[Remind students of the *Farms* domain. Allow students to talk for thirty seconds. Call on two partner pairs to share.]

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 bring up the nutrients—or healthy parts—in the soil. Then the farmer will go through his plowed fields and plant his seeds in neat rows. A couple of weeks later, the field will be full of little green **seedlings**—or young, baby plants. By summer the **seedlings** will have grown into big, green 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.

[Point to each animal as you read about it.]

Baby horses—called foals—play in the fields. Lambs nuzzle close to the mother sheep. Ducklings line up and follow their mother duck to the pond.



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

[Point to each holiday as you describe it.]

Spring is also a time to celebrate more holidays. Several holidays are celebrated during the springtime. During the Christian holiday of Easter, some people decorate eggs and go on Easter egg hunts. 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.

[You may wish to ask students which holidays they celebrate during spring, or have partner pairs talk about the holidays they celebrate during spring.]



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

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



◀ **Show image 3A-9: Seasons diagram**

[Point to the symbol for spring in the cycle of the seasons.]

I hope you enjoyed hearing about spring.

Discuss with your partner what spring is like where you live. What's the weather like? Do you have **flooding**? Do many trees have **blossoms**?

[Allow thirty seconds for students to talk. Call on three partner pairs to share their answers.]

Thanks for answering my questions about spring. Now I know what spring is like where you live!

Your friend,
Annie

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines 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 the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is the main topic, or main idea, of Annie's letter today?

- The main idea of Annie's letter today is spring.

2. *Literal* In which month does spring begin?

- Spring begins in March.

[Show March on the calendar.]

What are the other months in spring?

- The other months in spring are April and May.

[Show April and May on the calendar.]

3. *Inferential* What is the weather like in spring?

- The weather in spring is rainy and windy. The sun warms the air and snow and ice begin to melt.

4. *Inferential* What are some things that happen during spring?

- During spring, rivers flood, farmers prepare the soil for planting and plant seeds, baby animals are born, and blossoms come out on the trees.

5. *Inferential* Why do the rivers flood?

- The rivers flood because they are full from the melting snow and rainy weather.

6. *Literal* What are some holidays in spring?

- Some holidays in spring are Easter, Passover, Holi, and Memorial Day.

[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, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Does it rain more in spring than in the winter? (Yes/No)

Can you see the blossoms in the spring? (Yes/No)

The weather in spring is _____ and _____ where we live.

In the spring, I can see _____ and _____.

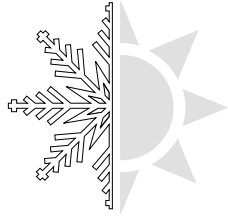
7. *Evaluative Think Pair Share:* What are some characteristics, or ways to describe spring where we live?
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Sayings and Phrases: April Showers Bring May Flowers.

- Remind students that in today's letter from Annie they heard, "April showers bring May flowers."
- Have students repeat, "April showers bring May flowers." [You may wish to have the class come up with motions for *showers* and *flowers*.]
- Ask students how the saying "April showers bring May flowers" is used in the read-aloud.
 - The rain in April causes the flowers to bloom in May.
- Tell students that people may also say, "April showers bring May flowers" to mean that an unpleasant, or not-so-fun situation will later turn into a pleasant, or fun situation.
- Say to students: "Tell your partner about a time you experienced 'April showers bring May flowers,' or a time that may have been hard work or not so fun at first, but later turned out to be fun." Allow thirty seconds for partners to talk. Help partners initiate their conversation and encourage them to ask questions to get more information. Call on a few volunteers to share.



Complete Remainder of the Lesson Later in the Day



Spring

3_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Associated Phrase: Spring

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Spring).] In the read-aloud you heard, “*Spring* begins in the middle of March, and it continues through the months of April and May.” Which picture shows this?
 - 1
2. *Spring* can also mean a source of water coming up from the ground. Which picture shows this?
 - 2
3. *Spring* has a third meaning. Spring can also mean to move or jump forward and upward. Which picture shows this?
 - 3
4. [Point to the season of spring.] With your partner, talk about what you think of when you see this kind of spring.
 - Answers may vary (e.g., When I see this kind of spring, I think of warmer weather and new flowers blooming.).
5. [Point to the picture of a spring.] With your partner, talk about what you think of when you see this kind of spring.
 - Answers may vary (e.g., When I see this kind of spring, I think of looking for little fish in the water; I think of a river.).
6. [Point to the boy springing.] With your partner, talk about what you think of when you see this kind of spring.
 - Answers may vary (e.g., When I see this kind of spring, I think of jumping; I think of springing over a puddle so I won’t get my shoes wet.).

↔ Syntactic Awareness Activity

Cause and Effect

Directions: Some things happen because of other things. We call this *cause* and *effect*. For example, new flowers bloom because of the spring rain. I am going to say two sentences. Your job is to connect, or put the two sentences together using the word *because* to make one sentence. If I say, “New flowers bloom,” and “There is a lot of rain in spring,” you say, “New flowers bloom because there is a lot of rain in spring.”

Note: To make this exercise more challenging, you may choose to change the order of the two given sentences. As needed, restate students’ answers so that they are grammatically correct. Have students repeat the corrected sentence.

1. The snow melts in spring. The sun is warmer.

The snow melts in spring because the sun is warmer.

2. The ground thaws in spring. The days are longer and warmer.

The ground thaws in spring because the days are warmer and longer.

3. The nutrients come up from the soil. The farmer plows the field.

The nutrients come up from the soil because the farmer plows the field.

4. The rivers flood. The melting snow and ice make the rivers full.

The rivers flood because the melting snow and ice make the rivers full.

↔ Vocabulary Instructional Activity

Word Work: Gradually

1. In the read-aloud you heard, “Spring arrives *gradually*, which means slowly, or bit by bit.”
2. Say the word *gradually* with me three times.
3. Gradually means slowly, or over a long period of time.
If something happens gradually, it happens slowly.
4. The seedling gradually grew into a tree.
5. What are some things that happen gradually? Or, what are some things we do gradually? Try to use the word *gradually* when you tell about them.

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ happens gradually," or "I _____ gradually."]

6. What's the word we've been talking about?

Use an *Opposites* activity for follow-up. Directions: The opposite of *gradually* is *suddenly*. If something happens suddenly, it happens very quickly, or all of a sudden. If what I say is something that happens gradually, say, "_____ happens gradually." If what I say is something that happens suddenly, say, "_____ happens suddenly."

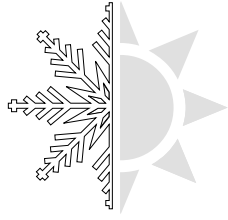
1. growing up
 - Growing up happens gradually.
2. winter turning to spring
 - Winter turning to spring happens gradually.
3. dropping crayons on the floor
 - Dropping crayons on the floor happens suddenly.
4. a seedling growing into a tree
 - A seedling growing into a tree happens gradually.
5. the wind slamming the door shut
 - The wind slamming the door shut happens suddenly.
6. lightning flashing in the sky
 - Lightning flashing in the sky happens suddenly.

10 End-of-Lesson Check-In

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

- Tell students that they are going to add spring to their *My 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.
- You may choose to have each student orally complete two sentence frames about their drawing as you write what the student says at the bottom of the page. For example, "Spring is _____ and _____," and "In spring, I _____."

- After they have finished drawing, have students present their scene to their partner, in small groups, or with home-language peers and explain the characteristics of spring they have chosen to draw. Encourage them to ask and answers about the pictures. Encourage them to make observations about how their pictures are the same and different. If time permits, you may wish to have students edit their pictures.



Summer

4

☒ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Name the four seasons in cyclical order, as experienced in the United States
- ✓ Characterize summer as generally the warmest season
- ✓ Name at least one month in summer while referring to a calendar
- ✓ Identify the sun as a source of light and warmth
- ✓ Identify a thermometer as an instrument used to measure temperature
- ✓ Describe how a thermometer works: when it is hotter outside, the liquid in the thermometer rises; when it is cooler, the liquid descends
- ✓ Describe a few characteristics of summer (the hottest season, longer days, hot temperatures, summer break, etc.)
- ✓ Describe any unique seasonal differences during summer that are characteristic of their own locality (droughts, thunderstorms, etc.)
- ✓ Name at least one holiday that occurs during summer
- ✓ Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow)

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, identify the main topic and retell key details from “Summer” (RI.K.2)

- ✓ With prompting and support, describe the characteristics of summer and make the connection between the summer season and the summer months (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text related to the seasons (RI.K.6)
- ✓ With prompting and support, identify the reasons the author gives to explain why summer is her favorite season (RI.K.8)
- ✓ With prompting and support, describe how each season is distinct from the others (RI.K.9)
- ✓ With prompting and support, contrast the clothes worn in the winter to clothes worn in the summer (RI.K.9)
- ✓ Use a combination of drawing and dictating to present a summer scene based on information from the read-aloud “Summer” (W.K.2)
- ✓ With guidance and support from adults, respond to questions and suggestions from peers and edit drawing of summer scene (W.K.5)
- ✓ Participate in class research project to chart daily weather conditions onto the *Class Weather Journal* (W.K.7)
- ✓ With assistance, categorize and organize information about the unique characteristics of spring onto a *Seasons Comparison Chart* (W.K.8)
- ✓ Describe what summer is like in their locality (SL.K.4)
- ✓ Create a drawing with sufficient detail of the season of summer (SL.K.5)
- ✓ Identify real-life connections between words—*temperature*, *sunscreen*, *sunburned*, and *distinct*—and their use (L.K.5c)

Core Vocabulary

distinct, *adj.* Clearly different

Example: The twins look alike, but they have distinct personalities.

Variation(s): none

indoors, *adv.* Inside or into a building

Example: The cold weather makes me want to stay indoors where it's warm.

Variation(s): none


sunscreen, n. A lotion or spray that protects the skin from the sun's rays
Example: When I go to the beach, I wear sunscreen to protect my skin so I don't get sunburned.
Variation(s): sunscreens

Vocabulary Chart for Summer			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<i>sunburned</i> sunscreen thermometer	distinct* holiday protect measure <i>temperature</i>	hot indoors /outside June/July/August summer sun swimming warmest
Multiple Meaning	season	spring	cool/warm skin
Phrases	Fourth of July Washington, D.C.		stay indoors
Cognates	termómetro	distinto <i>temperatura</i>	Junio/Julio/Augusto

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It is the same as the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 4A-1: Seasons
2. 4A-2: Annie in summer
3. 4A-3: Thermometers
4. 4A-4: Summer clothes
5. 4A-5: Washington Monument
6. 4A-6: Summer in the city
7. 4A-7: Thermometers
8. 4A-9: Crowded pool
9. 4A-10: Shady tree in the park
10. 4A-11: Fourth of July fireworks

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Image Cards 1, 3; Instructional Masters 4A-1, 4A-2; drawing tools; Seasons Comparison Chart	15
	Introducing Summer	large monthly calendar	
	Vocabulary Preview: Temperature, Sunscreen/ Sunburned	outdoor thermometers; clinical thermometers; bottles of sunscreen	
	Purpose for Listening		
Presenting the Read-Aloud	Summer	large monthly calendar; U.S. map	10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Distinct	Image Card 1	
 Complete Remainder of the Lesson Later in the Day			
Extensions	My Four Seasons Drawing Booklet	Instructional Master 4B-1; drawing tools	15
	Domain-Related Trade Book		

Advance Preparation

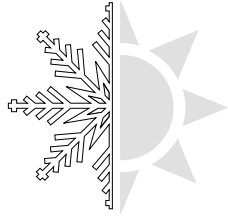
Prepare copies of Instructional Masters 4A-1 (Spring Chart) and 4A-2 (Spring Image Sheet) for each student. Students can draw or cut and paste images from their Spring Image Sheet onto their Spring Chart.

For Vocabulary Preview, bring in outdoor thermometers and clinical thermometers to show how they tell temperature. Bring in bottles of sunscreen for students to see and smell.

Prepare a copy of Instructional Master 4B-1 for each student. This will be the page for summer in their *My Four Seasons Drawing Book*.

Note to Teacher

Please continue to fill in the *Class Weather Diary* (Day 3).



Summer

4_A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Remind students that they have been learning about the cycle of the seasons.
- Show Image Card 1 and ask students what the cycle of the seasons is. Have them answer in a complete sentence: “The cycle of seasons is winter, spring, summer, autumn.”
- Have the class sing the seasons song from Lesson 2. Point to each season on Image Card 1 as it is mentioned in the song.
- Remind students that in yesterday’s letter from their imaginary pen pal, Annie, they learned about the season of spring. Call on three volunteers to name different characteristics of spring.

Seasons Comparison Chart

- Give each student Instructional Masters 4A-1 and 4A-2. Tell them that this is their chart for spring. Point to the flower on their chart and tell them that the flower is a symbol for spring. Point to the first row and tell them that they will put a picture of a thermometer to show the temperature for spring. Students may also wish to draw what the weather is like during the spring. Point to the middle row and tell them that they can draw or cut and paste images of clothing worn during the spring. Point to the last row and tell them that they can draw or cut and paste images of activities and holidays that happen during the spring.

	Winter	Spring	Summer	Autumn
Months	December January February	March April May		
Temperature/ Thermometer	cold	warm		
Clothing People Wear	Heavy jacket, scarf, mittens, boots	(clothing for warmer weather)		
Special Activities/ Holidays	New Year's; sledding; making snowmen	Easter; Holi; Memorial Day		

- Reintroduce the *Seasons Comparisons Chart*. One by one, discuss each item listed in the left-hand column as it relates to Annie's description of spring. As you discuss each item, refer to the corresponding images from the read-aloud "Spring." Write a one-word description for each item.

Note: 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 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.

- Take this opportunity to also talk about whether there are any unique seasonal differences in the spring that are characteristic of your own locality.
- Add Image Card 3 (Spring) to the top of the chart above the spring heading.

Introducing Summer

- Show students a large monthly calendar and assist them in identifying today's month and date.
- Tell students that in today's read-aloud, their imaginary pen pal, Annie, is going to tell them about the season of summer.
- Explain that in the United States, the season of summer begins in the month of June and also includes the months of July and August. Show these months on the calendar as you name the summer months.

- Remind students of the current date and ask if they are presently in the season of summer.

Note: Do not expect students to identify the current season if it is not summer.

Vocabulary Preview

Temperature

1. The *temperature* outside is usually very different in different seasons. In summer the *temperature* is warmer and in winter the *temperature* is colder.
2. Say the word *temperature* with me three times.
3. Temperature is how hot or cold something is.
4. If the temperature outside is freezing, it will snow instead of rain.
5. [You may wish to pass around the outdoor thermometers and point out whether the temperature is warm or cold. You may wish to show different kinds of clinical thermometers and explain that they are used to take people's temperature.]

Sunscreen/Sunburned

1. In Annie's letter today, you will hear, "Everyone at the pool is wearing plenty of *sunscreen* so they do not get *sunburned*."
2. Say the word *sunscreen* with me three times.
Say the word *sunburned* with me three times.
3. *Sunscreen* is a lotion or spray that protects a person's skin from the sun's rays. [Show examples of sunscreen.]
Sunburned is when a person's skin becomes red and painful from being in the sun for too long.
4. When I go to the beach, I wear sunscreen to protect my skin so I don't get sunburned.
5. Tell your partner about times when you wear sunscreen. Use the word *sunscreen* when you tell about it.
Have you ever been sunburned before? If so, tell your partner about it.

Purpose for Listening

Tell students that today they will hear another letter from their pen pal, Annie, and that the main topic—or the main idea—of Annie’s letter is summer.

Tell them that their job is to listen carefully for the type of weather that is characteristic of summer and for things that people do in the summer.

By the end of the lesson, students should be able to :

- ✓ Correctly name a few characteristics of summer (the hottest season, longer days)
- ✓ Describe any unique seasonal differences during summer that are characteristic of their own locality



Summer

◀ Show image 4A-1: Seasons

[Have a student point to the picture of each season as you refer to it.]

Dear Kindergartners,

Hi from your pen pal, Annie! So far in my letters, I've told you about the seasons of winter and spring. Today I'm going to tell you about the season that comes after spring in the cycle of the seasons.

[Pause for student responses.]

Do you know what season comes after spring?

Summer comes after spring.

Tell your partner what kinds of things you think of when I say *summer*.

[Allow fifteen seconds for students to talk. Call on three volunteers to share.]

Summer begins in the month of June and includes the months of July and August.

[Show the beginning and duration of summer on a large monthly calendar. Show students today's date on the calendar.]

Can you tell by looking at today's date if it is summer now?

[Pause for students to respond. Correct responses as needed.]

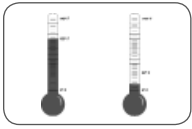


◀ Show image 4A-2: Annie in Summer

Summer is my favorite season of the year because I love the warm weather and sunshine. Summertime means summer vacation because I don't have school during the summer months. And summer days are the longest days of the year. Do you know what that means? More time to play! My family likes to go to the beach during the summer.

No matter where you live in the United States, summertime will bring the warmest weather of the year because during summer we receive the most sunlight.

[Remind students that Annie lives in Washington, D.C. Point to Washington, D.C., on a map. Then point to your state and city on the map. Reinforce that in both places, summer has the warmest weather.]



◀ Show image 4A-3: Thermometers

One way to tell how warm it is outside is to look at a thermometer. Do you remember what a thermometer is?

[Call on two students to answer.]

A thermometer is a tool that measures the temperature, or how hot or cold it is outside.

[Point to each thermometer as you describe it.]

When it is cool outside, the liquid in the thermometer stays down in the lower part of the thermometer. When it is warm outside, the liquid rises in the thermometer and comes close to the top. Which thermometer shows what the temperature might be like in the summertime?

[Invite two or three students to come up to the image and point to the thermometer they chose and tell why they chose it. Correct student responses as needed.]



◀ Show image 4A-4: Summer clothes

Because summer weather is the warmest weather of the year, people wear certain clothes during the summer to help keep cool. All of these people are dressed for warm summer weather.

With your partner, take turns talking about what the people in these pictures are wearing. Tell why you think they are wearing these things in summer.

[Allow thirty seconds for students to talk. Then call on two partner pairs to share their answers. You may wish to point out the sunglasses, swimming suits, snorkeling goggles, and fins or flippers.]



◀ Show image 4A-5: Washington Monument

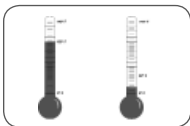
As I've told you before, I live in Washington, D.C., the capital of the United States. My teacher says that Washington, D.C., is a good city for learning about the seasons. In Washington, D.C., the four seasons are **distinct**—or very different—from each other. The weather is different during each season. The trees and plants look different in each season, too. So it's easy to tell by walking outside or looking out the window whether it is winter, spring, summer, or autumn.



← **Show image 4A-6: Summer in the city**

Summer is the busiest time of year in Washington, D.C., because each year millions of people come to visit our country's capital. They come to see the famous monuments and statues, museums, and buildings during their summer vacations.

