

DRAFT

For Review Purposes Only

These draft materials are intended to provide teachers with insight into the content and structure of the Listening & Learning strand of Core Knowledge Language Arts materials.

Revised materials produced specifically for NYSED, including materials from the Skills Strand, will be posted on this site in 2013. These new materials will include explicit alignment with Common Core State Standards, additional support for English Language Learners, and images and texts compliant with Creative Commons Licensing.

For more information on how to explore these materials, please see the Getting Started resources posted alongside these files on EnagageNY.org.



The Core Knowledge Language Arts Program

Listening & Learning Strand



Tell It Again! Read-Aloud Anthology
Seasons and Weather

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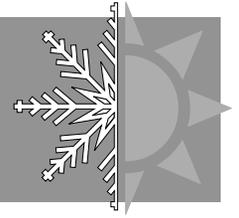
TABLE OF CONTENTS

The Core Knowledge Language Arts Program

Seasons and Weather

Introduction to Seasons and Weather	iv
Lesson 1 What's the Weather Like?	1
Lesson 2 Winter.	13
Lesson 3 I Do Not Mind You, Winter Wind	26
Lesson 4 Spring.	36
Lesson 5 Summer	47
Lesson 6 Autumn	57
Pausing Point 1.	67
Lesson 7 The Grasshopper and the Ants	73
Lesson 8 Seasonal Activities and Sports	84
Lesson 9 Storms and Severe Weather	93
Lesson 10 Meteorology	102
Pausing Point 2.	114
Domain Assessment	119
Appendix	121

Introduction to Seasons and Weather



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

We have included two Pausing Points in this domain, one after Lesson 6 at the end of the seasons section, and another after Lesson 10 at the end of the weather section. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to each Pausing Point. You should spend no more than fourteen days total on this domain.

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for Seasons and Weather
- *Tell It Again! Image Cards* for Seasons and Weather
- *Tell It Again! Workbook* for Seasons and Weather

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Student Choice/ Domain-Related Trade Book Extensions, Image Cards, Parent Letters, Instructional Masters, and Assessments are also listed in the information below.

Why Seasons and Weather Are Important

This domain will introduce your kindergarten students to the concept of weather. Your students will learn that different regions of the 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 as falling into four seasons:

winter, spring, summer, and autumn. Students will also learn why knowing about the weather is important and how weather affects our day-to-day lives and activities.

Of course, the actual weather associated with each season varies depending upon where you live, so that students throughout the United States will have different experiences as to what different seasons are like. 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 your students aware of the specific weather patterns in your area.

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

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

Instructional Objectives for Seasons and Weather

The following chart contains all of the Core Content Objectives and Language Arts Objectives for this domain, broken down by lesson.

Seasons and Weather Overview										
Objectives	Lessons									
	1	2	3	4	5	6	7	8	9	10
Core Content										
Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year	✓									
Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season	✓	✓	✓	✓	✓	✓	✓			
Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons	✓									
Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and the United States as having four seasons	✓									
Identify the following characteristics of thunderstorms: heavy rain, thunder, lightning, and strong winds									✓	
Name at least one month in a specific season while referring to a calendar		✓		✓	✓	✓				
Name at least one holiday in a specific season		✓		✓	✓	✓				
Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)		✓	✓	✓	✓	✓	✓	✓		
Identify ways in which weather affects daily routines, such as dress, activities, etc.		✓		✓	✓	✓				✓
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)	✓	✓								
Demonstrate familiarity with the poem "I Do Not Mind You, Winter Wind"			✓							
Draw pictures that show an understanding of each season	✓		✓	✓	✓	✓				
Describe safe and unsafe behaviors during severe weather									✓	

Objectives	Lessons									
	1	2	3	4	5	6	7	8	9	10
Core Content										
Identify a thermometer as an instrument used to measure temperature and describe how it works, i.e., when the liquid in the thermometer rises, it is hotter outside; when the liquid descends, it is cooler		✓			✓					
Identify and describe different types of severe weather									✓	
Explain the lesson the grasshopper learns at the end of the fable, “The Grasshopper and the Ants”							✓			
Identify the four seasons and name activities that are associated with those seasons								✓		
Understand why weather prediction is important in their daily lives										✓
Language Arts										
Use agreed-upon rules for group discussions . . . (L.K.1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ask questions to clarify . . . classroom routines (L.K.2)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Carry on and participate in conversation . . . (L.K.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and express physical sensations . . . (L.K.4)			✓		✓	✓				
Follow multi-step, oral directions (L.K.5)	✓						✓			
Give simple directions (L.K.6)									✓	
Learn and use appropriately common sayings and phrases such as “April showers bring May flowers” (L.K.7)				✓						
Use language to express spatial/temporal . . . (L.K.8)				✓			✓			
Understand print and identify parts of book . . . (L.K.9)		✓								
Prior to listening to a read-aloud, identify what they know and have learned that may be related . . . (L.K.10)		✓			✓					
Listen to and understand a variety of texts . . . (L.K.11)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make predictions prior to and during a read-aloud . . . (L.K.12)						✓	✓			
Describe illustrations (L.K.13)		✓	✓	✓			✓	✓	✓	✓
Use pictures accompanying the read-aloud to check and support understanding . . . (L.K.14)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Objectives	Lessons									
	1	2	3	4	5	6	7	8	9	10
Language Arts										
Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud . . . (L.K.15)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)		✓		✓	✓		✓			
Answer questions that require making interpretations, judgments, or giving opinions . . . (L.K.17)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Compare and contrast similarities and differences . . . (L.K.18)	✓	✓			✓	✓				
Make personal connections . . . (L.K.19)		✓		✓	✓	✓		✓		✓
With assistance, create and interpret timelines . . . (L.K.20)				✓						
Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)		✓			✓	✓	✓			
Distinguish fantasy from realistic text (L.K.22)			✓				✓			
Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.K.23)							✓	✓		
Learn new words from read-alouds and discussions (L.K.24)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Retell or dramatize a read-aloud, including characters, and beginning, middle, and end events of the story in proper sequence (L.K.25)							✓			
Demonstrate understanding of literary language . . . (L.K.27)			✓							
Retell important facts and information from a read-aloud (L.K.30)	✓	✓		✓	✓	✓		✓	✓	✓

Core Vocabulary for Seasons and Weather

The following list contains all of the boldfaced words in Seasons and Weather in the forms in which they appear in the text. The inclusion of the words on this list *does not* mean that students are expected to immediately be able to use all of these words on their own. However, through repeated exposure to these words, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1	Lesson 4	Lesson 8
characteristics	blossoms	cooped up
cycle	floods	outdoor
patterns	gradually	refreshing
seasons	seedlings	Lesson 9
Lesson 2	thaw	evacuate
blizzards	Lesson 5	gear
cautiously	distinct	severe
freezing point	indoors	shelter
frigid	sunscreen	strike
halt	thermometer	Lesson 10
Lesson 3	Lesson 6	meteorologist
bowl	chill	meteorology
mind	progresses	record
nibble	shed	satellites
whirling	Lesson 7	warning
	bare	
	future	
	last	
	put away	
	shivering	

Student Choice and Domain-Related Trade Book Extensions

In the *Tell It Again! Read-Aloud Anthology* for Seasons and Weather, Student Choice activities are suggested in both Pausing Points and in Lesson 8B. Domain-Related Trade Book activities are suggested in both Pausing Points. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

Seasons and Weather Image Cards

There are nine Image Cards for Seasons and Weather. The Image Cards include illustrations that may be used to enhance students' understanding of the four seasons and their different weather characteristics. In the *Tell It Again! Read-Aloud Anthology* for Seasons and Weather, Image Cards are referenced in Lessons 1, 2, 4–7, and in both Pausing Points.

Instructional Masters and Parent Take-Home Letters

Blackline Instructional Masters and Parent Take-Home Letters are included in the *Tell It Again! Workbook*.

In the *Tell It Again! Read-Aloud Anthology* for Seasons and Weather, Instructional Masters are referenced in the Domain Assessment, and in Lessons 3B, 4B, 5B, 6B, 7B, and 10B. The Parent Letters are referenced in Lessons 1B and 7B.

Assessments

In the *Tell It Again! Read-Aloud Anthology* for Seasons and Weather, Instructional Masters DA-1, DA-2, and 7B-1 are used for this purpose. Use the following Tens Conversion Chart to convert a raw score on each assessment into a Tens score.

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	21	22	23	24	25	26	27	28	29	30					
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	5	6	6	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															
	21	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10														
	22	0	0	1	1	2	2	3	3	4	4	5	5	5	6	6	7	7	8	8	9	9	10	10													
	23	0	0	1	1	2	2	3	3	3	4	4	5	5	6	6	7	7	7	8	8	9	9	10	10												
	24	0	0	1	1	2	2	3	3	3	4	4	5	5	5	6	6	7	7	8	8	8	9	9	10	10											
	25	0	0	1	1	2	2	2	3	3	4	4	4	5	5	6	6	6	7	7	8	8	8	9	9	10	10										
	26	0	0	1	1	2	2	2	3	3	3	4	4	5	5	5	6	6	7	7	7	8	8	8	9	9	10	10									
	27	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	9	10	10								
	28	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10						
	29	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10						
	30	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	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 30, into a Tens score. You may choose to use the Tens Recording Chart which is at the end of the appendix.