[You may wish to point out the Capitol and mention that many leaders of America work there and make decisions for the country. Students will learn more about Washington, D.C., later in the school year in the *Presidents and American Symbols* domain.]



← **Show image 4A-7: Thermometers**

During the summer, the weather can be very hot in Washington, D.C.

[Point to the corresponding thermometer as you describe it.]

See how high the liquid is in this thermometer to the left? It says it is 100 degrees Fahrenheit; that means it is really hot outside! When it is this hot outside, people should find a way to stay cool and safe from the hot summer sun.



← **Show image 4A-9: Crowded pool**

One way to stay cool during the hot summer is to go swimming. Some people go to a lake or to the ocean to go swimming. I like to go to the swimming pool to keep cool in the summer. And as you can see, lots of other people have the same idea. Everyone at the pool is wearing plenty of **sunscreen**—or lotion or spray to protect their skin—so they do not get sunburned. Nothing ruins summer fun like a bad sunburn!



← **Show image 4A-10: Shady tree in the park**

Sometimes you can rest under shady trees to protect yourself from the hot sun and to stay cool. Some people prefer to stay **indoors**—or inside their house or inside a building. It is best to stay **indoors**, especially on the hottest days. Tell your partner how you stay cool in the summer and how you protect yourself from the hot summer sun.

[Allow fifteen seconds for students to talk. Call on two volunteers to share.]



← **Show image 4A-11: Fourth of July fireworks**

The Fourth of July is the biggest summer holiday. It is an especially important day in Washington, D.C., because the Fourth of July is the birthday of the United States. Many people celebrate the day with

family and friends. Lots of my friends have picnics or barbecues. I like to go to the parades and eat lots of watermelon on the Fourth of July. But my favorite thing to do on the Fourth of July is to watch the big, colorful fireworks in the night sky.

[Say to students: “Tell your partner whether your family does something special on the Fourth of July. Tell about what you like to do on the Fourth of July, or tell about what special things your family does during the summer.” Allow thirty seconds for students to talk. Call on two partner pairs to share.]

With vacation from school, swimming in the pool, and the Fourth of July fireworks, summer can be lots of fun! It’s my favorite season of all!

Your friend,

Annie

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines 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 the students’ responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is the main topic, or main idea, of Annie’s letter today?
 - The main idea of Annie’s letter today is summer.
2. *Literal* Name the summer months.
 - The summer months are June, July, and August.

[Show June, July, and August on the calendar.]
3. *Inferential* What is the weather like in summer?
 - The weather in summer is sunny and hot.
4. *Inferential* What makes the summer days long and warm?
 - The sun makes the summer days long and warm.
5. *Evaluative* How are the clothes people wear during the winter different

from the clothes people wear in the summer?

- In the winter, people wear warm clothes like coats, scarves, boots, mittens, etc. In the summer people wear shorts, T-shirts, bathing suits, sunglasses, etc.

6. *Inferential* Why do you think people go swimming, rest under the shade of trees, or stay indoors on hot summer days?

- People go swimming, rest under the shade, or stay indoors to keep cool.

[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, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Is it hot in the summer? (Yes/No)

Where I live, the
weather in summer is _____
and _____.

In the summer I like to _____
and _____.

7. *Evaluative Think Pair Share*: What are some characteristics, or ways to describe summer where we live?

8. 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: Distinct

1. In the read-aloud you heard, "In Washington, D.C., the four seasons are *distinct*—or very different—from one another."
2. Say the word *distinct* with me three times.
3. If something is distinct, it is noticeably different from other things.
4. Tamara's puppy makes a distinct sound every time it is excited. Instead of a normal barking sound, "woof woof," the puppy goes, "yi, yi, yi!"
5. Tell about something that makes you distinct from your classmates. Try to use the word *distinct* when you tell about what makes you different.

[Ask two or three students. If necessary, guide and/or rephrase students' responses: "One thing that makes me distinct is _____.]"
You may wish to give suggestions. Make sure that students are aware that being distinct is not negative or bad.]

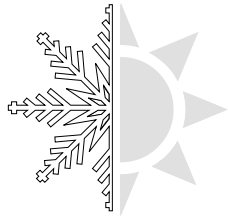
6. What's the word we've been talking about?

Use a *Discussion* activity for follow-up.

Directions: [Show Image Card 1.] With your partner, discuss how winter, spring, and summer are distinct seasons. You may wish to begin your sentence: “ _____ is a distinct season because . . .”



Complete Remainder of the Lesson Later in the Day



Summer

4_B

Extensions

15 minutes

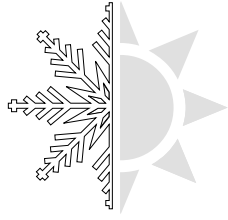
My Four Seasons Drawing Booklet (Instructional Master 4B-1)

- Tell students that they are going to add summer to their *My Four Seasons Drawing Booklet*.
- Distribute drawing tools and Instructional Master 4B-1 to students. Have students draw a summer scene. If students have trouble thinking of what to draw, you may wish to show them images from the read-aloud. Have students include a depiction of what the weather is like during summer. Also, have them try to include themselves and what they would be wearing and doing during this season.
 - You may choose to have each student orally complete two sentence frames about their drawing as you write what the student says at the bottom of the page. For example, “Summer is _____ and _____,” and “In the summer, I _____.”
- After students have finished their drawings, have them present their scenes to their partners, in small groups, or with home-language peers. Tell them to explain the characteristics of summer they have chosen to draw. Encourage them to ask and answer questions about the pictures. Encourage them to make observations about how their pictures are the same and different. [If time permits, you may wish to have students edit their pictures for accuracy and detail.]

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction and choose a book about the seasons to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



Autumn

5

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Name the four seasons in cyclical order, as experienced in the United States
- ✓ Name at least one month in autumn while referring to a calendar
- ✓ Describe a few characteristics of autumn (days become shorter, temperature is cooler, leaves on some trees change color and fall, harvest, etc.)
- ✓ Describe any unique seasonal differences during autumn that are characteristic of their own locality (leaves changing color and falling, cooler weather, etc.)
- ✓ Name Thanksgiving Day as an important holiday that occurs during autumn
- ✓ Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow)

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, identify the main topic and retell key details from “Autumn” (RI.K.2)
- ✓ With prompting and support, describe the characteristics of autumn and make the connection between the autumn season and the autumn months (RI.K.3)

- ✓ With prompting and support, contrast the summer season with the autumn season (RI.K.9)
- ✓ Use a combination of drawing and dictating to present an autumn scene based on information from the read-aloud “Autumn” (W.K.2)
- ✓ With guidance and support from adults, respond to questions and suggestions from peers and edit drawing of autumn scene (W.K.5)
- ✓ Participate in class research project to chart daily weather conditions onto the *Class Weather Journal* (W.K.7)
- ✓ With assistance, categorize and organize information about the unique characteristics of summer onto a *Seasons Comparison Chart* (W.K.8)
- ✓ Describe their favorite season of the year (SL.K.4)
- ✓ Add drawing to description of holiday celebrated by students (SL.K.5)
- ✓ Create a drawing with sufficient detail of the season of summer (SL.K.5)
- ✓ Ask and answer questions beginning with *who*, *what*, *when*, and *why* (L.K.1d)
- ✓ Produce and expand complete interrogative sentences in shared language activities (L.K.1f)
- ✓ Identify multiple meanings of *fall* and use them in appropriate contexts (L.K.4a)
- ✓ Identify real-life connections between words—*chill/chilly*, *shed*, *bare*, *fall*, and *holiday*—and their use (L.K.5c)

Core Vocabulary

bare, *adj.* Not covered

Example: The trees are bare because they have lost all their leaves.

Variation(s): barer, barest

chill, *n.* A cold feeling

Example: In the evening there was a chill in the air, and I was glad I had brought a sweater with me.

Variation(s): chills

progresses, *v.* Moves forward or continues

Example: The students learn more and more as the school year progresses.

Variation(s): progress, progressed, progressing

shed, v. Drop off; fall off; take off

Example: The trees shed their leaves in the fall.

Variation(s): shed, sheds, shedding


Vocabulary Chart for Autumn			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	deciduous evergreen harvest	<i>chilly</i> holidays* progresses	autumn begin/end cold farmers pumpkin September/ October/November shorter trees summer
Multiple Meaning	season	bare* change <u>chill</u> crops fair shed	color cool/cooler <u>fall</u> leaves rake skin warm
Phrases	Thanksgiving Day Washington, D.C.		
Cognates		prograsa	Septiembre/ Octubre/Noviembre color

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 5A-1: Annie in autumn
2. 5A-3: Blue Ridge in autumn
3. 5A-4: Raking leaves
4. 5A-5: Harvest time in the fields
5. 5A-6: Pumpkins at the county fair
6. 5A-7: County fair rides and booths

7. 5A-8: Fall in the city
8. 5A-9: Thanksgiving dinner
9. 5A-10: Bare trees
10. 5A-11: Seasons diagram

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Image Cards 1, 4; Instructional Masters 5A-1, 5A-2; drawing tools; Seasons Comparison Chart	15
	Introducing “Autumn”	large monthly calendar	
	Vocabulary Preview: Chill/Chilly, Shed		
	Purpose for Listening		
Presenting the Read-Aloud	Autumn	large monthly calendar; cut out of the sun	10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Bare	Drawing paper, drawing tools	
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Fall	Poster 4M (Fall)	15
	Syntactic Awareness Activity: Expanding Sentences		
	Vocabulary Instructional Activity: Holidays	Drawing paper, drawing tools	
	End-of-Lesson Check-In: My Four Seasons Drawing Book	Instructional Master 5B-1; drawing tools	

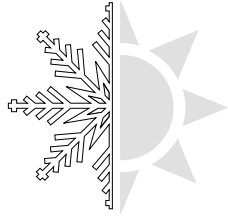
Advance Preparation

Prepare copies of Instructional Masters 5A-1 (Summer Chart) and 5A-2 (Summer Image Sheet) for each student. Students can draw or cut and paste images from their Summer Image Sheet onto their Summer Chart.

Prepare a copy of Instructional Master 5B-1 for each student. This will be the page for autumn in their *My Four Seasons Drawing Book*.

Note to Teacher

Please continue to fill in the *Class Weather Diary* (Day 4).



Autumn

5_A

Introducing the Read-Aloud

What Have We Learned?

- Remind students that they have been learning about the cycle of the seasons.
- Show Image Card 1 and ask students what the cycle of the seasons is. Have them answer in a complete sentence: “The cycle of seasons is winter, spring, summer, autumn.”
- Have the class sing the seasons song from Lesson 2. Point to each season on Image Card 1 as it is mentioned in the song.
- Remind students that in yesterday’s letter from their imaginary pen pal, Annie, they learned about the season of summer. Call on three volunteers to name different characteristics of summer.

Seasons Comparison Chart

- Give each student Instructional Masters 5A-1 and 5A-2. Tell them that this is their chart for summer. Point to the sun on their chart and tell them that the sun is a symbol for summer. Point to the first row and tell them that they will put a picture of a thermometer to show the temperature for summer. Students may also wish to draw what the weather is like during the summer. Point to the middle row and tell them that they can draw or cut and paste images of clothing worn during the summer. Point to the last row and tell them that they can draw or cut and paste images of activities and holidays that happen during the summer.

	Winter	Spring	Summer	Autumn
Months	December January February	March April May	June July August	
Temperature/ Thermometer	cold	warm	hot	
Clothing People Wear	Heavy jacket, scarf, mittens, boots	(clothing for warmer weather)	Sunglasses, swimming suit, shorts, tank top	
Special Activities/ Holidays	New Year's; sledding; making snowmen	Easter; Holi; Memorial Day	Fourth of July; swimming	

- Reintroduce the *Seasons Comparisons Chart*. One by one, discuss each item listed in the left-hand column as it relates to Annie's description of summer. As you discuss each item, refer to the corresponding images from the read-aloud "Summer." Write a one-word description for each item.

Note: 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 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.

- Take this opportunity to also talk about whether there are any unique seasonal differences in the summer that are characteristic of your own locality.
- Add Image Card 4 (Summer) to the top of the chart above the summer heading.

Introducing "Autumn"

- Show students a large monthly calendar and assist them in identifying today's month and date.
- Tell students that in today's read-aloud, Annie is going to tell them about the season that comes after summer in the cycle of the seasons—autumn.
- Explain that in the United States, the season of autumn begins in the month of September and also includes the months of October and

November. Show these months on the calendar as you name the autumn months.

- Remind students of the current date and ask if they are presently in the season of autumn.

Note: At this point students may be able to identify the current season.

Vocabulary Preview

Chill/Chilly

1. When autumn begins, we begin to feel a *chill* in the air. It becomes *chilly* outside.
2. Say the word *chill* with me three times.
Say the word *chilly* with me three times.
[Act out being chilly and have students do the same.]
3. A chill is a cold feeling that you get all of a sudden.
If something is chilly, it is noticeably cold.
4. I felt a chill when I came out of the pool because the air temperature was colder than the water temperature.
It's chilly outside, so I'm going to wear my jacket when I go out.
5. Tell your partner about something that gives you a chill, or cold feeling. Use the word *chill* when you tell about it.
Tell your partner what you wear when it is chilly outside. Use the word *chilly* when you tell about it.

Shed

1. In today's letter from Annie, you will hear, "Some trees *shed* their leaves in autumn."
2. Say the word *shed* with me three times.
3. *Shed* means to take off or fall off.
4. My dog sheds his hair every summer.
5. Tell your partner about something that sheds.
[You may wish to prompt students with suggestions: trees shed leaves; chickens shed feathers; snakes and lizards shed skin; dogs shed fur; people shed tears.]

Purpose for Listening

Tell students that today they will hear another letter from their pen pal, Annie, and that the main topic—or the main idea—of Annie’s letter is autumn. Tell them that their job is to listen carefully for details about how the weather changes from summer to autumn and for other characteristics of autumn.

By the end of the lesson, students should be able to:

- ✓ Correctly describe a few characteristics of autumn
- ✓ Describe any unique seasonal differences during autumn that are characteristic of their own locality



Autumn

◀ Show image 5A-1: Annie in autumn

Dear Kindergartners,

I wish summer could last forever, but it can't. Eventually the warm weather of summer ends and autumn begins. In autumn, kids are back in school. The air becomes cooler than it was during the hot summer months. It might still feel warm during the daytime, but there's a slight **chill**—or cold feeling—in the air at night. By the end of autumn, it can be really chilly during the day and at night! As autumn **progresses**—or continues—the days get shorter and shorter. That's because the sun rises just a little bit later and sets just a little bit earlier each day.

[Using a picture or cut-out of the sun, show the sun rising and setting. Have students say “*The sun rises*” and “*The sun sets*” with you as you show the motions.]

Autumn begins in the middle of September and includes the months of October and November.

[Show the beginning and duration of autumn on a large monthly calendar. Show students today's date on the calendar.]

Can you tell by looking at today's date if it is autumn now?

[Pause for students to respond. Correct responses as needed.]



◀ Show image 5A-3: Blue Ridge in autumn

During autumn, the leaves on many trees change colors. They turn from green to bright yellow, orange, red, or brown. It's so beautiful! Last autumn, my family took a trip to the mountains near Washington, D.C., to enjoy the autumn colors. The air was so cool and crisp up in the mountains. Look at this picture from our trip: the forests are full of bright autumn colors!

What colors do you see on the trees?

[Call on three students to respond.]



← **Show image 5A-4: Raking leaves**

Some trees shed their leaves in autumn—this means that their leaves begin to fall to the ground.

Do you remember what type of tree sheds its leaves?

[Remind students about the differences between deciduous trees and evergreen trees, which they learned in the *Plants* domain.]

That's why another name for autumn is fall, because autumn is when the leaves of deciduous trees fall to the ground. The grass is soon covered with a blanket of brown leaves. Many people rake the crunchy leaves into piles and then take them away. My friends and I always try to jump in them for fun, before they're all gone.

Do the leaves change color and fall off the trees where you live?

[Call on three students to respond.]



← **Show image 5A-5: Harvest time in the fields**

There are some farms a few hours outside of Washington, D.C. Autumn means harvest time for farmers. Harvest time is when farmers gather their crops. Farmers pick the fruits and vegetables from the field when they are ripe or ready to be eaten.

[Remind students of the *Farms* domain and ask if they remember the names of some crops that farmers harvest—corn, wheat, carrots, etc.]

When farmers finish harvesting their crops, they all get together for a really fun event: the county fair. The farmers all bring their best vegetables and animals to show off so everyone can see how good they are at growing vegetables and raising farm animals.



← **Show image 5A-6: Pumpkins at the county fair**

Last year, I went to the county fair. I took this picture of the pumpkins that the farmers harvested and brought to the fair. The pumpkins with a ribbon on them won a prize.

[Invite a few students to come up and point to a pumpkin that won a prize.]



← **Show image 5A-7: County fair rides and booths**

I love seeing all the big, healthy vegetables and the beautiful farm animals at the fair. But there's something I love even more—the rides! There are lots of fun rides, like the Ferris wheel, at the county fair.



There are also fun games to play and fun food to eat, like corn dogs and cotton candy.

◀ **Show image 5A-8: Fall in the city**

By early November, the air outside gets chilly in Washington, D.C. Sometimes the skies are clear and sunny, while other days are gray and cloudy. The wind blows more than it did during the summer. The autumn wind sends dry, crunchy leaves whirling and twirling through the streets and parks. The autumn wind whispers that winter is coming soon!



◀ **Show image 5A-9: Thanksgiving dinner**

In late November, near the end of the autumn season, is one of the most important holidays in the United States: Thanksgiving Day.

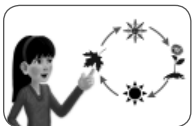
[Show Thanksgiving Day on the calendar. You may wish to adjust the following section to fit the circumstances of your class. You may wish to ask students if and how they celebrate Thanksgiving with their family.]

On Thanksgiving Day, people in the United States like to gather with their families and friends. In my family, my grandparents and cousins and uncles and aunts come to our house to have Thanksgiving dinner together. I always look forward to a big dinner of turkey, stuffing, potatoes, rolls, and cranberry sauce—with pumpkin pie for dessert. Then, my cousins and I play football in the yard!



◀ **Show image 5A-10: Bare trees**

Thanksgiving is very close to the end of autumn. By that time, the air starts to feel very cold, especially at night. The trees are **bare**—or empty, with no leaves on them. Once the trees look like this, you know that autumn is almost over, and that it will soon be winter. When winter comes, we are once again at the beginning of the cycle of the seasons!



◀ **Show image 5A-11: Seasons diagram**

Now we've talked about each of the four seasons and their different characteristics.

Can you say the seasons in order with me?

[Have students name the seasons in order as you point to the symbol for each season, starting with winter.]

Tell your partner which season you like the best and why.

[Allow one minute for students to talk. Call on three partner pairs to share what their partner said.]

Thanks for sharing!

Your friend,

Annie

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines 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 the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is the main topic, or main idea, of Annie's letter today?
 - The main idea of Annie's letter today is autumn.
2. *Literal* What are the autumn months?
 - The autumn months are September, October, and November.