Recommended Trade Books for Seasons and Weather

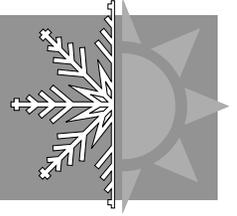
If you recommend that your students read each night for homework, you may suggest that they choose titles from this trade book list.

1. *Animals in Winter (Let's-Read-and-Find-Out Science 1)*, by Henrietta Bancroft and Helen K. Davie (HarperTrophy, 1996) ISBN 0064451658
2. *Can You See the Wind? (Rookie Read-About Science)*, by Allan Fowler (Children's Press, 1999) ISBN 0516264796
3. *The Cloud Book*, by Tomie de Paola (Holiday House, 1975) ISBN 0823405311
4. *Energy from the Sun (Rookie Read-About Science)*, by Allan Fowler (Children's Press, 1998) ISBN 0516262556
5. *Frederick*, by Leo Lionni (Dragonfly Books, 1973) ISBN 0394826140
6. *Frog and Toad All Year*, by Arnold Lobel (HarperFestival, 1990) ISBN 1559942282.
7. *The Reasons for Seasons*, by Gail Gibbons (Holiday House, 1996) ISBN 0590907352
8. *The Seasons of Arnold's Apple Tree*, by Gail Gibbons (Voyager Books, 1988) ISBN 0152712453
9. *Snow Is Falling (Let's-Read-and-Find-Out-Science, Stage 1)*, by Franklyn Branley and Holly Keller (HarperTrophy, 2000) ISBN 0064451860
10. *Snowflake Bentley*, by Jacqueline Briggs Martin and Mary Azarian (Houghton Mifflin, 1998) ISBN 0395861624
11. *Tornado Alert (Let's-Read-and-Find-Out Science 2)*, by Franklyn M. Branley and Giulio Maestro (HarperTrophy, 1999) ISBN 0064450945
12. *Weather Forecasting*, by Gail Gibbons (Aladdin, 1993) ISBN 0689716834
13. *Weather Words and What They Mean*, by Gail Gibbons (Holiday House, 1992) ISBN 082340952X

14. *What Will the Weather Be?*, by Linda DeWitt and Carolyn Croll (Harper Trophy, 1993) ISBN 0064451135
15. *What's the Weather Today?*, by Allan Fowler (Children's Press, 1991) ISBN 0516449184
16. *When a Storm Comes Up (Rookie Read-About Science)*, by Allan Fowler (Children's Press, 1995) ISBN 0516460358
17. *Why Do Leaves Change Color? (Let's-Read-and-Find-Out Science, Stage 2)*, by Betsy Maestro and Loretta Krupinski (HarperTrophy, 1994) ISBN 0064451267

1

What's the Weather Like?



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, and correctly name a few characteristics of each season
- Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons
- Draw pictures that show an understanding of each season
- Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and the United States as having four seasons
- Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold); cloud cover (sunny, cloudy); and precipitation (rain, snow, sleet)

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.K.2)

- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age (L.K.3)
- Follow multi-step, oral directions (L.K.5)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering "why" questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds (L.K.18)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell important facts and information from a read-aloud (L.K.30)

Core Vocabulary

characteristics, n. Qualities or parts of a person, place, or thing

Example: Two of Mary’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 includes winter, spring, summer, and autumn.

Variation(s): cycles

patterns, n. Things occurring in repeated order

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

Variation(s): pattern

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

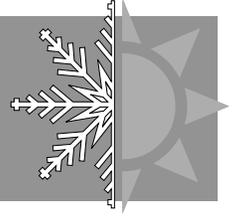
Example: My favorite seasons are spring and summer because the weather is warmer and there is more time to play outside.

Variation(s): season

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Domain Introduction	monthly calendar	10
	Where Are We?	map of the United States	
	Purpose for Listening		
Presenting the Read-Aloud	What’s the Weather Like?		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Characteristics		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Drawing the Read-Aloud	Image Cards 1–5 drawing paper, drawing tools	15
Take-Home Material	Parent Letter	Instructional Master 1B-1	

1A

What's the Weather Like?



Introducing the Read-Aloud

10 minutes

Domain Introduction

Note to Teacher: This introduction assumes that students already have some experience using a monthly calendar. The discussion below constitutes a review of the basic units of time, such as day, week, month, and year. If students have had little or no prior experience with the use of a monthly calendar, it is strongly recommended that such a calendar be introduced and used on a daily basis as this domain is taught, in order to solidify students' knowledge.

Briefly review different units of time as they relate to one another. Using a large monthly calendar, point to the current date and explain that today is one day. Then point to the entire week, Sunday through Saturday, explaining that this time period is called one week. Ask students to count the number of days in a week. Next, explain that all of the weeks shown on this single page of the calendar represent a time period called a month. Ask students to count the number of weeks in a month, pointing to the calendar. Explain that about four weeks make up a month, and twelve months make up a year.

Now explain that within the twelve months, there are four different seasons. Tell students that the seasons occur at different times of year—winter, spring, summer, and autumn (or fall). Tell them that over the next couple of weeks, they are going to learn about the different seasons in a year.

Where Are We?

Prepare students for the stylistic use of a pen pal as a narrator in this domain by asking, “Do you ever get letters from a friend or relative who lives somewhere else? If you do get letters written by a friend or relative, we might call that person your pen pal.”

Explain that a pen pal is a friend with whom you exchange written letters but whom you may see only occasionally, if at all. Ask students to guess why someone who writes and exchanges letters might be called a “pen pal.”



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

Tell students that in the next several read-alouds they will be hearing from a pen pal named Annie. Explain that Annie, who lives in Washington, D.C., will be sending them letters about the weather and seasons where she lives.

Show students a map of the United States. Point to Washington, D.C. Explain that this city is the capital of our country, the United States of America. Tell students that Washington, D.C., is where the president of our country lives and works.

Have the students look out the window and describe today’s weather where they live. Next, point to the students’ hometown on the map and discuss whether their hometown is near or far from where Annie lives. Explain that not everyone in the United States has the same weather on any given day. Go on to explain that the weather where Annie lives may be very different right now from the weather in their hometown (unless they live in 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.

Purpose for Listening

Tell students to listen carefully to learn about three very different places on Earth that have different types of weather. Tell the students to also listen to learn the names of the four seasons of the year.



What's the Weather Like?

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

1 (Remind students that Washington, D.C., is the capital of the United States.)

Dear Kindergartners,

Hello! My name is Annie, and I'm a fifth-grader in a big city called Washington, D.C.¹ You've probably seen kids my age and thought it would be nice to be older, but I'll tell you a secret—sometimes I wish I was still in kindergarten. It was so much fun.

2 Annie's class is learning about the weather at different times of the year.

Maybe you think it's kind of strange to get a letter from a kid you don't even know, but I'll tell you why I'm writing. In school, my class is learning about **seasons** and weather right now.² I'm doing a special project: I'm going to be your weather pen pal!³ I'm going to teach you what the weather is like where I live and what it's like in different areas on Earth.

3 What is Annie doing in the picture? Remember, a pen pal is a friend with whom you exchange letters.

You can help me with my project by answering all my questions, so I can learn about the weather and what the seasons are like in your hometown. On the days when I don't get a chance to write to you, your teacher will read some stories and poems about weather and seasons to keep you thinking about them. By the time we're done, I bet we'll all know a lot more about seasons and weather. So let's get started!



← Show image 1A-2: Kinds of weather

4 (Pause after each question to give students a chance to respond.)

Can you tell me what the weather is like outside today where you live?⁴ Is it warm outside, or is it cool? Is it rainy or sunny? Is it cloudy or clear? Is the weather where you live always the same, or does it change? Was yesterday's weather exactly the same as the weather today? How about the day before?

My teacher says that no matter where you live on Earth, the weather is always changing, hour by hour, and day by day. Just yesterday, when I left for school in the morning it was sunny, but it started raining before lunch time!

5 Patterns are things that repeat. Weather patterns are types of weather that repeat, or happen over and over again, during certain times of the year.



6 (Point to the blue areas of the map.)



But no matter where you live, you will probably still notice weather **patterns** during certain times of the year.⁵ For example, you may notice that the weather pattern in the summer is mostly sunny and warm. Weather patterns may change a lot in some places, and a very little in other places—it all depends on where you live on Earth.

← **Show image 1A-3: Earth with North and South Poles colored blue**

Different areas of the earth have different types of weather. I've colored two areas, the North and South Poles, on this picture blue.⁶ As you can see, the North and South Poles are at opposite ends of the earth from each other, but they share the same weather patterns. At the North and South Poles, it is always cold, and the land is usually covered by ice.

← **Show image 1A-4: Antarctica**

This is the South Pole, which is located on the continent of Antarctica. It is one of the coldest places on Earth. The ground is covered by ice all year long, though it almost never rains or snows here. The wind can be strong and the temperature can be cold enough to freeze a person's skin if he or she is not wearing the right kind of clothing!



7 (Point to the red area of the map.)



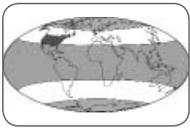
← **Show image 1A-5: Middle section of the earth colored red with blue Poles**

The middle of the earth, where it's usually very warm, is colored red.⁷ Most places in this red area stay warm all year long. The biggest change in the weather during different times of the year is the amount of rain.

← **Show image 1A-6: Rainforest⁸**

8 Does this place look like it would have the same weather as the North or South Pole?

During certain months in this area, the day may start off warm and sunny, but by afternoon it may rain very, very hard. This weather pattern may occur almost every day! All the rain and sun this area gets almost all year-round keep the plants and trees green and healthy. During other months of the year, it rains much less. Sometimes, many weeks can pass before there is even a single drop of rain!