[Show September, October, and November on the calendar.]
3. *Inferential* What are some characteristics of, or things that happen during autumn?
 - During autumn, the days become shorter, the temperature is cooler, leaves of some trees change color and fall to the ground.
4. *Inferential* What are some activities people do during autumn?
 - Children go back to school. Farmers harvest their crops. People go to the country fair. People rake leaves; children like to jump into the raked leaves.
5. *Literal* What is an important holiday in autumn?
 - Thanksgiving Day is an important holiday in autumn.
6. *Evaluative* How are the summer season and the autumn season different?

- In the summer the weather is hot, but in the autumn the weather becomes chilly. In the summer the leaves on trees are green, but in the autumn the leaves turn different colors. In the summer children are not in school, but in the autumn children go back to school. In the summer the days are longer, but in the autumn the days become shorter.

[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, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Is the weather colder in the autumn than it is in the summer? (Yes/No)

Do the leaves change color on some of the trees in your city during the autumn? (Yes/No)

The weather in autumn is _____ and _____.

In the autumn, I see _____ and _____.

7. *Evaluative Think Pair Share*: What are some characteristics, or ways to describe autumn where we live?
8. 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.]

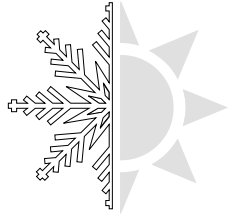
Word Work: Bare

1. In the read-aloud you heard, "The trees are *bare*, or empty, with no leaves on them."
2. Say the word *bare* with me three times.
3. Bare means not covered.
4. I like to walk around barefoot, with no shoes or socks on.
5. If I take everything out of my desk, my desk will be bare. If I remove everything from the table, the table will be bare. Is your desk bare? [Call on three students to answer.]

Use a *Making Choices* activity for follow-up. Directions: I will say a sentence that describes something. If what I say describes something bare, say, “_____ is bare.” If what I say describes something that is not bare, say, “_____ is not bare.”

1. Lulu’s baby sister has some fuzzy hair on her head.
 - Lulu’s baby sister’s head is not bare.
2. Grandpa Mike has no hair on his head.
 - Grandpa Mike’s head is bare.
3. The way an evergreen tree looks in the winter.
 - An evergreen tree in the winter isn’t bare.
4. The way a deciduous tree looks in the winter.
 - A deciduous tree in the winter is bare.
5. A kitchen table that has nothing on it.
 - A kitchen table that has nothing on it is bare.
6. A cupboard with many snacks in it.
 - A cupboard with many snacks in it is not bare.

Complete Remainder of the Lesson Later in the Day



Autumn

5_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Definition Detective: Fall

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. In the read-aloud you heard the word *fall*, as in “That’s why another name for autumn is *fall*, because autumn is when the leaves of deciduous trees *fall* to the ground.”
2. With your partner, think of as many meanings for *fall* as you can or discuss different ways you can use the word *fall*.
3. [Show Poster 4M (Fall).] Point to the picture on the poster that shows how the word *fall* is used in the lesson.
4. *Fall* can also mean other things. *Fall* can mean to drop from a higher place to a lower place. Which picture shows this?
 - 2
5. Did you and your partner think of both of these definitions, or meanings, for *fall*?
6. Now quiz your partner on the different meanings of *fall*. For example, you could say, “I love how the trees change colors in the fall. Which *fall* am I?” Then your partner should hold up one finger to indicate the picture of autumn to show you that you meant that kind of *fall*.

↔ Syntactic Awareness Activity

Expanding Sentences

Directions: I will show you a picture. Then I will ask one question at a time. Each time a question is answered, we will add it to our sentence to make our sentence expand.

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatically correct. If necessary, have students repeat the sentence.



← **Show image 5A-4: Raking leaves**

1. Who?

A family.

2. What are they wearing?

A family wearing hats, sweaters (jackets/sweatshirts), and jeans.

3. What are they doing?

A family wearing hats, sweaters (jackets/sweatshirts), and jeans is raking leaves.

4. When do they rake leaves?

A family wearing hats, sweaters (jackets/ sweatshirts), and jeans is raking leaves in autumn.

5. Why are they raking leaves?

A family wearing hats, sweaters (jackets/sweatshirts), and jeans is raking leaves in autumn because the leaves fell off the deciduous trees.

Extending the Activity

You can continue this activity by asking additional questions like: What color are the leaves? What time of day is it? How do you think the family feels about what they are doing?

Variations

- Students ask questions to the class.

↗ Above and Beyond: Students work with their partner to ask questions and expand their own sentence.

↔ **Vocabulary Instructional Activity**

Word Work: Holidays

1. In the read-aloud you heard, “In late November, towards the end of the autumn season, is one of the most important *holidays* in the United States: Thanksgiving Day.”
2. Say the word *holiday* with me three times.
3. A holiday is a special day to celebrate a special event.
4. On some holidays, we don’t come to school so we can celebrate the special day.

5. What are some holidays that your family celebrates? What do you do to celebrate them? Try to use the word *holiday* when you tell about it.

Note: You may choose to review the different holidays covered in the previous read-alouds using Flip Book images.

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "My family celebrates the holiday of _____ by . . .," or "One holiday my family celebrates is _____. We _____."]

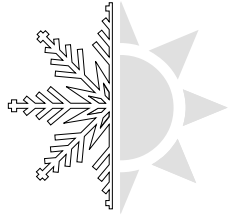
6. What's the word we've been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of how you and your family celebrate your favorite holiday. Then tell your partner about your drawing. Use the word *holiday* when you tell about it. Try to use complete sentences. [You may wish to have home language peers discuss together.]

10 End-of-Lesson Check-In

My Four Seasons Drawing Booklet (Instructional Master 5B-1)

- Tell students that they are going to add autumn to their *My Four Seasons Drawing Booklet*.
- Distribute drawing tools and Instructional Master 5B-1 to students. Have students draw an autumn scene. If students have trouble thinking of what to draw, you may wish to show them images from the read-aloud. Have students include a depiction of what the weather is like during autumn. Also, have them try to include themselves and what they would be wearing and doing during this season.
- You may choose to have each student orally complete two sentence frames about their drawing as you write what the student says at the bottom of the page. For example, "Autumn is _____ and _____," and "In autumn, I _____."
- After students have finished their drawings, have them present their scenes to their partners, in small groups, or with home-language peers. Tell them to explain the characteristics of autumn they have chosen to draw. Encourage them to ask and answer questions about the pictures. Encourage them to make observations about how their pictures are the same and different. [If time permits, you may wish to have students edit their pictures for accuracy and detail.]



Pausing Point

PP

Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of seasons and weather. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ 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
- ✓ 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 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

Student Performance Task Assessment

10 Riddles for Core Content

Materials: Instructional Master PP-1; Seasons Cards

Ask the following riddles to review core content taught up to this point. Directions: I am going to say a riddle about a season. Think about what I say and circle the season I describe. The snowflake stands for winter, the flower stands for spring, the sun stands for summer, and the leaf stands for autumn.

[You may wish to extend this review by creating your own riddles. Have students hold up the corresponding Season Card to answer your riddles.]

1. I am the season that has blizzards with lots of snow and wind. What season am I?
 - winter
2. I am the season in which people go to swimming pools to keep cool. What season am I?
 - summer
3. Baby farm animals are born in this season. What season am I?
 - spring
4. I am the season when leaves change colors and fall off some trees. What season am I?
 - autumn
5. Some people celebrate Thanksgiving Day with turkey, pie, and football in this season. What season am I?
 - autumn
6. I am the coldest season of the year. What season am I?
 - winter
7. I am the season after winter when flowers bloom and plants grow. What season am I?
 - spring
8. I am the hottest season of the year. What season am I?
 - summer

Activities

Image Card Review

Materials: Image Cards 1–5 and Seasons Cards

Spread out Image Cards 1–5 face-down on a table. Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for winter, a student may pretend to be shivering. The rest of the class will guess what is being described by holding up the related Season Card. Once the class has guessed the correct season, have the student place the Image Card back onto the table and shuffle the cards around for the next student to pick from.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review a particular concept; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

Exploring Student Resources

Materials: Domain-related student websites

Pick appropriate websites from the Internet or from the websites listed in the Introduction for further exploration of topics already covered in this domain: winter, spring, summer, autumn, seasonal holidays.

Videos of Seasons

Materials: Videos of the different seasons

Carefully peruse the Internet for short (five minutes or less) videos related to topics already covered in this domain.

Prepare some questions related to the videos.

Discuss how watching a video is the same as and different from listening to a story book or read-aloud.

Have students ask and answer questions using question words *who*, *where*, *what*, and *why* regarding what they see in the videos.

Songs and Chants for Seasons

You may wish to have students learn different songs about the seasons.

Taking Temperatures: Water

Materials: Cups of warm, cool, and ice-cold water; thermometer; chart paper, chalkboard, or whiteboard

Place cups of warm, cool, and ice-cold water on a table. Have students feel the water. Take the temperature of each cup of water and show students the readings on the thermometer. Record the temperature of each cup on a chart. Ask students what they think will happen to the temperature of the water throughout the day. Later in the day, take the temperature of the water again. Have students feel the water again. Record the temperature of each cup on the chart. Ask students if their predictions were correct.

✈ Above and Beyond: You may wish to have students do a water temperature experiment in small groups. Ask them to predict where the red line in the thermometer will be in a cup of ice water. Then add warm water and ask students to predict what will happen to the red line. Do this for various combinations (e.g., putting ice into warm water, putting ice into cold water, putting hot water into warm water).

Holidays and Seasons

Materials: Seasons Comparison Chart; large monthly calendar; drawing paper, drawing tools

Show students the *Seasons Comparison Chart*. Then show students images of the holidays in the Flip Book in random order. Show the month in which the holiday is celebrated. Ask students to name each holiday and tell which season it occurs in. Provide sentence frames to assist students in answering in complete sentences: “The holiday is _____. _____ happens in _____.”

Have students draw pictures of their favorite holidays. Help them to write at the top of their drawings the name of the holiday, and the season in which it occurs.

Cultural Holidays

You may wish to present various cultural holidays that your students might celebrate. Find out about what the holiday celebrates, what special

activities are held, what special clothes or colors are worn, and what special foods are eaten during the holiday time.

Hands On: What to Wear

Materials: Various articles of seasonal clothing; models or dolls

Place articles of clothing on a table (hat, gloves, swimsuit, sweater, T-shirt, earmuffs, etc.). Allow students to pick up the articles and talk about them. Ask students which articles they would wear in each season. Have students form four groups. Give each group a doll or other type of model and have them dress it for each season. Review the vocabulary for each season as the students change the doll's clothing.



Above and Beyond: April Showers Bring May Flowers

Materials: Drawing paper, drawing tools

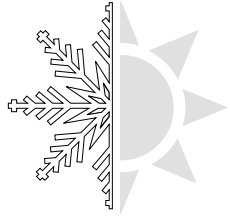
Remind students of the phrase, “April showers bring May flowers.” Ask students if they remember what this means. Remind them that this saying can have two meanings. Tell them that this phrase can also mean that after having many rough or bad days, you will have a good one eventually. Have students draw a line down the middle of their papers. On one side, have them draw the literal meaning of the phrase (rain bringing flowers); on the other, have them draw an example of the other meaning (unhappy times leading to happier times).

Seasonal Sort

Materials: Image Cards 2–5; magazine pictures; construction paper, glue or tape

Bring in different pictures from magazines depicting the four seasons of the year experienced in the United States. Divide students into groups, and have them sort through their pile of pictures and divide them into four groups: winter, spring, summer, and autumn. You may wish to use Image Cards 2–5 to group the students. Ask students to support their choices with evidence from the read-alouds. Each group can then glue or tape the pictures onto four different pieces of construction paper.

Above and Beyond: Have students write a word, phrase, or simple sentence describing the collage, using the sound-spelling correspondences taught thus far.



The Grasshopper and the Ants

6

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the seasons at the beginning and end of the fable, “The Grasshopper and the Ants”
- ✓ Explain the moral, or lesson, that the grasshopper learns at the end of the fable, “The Grasshopper and the Ants”
- ✓ Identify examples of personification in familiar fables

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 “The Grasshopper and the Ants” and accurately answer questions such as *who*, *what*, *where*, and *when* (RL.K.1)
- ✓ With prompting and support, interpret information to answer questions and make judgments about “The Grasshopper and the Ants,” including answering *why* questions that require recognizing cause/effect relationships (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, setting, and events in “The Grasshopper and the Ants” (RL.K.4)
- ✓ Listen to a variety of texts, including fables such as “The Grasshopper and the Ants” (RL.K.5)
- ✓ With prompting and support, describe the role of an author and illustrator in a fiction text about the seasons (RL.K.6)

- ✓ With prompting and support, describe illustrations of “The Grasshopper and the Ants,” using the illustrations to check and support comprehension of the read-aloud (RL.K.7)
- ✓ With prompting and support, compare and contrast actions, attitudes, and experiences of the grasshopper and the ants (RI.K.9)
- ✓ Actively engage in the fiction read-aloud “The Grasshopper and the Ants” (RL.K.10)
- ✓ Participate in a class research project to chart daily weather conditions onto the *Class Weather Journal* (W.K.7)
- ✓ With assistance, categorize and organize information about the unique characteristics of autumn onto a *Seasons Comparison Chart* (W.K.8)
- ✓ With assistance, recall information from previous read-alouds to complete a cycle of the seasons chart (W.K.8)
- ✓ Identify real-life connections between words—*future*, *personification*, and *last*—and their use (L.K.5c)

Core Vocabulary

future, n. A time that will happen later

Example: I have never visited Disney World, but I hope to go there in the future.

Variation(s): futures

grasshopper, n. A plant-eating insect that has long legs used for jumping

Example: Mei saw a grasshopper jump while she was running in the field.

Variation(s): grasshoppers

last, v. To have enough of something for a certain period of time

Example: The holiday treats will last them through the month.

Variation(s): lasts, lasted, lasting

personification, n. A writing technique an author uses in which animals act like people in a story

Example: Aesop uses personification when the animals in his story talk just like people do.

Variation(s): none

shivering, v. Shaking from the cold; trembling

Example: Mary was shivering from the chill in the air, and wished she had worn her scarf.


Variation(s): shiver, shivers, shivered

Vocabulary Chart for The Grasshopper and the Ants			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	grasshopper <i>personification</i>	freezing future lazy plenty shivering	air ant bee butterfly food hungry largest/tiniest nap summer/winter
Multiple Meaning		bare chill last*	cooler fall knocked hard warm
Phrases		hard at work paid no attention	woke up put away
Cognates		futuro	

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It is the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 6A-1: Grasshopper and ants
2. 6A-2: The grasshopper napping under a tree
3. 6A-3: Grasshopper in late fall
4. 6A-4: Grasshopper knocking at the ants' door

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	Image Cards 1, 5; Instructional Masters 6A-1, 6A-2; drawing tools; Seasons Comparison Chart	15
	Introducing “The Grasshopper and the Ants”	world map	
	Vocabulary Preview: Future, Personification	pictures of various tourist attractions; stories that include examples of personification	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Grasshopper and the Ants		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Last		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Cycle of the Seasons	Image Cards 2–5; Instructional Master 6B-1; scissors; glue or tape	15
	Domain-Related Trade Book		
<i>Take-Home Material</i>	Family Letter	Instructional Masters 6B-2, 6B-3	

Advance Preparation

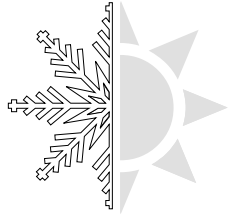
Prepare copies of Instructional Masters 6A-1 (Autumn Chart) and 6A-2 (Autumn Image Sheet) for each student. Students can draw or cut and paste images from their Autumn Image Sheet onto their Autumn Chart.

For Vocabulary Preview bring in several pictures of tourist attractions (e.g., Grand Canyon, Eiffel Tower, Niagara Falls), places that your students would be interested in visiting, as well as local destinations. Students will talk about places they would like to visit in the future. Gather familiar story books that include examples of personification.

Prepare a copy of Instructional Master 6B-1 for each student to complete the *Cycle of the Seasons* activity.

Note to Teacher

Please continue to fill in the *Class Weather Diary* (Day 5).



The Grasshopper and the Ants

6_A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Remind students that they have been learning about the cycle of the seasons. They have now learned characteristics of each of the four seasons.
- Show Image Card 1 and ask students what the cycle of the seasons is.
- Have the class sing the seasons song from Lesson 2. Point to each season on Image Card 1 as it is mentioned in the song.
- Remind students that in yesterday's letter from their imaginary pen pal, Annie, they learned about the autumn season. Call on three volunteers to name different characteristics of autumn.

Seasons Comparison Chart

- Give each student Instructional Masters 6A-1 and 6A-2. Tell them that this is their chart for autumn. Point to the leaf on their chart and tell them that the leaf is a symbol for autumn. Point to the first row and tell them that they will put a picture of a thermometer to show the temperature for autumn. Students may also wish to draw what the weather is like during the autumn. Point to the middle row and tell them that they can draw or cut and paste images of clothing worn during the autumn. Point to the last row and tell them that they can draw or cut and paste images of activities and holidays that happen during autumn.

	Winter	Spring	Summer	Autumn
Months	December January February	March April May	June July August	September October November
Temperature/ Thermometer	cold	warm	hot	cool
Clothing People Wear	Heavy jacket, scarf, mittens, boots	(clothing for warmer weather)	Sunglasses, swimming suit, shorts, tank top	(clothing for cooler weather)
Special Activities/ Holidays	New Year's; sledding; making snowmen	Easter; Holi; Memorial Day	Fourth of July; swimming	Thanksgiving; harvest; falling leaves

- Reintroduce the *Seasons Comparisons Chart*. One by one, discuss each item listed in the left-hand column as it relates to Annie's description of autumn. As you discuss each item, refer to the corresponding images from the read-aloud "Autumn." Write a one-word description for each item.

Note: 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 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.

- Take this opportunity to also talk about whether there are any unique seasonal differences in the autumn that are characteristic of your own locality.
- Add Image Card 5 (Autumn) to the top of the chart above the autumn heading.

Introducing "The Grasshopper and the Ants"

- Tell the class that there was a man named Aesop [*EE-sop*] who lived in Greece a very long time ago.
- Have students say *Aesop* with you three times.
- Locate Greece for students on a world map.
- Explain that Aesop was a great storyteller. He was known for collecting and retelling many short stories called fables. Fables often have animals as characters in the story, instead of people.