← **Show image 1A-7: The earth with colored areas, the U.S. in green**

9 (Point to the United States on the image. You may even wish to point to where Washington, D.C., is roughly located.)

As you can see on this map, the United States, the country where we live, is colored green.⁹ The United States is on the continent of North America. In the United States, it's not always cold, like at the North and South Poles, and it's not always hot, like at the middle section of the earth. The weather in the United States changes with every season, so we get cold weather, hot weather, and everything in between.



← **Show image 1A-8: Seasons**

10 (Point to each image as you read the corresponding season.)

There are four seasons in a year:¹⁰ winter, spring, summer, and autumn. The weather in the United States changes depending on what season it is. If you pay attention, you will also notice that changes occur in plants—including trees, grass, and flowers. Also, depending on the season, you will see different kinds of animals. Where I live, Washington, D.C., you can really tell the difference between all four seasons.



← **Show image 1A-9: Winter**

Winter is the coldest season. In many places, the world outside becomes less colorful in winter because there are fewer green plants and no flowers. Birds, bugs, and other animals are hard to find. Some animals, like squirrels, sleep during the winter season. In some places, snow and ice cover the ground during wintertime.



← **Show image 1A-10: Spring**

Eventually, winter ends and springtime begins. The snow and ice melt, and the sun shines a little longer and warmer each day. Spring brings new life. New buds appear on the trees; these will soon grow into new green leaves. New plants grow up from the warming earth, and flowers bloom again. Often, baby animals are born during the spring. The season also brings farmers back out into their fields to put seeds in the ground.



← **Show image 1A-11: Summer**

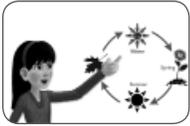
Summer follows spring. Summer is the hottest season of the year in the United States. Summer is the season in which all the



plants are at their greenest—full of leaves, flowers, and fruit. Birds, bugs, and other animals are easiest to spot in the summer.

← **Show image 1A-12: Autumn**

Finally, after summer comes autumn, which is also called “fall.” In most places in the United States, the leaves change colors and fall off certain types of trees in 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, and everyone gets ready for winter.



← **Show image 1A-13: Seasons diagram**

Do you know what season it is right now where you live? How do you know? ¹¹ Each season has its own special **characteristics**. ¹² For example, a characteristic of summer is hot weather, and a characteristic of winter is snow. Of course, the seasons are different depending on where you live. Not all places get snow in the winter, and not all places are steaming 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.

When something happens over and over again in the same order, it’s called a **cycle**. Every year the cycle of the seasons begins in winter, followed by spring, summer, autumn, and back to winter.

I’ll be talking about my hometown, Washington, D.C., a lot in my letters, but the characteristics of the four seasons where you live might be a little different. You should pay close attention to see if your weather is different from mine!

I’ll say good-bye for now, so you can talk more about weather and seasons with your teacher. I will write again soon. Until then, I hope you are enjoying beautiful weather where you live!

Your friend,
Annie

11 (Pause for students to respond.)

12 Characteristics are qualities. Each season has its own special qualities that make each season different from the others.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

1. Where does Annie, our penpal, live? (Washington, D.C.)
2. Where on the earth is it always cold? (the North and South Poles)
Where on the earth is it usually warm? (the middle of the earth)
3. In the United States, what is the cycle of the seasons in order, starting with winter? (winter, spring, summer, autumn/fall)
4. Which season is the coldest? (winter) Which season is the hottest? (summer)
5. What are some characteristics, or qualities, of autumn/fall? (The leaves change colors; leaves fall off certain types of trees; it starts to get a little colder outside.)
6. What are some characteristics, or qualities, of spring? (It starts to get warmer outside; new leaves start to grow on trees; flowers bloom; new plants grow.)

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

7. *Think Pair Share:* What were the most interesting facts that you learned from the read-aloud today? Why did you find them interesting? (Answers may vary.)

Word Work: Characteristics

(5 minutes)

1. In the read-aloud today, we heard about certain *characteristics* of the four seasons.
2. Say the word *characteristics* with me.
3. Characteristics are the qualities of a person, place, or thing.
4. Characteristics of summer in the United States include hot temperatures and a lot of sunshine.
5. Describe some characteristics of a friend. Try to use the word *characteristics* when you tell about a friend. (Ask two or three students. If necessary, guide and/or rephrase students' responses: "Some characteristics of a friend are . . .")
6. What's the word we've been talking about?

Use a *Making Choices* activity as a follow-up. Directions: If any of the things I say are examples of the characteristics of a friend, say, "characteristic." If they aren't characteristics, say, "not a characteristic."

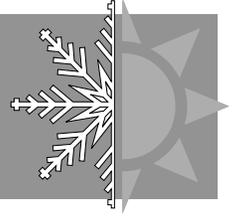
1. someone who is a good listener (characteristic)
2. someone who does not share (not a characteristic)
3. someone who always wants to do things his or her way (not a characteristic)
4. someone who you like to play with (characteristic)



Complete Remainder of the Lesson Later in the Day

1B

What's the Weather Like?



Extensions

15 minutes

Drawing the Read-Aloud

Show image 1A-7 from today's read-aloud to the class. Remind students that in the blue areas of the globe, at the North and South Poles, it is almost always cold, and in the red area of the globe, in the middle of the earth, it's almost always warm. Show Image Card 1 (four seasons). Remind students that in the United States, where we live, there are four distinct seasons—winter, spring, summer, and fall. Ask students in which part of the world they would rather live: Where it is usually cold during the year? Where it is usually warm? Or where there are all four seasons? Have students explain their preference by asking them for a few reasons why. Have a small discussion with students about the weather characteristics during the different seasons that they learned about in today's read-aloud.

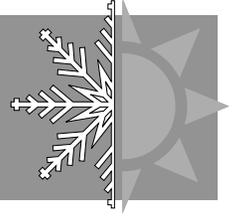
Show Image Cards 2–5 to the class. Place these image cards in four different parts of the room, along with some drawing material. Then ask students to pick their favorite season. Divide students by their preference. Have students draw the season they picked. Give students time to share their drawing with a partner in their group.

Parent Letter

Send home Instructional Master 1B-1.

2

Winter



Lesson Objectives

Core Content Objectives

Students will:

- Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- 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, flooding in spring, etc.)
- Identify ways in which weather affects daily routines, such as dress, activities, etc.
- 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)
- Identify a thermometer as an instrument used to measure temperature and describe how it works, i.e., when the liquid in the thermometer rises, it is hotter outside; when the liquid descends, it is cooler

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.K.2)

- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Understand print and identify parts of a book/read-aloud, i.e., left-to-right top-to-bottom sweeping, title/title page, author, illustrator, cover (L.K.9)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Describe illustrations (L.K.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds (L.K.18)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)
- Learn new words from read-alouds and discussions (L.K.24)

- Retell important facts and information from a read-aloud (L.K.30)

Core Vocabulary

blizzards, n. 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

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

Variation(s): none

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

Example: The freezing point of water is 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

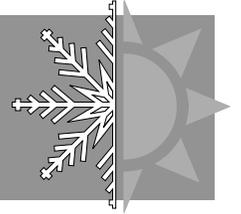
Example: The traffic light was not working, so the policeman held up his hand when he wanted to bring the traffic to a halt.

Variation(s): halts

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	large monthly calendar	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Winter		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Frigid		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Seasons Comparison Chart	Image Card 2 chart paper (Note: You may want to prepare the chart prior to the lesson.)	15

2A

Winter



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

Teach the students the following song, sung to the tune of “Oh My Darling, Clementine”:

There are four seasons,

There are four seasons,

There are four seasons in the year.

Winter, spring, then

Summer and autumn.

There are four seasons in the year.

Now ask students to identify in proper sequence the four seasons of the year that are distinctly experienced in many parts of the United States. Tell students that in the next read-aloud, they will hear about the first season in the cycle of the seasons—winter. Show the students the monthly calendar and assist them in identifying today’s month and date. Then, explain that in the United States, the season of winter begins in the month of December and includes the months of January and February and part of March, flipping to these pages in the calendar. Remind students of the current date, especially the month, and ask if they are presently in the winter season. (Note: Do not expect the students to identify the current season if it is not winter.)

Ask students: “What did we learn about winter in the last read-aloud? How is winter different from the other seasons?” Remind students that in the first read-aloud in this domain, they learned that some animals seek shelter from the cold in winter, much like people do. Many animals sleep during the winter season. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary. If a student’s response includes inaccurate factual information, refer back to the first read-aloud and/or illustrations to correct any misunderstandings.

Purpose for Listening

Tell students that today they will listen to a new letter from their pen pal, Annie, about the season of winter. Tell them to listen carefully so that they can tell you about the characteristics of winter and the activities people do during wintertime.



Winter

← Show image 2A-1: Winter months

Dear Kindergartners,

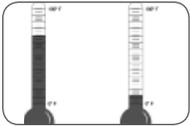
It's me, Annie, again! In yesterday's letter, I told you about the four seasons that occur in many parts of the United States—winter, spring, summer, and autumn. Do you have a favorite season?¹

Today I'm going to tell you about winter. What kinds of things do you think of when I say *winter*? Snowmen? Icicles? I'll tell you what I think of: cold!