- Ask students if they remember any of the fables that they heard earlier in the year. In the *Nursery Rhymes and Fables* domain, students heard the following fables:
 - “The Lion and the Mouse”
 - “The Tortoise and the Hare”
 - “The Dog and His Reflection”
- Ask whether the animals in the fables acted like humans and how they acted like humans. [Suggested responses: talk to each other, have a race, help one another, are greedy]
- Explain that when any animal or thing acts like a person or human, it is called personification. Personification is when animals in a story talk and act like people do.
- Have students say the word *personification* with you three times.
- Ask students if they remember what else is special about fables.
- Tell students that fables teach a lesson called—the moral of the story. You may wish to elicit or remind students of the morals they have already learned:
 - “The Lion and the Mouse”—Little friends may be great friends
 - “The Tortoise and the Hare”—Slow and steady wins the race
 - “The Dog and His Reflection”—If you are greedy, you may lose everything

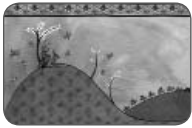
Picture Walk

- Tell students that instead of hearing a letter from their imaginary pen pal, Annie, today, they will hear one of Aesop’s fables called “The Grasshopper and the Ants.”
- Tell students that first you will take a picture walk through the story together.



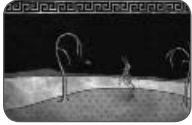
◀ **Show image 6A-1: Grasshopper and ants**

- Tell students that these are the characters in the fable. Have students identify the grasshopper and the ants in the image.
- Have students describe what each of the characters is doing. Have students look at the characters’ facial expressions and describe how the characters might be feeling.



← **Show image 6A-2: The grasshopper napping under a tree**

- Have students describe what the characters are doing in the image.
- Ask students what they notice about the trees in the picture.
- Ask students which season they think it is.



← **Show image 6A-3: Grasshopper in late fall**

- Have students describe the trees in the image.
- Ask students which season they think it is.
- Ask students to describe how the grasshopper appears to be different in this image than in the previous one.



← **Show image 6A-4: Grasshopper knocking at the ants' door**

- Have students describe what the grasshopper is doing in the image.
- Ask students which season they think it is and why.

Vocabulary Preview

Future

1. In today's fable you will hear, "Yes, the grasshopper was a happy fellow—but he never thought about the *future*."
2. Say the word *future* with me three times.
3. The *future* is a time that will happen later.
4. [Show images of various tourist attractions.] I have never been to the [name of attraction], but I would like to go there in the future.
5. Think of a place you would like to go in the future. Tell your partner what place it is. Use the word *future* when you tell about it.

Personification

1. Aesop was a great storyteller. Aesop used *personification* in his fables.
2. Say the word *personification* with me three times.
3. *Personification* is when animals in a story talk and act like people do.
4. In the story “Chicken Little,” the author uses personification because all of the characters are animals but they talk and act like people.
5. [Display images from familiar stories that include personification.]
Think of a story you’ve heard in which the author uses personification.
Tell your partner about how the animals in the story act like people.

[Sentence frame: “The author uses personification in *[name of story]* because *[name of character]* acts like a person.”]

Purpose for Listening

Tell students that they are going to hear the fable “The Grasshopper and the Ants.” Explain that this story takes place throughout the different seasons of the year and that at the end of this fable the grasshopper learns a lesson. Tell students to listen carefully so that they can find out what moral, or lesson, the grasshopper learns at the end of the fable.

By the end of the lesson, students should be able to:

- ✓ Identify the seasons at the beginning and end of the fable
- ✓ Explain the moral, or lesson, that the grasshopper learns at the end of the fable



The Grasshopper and the Ants

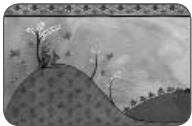
◀ Show image 6A-1: Grasshopper and ants

In a field on a fine summer's day, a **grasshopper** was hopping about, singing and dancing and enjoying himself.

Nearby, a group of ants was hard at work. They had built their house underground—or under the soil. The ants were filling their house with food to **last** them through the long, cold winter ahead. The ants wanted to be sure they had enough food to eat through the winter.

“Why not come and play with me?” asked the grasshopper. “Why bother—or worry—about winter when it is still summer? We have plenty of food now. Come, leave your work. Now’s the time to dance and sing.”

But the ants paid no attention to the grasshopper. They didn’t listen to the grasshopper. They kept working hard, all day and every day.



◀ Show image 6A-2: The grasshopper napping under a tree

But not the grasshopper. All summer long, while the ants worked, he jumped about the field and danced and sang. Sometimes he’d sit for hours and listen to the humming of the bees, or watch the butterflies flitting—and moving quickly—about. The grasshopper would take long, lazy naps in the warm sun. And when he woke up, he would sing this song:

The summertime’s the time for me,

For then I’m happy as can be.

I watch the butterflies and bees,

As they fly around as they please.

Oh, summertime’s the time for me!

For I’m as happy as can be.

Yes, the grasshopper was a happy fellow—but he never thought about the **future**. The grasshopper only thought about what was happening now, not what was going to happen next.

Mid-Story Check-In

1. *Literal* Who are the characters in the story?
 - The characters are the ants and the grasshopper.
2. *Literal* What are the ants doing?
 - The ants are working to fill their house with food.
3. *Inferential* Why do you think the ants are working so hard when they have plenty of food now?
 - The ants are working so hard to make sure that they have enough food for the winter.



◀ Show image 6A-3: Grasshopper in late fall

One day the grasshopper woke up and felt a chill in the air.

[Ask students if they remember what *chill* means. (A chill is a cold feeling.)]

Then he saw the leaves turn red, gold, and brown, and fall from the trees. Then the days kept getting cooler, and soon, the grasshopper saw no butterflies or bees, and the fields where he liked to sing and dance turned bare, empty, and hard.

Soon, the cold days of winter were upon him, and the grasshopper was freezing. He was very cold and hungry.



◀ Show image 6A-4: Grasshopper knocking at the ants' door

He came to the ants' house and knocked on the door.

"What do you want?" asked the ants.

"May I come in and share your food?" asked the grasshopper.

"What did you do all summer?" asked the ants. "Didn't you put away—or save—some food to use now?"

"No," said the **shivering** grasshopper. "I didn't think of that while I was singing and dancing in the sun."

[Have students show you what *shivering* looks like.]

"So," said the ants meanly, "you sang and danced all summer while we worked. Well, now you can sing and dance while we eat!"

And as the hungry grasshopper walked away, he sang this song:

Next time I'll work as well as dance,

Then I'll be ready, like the ants!

Comprehension Question

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is the title of this fable?
 - The title of this fable is, “The Grasshopper and the Ants.”
2. *Literal* What season is it at the beginning of the fable?
 - At the beginning of the fable, it is summer

What season is it at the end of the fable?

 - At the end of the fable, it is winter.
3. *Inferential* What changes happen to the weather and the trees in autumn?
 - In autumn, the weather gets colder and the leaves change color and fall off the trees.
4. *Evaluative* Think about what the grasshopper and the ants did during the summer. How were their actions different?
 - The grasshopper was having fun singing, dancing, taking naps, and watching the bees and butterflies during the summer; the ants were working hard to fill their house with food during the summer.
5. *Evaluative* In the end the grasshopper sings, “Next time I’ll work as well as dance, Then I’ll be ready, like the ants!” What do you think the grasshopper means when he says next time he’ll be ready like the ants?
 - The grasshopper means that he will also work in the summer to collect food for the winter so he will not go hungry.
6. *Evaluative* What moral—or lesson—can you learn from this story?
 - I need to think ahead and prepare for the future. I need to work and play, not just play.

7. *Evaluative* Personification is when animals in a story talk like people do. In which parts of this story does Aesop use personification?
- Aesop uses personification when the grasshopper knocks on the ants' door, when the grasshopper sings and dances, and when the ants answer meanly to the grasshopper.

[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, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Would you give the grasshopper food to eat? (Yes/No)

I would/would not give the grasshopper food..

I would ... because ...

8. *Evaluative Think Pair Share:* What would you have done if you were the ants and the grasshopper knocked on your door asking you for food?
9. 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: Last

1. In the read-aloud you heard, "[A group of ants] were filling [their house] with food to *last* them through the long, cold winter."
2. Say the word *last* with me three times.
3. The word *last* has many meanings. In the fable, last means to have enough of something for a certain period of time.
4. A box of new crayons can last the entire school year.
5. Tell me how long you think this can last.
 - lollipop: ten seconds, ten minutes, or ten days
 - movie: two minutes, two hours, or two months
 - lunch: two seconds, two minutes, or twenty minutes
 - summer vacation: two days, two weeks, or two months
 - friendship: one minute, one year, or one lifetime
6. What's the word we've been talking about?

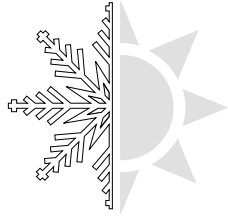
Use a *Making Choices* activity for follow-up. Directions: I will name something followed by a period of time. If any of the things I say can last for that period of time, say, “_____ will last for [an amount of time].” If they cannot last, say, “_____ will not last for [an amount of time].”

[You may wish to designate two areas of the classroom as “It will last,” and “It will not last,” and have students carefully walk to their answer choice. Choose a student to explain the reasoning behind his or her choice.]

1. an ice cube on the sidewalk during the summer
 - An ice cube on the sidewalk will not last during the summer.
2. one glass of water to drink for the week
 - One glass of water will not last for the week.
3. a pair of shoes for one month
 - A pair of shoes will last for one month.
4. two sheets of paper for the school year
 - Two sheets of paper will not last for the school year.
5. ten pencils for the school year
 - Ten pencils will last for the school year.



Complete Remainder of the Lesson Later in the Day



The Grasshopper and the Ants

6_B

Extensions

15 minutes

Cycle of the Seasons (Instructional Master 6B-1)

- Arrange and display Image Cards 2–5 so that they represent the cycle of the seasons as it is depicted on Instructional Master 6B-1. Remind students that a cycle is something that happens, in the same order, over and over again.
- Ask students to identify the cycle of the seasons and name each season in the order it appears in the cycle.
- Tell students that they are going to make their own cycle of the seasons. Distribute Instructional Master 6B-1 to each student.
- Have students identify the season for each of the symbols on Instructional Master 6B-1. (The snowflake represents winter, the flower represents spring, etc.)
- Distribute scissors and glue or tape and have students follow your instructions on how to create the cycle of seasons:
 - First, cut along the dashed line directly above the season pictures.
 - Next, cut out each season picture separately.
 - Then paste each season picture in the correct box, beginning with the first season in the cycle of the seasons in the box labeled number one.
- If time permits, have students share their cycle to their small group or home language peers. Students should say the seasons as they progress—naming the season that comes after winter, and so on, until they reach winter again.

Domain-Related Trade Book

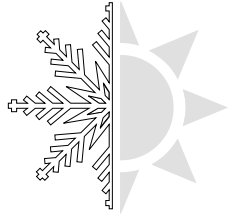
- Refer to the list of recommended trade books in Introduction and choose a fiction story related to the seasons to read aloud to the class.

- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where you can find this information on the cover of the book or the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections in this anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story relates to the read-alouds in this domain.

Take-Home Material

Family Letter

Send home Instructional Masters 6B-2 and 6B-3.



Safety in Storms

7

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify characteristics of a thunderstorm (rain, thunder, lightning, wind, and sometimes hail)
- ✓ Describe safe and unsafe behaviors during thunderstorms

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, identify the main topic and retell key details from “Safety in Storms” (RI.K.2)
- ✓ With prompting and support, describe the connection between safe and unsafe behaviors during severe weather (RI.K.3)
- ✓ With prompting and support, retell instructions the author gives to stay safe during thunderstorms (RI.K.8)
- ✓ Describe unique characteristics of a season (SL.K.4)
- ✓ Describe experience of witnessing a thunderstorm (SL.K.4)
- ✓ Add drawings to description of gear worn for specific activities (SL.K.5)
- ✓ Ask and answer questions beginning with question word *where* (L.K.1d)
- ✓ Produce and expand complete sentences in shared language activities (L.K.1f)
- ✓ Demonstrate understanding of the adjective *severe* by relating it to its opposite, *gentle* (L.K.5b)
- ✓ Identify real-life connections between words—*safe/unsafe*, *safety*, *strike*, *severe*, and *gear*—and their use (L.K.5c)

Core Vocabulary

gear, n. Supplies, tools, or clothes needed for a special purpose

Example: Rain gear includes rubber boots and raincoats.

Variation(s): none

severe, adj. Very bad

Example: The severe look on his face shows that he is angry.

Variation(s): severer, severest

shelter, n. A place or covering that gives protection from bad weather

Example: We took shelter indoors when it rained yesterday.

Variation(s): shelters

strike, v. Hit or attack with a sharp blow

Example: Lightning may strike a tall tree or tall building during a storm.


Variation(s): strikes, struck, striking

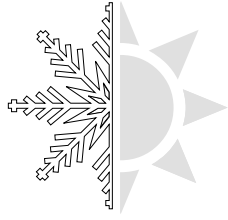
Vocabulary Chart for Safety in Storms			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	electricity hail hailstones hailstorm lightning thunder thunderstorm	energy injure safety severe*	cloud dry ground hurt ice indoors inside/outside soaked/soaking tree
Multiple Meaning	storm	gear* shelter <i>strike/struck</i>	<i>safe</i>
Cognates	electricidad	energía	

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It is the same as the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 7A-1: Storm Clouds
2. 7A-2: Lightning
3. 7A-3: Lightning-struck tree
4. 7A-4: Hail
5. 7A-5: Annie in rain gear

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Image 1A-2; Seasons Comparison Chart	15
	Introducing Safety in Storms		
	Vocabulary Preview: Safe/Safety Strike/Struck		
	Purpose for Listening		
Presenting the Read-Aloud	Safety in Storms		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Severe		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Syntactic Awareness Activity: Asking Questions Using <i>Where</i>		15
	Vocabulary Instructional Activity: Gear	Drawing paper, drawing tools	
	End-of-Lesson Check-In: Opposites: Safe or Unsafe		

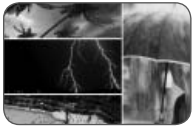


Safety in Storms

7A

Introducing the Read-Aloud

15 minutes



What Have We Learned?

◀ Show image 1A-2: Kinds of weather

- Remind students that at the beginning of the *Seasons and Weather* domain they learned about different kinds of weather.
- Ask students to describe the different types of weather shown in the image.
- Using the *Seasons Comparison Chart*, have students describe each season, starting with winter. Students should describe the characteristics of the season such as the temperature, the weather, and the activities people do during that season.

[You may wish to have students do this with their partner, in small groups, or home language pairs. Alternatively, you may wish to assign each group to focus on one season and present the characteristics of that season to the rest of the class.]



Introducing Safety in Storms

◀ Show image 7A-1: Storm clouds

- Explain that when the weather is nice, people like to be outside.
- Ask students: “What do you like to do outdoors when the weather is nice?” Call on three students to share.
- Explain that when the weather is not so nice, people tend to stay indoors where it is safe and dry.
- Ask students what the weather is like in the image. Have them describe the clouds, including their color.
- Tell students that when the clouds in the sky look like this—when the clouds are very dark—it is likely that it will rain and possibly there will be thunder and lightning.



◀ Show image 7A-2: Lightning

- Point to the lightning in the image. Tell students that lightning is electricity that comes from the earth's sky during thunderstorms. Lightning looks like a bright flash of light.
- Have students say the word *lightning* with you three times.
- Tell students that thunder is a loud clapping sound we hear during a storm.
- Have students say the word *thunder* with you three times.
- Tell students that when there is lightning and thunder while it rains, it is called a thunderstorm.
- Have students say the word *thunderstorm* with you three times.
- Ask students, "Who has seen or heard a thunderstorm before?" Take a quick tally of the class.

Vocabulary Preview

Safe/Safety

1. In today's read-aloud, Annie is going to tell you about *safety* and different ways to stay *safe* during a storm.
2. Say the word *safe* with me three times.
Say the word *safety* with me three times.
3. *Safe* and *safety* mean being careful or protected from danger.
4. Safety on the playground is important to keep you from getting hurt. One way we stay safe on the playground is by not walking too close to someone who is swinging.
5. Think about the words *safe* and *safety*. Tell your partner what you do to stay safe on the playground.

Strike/Struck

1. In today's letter from Annie, you will hear, "Lightning tends to *strike*, or suddenly hit, tall things like trees and tall buildings." And you will see that lightning *struck*, or hit, and knocked down a tree.
2. Say the word *strike* with me three times.
Say the word *struck* with me three times.
3. *Strike* means to hit or attack with a sharp blow. We use the word *struck* when we talk about a strike that has already happened.

4. A snake will strike its prey very quickly.
The baseball bat struck the ball so hard that it cracked.
5. Using your finger to draw in the air, show me what lightning looks like when it strikes.

Purpose for Listening

Tell students that in today's letter, Annie will be talking about what they can do to stay safe during a thunderstorm. Tell students to listen carefully for what they should do next time there is stormy weather.

By the end of this lesson, students should be able to:

- ✓ Identify characteristics of a thunderstorm (rain, thunder, lightning, wind, and sometimes hail)
- ✓ Describe safe and unsafe behaviors during thunderstorms



Safety in Storms

◀ Show image 7A-1: Storm clouds

Dear Kindergartners,

Have you ever seen a thunderstorm? A thunderstorm is a storm that has lightning, thunder, strong winds, and heavy rain. I was in the car during a thunderstorm the other day, and it made me realize just how amazing and powerful the weather can be! The thunder boomed and lightning flashed. It was very exciting, but also a little scary when the thunder boomed so loud!

Today I'm going to tell you about **severe**—or very bad—weather, and how to stay safe during thunderstorms.

[Point to the clouds in the image.]

You probably know what kind of weather to expect when you look up and see large, dark clouds like these in the sky. These are storm clouds, and unless you want to get soaked—and completely wet from the rain—you should get indoors. When you see storm clouds like these, you should go inside.



◀ Show image 7A-2: Lightning

During a thunderstorm, you can see lightning. Lightning is a stroke—or line—of electricity that connects energy in the ground with energy in a cloud. Sometimes, you can see lightning when it flashes or zigzags in the sky.

[Trace your finger across the lightning bolt to show how it zigzags.]

Many times, lightning is followed by a loud noise called thunder. If the thunderstorm is far away, then the thunder won't be so loud. But as the storm gets closer, the thunder gets louder and louder, and the time between the lightning and thunder gets shorter and shorter. Thunder cannot hurt you, but lightning can be dangerous.



◀ Show image 7A-3: Lightning-struck tree

Lightning **struck**—or hit—and knocked down this tree. Lightning can start fires, too. Worst of all, lightning can seriously injure—or hurt—a person. There is a very small chance of being **struck** by lightning, but it can happen. Luckily, there are simple ways to be safe from lightning

during a storm. My teachers taught them to me, and now I'm going to teach them to you.

Lightning tends to **strike**—or hit—tall things like trees and tall buildings. The smartest thing you can do in a storm is to stay indoors. If you can't take get inside a building or in your house, then a car is also a safe place.

In case you ever get stuck outside in a thunderstorm and you cannot get indoors, it is important to remember *never* to take **shelter** under or near a tree or any tall object. Do not hide under or near trees or anything tall that could be **struck** by lightning and fall. Even though the tree leaves may help keep you dry, you never want to be near a tree if it gets hit by lightning. Instead, you should lie down flat on the ground, far away from any trees, and wait for the storm to pass. You might get very wet, but you won't get **struck** by lightning or a falling tree.

Another important rule during a thunderstorm is to always get out of a pool, lake, river, or ocean right away. Electricity moves through water, so anyone in the water can be hurt by lightning, too. It's best to be safe and stay dry inside during a thunderstorm!



← **Show image 7A-4: Hail**

When it is cold outside, you might see hail during a storm. Hail is small pieces of ice that sometimes fall from clouds during a thunderstorm. During a hailstorm, chunks of ice, called hailstones, fall from the clouds onto the ground. Usually, hailstones are small—about the size of peas or smaller. Sometimes, however, hailstones can be as big as a golf ball or even a baseball! It is always best to stay indoors during a hailstorm.



← **Show image 7A-5: Annie in rain gear**

It is important to know how to stay safe during storms and other kinds of **severe**—or very bad—weather. If possible, don't go outside at all in any kind of storm. If you have to go outside, wear the right kind of **gear**—or clothing. Here I am with my rain **gear** on.

[Invite different students to point to and name the rain gear Annie has on.]

Be smart and be safe, so you can enjoy the amazing power of nature.

Your friend,

Annie

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic, or main idea, of Annie's letter today?
 - The main idea of Annie's letter is safety in storms.
2. *Literal* What are some characteristics of thunderstorms?
 - Thunderstorms have a lot of rain, wind, lightning, thunder, and sometimes hail.
3. *Literal* What is lightning?
 - Lightning is a stroke of electricity that connects energy from a cloud to energy in the ground.
4. *Literal* What is thunder?
 - Thunder is a loud sound that comes after lightning.



◀ Show image 7A-1: Storm clouds

5. *Inferential* What should you do if you are outside and see very dark, thick clouds like these?
 - I should go inside.
6. *Inferential* What should you do to stay safe if you get caught outside in a thunderstorm?
 - I should stay away from trees and tall objects and lie flat on the ground.
7. *Inferential* What should you do to stay safe if you are in the water and you see storm clouds or a thunderstorm begins?
 - I should get out of the water right away and go indoors.
8. *Inferential* How is hail different from rain?
 - Hail is small pieces of ice that fall from clouds. Rain is drops of water that fall from clouds.

[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 few questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss

the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Have you ever experienced a thunderstorm? (Yes/No)

What does lightning look like?

What does thunder sound like?

During a thunderstorm, I saw . . .
, I heard . . . , I felt . . .

9. *Evaluative Think Pair Share:* Have you ever experienced a thunderstorm? Try to use your five senses to describe it. What did you see? What did you hear?
10. 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: Severe

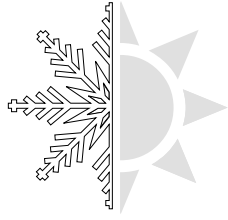
1. In the read-aloud you heard, "Today I'm going to tell you about *severe*, or very bad, weather, and how to stay safe during thunderstorms."
2. Say the word *severe* with me three times.
3. *Severe* means very bad.
4. Someone's facial expression can be severe if s/he is very angry. Severe weather is dangerous weather.
5. I'm going to say two things; one of them is severe and the other is not severe. Tell me which one is severe. Try to use a complete sentence: "A _____ is severe."
 - A nice spring day; a strong thunderstorm.
 - A strong thunderstorm is severe
 - A big punishment; quiet time.
 - A big punishment is severe.
 - A stuffy nose; a bad sickness.
 - A bad sickness is severe.
6. What's the word we've been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *severe* is *gentle*. If any of the things that I say sound severe, say, “_____ is severe.” If any of the things I say sound gentle, say, “_____ is gentle.”

1. a kitten
 - A kitten is gentle.
2. a blister from a sunburn
 - A blister from a sunburn is severe.
3. soft spring rain
 - Soft spring rain is gentle.
4. breaking an arm
 - Breaking an arm is severe.
5. a snowflake falling on your face
 - A snowflake falling on my face is gentle.



Complete Remainder of the Lesson Later in the Day



Safety in Storms

7_B

Extensions

15 minutes

↔ Syntactic Awareness Activity

Asking Questions Using Where

Directions: Today we are going to practice asking and answering questions that use the question word *where*. Remember, we ask questions by using question words. When someone asks a question using the question word *where*, they are asking a question about a place.

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. If necessary, have students repeat the corrected sentence.



◀ Show image 7A-2: Lightning

1. Where can we see storm clouds and lightning?
 - We can see storm clouds and lightning in the sky.
2. Which word in the question lets you know that I was asking about a place?
 - Where
3. Where is the best place to be during a thunderstorm?
 - The best place to be during a thunderstorm is indoors, inside a building.
4. Where is the best place to be if you are stuck in a thunderstorm and cannot get indoors?
 - The best place to be is flat on the ground and far away from any trees or tall objects.
5. Work with your partner to ask and answer a question about being safe during a thunderstorm using the question word *where*. [Suggested questions: Where would you go during a thunderstorm? Where should you go if you are in the water and you see storm clouds?]

↔ Vocabulary Instructional Activity

Word Work: Gear

1. In the read-aloud you heard, “If you have to go outside [during a storm], wear the right kind of *gear*.”
2. Say the word *gear* with me three times.
3. *Gear* can be supplies, tools, or clothes needed for a special purpose or to do a certain job.
4. When we go to the lake to go fishing, we take our fishing gear: a fishing pole, a net, and some worms.
5. Tell your partner about the gear you use or wear to do a certain job or activity. You could tell about the gear you use to go swimming (goggles, bathing suit, sunscreen), to play in the snow (snow boots, mittens, sled), or to play a particular sport (uniform, ball, etc.).

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The gear I use to _____ is . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of how you use or wear gear to do a certain job or activity. Then tell your partner about your drawing. Use the word *gear* when you tell about it. Try to use complete sentences.

Note: If needed, discuss different activities that use special gear (e.g., camping, fishing, playing in the snow, or playing a sport).

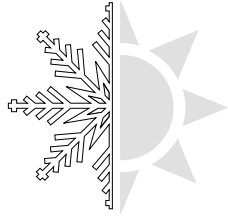
10 End-of-Lesson Check-in

Opposites: Safe or Unsafe

- Remind students of the meaning of *safe*. (*Safe* means being careful and protected from danger.) Tell them that the opposite of *safe* is *unsafe*. When someone or something is unsafe, it means that they are in danger of getting hurt.
- Tell students that you are going to tell about a situation. If what you say is an example of a safe situation, they should say, “That’s safe.” If what you say is an example of an unsafe situation, they should say, “That’s unsafe.”

[You may wish to designate two areas of the room, one for “That’s safe,” and another for “That’s unsafe,” and have students quietly and carefully walk to their choice.]

1. Staying indoors during a thunderstorm.
 - That’s safe.
2. Going swimming when there are storm clouds in the sky.
 - That’s unsafe.
3. Taking shelter, or looking for protection, under a tree during a thunderstorm.
 - That’s unsafe.
4. Staying inside a car during a thunderstorm.
 - That’s safe.
5. Going to play outside during a hailstorm.
 - That’s unsafe.



Meteorology

8

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify ways in which weather affects daily routines, such as dress, activities, etc.
- ✓ Explain why weather prediction is important in their daily lives

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, identify the main topic and retell key details from “Meteorology” (RI.K.2)
- ✓ With prompting and support, describe the connection between weather reports and their influences on daily routines (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text related to the seasons (RI.K.6)
- ✓ With prompting and support, identify the reasons the author gives to explain why the job of a meteorologist is important (RI.K.8)
- ✓ With prompting and support, compare and contrast similarities and differences between the three different types of clouds (RI.K.9)
- ✓ Participate in a class research project to analyze daily weather conditions on the *Class Weather Diary* (W.K.7)
- ✓ Describe the weather pattern in the *Class Weather Diary* (SL.K.4)
- ✓ Identify multiple meanings of *record* and use them in appropriate contexts (L.K.4a)

- ✓ Identify real-life connections between words—*predict, prediction, meteorology, meteorologist, warning, and record*—and their use (L.K.5c)

Core Vocabulary

meteorologist, n. A person who studies weather and predicts what the weather will be like

Example: The meteorologist on the news predicts that it will snow tomorrow.

Variation(s): meteorologists

meteorology, n. The study of weather and weather prediction

Example: I learned about ice storms when I took a class on meteorology.

Variation(s): none

record, n. A written report of an event

Example: The weather record states that it rained a total of thirty inches last year.

Variation(s): records

satellites, n. Objects designed to go around Earth in space and collect information

Example: The weather satellites recorded the hurricane's movements over the Atlantic Ocean.

Variation(s): satellite

warning, v. Telling someone in advance that danger is near

Example: The siren wailed, warning us that a tornado was nearby.

Variation(s): warn, warns, warned


Vocabulary Chart for Meteorology			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	cirrus cumulus hurricane meteorologist meteorology satellites stratus thunderstorm weatherman weatherwoman	computer future/past patterns <i>prediction</i> <i>predicts</i> severe tool	clouds plan/planning/plans prepared rain sky
Multiple Meaning	storm	<u>record</u> warning*	safe space
Phrases	keep an eye to the sky		on the way pay attention
Cognates	cirro cúmulo estrato huracán meteorología meteorologista	computadora futuro predicción severo	importante planear/planeando/ planes preparado

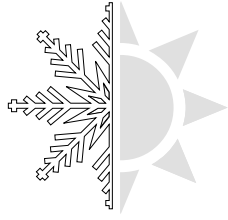
Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 8A-1: Annie writing
2. 8A-2: Meteorologist
3. 8A-3: Family outdoors
4. 8A-4: Farmer watering plants
5. 8A-5: Weather report
6. 8A-6: Satellite in orbit
7. 8A-7: Cumulus clouds
8. 8A-8: Cirrus clouds

9. 8A-9: Stratus clouds
10. 8A-10: Meteorologist studying hurricane
11. 8A-11: Annie says goodbye

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?		15
	Introducing Meteorology		
	Vocabulary Preview: Predicts/Prediction, Meteorology/Meteorologist		
	Purpose for Listening		
Presenting the Read-Aloud	Meteorology		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Warning		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Record	Poster 5M (Record)	15
	Weather Report	Class Weather Diary; Instructional Master 1B-1: Weather Diary (from Anthology, optional)	
	Domain Related Trade Book		



Meteorology

8_A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Remind students that their pen pal, Annie, has written them many letters about seasons and weather.
- Ask students:
 - What was the main topic—or main idea—of yesterday’s read-aloud?
 - The main idea of yesterday’s read-aloud was how to stay safe during severe—or very bad—weather.
 - What are some characteristics of a thunderstorm?
 - Thunderstorms have heavy winds, rain, thunder, lightning and sometimes hail.
 - What are some safe places to be during a thunderstorm or hailstorm?
 - Some safe places to be are indoors or in a car.
 - What are some unsafe places, or places you should not be, during a storm?
 - Some unsafe places to be are in a pool, lake or ocean, or outdoors under a tree or near tall objects.

Introducing Meteorology

- Tell students that today, they will hear Annie’s last letter about seasons and weather. Today Annie will tell them about the study of weather, which is called meteorology.
- Tell students that Annie will also tell them about predicting the weather—or figuring out what the weather will be like before it happens and why it’s important to know what the weather will be like ahead of time.

Vocabulary Preview

Predicts/Prediction

1. In today's letter from Annie, you will hear, "A weatherman *predicts*, or makes his best guess at, what the weather is going to be like."

You will also hear, "The study of weather and making weather *predictions*, or statements saying what the weather is going to be like in the future, is called meteorology."

2. Say the word *predicts* with me three times.
Say the word *prediction* with me three times.
3. When someone predicts, they say what they think will happen in the future.
A prediction is a guess about what will happen later, based on what you know already.
4. Readers often use information about characters and plot in a story to predict, or make predictions, about what might happen later in the story.
5. Being able to predict what the weather will be like is important.
For example, you will need to know what the weather will be like if you are going to an outdoor soccer game or if you plan to go to the playground. Tell your partner how you use weather predictions to prepare for your day or activities you do. Try to use the word *prediction* when you tell about it.

Meteorology/Meteorologist

1. In today's letter from Annie, you will hear, "The study of weather and making weather predictions is called *meteorology*. The person who does this is called a *meteorologist*."
2. Say the word *meteorology* with me three times.
Say the word *meteorologist* with me three times.
3. *Meteorology* is the study of weather and weather prediction.
A meteorologist is a person who studies weather and predicts what the weather will be like before it happens.
4. The meteorologist on the news predicts that it will snow tomorrow. He knows all about weather because he studied meteorology at school.

5. Have you ever seen a meteorologist make a weather prediction?
Perhaps you have seen a meteorologist on television. Tell your partner some things that a meteorologist might say when he/she is predicting the weather.

Purpose for Listening

Tell students that in Annie's last letter, Annie will tell them about the study of weather and making predictions about the weather. Tell students to listen carefully to learn about the job of a meteorologist and why predicting the weather is important.

By the end of the lesson, students should be able to:

- ✓ Identify ways in which weather affects daily routines
- ✓ Explain why weather prediction is important in their daily lives



Meteorology

◀ Show image 8A-1: Annie writing

Dear Kindergartners,

This is my last letter to you about seasons and weather. Today we will learn about predicting the weather—or guessing what kind of weather is coming soon.



◀ Show image 8A-2: Meteorologist

Have you ever watched the weatherman or weatherwoman on television? They are the people who tell us what the weather is going to be like today, tomorrow, and for the rest of the week. A weatherman predicts—or makes his best guess at—what the weather is going to be like. Sometimes he is right, and sometimes he is wrong.

The study of weather and making weather predictions is called **meteorology**. The person who does this is called a **meteorologist**. The words *weatherman* and *weatherwoman* are sometimes used to describe people we see on television who tell us about the weather. Often the weatherman or weatherwoman is a **meteorologist**.



◀ Show image 8A-3: Family outdoors

What is happening in this picture? What's the weather like?

Predicting weather is important for many different reasons. It helps people know what to wear that day and if they will need an umbrella because of rain or sunscreen because of the sun. Predicting weather also helps people to plan things like picnics or trips to the beach. If my parents are planning a family picnic, they would want to make sure that it's not going to rain on us while we're outside!

Tell your partner about a time when the weather ruined your plans to do something outside.

[Allow thirty seconds for students to talk. Call on a few students to share.]



← **Show image 8A-4: Farmer watering plants**

Farmers listen to the meteorologist to know how much rain to expect.

Why do you think knowing how much rain to expect is important to farmers?

[Call on three volunteers to answer.]

If the **meteorologist** says it is not going to rain for a while, farmers may need to find another way to water their plants. In fact, anyone whose job could be affected by the weather listens carefully to what the **meteorologist** has to say about the weather.

Can you think of other people who need to know what the weather is going to be like to do their job? Tell your partner who they are and why knowing the weather is important to them.

[Allow thirty seconds for students to talk. Call on a few students to share.]

Some other people who depend on **meteorologists'** predictions of the weather include baseball players, construction workers, garbage men, airline pilots, and astronauts!



← **Show image 8A-5: Weather report**

One way **meteorologists** predict what the weather will be like in the future is by studying weather patterns and temperatures from the past. Past weather patterns and temperatures help the meteorologist tell if the temperatures on a particular day are normal for that time of year, or if they are higher or lower than usual. He does this by checking the weather **record**. The weather **record** is a written report of what the weather was like in the past. The weather **record** is kind of like a weather diary: it lists what the weather was like on that day in previous—or past—years.



← **Show image 8A-6: Satellite in orbit**

Besides looking at weather **records**, **meteorologists** use other things, such as computers and other equipment, to predict the weather. One important tool they use to make good weather predictions is a weather **satellite**.

[Point to the satellite in the image. And have students repeat *satellite* with you.]

Satellites are machines sent into space that have cameras, radios, and antennas, but no people. In space, the **satellites** travel around the earth. The **satellite** cameras take pictures and send them down to **meteorologists**. Using the photos from the **satellite** up in space, **meteorologists** can see storms as they develop. Satellite pictures also help **meteorologists** predict whether the skies will be clear or cloudy.



◀ **Show image 8A-7: Cumulus clouds**

What do you see in this picture?

Of course, you don't always need a **meteorologist** to tell you what the weather is going to be like, especially if you see dark clouds like these.

[Point to each type of cloud as you talk about it.]

These dark clouds are types of cumulus clouds.

[Have students say the words *cumulus clouds* with you three times.]

Cumulus clouds can turn into thunderstorms. You can also find cumulus clouds during nice weather, when they appear white and puffy like a cotton ball.



◀ **Show image 8A-8: Cirrus clouds**

These clouds are called cirrus clouds.

[Have students say the words *cirrus clouds* with you three times.]

Cirrus clouds are thin and wispy clouds that float way up high in the sky. Usually, cirrus clouds high up the sky means that the weather is going to be clear and nice.



◀ **Show image 8A-9: Stratus clouds**

The third type of cloud is called stratus clouds.

[Have students say the words *stratus clouds* with you three times.]

Stratus clouds float fairly low to the ground. These flat clouds can stretch across the entire sky. They sometimes drop light rain or drizzle.



← **Show image 8A-10: Meteorologist studying hurricane**

The most important part of a **meteorologist's** job is to help save lives by **warning** people when severe weather is on the way. A **meteorologist** tells people in advance—or ahead of time—when bad weather is coming.

[Point to the meteorologist and storm image as you talk about them.]

The **meteorologist** in this picture is studying images of a hurricane—which is a huge storm that comes from the ocean. The image was made by a computer. **Satellites**, airplanes, and other tools helped the computer tell how fast the wind is moving, how much it is raining, and in which direction the storm is moving.

Thanks to computers and **satellites**, **meteorologists** saw the hurricane days before it came close to land, so they **warned** people to leave their homes and go someplace safe. A lot of people stayed safe from this severe weather because of the **meteorologists' warning**. **Meteorologists** help people prepare for and stay safe during bad weather.



← **Show image 8A-11: Annie says goodbye**

Even though you can predict—or tell ahead of time—what the weather should be like during each season where you live, it is difficult to always predict exactly what the weather will really be like each and every day. So, it is a good idea to listen to your weatherperson or **meteorologist**, so you will know to carry an umbrella or bring along extra sunscreen. That way, you'll always be prepared!

Thank you so much for helping me with my weather project. From now on, I hope you'll keep an eye to the sky and always pay attention to the weather in your neighborhood!

Your friend,

Annie

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is the main topic, or main idea, of Annie's letter today?
 - The main idea of Annie's letter today is predicting the weather, meteorology, telling about the job of a meteorologist, etc.
2. *Literal* What does a meteorologist do?
 - A meteorologist studies and predicts the weather.
3. *Evaluative* If a meteorologist says it is going to rain today, how will that prediction affect your plans for the day?
 - I will plan to spend time indoors.

How will his/her prediction affect what will you wear?