No matter where you live in the United States, winter is the coldest season of the year. The shortest day of the year marks the beginning of winter in mid-December.² Besides the last half of December, winter also includes the months of January, February, and part of March.

1 (Pause to allow one or two students to respond.)

2 It's called the shortest day of the year because it is the day with the least amount of daylight.



← Show image 2A-2: Thermometers

Exactly how cold it gets in the winter depends upon where you live in the United States. In some places, the temperature may fall below freezing, which is 32 degrees Fahrenheit. Now that's cold! 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 closer to the top. Which thermometer do you think shows what the temperature might be like in the wintertime?³

3 (Pause and have students respond.)



← Show image 2A-3: Winter clothing

Another way that you can tell it is wintertime is by the way people are dressed. What are the people in the picture wearing that helps them stay warm in the winter?⁴ Winter clothing is made to protect you from the cold and to keep your body nice and warm while you spend time outside.

4 (Pause for students' responses.)



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

It is usually cold during the winter in Washington, D.C. Sometimes it even gets cold enough to snow! I wish it would snow every day, but the temperature must fall below freezing—below 32 degrees Fahrenheit—in order for it to snow. If the air between the clouds and the ground is below the **freezing point**, then, instead of rain, snowflakes will probably fall.⁵

Some years, Washington, D.C., gets heavy snow storms known as **blizzards** that bring city traffic to a **halt**⁶ and force the schools to close.⁷ Then, there are other years when it only snows once or twice. So, some winters are colder and snowier than others in Washington, D.C. What is it like during the winter where you live? Does it ever snow?

5 Remember, the freezing point is the temperature at which a liquid turns into a solid.

6 or to a stop

7 Blizzards are snowstorms with lots of snow and lots of wind. They make it difficult for people to walk and drive.



← **Show image 2A-5: Shoveling snow**

When there is a heavy snow in Washington, D.C., my parents groan, or complain, because they know it means work for them. When it snows, people pull their snow shovels, snow blowers, and snowplows out of their garages and basements, and they set to work clearing the snow.

Once I asked my mom why she didn't just leave the snow alone if she didn't want to shovel it, but she said that if people didn't shovel the snow off their porch steps and walkways, they would have to worry about slipping and getting hurt. So, they shovel the snow off their walkways, driveways, and cars, and if it hasn't snowed too much, they might drive carefully to the store or to work.



← **Show image 2A-6: Snowplow**

In many places where it snows, snowplows get to work clearing the streets. We don't see those too often around Washington, D.C., but my cousin from New York showed me this picture. The big plow on the front of the truck scrapes the snow and ice from the streets. These trucks also carry salt or other chemicals, which they spread on the roads as they pass.⁸ The salt and chemicals

8 Have you ever seen a truck like this before? (Pause for responses.)

melt the remaining ice and keep new ice from forming, which makes the roads safer for people to drive their cars.

Still, even after the snowplows have passed, people should drive slowly and **cautiously** in the snow.⁹ Snow and ice are slippery, and whether you are walking or driving, you should use extra caution when the ground is frozen.

9 People should drive slowly and carefully in the snow.



← **Show image 2A-7: Snowman**

My parents may not like the snow because they have to shovel it, but I always cheer up when it starts! Snow is fun. I like to build snowmen and have snowball fights with my friends.



← **Show image 2A-8: Sledding**

Here's another way to have fun in the snow: sledding! After a big snow, all you need is a nice steep hill, a sled, and some good snow clothes—a hat, mittens, boots, a coat, a sweater, a scarf, and maybe a pair of long johns under your pants to help keep your legs warm—and you are ready for some serious sledding and playing outside!



← **Show image 2A-9: Fireside**

After playing or working outside in the winter, it is always nice to come back inside to get warm again. We have a fireplace in our home, where we can light logs on fire to help warm the house. In my opinion, there's nothing better than some hot chocolate, a good book, and warming up by the fire.

In places where it stays really cold in the winter, people also use gas furnaces and electric heaters to help keep the air inside their homes nice and warm. Of course, a few extra blankets on the bed are always a good idea on those **frigid**¹⁰ winter nights.

10 or really cold



← **Show image 2A-10: Holiday images**

Wintertime is also a time that people of many religions around the world celebrate holidays. Christmas, a Christian religious holiday, comes on December 25. Hanukkah, a Jewish holiday, also falls around this time, as does Kwanzaa, a weeklong holiday

celebrated by some African Americans that begins the day after Christmas.

During the winter holiday season, people often string colorful lights around their homes and towns. Many people decorate Christmas trees and display other holiday decorations. You should see Washington, D.C., during the holiday season: all the lights make it a magical place.



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

Another important winter holiday falls on December 31, which is the last day of the year. This day is called New Year's Eve. January 1, the day after December 31, marks the beginning of a new year.

After New Year's Day on January 1, there are still about two and a half months of winter—so I always hope it will snow, to keep things interesting. I don't like the cold weather so much if I don't have snow to play in. What about you?

Your friend,
Annie

Discussing the Read-Aloud

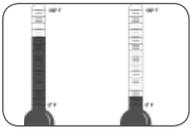
15 minutes

Comprehension Questions

(10 minutes)

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

1. Do you dislike the cold weather if there isn't any snow to play in? (Answers may vary.)
2. In the United States, what months fall during the season of winter? (part of December, all of January, all of February, and part of March)



← **Show Image 2A-2: Thermometers**

1. When it is cold outside, is the liquid in the thermometer close to the top or close to the bottom? (close to the bottom)
2. What are some characteristics of winter? (It is very cold; it can snow.)
3. How do you dress for winter? (During winter I wear boots, a coat, a sweater, a scarf, and mittens.)
4. Describe what it would feel like to be in a blizzard. Use your five senses to describe the feeling. (It feels very cold; I can't see a lot because of all the snow; I hear the wind blowing hard.)
5. What happens to rain when the temperature drops below the freezing point? (It may turn into snow or ice.)
6. Name some good things and bad things about lots of snow falling. (Good: I can play and go sledding in the snow. Bad: Everyone needs to clean up if there is too much snow. People need to drive and walk cautiously, and sometimes they can't walk or drive at all.)
7. Why do Annie's parents complain when there is heavy snow? (They have to shovel the snow from their steps, sidewalk, and driveway.)
8. Name some winter holidays during the winter season. (Christmas, Hanukkah, Kwanzaa, New Year's Eve, and New Year's Day)

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

9. *Think Pair Share:* What is your favorite wintertime activity or holiday? Why is it your favorite? (Answers may vary.)

Word Work: Frigid

(5 minutes)

1. In the read-aloud today, we heard how Annie keeps warm on *frigid* winter nights.
2. Say the word *frigid* with me.
3. *Frigid* means very cold.
4. My hands were frigid because I was outside playing in the snow without gloves!
5. Tell me about something that can be *frigid*. Try to use the word *frigid* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses: "One thing that is frigid is ____.")
6. What's the word we've been talking about?

Use a *Synonyms and Antonyms* activity as a follow-up. Directions: The opposite of *frigid* is *hot*. If any of the things I describe sound like they are frigid, say, "frigid." If any of the things I describe sound like they are hot, say, "hot."

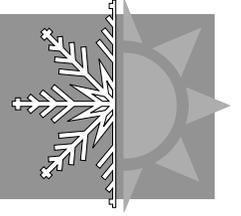
1. the temperature during a blizzard (frigid)
2. a boiling pot of water (hot)
3. the way your nose feels when you are outside in the snow (frigid)
4. a typical summer afternoon (hot)
5. popsicles in the freezer (frigid)



Complete Remainder of the Lesson Later in the Day

2B

Winter



Extensions

15 minutes

Seasons Comparison Chart

Remind students that in today's read-aloud, their pen pal, Annie, wrote to them about the season of winter. On a large piece of chart paper, prepare the following Seasons Comparison Chart.

	Winter	Spring	Summer	Autumn
Months				
Holidays				
Temperature/Thermometer ¹				
Amount of Sunlight ²				
Other Characteristics				
Clothing People Wear				
Special Activities				
Plants				
Animals				

Notes:

1 Write a one-word description for each season (such as cold, warmer, hot, cooler) and draw a simple thermometer with the fluid at corresponding levels.

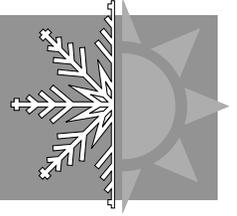
2 Write a brief description for each season, such as less light, more light, most light.

Explain to students that you will use this chart to write down what they learn about each season as they listen to Annie's letters. Discuss each item listed in the left-hand column as it relates to Annie's description of winter in today's read-aloud, making notes on the chart. Refer to the images of today's read-aloud as needed. Take this opportunity to also talk about whether there are any unique seasonal differences in the wintertime that are characteristic of your own locality. 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. Add Image Card 2 (winter) to the top of the chart above the winter heading.

Save the chart for future lessons.

3

I Do Not Mind You, Winter Wind



Lesson Objectives

Core Content Objectives

Students will:

- Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- Name at least one month in a specific season while referring to a calendar
- 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, flooding in spring, etc.)
- Demonstrate familiarity with the poem “I Do Not Mind You, Winter Wind”
- Draw pictures that show an understanding of each season

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.K.2)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)

- Identify and express physical sensations, mental states, and emotions of self and others (L.K.4)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Describe illustrations (L.K.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Distinguish fantasy from realistic text (L.K.22)
- Learn new words from read-alouds and discussions (L.K.24)
- Demonstrate understanding of literary language; e.g., author, illustrator, characters, setting, plot, and personification by using this language in retelling stories or creating their own stories (L.K.27)

Core Vocabulary

bowl, v. To knock someone or something down

Example: Michael was in such a hurry to turn on the television that his mother was afraid he was going to bowl over his baby sister sitting on the floor.