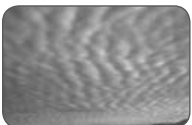
- I will wear a raincoat and take an umbrella with me if I go outdoors.
4. *Inferential* How does a weather satellite help a meteorologist make good predictions about weather?
 - A weather satellite takes pictures of the weather from space and sends them to the meteorologist so he/she can see what kind of weather is coming.
 5. *Evaluative* What is the most important part of a meteorologist's job?
 - The most important part of a meteorologist's job is to keep people safe by warning them when bad weather is coming.
 6. *Inferential* What is one way you can tell what the weather will be like without listening to a meteorologist?
 - You can tell what the weather will be like by looking at the clouds.



← **Show image 8A-7: Cumulus clouds**



← **Show image 8A-8: Cirrus clouds**



← **Show image 8A-9: Stratus clouds**

7. *Evaluative* [Invite different students to describe the clouds they see in the images. Have students repeat the name of each type of cloud with you.]

- Cumulus clouds look round and puffy, cirrus clouds look thin and wispy, and stratus clouds look like a white blanket across the sky.

How are these three types of clouds similar and different?

- Both cumulus clouds and stratus clouds create rain, but the cumulus clouds can turn into a thunderstorm. Cirrus clouds are high up in the sky, but stratus clouds are lower in the sky.

[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, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Have you ever heard a meteorologist predict the weather? (Yes/No)

Predicting the weather is important to me because . . .

One time I listened to the meteorologist and then I . . .

8. *Evaluative Think Pair Share*: Why is predicting the weather important to you?
9. 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: Warning

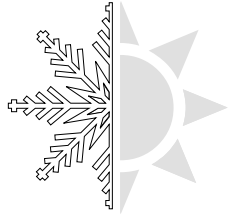
1. In the read-aloud you heard, "The most important part of a meteorologist's job is to help save lives by *warning* people when severe weather is on the way."
2. Say the word *warning* with me three times.
3. *Warning* means telling someone in advance that danger is near. Other ways to say *warning* are *warn* or *warns*.
4. I remind my brother to be safe when crossing the street by warning him to look both ways before he crosses.
5. What is something you would warn a friend not to do? Try to use the word *warning* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I would tell my friend not to _____ by warning him/her . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: If any of the things I say is an example of a warning, stand up and say, “That is a warning.” If any of the things I say is not an example of a warning, stay seated and say, “That is not a warning.”

1. If you eat too much ice cream, you’ll get a stomachache!
 - That is a warning.
2. Come sit on the grass. It is soft.
 - That is not a warning.
3. Don’t go outside! There are dark storm clouds!
 - That is a warning.
4. What would you like for dinner?
 - That is not a warning.
5. Don’t touch the pan! It is hot!
 - That is a warning.



Complete Remainder of the Lesson Later in the Day



Meteorology

8_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Sentence in Context: Record

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 5M (Record).] In the read-aloud you heard the word *record*, as in “The weather *record* is kind of like a weather diary: it lists what the weather was like on that day in previous, or past, years.” Here, *record* means a written report of an event. Which picture shows this?
 - 1
2. *Record* can also mean other things. *Record* can mean a music disc. Which picture shows this?
 - 3
3. *Record* can mean a performance that is the best of its kind. Which picture shows this?
 - 2
4. Now with your partner, make a sentence for each meaning of *record*. Try to use complete sentences. I will call on some of you to share your sentences.

Weather Report

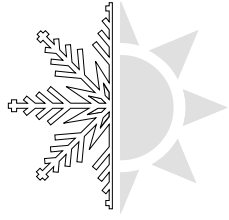
- Tell students that they are going to pretend to be a weatherperson on the news.
- Remind students that a weatherperson on the news is often a meteorologist, meaning they study weather patterns and try to predict, or guess, what the weather is going to be like.
- Tell students that the class has been keeping track of the weather in their area in their *Class Weather Diary*, similar to the record of weather kept by a meteorologist.

- Review the *Class Weather Diary* for a couple of minutes and come up with a prediction of what they think the weather is going to be like tomorrow and a couple of days from now.
- Have a few volunteers stand in front of the class to present their predictions like a weatherperson does on the news.

[You may wish to have students continue recording the weather in their own weather diaries using Instructional Master 1B-1 from the *Tell It Again! Read-Aloud Anthology for Seasons and Weather*.]

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction and choose an informational text about meteorology or clouds to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the information in this book relates to the read-alouds in this domain.



Domain Review



Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ 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
- ✓ 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 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
- ✓ 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, strong winds, and sometimes hail
- ✓ Describe safe and unsafe behaviors during thunderstorms
- ✓ Explain why weather prediction is important in their daily lives

Review Activities

Teacher Choice

Reread a particular read-aloud to students in order to review important domain concepts.

Image Card Review

Materials: Image Cards 1–11

In your hand, hold Image Cards 1–11 fanned out like a deck of cards. Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for cumulus clouds, a student may say, “white and puffy.” The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

My Active Season

Materials: Drawing paper, drawing tools

Review with students the various activities that are common during each season. Ask students to draw themselves doing their favorite activities. Remind them to draw themselves dressed for the season. Help them to write the name of the activity and season on their papers.

Weather Safety Tips

Review with students safety tips for thunderstorms. Review the word *severe*. Ask them if they have ever experienced a thunderstorm. Allow students to share their stories. Reinforce what they should do to be safe in these situations.

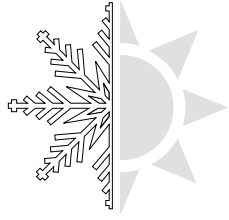
Riddles for Core Content

Ask students riddles such as the following to review core content:

- In the fable “The Grasshopper and the Ants,” you heard that I spent my summer and autumn playing and singing instead of working. Who am I?
 - the grasshopper
- In the fable “The Grasshopper and the Ants,” you heard that we worked hard all summer and autumn and, because of our hard work, had plenty of food for the winter. Who are we?
 - the ants
- I happen during the spring when it rains really, really hard and rivers cannot hold any more water. What am I?
 - a flood
- I am a refreshing summer activity that cools you off. What am I?
 - swimming
- Sometimes I strike tall things like trees and tall buildings. What am I?
 - lightning
- You should never take shelter under me during a thunderstorm. What am I?
 - a tree
- I study weather and give you my best prediction. What am I?
 - a meteorologist

On Stage

Choose students to act out the characters while you read “The Grasshopper and the Ants,” allowing students to dance while you sing or say the grasshopper’s songs. Ask students what the moral of the story is. Ask students if they have ever chosen to play when they were supposed to work, and if so, what happened.



Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Seasons and Weather*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second addresses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Seasons and Weather*.

10 Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Thunderstorm:** A thunderstorm is a storm that has lightning, thunder, and heavy rain.
 - smiling face
2. **Weather:** Talking about the weather means talking about the temperature for the day and if there will be rain or sun.
 - smiling face
3. **Seasons:** There are two seasons in a year: winter and summer.
 - frowning face
4. **Frigid:** Frigid weather is very cold weather.
 - smiling face
5. **Sunscreen:** We put on sunscreen when it is raining outside.
 - frowning face

6. **Blossoms:** You can see the cherry blossoms in Washington, D.C., during the winter.
 - frowning face
7. **Floods:** Floods happen when there is so much rain that the rivers become so full that the water flows out from them onto the land.
 - smiling face
8. **Thermometer:** The red line on the thermometer tells us the temperature.
 - smiling face
9. **Meteorologist:** A meteorologist is a person who studies plants.
 - frowning face
10. **Personification:** A dog talking and drinking water from a cup is a kind of personification.
 - smiling face

Directions: Now I am going to read more sentences using other words you have heard and practiced. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Holiday:** Thanksgiving is a holiday in autumn.
 - smiling face
12. **Cycle:** When something happens over and over again in the same order, it's called a cycle.
 - smiling face
13. **Future:** The future is something that already happened.
 - frowning face
14. **Gradually:** When something happens gradually, it happens very, very quickly.
 - frowning face
15. **Severe:** Thunderstorms are a type of severe weather.
 - smiling face

10 Part II (Instructional Master DA-2)

Directions: I am going to say something about a certain season. Circle the season I am describing on your paper. The snowflake stands for winter, the flower stands for spring, the sun stands for summer, and the leaf stands for autumn.

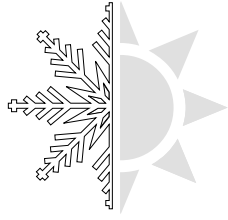
1. This season has the coldest weather.
 - winter
2. This season has the hottest weather.
 - summer
3. This is the season for farmers to plant seeds.
 - spring
4. This is the season for farmers to harvest their crops.
 - autumn
5. This is the season when many people like to go sledding in the snow.
 - winter
6. The saying, "April showers bring May flowers," is about this season.
 - spring
7. This is the season when leaves on some trees change colors and fall off.
 - autumn

10 Part III (Instructional Master DA-3)

Directions: I am going to read some sentences to you. If the sentence is correct, circle the smiling face. If the sentence is not correct, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. A meteorologist studies the weather to predict what the weather will be like in the future.
 - smiling face
2. All types of clouds are storm clouds.
 - frowning face
3. During a thunderstorm, I should hide under a tall tree.
 - frowning face

4. During a thunderstorm, I would go indoors.
 - smiling face
5. During a thunderstorm, it is okay for me to stay in the pool.
 - frowning face
6. When it is hot outside, the liquid in the thermometer is high and near the top.
 - smiling face
7. When it is cold outside, the liquid in the thermometer is low and near the bottom.
 - smiling face
8. The sun shines for a longer time during the summer.
 - smiling face
9. It snows in every city during the winter.
 - frowning face
10. Winter is distinct, or different, from summer.
 - smiling face



Culminating Activities



Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds

Enrichment

Domain Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review a particular concept introduced in the read-alouds up to this point; refer to the list of resources included in the Introduction. You may also choose to have students select a read-aloud to be heard again.

Painting Clouds

Materials: Image Cards 7 (Cumulus Clouds), 8 (Cirrus Clouds), and 9 (Stratus Clouds); white paint, black paint, blue construction paper

Using Image Cards 7–9, review the three types of clouds students learned: cumulus, cirrus, and stratus. Remind them of the different characteristics of the different types of clouds (e.g., cumulus clouds can be dark and stormy or white and puffy). Have students create their own pictures using paint and construction paper. Have students first decide on what type of cloud they would like to paint. Then using a paintbrush or their fingers, have them paint the type of cloud onto the blue construction paper. If the clouds are stormy, have students add a little black paint with the white paint to make gray storm clouds.

Severe Weather Drill

Take some time to review your school's procedures for events of severe weather, such as a tornado drill. You may choose to practice a drill as a class. Tell students that you are going to practice what to do in the event that a tornado or hurricane hits while students are in school. Discuss safety procedures for severe weather. Explain that practicing what to do before a tornado or a hurricane hits will help the school be more prepared to take care of its students.

Meteorologist at Work

Materials: Video clip of the morning's weather report; chart paper, chalkboard, or whiteboard

Show students a clip of a meteorologist giving a weather report for the current day. Tell students that often people watch the weather report to know how to dress or be prepared for the day. Record on chart paper, a chalkboard, or a whiteboard the predicted high and low temperatures of the day. Have students predict whether the highs and lows will be accurate. Check the temperature throughout the day and record it on chart paper, a chalkboard, or a whiteboard. Compare the weather report with the actual temperatures. Ask students when the highest and lowest temperatures occurred. Tell them to check with their parents tonight to see how low the temperatures go.

Cloud Observation

Materials: Window; plastic wrap; markers; clear tape

Tell students that clouds are always moving in the sky, even when it is hard to see them move. Stretch plastic wrap over a window in your classroom and secure it with clear tape. Have students choose one marker color to trace the clouds in the morning, another marker color to trace the clouds mid-morning, and a third marker color to trace the clouds in the afternoon. Discuss with students what they observe about the clouds' movement: Did the clouds stay in one place? Did they move slowly or quickly?

Rain Gauge

Materials: Clear bottle; funnel; ruler; tape

Have students create a simple rain gauge using a clear bottle, a funnel, and a ruler. Tape the ruler to the side of the bottle and place the funnel in the mouth of the bottle. Place the rain gauge outside so that students can measure the amount of rain that falls in one week. Have students check the rain gauge daily and record the daily rainfall in their weather diaries.

Where Is the Wind?

Materials: Grass or balloon; construction paper; scissors; tape; string

Review with students what happens when the weather is windy. Take students outside on a windy day to learn more about the wind. Tell students that they can tell a lot about the wind, just by wetting their fingers and holding them up in the air. Have students discuss what they feel and which way they think the wind is blowing. Now have students confirm the direction of the wind by throwing grass or a balloon into the air. Discuss with students if their predictions about wind direction were correct.

Students can also create a wind snake in order to make observations about the wind. Draw and cut a spiral on a piece of construction paper. Tape a piece of string to the middle of the snake and have students observe what happens to the snake when they hold it in the wind.

Celebrate!

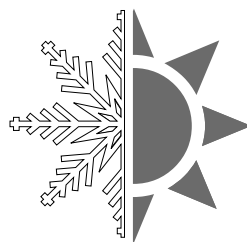
Note: This activity takes advance preparation and coordination with helpers and parents. You may wish to do this during the time of year the holiday is actually celebrated.

Celebrate a cultural holiday that many of your students celebrate with their families. You may wish to read trade books having to do with that holiday leading up to the event. You may wish to collect items and art related to that holiday to display around the classroom. You may wish to play or teach a song related to that holiday. You may need to coordinate with parents to bring in food.

Note: Be sure to check with your school's policy regarding food distribution and allergies.

For Teacher Reference Only:

Instructional Masters for
Seasons and Weather



Songs and Chants for Seasons and Weather

Use these songs and chants to the tune of “Oh My Darling Clementine”

Days of the Week

**There are seven days,
There are seven days,
There are seven days
in a week:
Sunday, Monday, Tuesday, Wednesday,
Thursday, Friday,
Saturday.**

*Oh my darling,
Oh my darling,
Oh my darling,
Clementine!
Thou art lost and gone forever
Dreadful sorry,
Clementine.*

Months of the Year

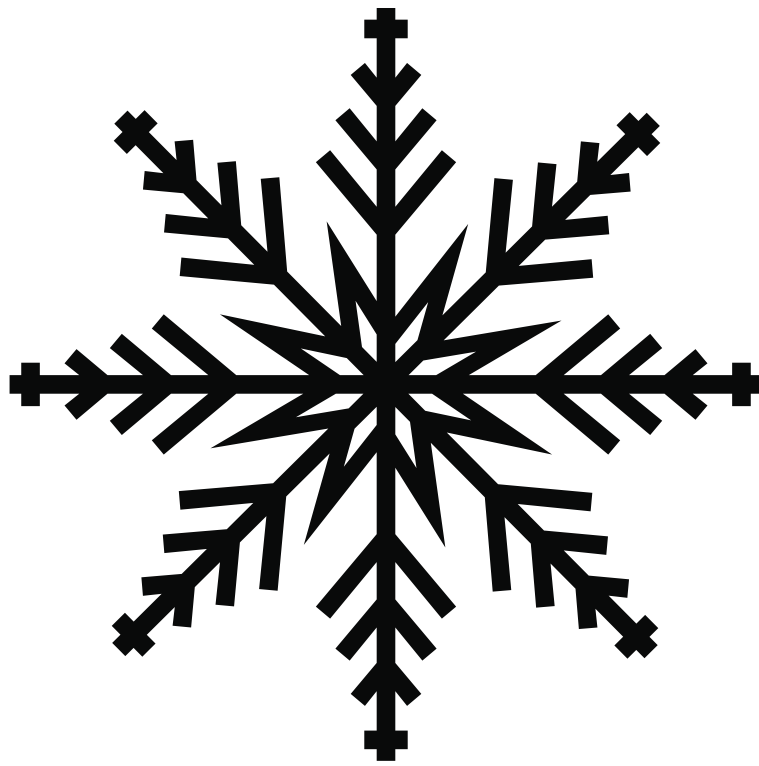
**January,
February,
March and April,
May and June,
July, August, and September,
October, November,
And December.**

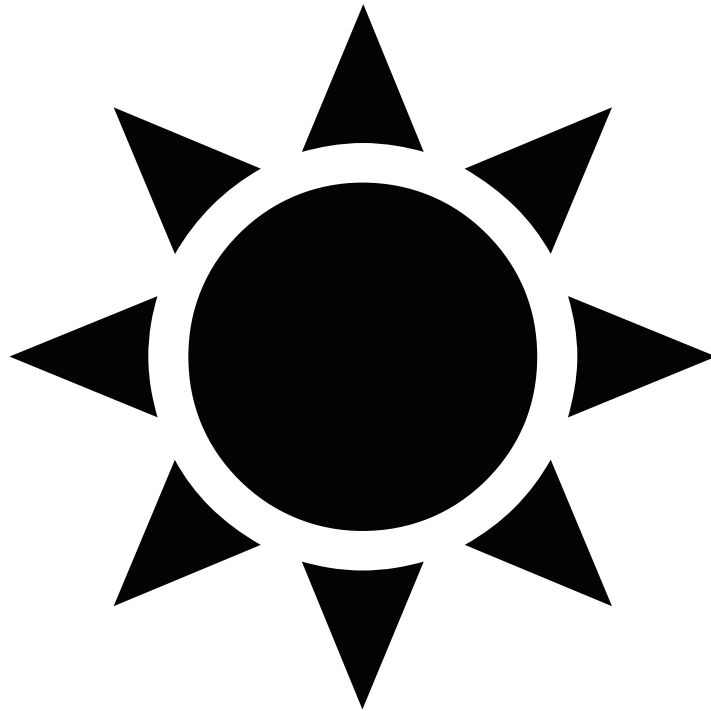
*Oh my darling,
Oh my darling,
Oh my darling,
Clementine!
Thou art lost and gone forever
Dreadful sorry,
Clementine.*

The Cycle of the Seasons

**There are four seasons,
There are four seasons,
There are four seasons
in the year.
Winter, spring, then summer, autumn.
There are four seasons
in the year.**

*Oh my darling,
Oh my darling,
Oh my darling,
Clementine!
Thou art lost and gone forever
Dreadful sorry,
Clementine.*







Dear Family Member,

Over the next several days, your child will be learning about seasons and weather. Each day s/he will hear a letter from a make-believe fifth-grader named Annie who lives in Washington, D.C. In her letters, Annie talks about the different seasons and some holidays people celebrate and activities people enjoy throughout the different seasons.

Below are some activities that you can do at home to reinforce what your child is learning about seasons and weather.

1. Write a Letter to Annie

After your child has learned about the seasons, help him/her write a letter to Annie. I have included a page for the letter. Have your child choose one season to write about. In the picture box, have your child draw a picture of the season, or if you have one, tape a photo of your child or family taken during that season. Then, have your child tell you what s/he would like to tell Annie about that season while you write down what s/he says.

2. Seasonal Holidays

Your child will learn about some holidays for each season, like New Year's Day in winter, Memorial Day in spring, Fourth of July in summer, and Thanksgiving in autumn. You may wish to tell your child about the holidays your family celebrates and the seasons in which you celebrate those holidays. There will be opportunities for your child to share about these holidays with his/her class.

3. Sayings and Phrases: April Showers Bring May Flowers

Your child will learn the well-known saying, "April showers bring May flowers." This saying has two meanings. It can mean that the April rain helps the flowers grow in May. Or it can mean that after a difficult time, there may be a happy time. The next time your child is having a hard time, remind him/her that happy times can come after unhappy ones—"April showers bring May flowers!"

4. Read Aloud Each Day

Set aside time to read to your child each day. The local library or your child's teacher may have many books on seasons and weather. A list of books is attached to this letter.

Be sure to talk to your child about what s/he has learned about the different seasons.

Recommended Resources for Seasons and Weather

Trade Book List

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 (HarperTrophy, 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









Vocabulary List for Seasons and Weather (Part 1)

This list includes many important words your child will learn about in *Seasons and Weather*. Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ cycle
- ☐ seasons
- ☐ weather
- ☐ blizzards
- ☐ freezing point
- ☐ frigid
- ☐ blossoms
- ☐ floods
- ☐ gradually
- ☐ seedlings
- ☐ thaw
- ☐ sunscreen
- ☐ thermometer
- ☐ chill
- ☐ shed

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and your native language.

	Draw it
	Use it in a sentence
	Find an example
	Tell a friend about it
	Act it out
	Make up a song using it

Name _____

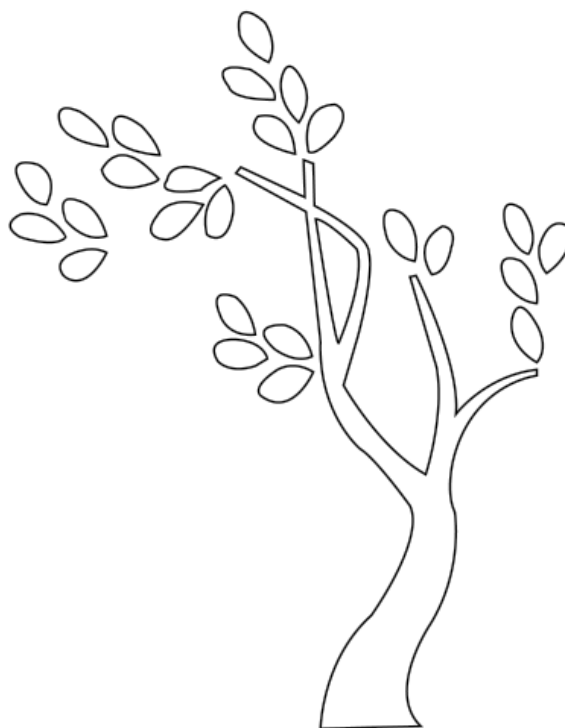
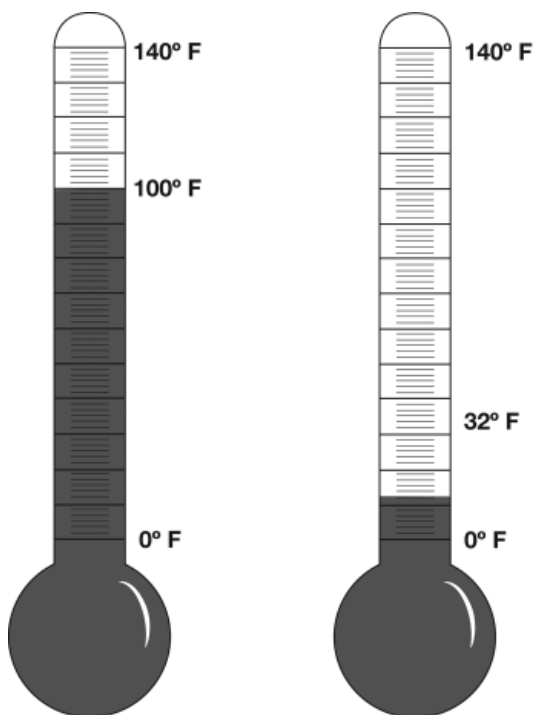


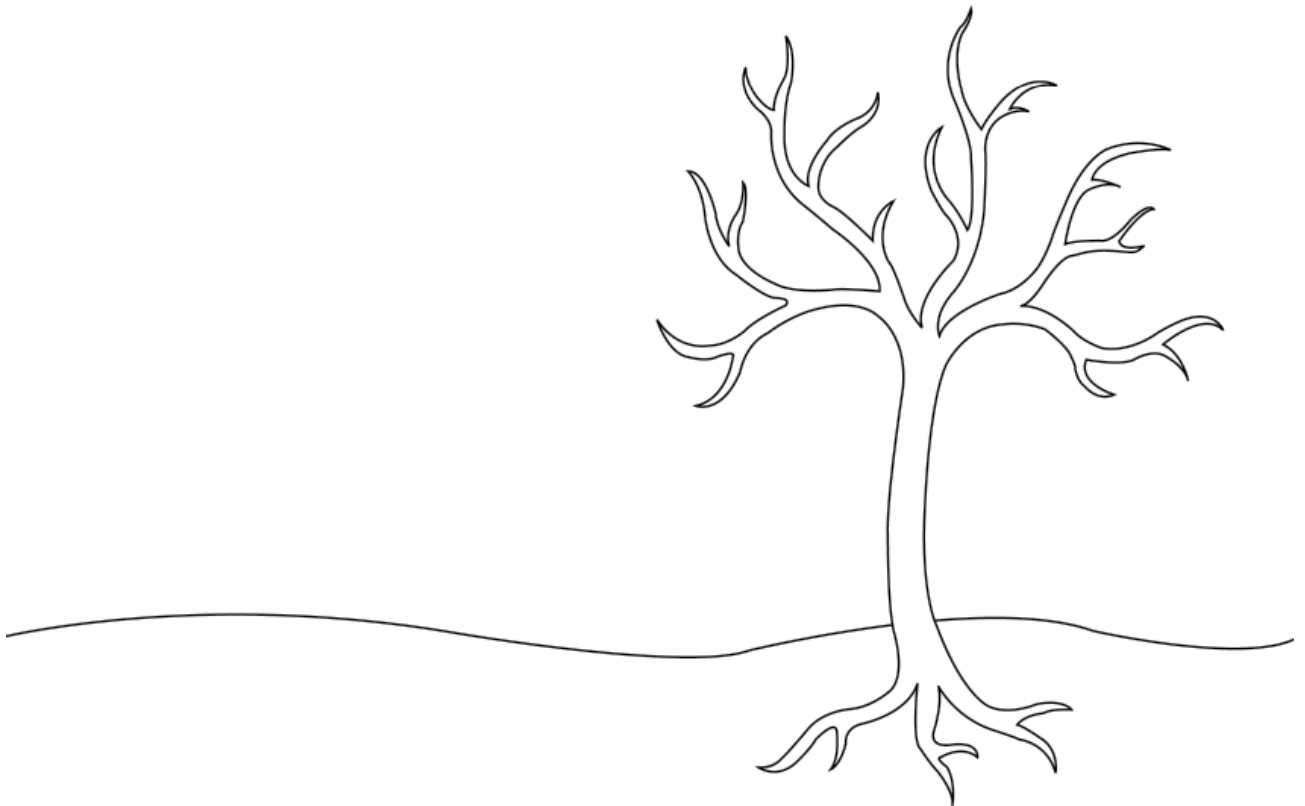
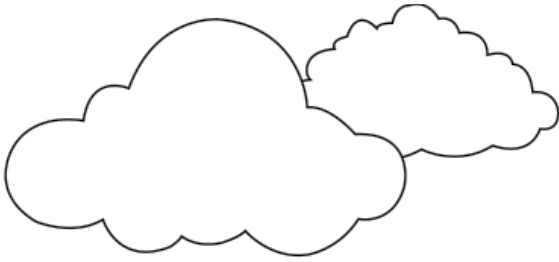
A large empty rectangular box for writing a letter.

Dear Annie,

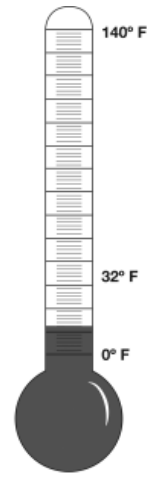
Five horizontal lines for writing the body of the letter.

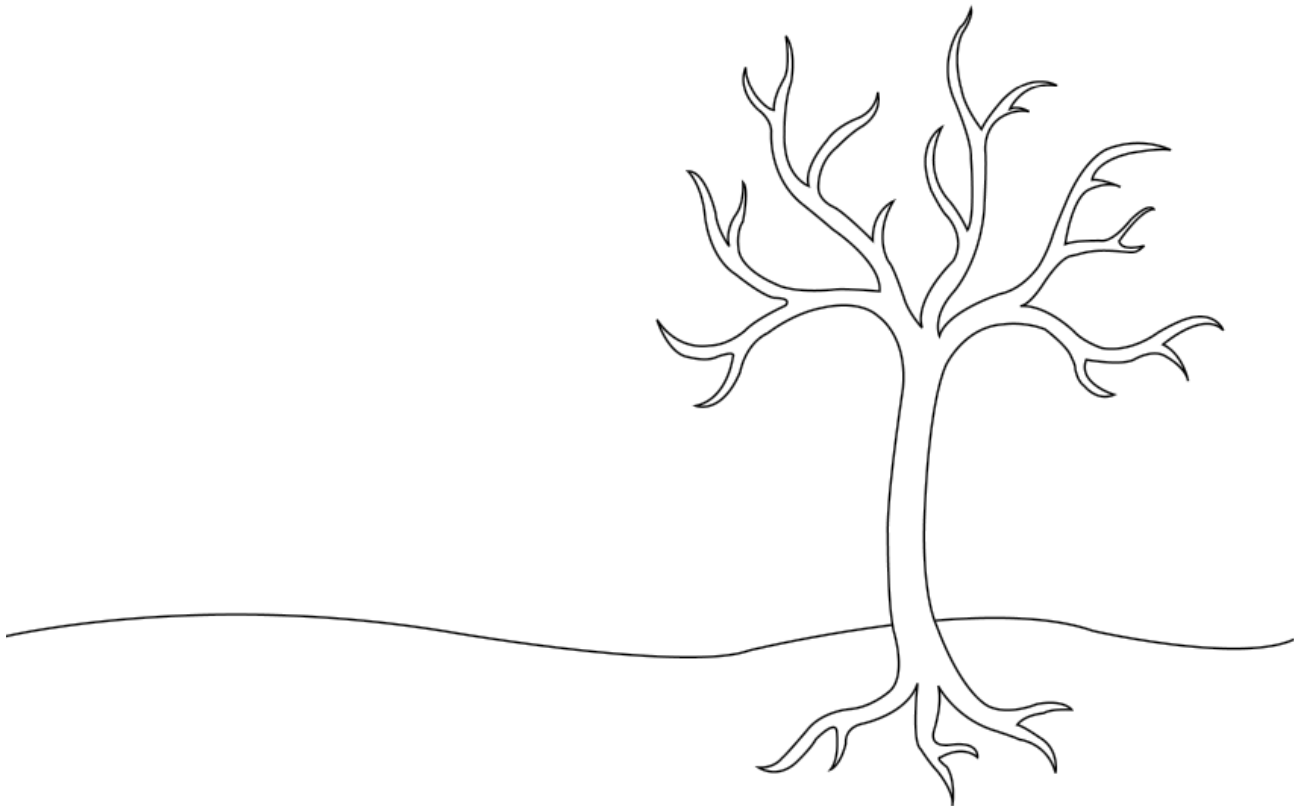
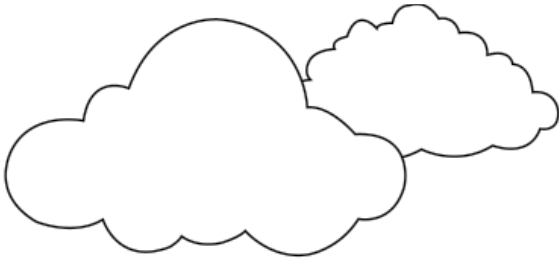
Your friend,



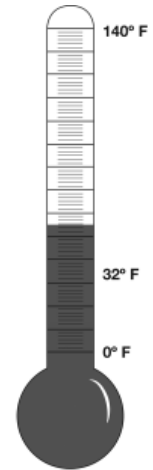


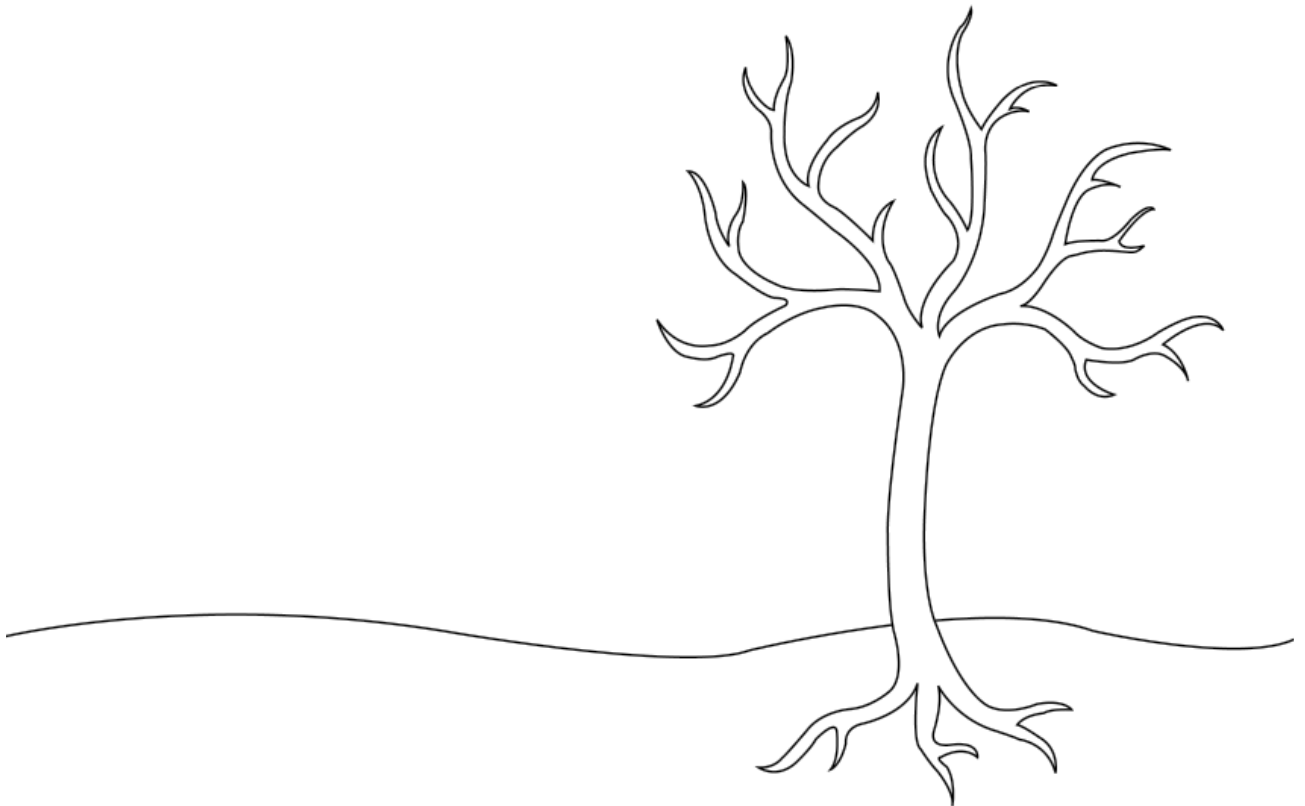
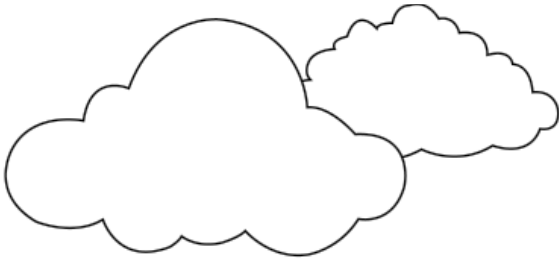
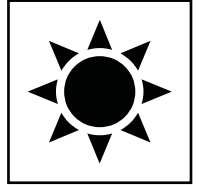




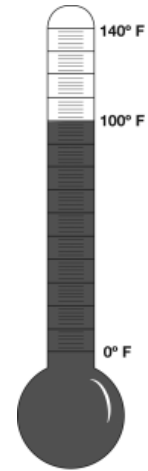


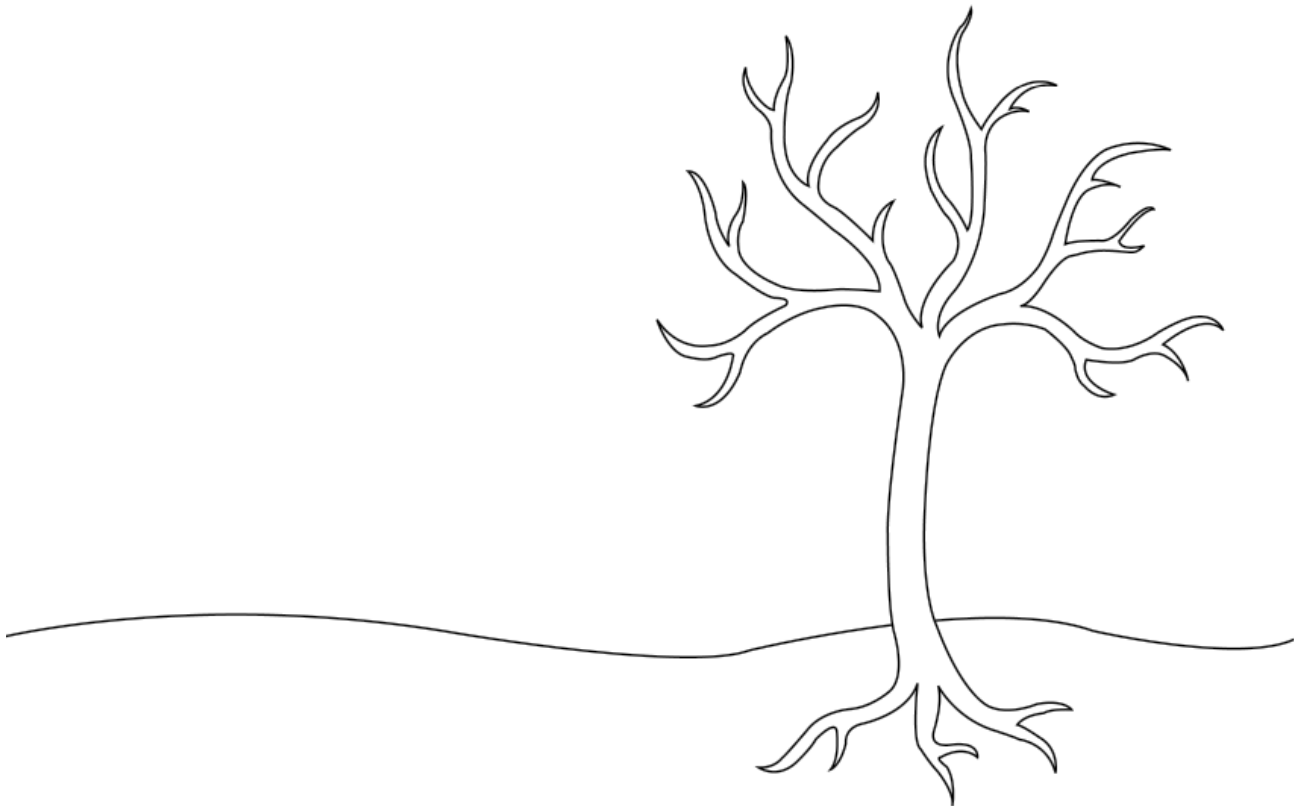
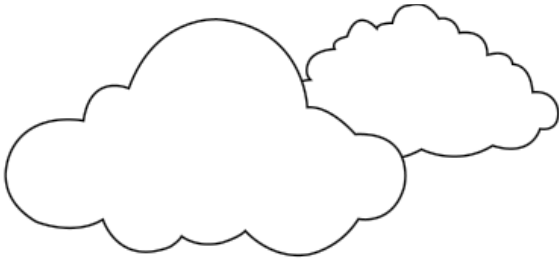












1.