Variation(s): bowls, bowled, bowling

mind, v. To be bothered by or worried by

Example: Yes, I do mind if you go in line before me.

Variation(s): minds, minded, minding

nibble, v. To eat or take tiny bites

Example: The mouse nibbled the pieces of cheese.

Variation(s): nibbles, nibbled, nibbling

whirling, v. Moving round and round

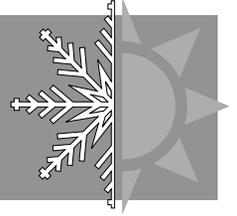
Example: The ice skater came whirling in circles across the ice.

Variation(s): whirl, whirls, whirled

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Seasons Comparison Chart	10
	Essential Background Information or Terms		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	I Do Not Mind You, Winter Wind		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Mind		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	My Four Seasons Drawing Book	Instructional Master 3B-1 drawing tools	15

3A

I Do Not Mind You, Winter Wind



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

Review the song about the four seasons, sung to the tune of “Oh My Darling, Clementine”:

There are four seasons,

There are four seasons,

There are four seasons in the year.

Winter, spring, then

Summer and autumn.

There are four seasons in the year.

Then ask students to identify in proper sequence the four seasons of the year that are distinctly experienced in the United States.

Display the Seasons Comparison Chart from the previous lesson’s Extension. Review the notes made in the chart about winter.

Remind students that as they learn about the other seasons, they will be adding to the chart.

Essential Background Information or Terms

Tell students that today they will hear a poem about winter. Tell students that the poem is called “I Do Not Mind You, Winter Wind,” written by Jack Prelutsky.

Repeat the poem’s title and tell students that the word *mind* has more than one meaning. It can mean a person’s brain, or what someone is thinking, such as in the sentence, “Listen to the story I am reading about Goldilocks and the three bears and try to imagine in your *mind* how the three bears’ house looks.” Go on to explain that in today’s read-aloud, the word *mind* is used in a different way. Explain that in this case, *mind* means to be bothered by or worried by. So, we could also rename the title of today’s poem—“I Do Not Mind You, Winter Wind”—and call the poem “I Am Not Bothered by You, Winter Wind” or “I Am Not Worried by You, Winter Wind” instead.

Purpose for Listening

Explain that the author has written the poem as if a small child is actually talking to the winter wind. Tell students to listen carefully for the things the child in the poem does not mind about, or is not bothered by, the winter wind. Also, ask them to listen for the one thing that the child in the poem *does mind* about the winter wind.

I Do Not Mind You, Winter Wind

by Jack Prelutsky



← Show image 3A-1: Child and impish wind

I do not **mind** you, Winter Wind,
when you come **whirling** by,
to tickle me with snowflakes
drifting softly from the sky.

I do not even mind you
when you **nibble** at my skin,
scrambling over all of me
attempting to get in.



← Show image 3A-2: Grumpy child

But when you **bowl** me over
and I land on my behind,
then I must tell you, Winter Wind,
I mind . . . I really mind!

Read It Again



Reread with the Guided Listening Support.

← Show image 3A-1: Child and impish wind¹

1 (Explain that in this poem a child is talking to the wind. Have students describe what they see happening in the illustration and how they think the wind feels.)

2 or moving all around

3 How does the child in the poem feel when the wind is blowing snowflakes all around him? Does he mind?

4 *Nibble* means to eat or to take tiny bites. What do you think the author means when he says the wind is nibbling at the child's skin?

5 or trying to get in. The child feels as though the wind is trying to get inside of his clothes. So does the child mind when the wind is nibbling, trying to get inside?

I do not **mind** you, Winter Wind,
when you come **whirling** by,²
to tickle me with snowflakes
drifting softly from the sky.³

I do not even mind you
when you **nibble** at my skin,⁴
scrambling over all of me
attempting to get in.⁵



← Show image 3A-2: Grumpy child

6 *Bowl over* means to knock down. "But when you bowl me over" or knock me down . . .

7 At the end of the poem, what does the child mind about the winter wind?

But when you **bowl** me over⁶
and I land on my behind,
then I must tell you, Winter Wind,
I mind . . . I really mind!⁷

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

1. Who is the child talking to? (Winter Wind)
2. What are some of the things that the child says that Winter Wind does? (whirls by, tickles with snowflakes, nibbles skin, tries to get inside clothes; can be gentle or strong)
3. What one thing does the wind do that really bothers the child? (when the wind bowls or knocks the child over)
4. How do you think the child feels when the wind bowls over, or knocks down, the child? (grumpy, bothered, upset)

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

5. *Think Pair Share:* Do you think what happens in this read-aloud could really happen, or is it pretend, or fantasy? Why? (Real: The child can have these feelings when the wind blows and the child could even talk out loud to the wind. Fantasy: The child talks to the wind as if it were a person. The wind is not a person and it cannot hear or understand.)

Word Work: Mind

(5 minutes)

1. In the poem today, we heard that the child did not *mind* certain things about Winter Wind.
2. Say the word *mind* with me.
3. *Mind* has more than one meaning, but here, *mind* means to be bothered by or worried by.
4. Someone might mind if you eat the last cookie in the cookie jar, or someone might mind if you take something without asking.
5. Tell about something that you mind. Try to use the word *mind* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses: "I mind when someone ____.")
6. What's the word we've been talking about?

Use a *Making Choices* activity as a follow-up. Directions: If what I say is something you would mind, say, "I mind." If what I say is something you would not mind, say, "I don't mind."

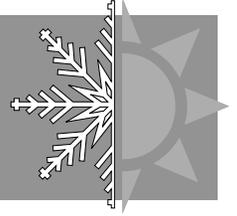
1. if someone takes your lunch at lunchtime (I mind.)
2. if your friend sits next to you during lunch (I don't mind.)
3. if a classmate forgets to return something that belonged to you (I mind.)
4. if someone gives you a present (I don't mind.)



Complete Remainder of the Lesson Later in the Day

3B

I Do Not Mind You, Winter Wind



Extensions

15 minutes

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

Remind students that 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/fall.

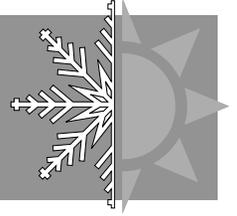
Tell students that they are going to make a four seasons drawing book.

Distribute Instructional Master 3B-1, and drawing tools to students. Have students draw a winter scene. If students have trouble thinking of what to draw, you may wish to show them images from the previous two read-alouds on winter. Have students include colors, plants, and animals they would see during winter. Also, have them try to include themselves and what they would be wearing and doing during this season. After they are done drawing, have students present their scene to a partner and explain the characteristics of winter they have chosen to draw.

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

4

Spring



Lesson Objectives

Core Content Objectives

Students will:

- Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- 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, flooding in spring, etc.)
- Identify ways in which weather affects daily routines, such as dress, activities, etc.
- Draw pictures that show an understanding of each season

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.K.2)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)

- Learn and use appropriately common sayings and phrases such as “April showers bring May flowers” (L.K.7)
- Use language to express spatial and temporal relationships (*up, down, before, after, etc.*) (L.K.8)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Describe illustrations (L.K.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.K.20)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell important facts and information from a read-aloud (L.K.30)

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 or spreads out past the sides of a container, the banks of a river, or where it is normally contained

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.

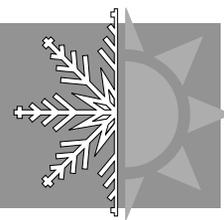
Variation(s): seedling

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

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	Seasons Comparison Chart large monthly calendar	10
	Purpose for Listening		
Presenting the Read-Aloud	Spring		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Gradually		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Seasons Comparison Chart	Image Card 3 Seasons Comparison Chart	15
	My Four Seasons Drawing Book	Instructional Master 4B-1 drawing tools	
	Sayings and Phrases: "April Showers Bring May Flowers"		



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

Tell students that, so far, they have learned about one of the four seasons: winter. Using the Seasons Comparison Chart, review the specific information that they have already learned about winter, noting any unique characteristics of winter in your locality. You may also wish to discuss some of the details they remember about the poem from the previous read-aloud, “I Do Not Mind You, Winter Wind.”

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

Purpose for Listening

Tell the students that today they will hear another letter from their pen pal, telling them about the season of spring in Washington, D.C. Tell them to listen for the different characteristics of spring and descriptions of some of the holidays that occur during spring.



Spring

← Show image 4A-1: Spring months

Dear Kindergartners,

By the end of February, I'm usually feeling pretty tired of winter, and I start waiting for the next season. Do you remember what it is? Spring!

Spring arrives **gradually**, bit by bit, beginning in mid-March and continuing through the months of April, May, and part of June. The days gradually grow longer. The air warms and the ground begins to **thaw**;¹ the rivers and streams fill with water from melted snow and ice.

The wind blows, but the air begins to feel warmer. There is an old saying that "March comes in like a lion and goes out like a lamb."² This means that the weather in spring changes from being stormy and windy³ in the beginning to calmer and milder.⁴ In fact, this changing weather makes the windy beginning of spring a perfect time to fly my kite!

The tiny green buds that appear on some branches are another sign of spring. A few new plants may also start to peek up out of the soil here and there. Animals wake up from their winter sleep.⁵ That's when I finally know spring is here!

← Show image 4A-2: Washington, D.C. cherry blossoms

Spring always surprises me, no matter how much I'm waiting for it. I'll wake up one morning and realize that the world outside has truly changed. Flowers are one of the most important signs of spring. Flowers tell you that the plant world has come to life once again. Soon, bees will be buzzing among the flowers, birds will be chirping in the leafy trees, and the afternoon hours will be warm and pleasant.

Washington, D.C., is famous for the cherry **blossoms** that bloom here each spring.⁶ In April, the cherry trees throughout

- 1 The snow and ice begin to melt, or thaw, and the ground is no longer hard and frozen.
- 2 A saying usually expresses something thought to be true about everyday life.
- 3 with the strength and power of a lion
- 4 like a soft, gentle lamb
- 5 Did you know that some animals like bears sleep most of the time during winter? They hibernate during winter when it's cold and wake up when it becomes warmer in spring.



- 6 (Point to the blossoms in the image.)

the city burst into bloom, and millions of brilliant pink and white flowers promise that spring is here to stay. My parents and I have a special spring picnic every year under the cherry blossoms. We know that soon enough, these blossoms will be followed by full, green, leafy branches.



← **Show image 4A-3: Spring showers**

Before the flowers bloom, though, we often experience many rainy days in the early spring, particularly in March and April. I get tired of wearing my raincoat and rain boots everywhere, but it's worth it, since sometimes after a spring shower you can see a colorful rainbow in the sky. There is another old saying that tells us "April showers bring May flowers," meaning that the rains of April help flowering plants to grow big and healthy, so they produce beautiful, fragrant flowers in May and throughout the summer. Whenever I get tired of the rain, I think about the summer flowers that are coming soon. Also, splashing through puddles has a special fun of its own!



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

Spring is an important time on farms. For the farmer, it is time to get back out in the fields. The farmer must plow his soil and prepare it for planting. He plows the field in order to stir up the soil's nutrients—that's food for plants—and loosen the ground so that new seeds will be able to take root. After plowing, he may add fertilizer to help plants grow big. When the time is right, the farmer will go through his plowed fields and plant his seeds in neat rows. A couple of weeks later, the field will be brimming with little green **seedlings**,⁷ and by summer you won't be able to see the brown soil at all beneath all the big, green plants.

7 or young plants



← **Show image 4A-5: Collage of farm animals**

Spring is also an important time for the animals on the farm. Many animals give birth to new baby animals in the springtime. The barnyard and fields are full of baby animals, whose mothers nurse and care for them as they grow. Baby horses, called foals,

frollic in the fields; lambs nuzzle close to the mother sheep; and ducklings line up and follow their mother duck to the pond.



← **Show image 4A-6: Potomac River**

Rivers usually reach their highest levels during the spring, as melted snow from the surrounding fields and mountains drains into creeks and seeps through the ground to reach the river, where it will eventually flow out to the sea.

Washington, D.C., was built along the banks of the Potomac River.⁸ In spring, rushing water from melted snow and ice reaches high up the sides of the Potomac. Sometimes the river water becomes so high, it **floods**.⁹ Spring floodwater has never come near my house, but some of my friends who live closer to the river have to move to higher ground.

8 Banks are the land alongside a river.

9 or overflows its banks



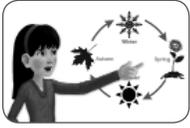
← **Show image 4A-7: Easter and Passover**

Several holidays, including the Christian holiday of Easter and the Jewish holiday of Passover, are celebrated during the springtime. On Easter, people attend church and often go on Easter egg hunts to look for decorated eggs or an Easter basket full of candy. During Passover, special food is served to family and friends at the Passover Seder.



← **Show image 4A-8: Iwo Jima Memorial**

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



10 (Point to each season and name them in order.)

← Show image 4A-9: Seasons diagram¹⁰

When spring draws to an end in early June, summertime arrives. And I love summer because that's when I am on vacation from school! I'll write you again soon; I can't wait to tell you about summer. Meanwhile, think some more about what spring is like where you live. Is it any different from spring in Washington, D.C.?

Your friend,
Annie

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

1. [Allow students time to discuss the question posed at the end of the read-aloud.] (Answers may vary.)
2. Name the months of spring. (March, April, May, and June)
3. Is December a spring month in the United States? (no)
4. Describe some of the changes from winter to spring. (The air warms; the ground thaws; plants begin to grow again.)
5. Why is spring an important time on farms? (It's the time when farmers need to start planting their new crops and baby animals are born.)
6. Name some holidays during the spring season. (Easter, Passover, Memorial Day)

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

6. *Think Pair Share:* What activities do you like to do during the spring? (Answers may vary.)

Word Work: Gradually

(5 minutes)

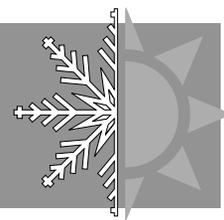
1. In the read-aloud today, we heard that spring arrives *gradually*, bit by bit.
2. Say the word *gradually* with me.
3. *Gradually* means slowly, or over a period of time.
4. Something might happen gradually if it happens slowly. Ice might melt gradually in a cool room.
5. Tell about something that happens gradually. Try to use the word *gradually* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses: "One thing that happens gradually is ____.")
6. What's the word we've been talking about?

Use a *Synonyms and Antonyms* activity as a follow-up. Directions: The opposite of *gradually* is *quickly*. If any of the things I describe happen gradually, say, "gradually." If any of the things I describe happen quickly, say, "quickly."

1. the snow melting during spring (gradually)
2. an ice cube melting in a cup of hot water (quickly)
3. someone running in a race (quickly)
4. a seedling growing into a full-sized plant (gradually)
5. a baby becoming a kindergartner (gradually)



Complete Remainder of the Lesson Later in the Day

**Extensions****15** minutes**Seasons Comparison Chart**

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

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

Tell students that they are going to add spring to their four seasons drawing book. Distribute Instructional Master 4B-1 and drawing tools to students. Have students draw a spring scene. If students have trouble thinking of what to draw, you may wish to show them images from the read-aloud. Have students include colors, plants, and animals they would see during spring. Also, have them try to include themselves and what they would be wearing and doing during this season. After they are done drawing, have students present their scene to a partner and explain the characteristics of spring they have chosen to draw.

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

Sayings and Phrases: April Showers Bring May Flowers

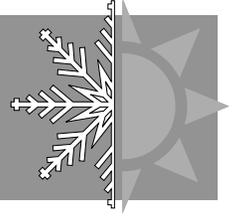
(5 minutes)

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

Ask students if they have ever heard the saying, “April showers bring May flowers.” This saying means that the rains in April will help flowering plants grow big and strong so that they produce beautiful May flowers.

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

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



Lesson Objectives

Core Content Objectives

Students will:

- Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- 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, flooding in spring, etc.)
- Identify a thermometer as an instrument used to measure temperature and describe how it works, i.e., when the liquid in the thermometer rises, it is hotter outside; when the liquid descends, it is cooler
- Draw pictures that show an understanding of each season
- Identify ways in which weather affects daily routines, such as dress, activities, etc.

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.K.2)

- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.K.4)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds (L.K.18)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell important facts and information from a read-aloud (L.K.30)

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

thermometer, *n.* An instrument or tool that measures temperature

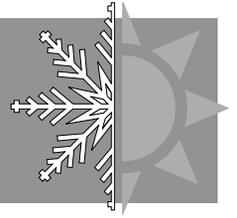
Example: The thermometer outside says that the temperature is 75 degrees Fahrenheit.

Variation(s): thermometers

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Seasons Comparison Chart large monthly calendar	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Summer		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Distinct		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Seasons Comparison Chart	Image Card 4 Seasons Comparison Chart	15
	My Four Seasons Drawing Book	Instructional Master 5B-1 drawing tools	

5A

Summer



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that different parts of the earth experience different types of weather. Also remind them that, in the United States, there are four seasons and that each season has distinct, or clearly different, characteristics. Review the song about the four seasons, sung to the tune of “Oh My Darling, Clementine.” Then ask students to identify in proper sequence the four seasons of the year that are distinctly experienced in the United States.

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

Tell students that in the next read-aloud they will hear about the summer season. Show students the monthly calendar and assist them in identifying today’s month and date. Then, explain that in the United States, the season of summer begins in the month of June and includes the months of July and August and part of September, flipping to these pages in the calendar. Remind students of the current date, especially the month, and ask if they are presently in the summer season. (Note: Do not expect the students to identify the current season if it is autumn, the one season they have yet to study.)

Purpose for Listening

Tell students to listen carefully for different characteristics of the summer season.



1 (Point to the picture for each season and have students say which season it is.)



Summer

← Show image 5A-1: Seasons¹

Dear Kindergartners,

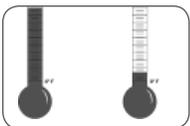
It's me, Annie, again! As I promised, today I'm going to tell you about summer. What kinds of things do you think of when I say *summer*? Swimming? Sweating? I'll tell you what I think of: fun!

← Show image 5A-2: Summer months

My favorite season of the year is definitely summer. To me, summertime means vacation! I don't have school during the summer months, and my family always goes on a trip to the beach. This year, I'm hoping my dad will take me deep-sea fishing. My mom prefers to relax on the sand.