2.



3.



4.



5.



6.



































7.

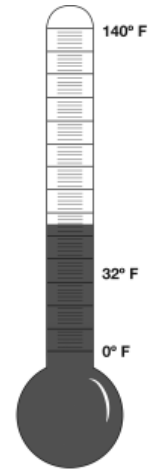


8.

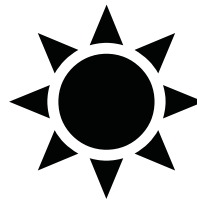
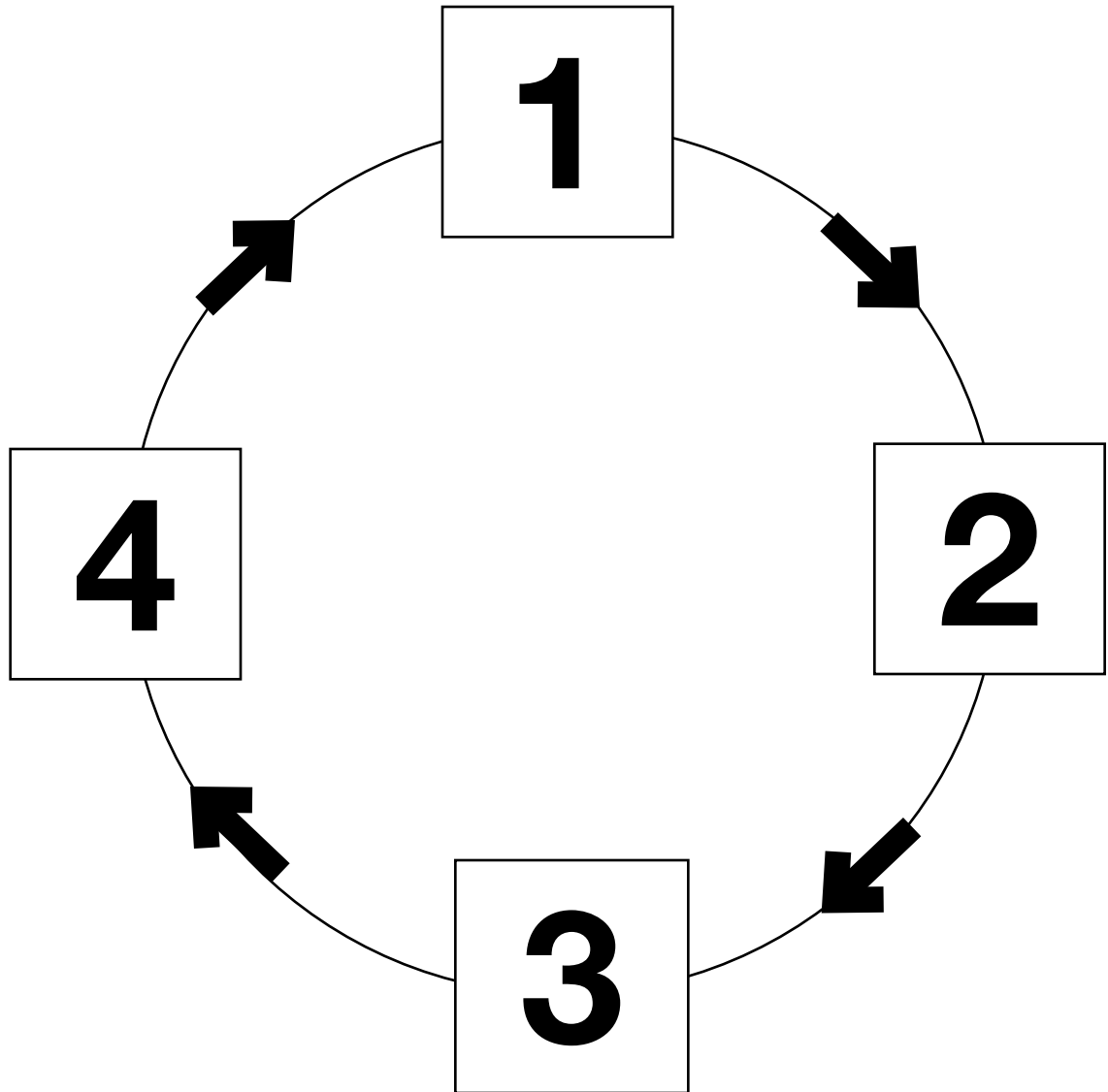


1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

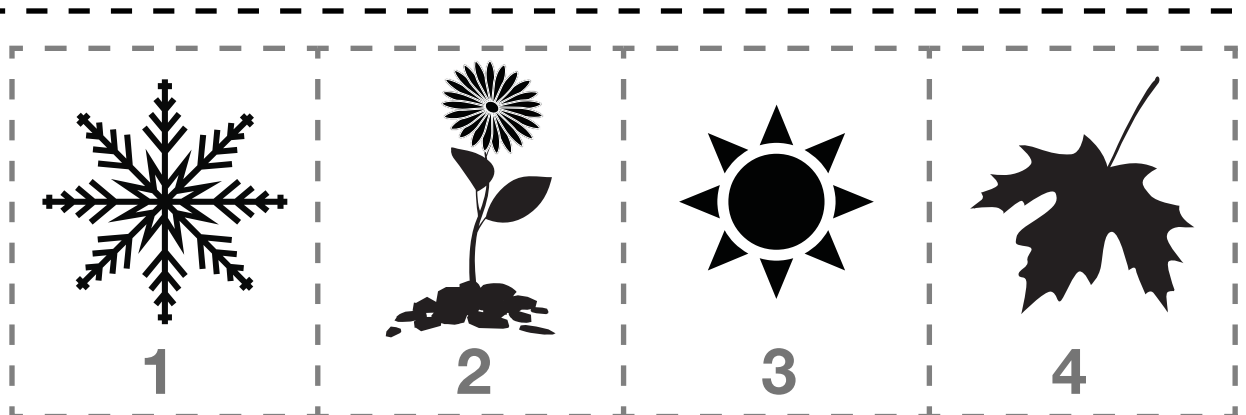
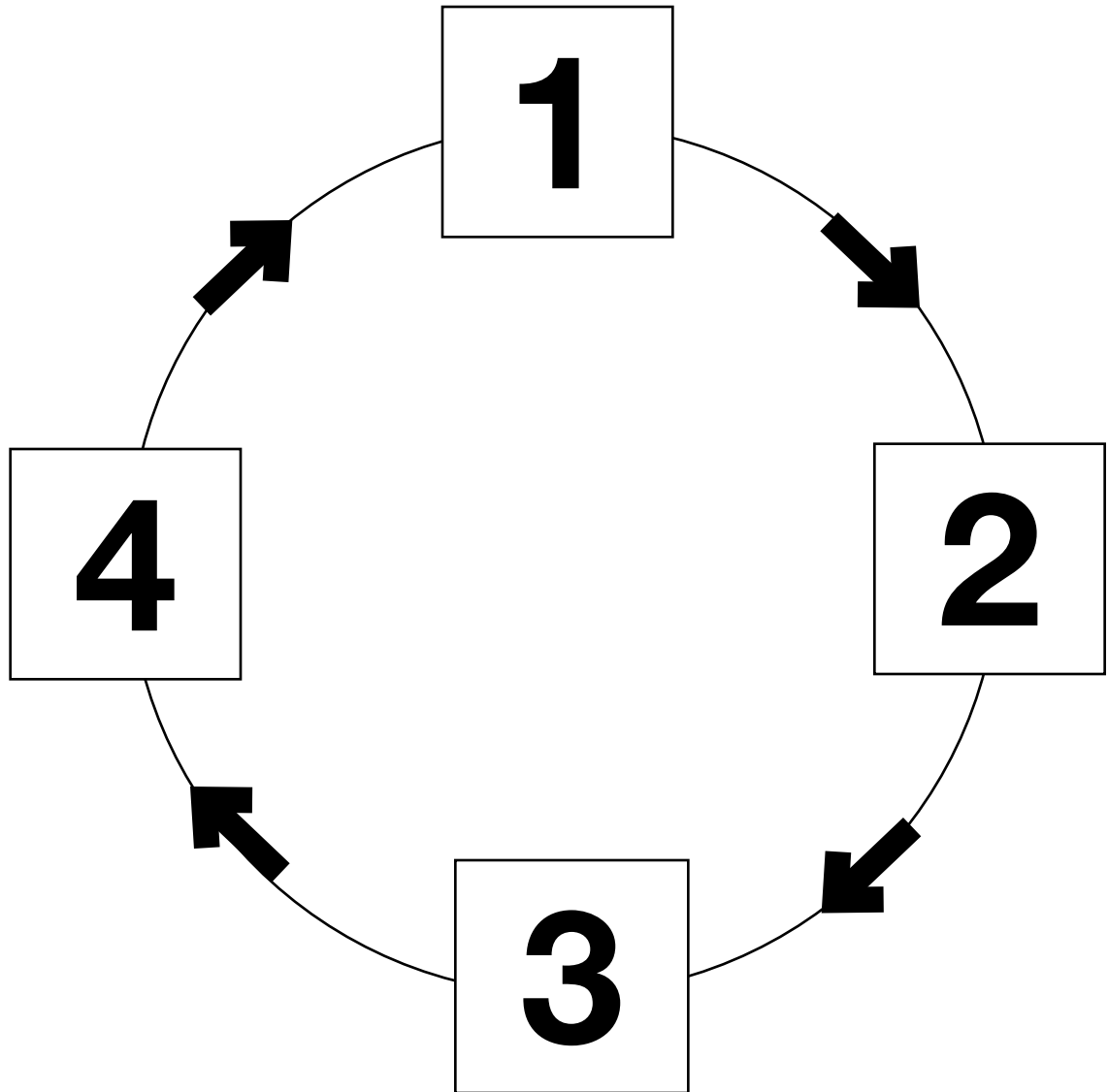




Directions: Cut along the dashed lines at the bottom of this page. Then, cut out each season picture. Mix them up. Now, find winter. Find the square with a number one on it and paste winter on top of that square. Next, find the season that follows winter and paste it on the square numbered two. Repeat until all four seasons are pasted to the circle, showing the cycle of seasons.



Directions: Cut along the dashed lines at the bottom of this page. Then, cut out each season picture. Mix them up. Now, find winter. Find the square with a number one on it and paste winter on top of that square. Next, find the season that follows winter and paste it on the square numbered two. Repeat until all four seasons are pasted to the circle, showing the cycle of seasons.





Dear Family Member,

Over the next several days, your child will continue to learn about seasons and weather. The letters from make-believe fifth-grader Annie will discuss thunderstorms and safety tips for bad weather. Your child will also learn about meteorologists—people who study the weather and make predictions about the weather.

Below are some activities that you can do at home to reinforce what your child is learning about seasons and weather.

1. “The Grasshopper and the Ants”

Have your child retell the story, “The Grasshopper and the Ants,” to you. I have included the story in this letter. Ask your child what the grasshopper and the ants in this story do during the summertime and the wintertime. This story teaches the importance of being prepared for the future and thinking ahead.

2. Emergency Plan

Your child will learn about safety during severe—or very bad—weather. Ask your child about safe and unsafe behavior during a thunderstorm. You may wish to talk to your child about what s/he should do in the event of an emergency, like a snowstorm, hurricane, or earthquake. You may wish to put together an emergency bag with first aid, water bottles, and other necessities, identify the safest spots in your home to hide, and agree on a meeting place in case your family gets separated during a weather emergency.

3. Predict the Weather

Talk to your child about the daily weather, asking if it is sunny, cloudy, rainy, or windy. Then have your child plan what s/he should wear and bring to school. For instance, if it is very sunny, your child may need to put on sunscreen; if there are gray clouds in the sky, your child may need to wear a raincoat or bring an umbrella to school. You can also watch the evening weather report on television together to see a meteorologist predict the weather for the next day.

4. Read Aloud Each Day

Set aside time to read to your child about seasons and weather.

I hope you have enjoyed learning about seasons and weather with your child!

The Grasshopper and the Ants

An Aesop Fable

Illustrated by Steve Morrison

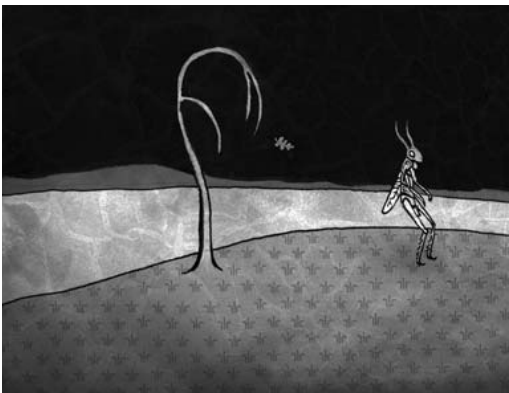
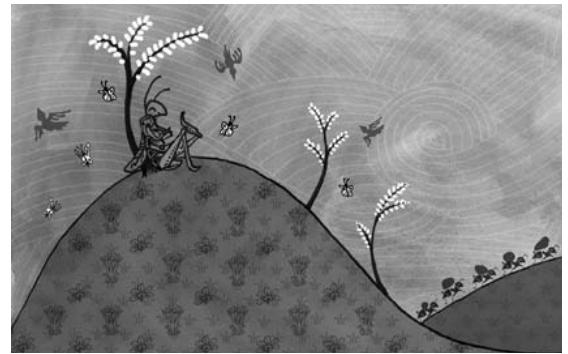


- 1** In a field on a fine summer's day, a grasshopper was hopping about, singing and dancing and enjoying himself. Nearby, a group of ants was hard at work. They were filling their house with food to last them through the long, cold winter ahead.

All summer long, while the ants worked, the grasshopper jumped about the field and danced and sang. He would sing this song:

*The summertime's the time for me,
For then I'm happy as can be.
I watch the butterflies and bees,
As they fly around as they please.
Oh, summertime's the time for me!
For I'm as happy as can be.*

2



3

One day the grasshopper woke up and felt a chill in the air. Then he saw the leaves turn red, gold, and brown, and fall from the trees. Soon, the cold days of winter came and the grasshopper was freezing and hungry.

4

He came to the ants' house and knocked on the door. "May I come in and share your food?" asked the grasshopper.

"You sang and danced all summer while we worked. Well, now you can sing and dance while we eat!" said the ants meanly.

And as the hungry grasshopper walked away, he sang this song:

*Next time I'll work as well as dance,
Then I'll be ready, like the ants!*











Vocabulary List for Seasons and Weather (Part 2)

This list includes many important words your child will learn about in *Seasons and Weather*. Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ bare
- ☐ future
- ☐ last
- ☐ personification
- ☐ shivering
- ☐ gear
- ☐ severe
- ☐ shelter
- ☐ strike
- ☐ meteorologist
- ☐ meteorology
- ☐ record
- ☐ satellites
- ☐ warning

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and your native language.

	Draw it
	Use it in a sentence
	Find an example
	Tell a friend about it
	Act it out
	Make up a song using it

Directions: Listen to your teacher's instructions.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.





Directions: Listen to your teacher's instructions.

1.



2.



3.



4.



5.



6.



7.



8.



9.







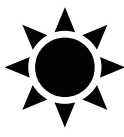























10.































11.	<input checked="" type="radio"/>	<input type="radio"/>
12.	<input checked="" type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input checked="" type="radio"/>
14.	<input type="radio"/>	<input checked="" type="radio"/>
15.	<input checked="" type="radio"/>	<input type="radio"/>

Directions: For each number below, listen to the characteristic of a season that I will describe. Then, circle the picture of the season I am describing. Afterward, on the back of your paper, draw a picture of the season it is right now.

1.				
2.				
3.				
4.				
5.				
6.				
7.				

Directions: For each number below, listen to the characteristic of a season that I will describe. Then, circle the picture of the season I am describing. Afterward, on the back of your paper, draw a picture of the season it is right now.

1.				
2.				
3.				
4.				
5.				
6.				
7.				

Directions: Listen to your teacher's instructions.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

1.	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>

Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

[illegible]

Tens Conversion Chart

		Number Correct																						
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
Number of Questions	1	0	10																					
	2	0	5	10																				
	3	0	3	7	10																			
	4	0	3	5	8	10																		
	5	0	2	4	6	8	10																	
	6	0	2	3	5	7	8	10																
	7	0	1	3	4	6	7	9	10															
	8	0	1	3	4	5	6	8	9	10														
	9	0	1	2	3	4	6	7	8	9	10													
	10	0	1	2	3	4	5	6	7	8	9	10												
	11	0	1	2	3	4	5	5	6	7	8	9	10											
	12	0	1	2	3	3	4	5	6	7	8	8	9	10										
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10									
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10								
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10							
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10						
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10					
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10				
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10			
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10		

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

CORE KNOWLEDGE LANGUAGE ARTS

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette
Dorrit Green
Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

The Word Work exercises are based on the work of Beck, McKeown, and Kucan in Bringing Words to Life (The Guilford Press, 2002).

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

EXPERT REVIEWER

Scott Curtis

ILLUSTRATORS

Dustin Mackay

1A-1, 1A-13, 2A-1, 2A-11,
3A-1, 3A-2, 3A-9, 4A-2, 5A-1,
5A-9, 5A-11, 7A-5, 8A-1, 8A-3,
8A-11

6A-1, 6A-2, 6A-3, 6A-4

WRITERS

Michael L. Ford, Kelina Summers

Steve Morrison



Seasons and Weather

Tell It Again!™ Read-Aloud Supplemental Guide

Listening & Learning™ Strand
KINDERGARTEN

The Core Knowledge Foundation
www.coreknowledge.org