At the beginning of summer, our part of the earth receives the most sunlight that it will get all year long. In most of the United States, on the continent of North America, the summer season begins in the month of June and includes the months of July and August and part of September. No matter where you live in the United States, summertime will bring the warmest weather of the year.

During summer, the sun rises early in the morning and it stays up until well after dinnertime. When I was in kindergarten, during the summertime when it stays light outside for longer, my mom used to make me go to bed even though it still wasn't dark yet! Thank goodness she lets me stay up now; that's one good thing about being older.



← Show image 5A-3: Thermometers

2 (Have students say the word *thermometer* together.)

One way to tell how warm it is outside is to look at a **thermometer**.² Remember that a thermometer is a tool that measures the temperature. 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

3 (Pause and have students say whether the first or second thermometer shows a likely summertime temperature.)



← **Show image 5A-4: Summer clothes**

Do you remember that when we talked about the winter months, we said you could also tell how cold it was by the way people dress? The same is true in summer. You can tell how warm it is by the way people are dressed. All of these people are dressed for warm weather. What do you notice about the way they are dressed?⁴

4 (Pause for students to respond.)



← **Show image 5A-5: Washington Monument**

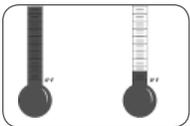
As I've told you before, I live in Washington, D.C., the capital of the United States and where the president works. My teacher says that Washington, D.C., is actually a good city to learn about when studying the seasons because here the four seasons are **distinct**⁵ from one another. It's easy to tell by walking outside, or simply by looking out the window, whether it is winter, spring, summer, or autumn.

5 or clearly different



← **Show image 5A-6: Summer in the city**

Summer is the busiest time of year in Washington, D.C., because each year millions of Americans come to visit the famous monuments, museums, and buildings during their summer vacations. The city gets really crowded during the summer, but I like to see all the different kinds of people downtown.



← **Show image 5A-7: Thermometers**

During the summer, the weather can be very hot in Washington, D.C. See how high the liquid is in this thermometer? It says it is 90 degrees Fahrenheit; that means it is really hot outside! It is a good thing there are so many vendors who sell cold refreshments to help visitors cool off! My favorite summer treat is a snow cone.



← **Show image 5A-8: Mowing the grass**

The trees in Washington, D.C. are full of green leaves during the summer. In my neighborhood, the lawns in front of the houses are green and lush. On weekends, all the neighbors are out with their lawnmowers cutting the grass, and gardeners can be seen working in their flowerbeds.



← **Show image 5A-9: Crowded pool**

I like to go to the swimming pool to keep cool in the summer, and lots of other people have the same idea. Everyone at the pool is wearing plenty of **sunscreen** so they do not get sunburned. Nothing ruins summer fun like a bad sunburn!



← **Show image 5A-10: Shady tree in the park**

Sometimes you can rest under shady trees to protect yourself from the hot sun. Other people simply stay **indoors**,⁶ especially on the hottest days.

6 or inside a cool building



← **Show image 5A-11: Fourth of July fireworks**

The Fourth of July is the biggest summer holiday, and it is an especially important day in Washington, D.C. The Fourth of July is the birthday of the United States, and most people don't have to go to work. Lots of my friends have picnics or barbecues, take trips to the beach, and gather to enjoy time with family and friends. I like to go to the parades during the day on the Fourth of July and then to the booming, colorful fireworks at night. Also, it doesn't feel like the Fourth of July until I've eaten way too much watermelon!

Thanks to the Fourth of July and trips to the beach, I always think of fun times when I think about summer. What is it like during the summer where you live?

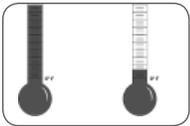
Your friend,
Annie

Comprehension Questions

(10 minutes)

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

1. [Allow students time to discuss the question posed at the end of the read-aloud.] (Answers may vary.)
2. Name the summer months. (June, July, August, September)



← **Show image 5A-3: Thermometers**

3. When it is hot outside, is the liquid in the thermometer close to the top or close to the bottom? (close to the top)
4. Are summer days longer or shorter than winter days? (longer)
5. Why are thermometers important? (Sample answer: They tell us the temperature so we know how to dress for the day.)
6. How is the way you dress on a hot summer day different from the way you dress for winter? (Sample answer: During summer, I would wear shorts, a light T-shirt, and flip flops instead of a coat, a scarf, and mittens.)
7. Describe some of the things you can touch, smell, see, or hear during the summer. (Sample answers: I can touch the hot sidewalk; I can smell fresh-cut grass; I can see children playing in the park, etc.)
8. Name a holiday that takes place during the summer season. (the Fourth of July)

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

9. *Think Pair Share:* What is your favorite activity in the summer? Why is it your favorite? (Answers may vary.)

Word Work: Distinct

(5 minutes)

1. In this read-aloud, you learned about some of the *distinct* characteristics of summer.
2. Say the word *distinct* with me.
3. *Distinct* means clearly different.
4. Someone might notice the distinct smell of roses in a flower shop.
5. Tell about something that makes you distinct from your other 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 . . .")
6. What's the word we've been talking about?

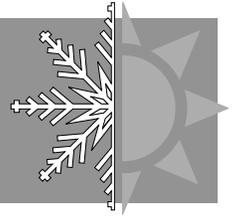
For follow-up, have students discuss the characteristics that make winter, spring, and summer distinct seasons. Remind students to use the word *distinct* when sharing their ideas.



Complete Remainder of the Lesson Later in the Day

5B

Summer



Extensions

15 minutes

Seasons Comparison Chart

Reintroduce the Seasons Comparison Chart. Remind students that so far they have learned about winter, spring, and summer. Discuss each item listed in the left-hand column as it relates to Annie's description of summer in today's read-aloud, making notes on the chart. Refer to the images of today's read-aloud as needed. Take this opportunity to talk about any unique seasonal differences that are characteristic of your own locality in the summer. Tell students that you are going to write down what they say so that you will all remember important facts about each season. Tell them that you will read the written words to them whenever you are working on the chart because they still have not learned all of the sounds that different letters and combinations of letters represent. Add Image Card 4 (summer) to the top of the chart above the summer heading. Save the chart for future lessons.

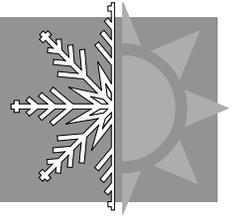
My Four Seasons Drawing Book (Instructional Master 5B-1)

Tell students that they are going to add summer to their four seasons drawing book. Distribute Instructional Master 5B-1, and drawing utensils 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 colors, plants, and animals they would see during the summer. Also, have them try to include themselves and what they would be wearing and doing during this season. After they are done drawing, have students present their scene to a partner and explain the characteristics of summer they have chosen to draw.

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

6

Autumn



Lesson Objectives

Core Content Objectives

Students will:

- Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- 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, flooding in spring, etc.)
- Identify ways in which weather affects daily routines, such as dress, activities, etc.
- Draw pictures that show an understanding of each season

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.K.2)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)

- Identify and express physical sensations, mental states, and emotions of self and others (L.K.4)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds (L.K.18)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell important facts and information from a read-aloud (L.K.30)

Core Vocabulary

chill, n. Coldness

Example: In the evening there was a chill in the air.

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

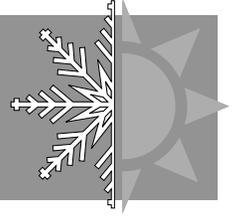
Example: The trees shed their leaves in the fall.

Variation(s): shed, sheds, shedding

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Seasons Comparison Chart large monthly calendar	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Autumn		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Progresses		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Seasons Comparison Chart	Image Card 5 Seasons Comparison Chart	15
	My Four Seasons Drawing Book	Instructional Master 6B-1 drawing tools	

6A

Autumn



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that different parts of the earth experience different types of weather. Also remind them that, in some parts of the United States, there are four seasons and that each season has distinct, or clearly different, characteristics. Review the song about the four seasons, sung to the tune of “Oh My Darling, Clementine.” Then ask students to identify in proper sequence the four seasons of the year that are distinctly experienced in the United States.

Remind students that in yesterday’s read-aloud, their pen pal, Annie, wrote to them about the season of summer. Briefly review the characteristics of summer that they identified yesterday on the Seasons Comparison Chart. Tell students that, so far, they have learned about three of the four seasons: winter, spring, and summer. Using the Seasons Comparison Chart, review the specific information they have already learned about winter, spring, and summer, noting any unique characteristics in your locality.

Tell students that today’s read-aloud is called “Autumn.” Show the students the monthly calendar and assist them in identifying today’s month and date. Then, explain that in the United States, the season of autumn begins in the month of September and includes the months of October and November and part of December, flipping to these pages in the calendar. Remind students of the current date, especially the month, and ask if they are presently in the autumn season. (Note: Since you have now discussed the months included in all the seasons, the students may be able to identify the current season.)

Purpose for Listening

Tell students to listen for details about how the weather changes from summer to autumn. Tell them to also listen carefully for details about the activities people do during autumn.



1 What clue in the picture tells you it is autumn?

Autumn

← Show image 6A-1: Autumn months ¹

Dear Kindergartners,

In my last letter, I told you about my favorite season, summer. The warm weather can't last forever, though. Eventually autumn comes, and I have to go back to school. Autumn officially starts in the middle of September, and it includes the months of October, November, and the first part of December.

By autumn, there are fewer visitors on vacation in Washington, D.C., and the ice cream sellers out on the sidewalks aren't selling as many frozen summer treats. That's because the air is a bit cooler than it was during the scorching, or very hot, summer months. It might still feel warm or even hot on some early autumn days, but there's also a slight **chill** ² in the air, especially at night. And by the end of autumn, it can be really cold!

2 coldness



← Show image 6A-2: Deciduous tree

3 or moves forward

4 (If you have already studied the *Plants* domain, review with students deciduous and evergreen trees. Remind students that deciduous trees lose their leaves in the fall.)

As autumn **progresses**, ³ the days get shorter and shorter, meaning the sun rises just a little bit later and sets just a little bit earlier each day. By October in Washington, D.C., many of the trees' leaves don't look so green anymore. ⁴



← Show image 6A-3: Blue Ridge in autumn

In Washington, D.C., during autumn, most of the leaves on the trees 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 colors. The air was so cool and crisp, and we had a great time. Look at this picture from our trip: the forests as far as the eye can see are bright with fiery color!



← **Show image 6A-4: Raking leaves**

5 So, what's another name for the autumn season?

Within a few weeks after the leaves of many trees turn different colors, trees begin to **shed** their leaves. That's why another name for autumn is fall, because autumn is when the leaves of many trees fall off the trees.⁵ The grass in our yard is soon covered with a blanket of brown leaves. When the leaves fall, people pull their rakes out of their garages and basements, and—just as they shoveled snow in the winter—they set to work raking leaves.

Do the leaves change color and fall off the trees where you live? If they do, you can do the same thing as the kids in my neighborhood do: We rake up all the leaves in the yard into one enormous pile and then jump in it, just for fun. The leaves make a soft, though crunchy, cushion.



6 Harvest time is when farmers gather their crops.

← **Show image 6A-5: Harvest time in the fields**

If I travel an hour or so outside Washington, D.C., I start to see a lot of farms. Autumn also means harvest time for farmers.⁶ It's hard work being a farmer. All summer farmers have been watching their plants grow and caring for them—watering them and making sure the weeds and bugs of summer do not ruin them. Autumn is the time to gather the fruits and vegetables in the fields. It is time to pick the apples and the corn. It is time to cut the wheat and dig up the potatoes.

When they've harvested their crops, the farmers all get together for a really fun event: the county fair. My family goes every year to the nearest county fair, and it is incredible. The farmers all bring their best vegetables and animals to show off how good they are at growing vegetables and raising farm animals.



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

I took this picture of the pumpkins at last year's county fair. The fair's judges had already come by and judged them. Which pumpkins do you think the judges liked best? How do you know?



← **Show image 6A-7: County fair rides and booths**

I wouldn't get so excited about the fair if it were only about vegetables! There are lots of fun rides and all kinds of foods, from cotton candy to corn dogs. Some people also take their chances playing games to win stuffed animals. Once, my dad won me a gigantic teddy bear.



← **Show image 6A-8: Fall in the city**

The fairs are the best part of autumn for me, but they're usually over by late October or early November. That's usually when the air outside in Washington, D.C., gets chilly. Many days the skies are clear and blue, and the sun shines brightly, while other days are gray and cloudy. The wind blows more than it did during the summer, sending dry, crunchy leaves whirling and twirling through the streets and parks, and it whispers that winter is coming soon!



← **Show image 6A-9: Thanksgiving dinner**⁷

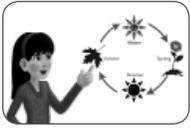
Then, in late November, as the autumn season is gradually winding to a close, comes one of the most important holidays in the United States: Thanksgiving Day. On this day, Americans like to gather with their families and friends. In my family, my grandparents and cousins and uncles and aunts from lots of distant places travel to have Thanksgiving dinner all together at my house. I always look forward to a grand feast of turkey, stuffing, potatoes, rolls, and cranberry sauce—with pumpkin pie for dessert. Then my cousins and I play football in the yard!

⁷ (If you have already covered the *Columbus and the Pilgrims* domain, review the First Thanksgiving.)



← **Show image 6A-10: Bare trees**

Thanksgiving is very close to the end of autumn in Washington, D.C. By that time, the trees are bare, the leaves are raked, and the air starts to feel very cold, especially at night. Once the trees look like this, you know autumn is near an end, and winter starts all over again. We are once again at the beginning of the cycle of the seasons!



← Show image 6A-11: Seasons diagram⁸

8 (Point to each season and name them in order.)

Ta-da! Now we've talked about every season and their different characteristics. What will I tell you about next? You'll just have to wait and see . . .

Your friend,
Annie

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Allow students time to discuss the question posed at the end of the read-aloud. (Answers may vary.)
2. Name the months during autumn. (September, October, November, December)
3. Is July an autumn month in the United States? (no)
4. What changes do you notice as summer progresses to autumn? (It becomes cooler; days are shorter; trees change color and shed their leaves.)
5. Name a holiday that takes place during the autumn season. (Thanksgiving)
6. What plans do you think farmers make before harvest time? (They make sure they have storage for their crops, their equipment is in good repair, and that they have adequate help in the fields to get the job done quickly.)
7. Use your imagination and describe a scene at a county fair. Try to think of descriptions using your five senses—sight, touch, smell, taste, hearing. (I smell fresh-baked pies; I see different games and toys to win; I hear the sound of farm animals; etc.)
8. *Think Pair Share:* Which season is your favorite season of the year? Why is it your favorite? (Answers may vary.)

1. In the read-aloud today, we heard that as autumn *progresses*, the days get shorter and shorter.
2. Say the word *progresses* with me.
3. *Progresses* means moves forward or continues. As something progresses, it usually changes. Things can progress over time, such as a person who progresses in age—they slowly get older—or things can progress over a distance, such as a trip that progresses—it continues from one day to the next.
4. As the school year progresses, I learn more and more.
5. As winter progresses, it gets colder and colder. Tell about something that progresses, or moves forward. Try to use the word *progresses* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses: "Something that progresses quickly is ____." Or "Something that progresses slowly is ____.")

Use a *Making Choices* activity as a follow-up. Directions: If any of the things I name move forward and change, say, "progresses." If any of the things I name does not progress, say, "stops." (Students may have different opinions. If so, you may ask them to explain their opinions.)

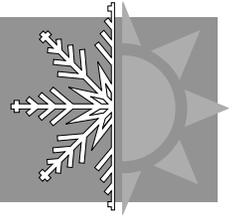
1. the autumn season from September to December (progresses)
2. the amount you learn from year to year (progresses)
3. when someone slams a door (stops)
4. when someone pushes on the brakes in a car (stops)
5. a baby crawling and then learning how to walk (progresses)



Complete Remainder of the Lesson Later in the Day

6B

Autumn



Extensions

15 minutes

Seasons Comparison Chart

Reintroduce the Seasons Comparison Chart. Tell students that they have now learned about all four seasons and their characteristics. Discuss each item listed in the left-hand column as it relates to Annie's description of autumn in today's read-aloud, making notes on the chart. Refer to the images of today's read-aloud as needed. Take this opportunity to talk about any unique seasonal differences that are characteristic of your own locality in autumn. Tell students that you are going to write down what they say so that you will all remember important facts about each season. Tell them that you will read the written words to them whenever you are working on the chart because they still have not learned all of the sounds that different letters and combinations of letters represent. Add Image Card 5 (autumn) to the top of the chart above the autumn heading. Save the chart for future reference.

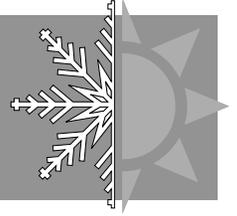
My Four Seasons Drawing Book (Instructional Master 6B-1)

Tell students that they are going to add autumn to their four seasons drawing book. Distribute Instructional Master 6B-1, and drawing tools 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 colors, plants, and animals they would see during autumn. Also, have them try to include themselves and what they would be wearing and doing during this season. After they are done drawing, have students present their scene to a partner and explain the characteristics of autumn they have chosen to draw.

Tell students that they have now completed their four seasons drawing book. If time allows, ask them to draw a cover for their drawing book. Bind the Instructional Masters that compose the drawing book. Have students share their books with their classmates.

PP1

Pausing Point 1



Note to Teacher

This is the midpoint of the read-alouds about seasons and weather. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. 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, and spring and autumn as transitional seasons
- Name at least one month in a specific season while referring to a calendar
- Name at least one holiday in a specific season
- Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)

- Identify ways in which weather affects daily routines, such as dress, activities, etc.
- Identify a thermometer as an instrument used to measure temperature and describe how it works, i.e., when the liquid in the thermometer rises, it is hotter outside; when the liquid descends, it is cooler
- 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)
- Demonstrate familiarity with “I Do Not Mind You, Winter Wind”

Activities

Taking Temperatures: Water

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

Place cups of warm, cool, and ice-cold water on a table. Take the temperature of each cup of water and show students the readings on the thermometer. Have students feel the water. 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.

Image Card Review

Materials: Image Cards 1–6

In your hand, hold Image Cards 1–6 fanned out like a deck of cards. Ask a student to choose a card but to 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. Proceed to another card when the correct answer has been given.

Weather Diary

Materials: Instructional Master PP1-1, drawing paper, drawing tools

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 you would like for them to keep a weather diary over the course of the next week to track the weather on a daily basis. Provide each student with a copy of Instructional Master PP1-1 and two pieces of paper in order to make a small weather diary, starting with today's date. Take the class outdoors at the same time each day to discuss the day's weather and to make recordings onto the weather diary. Have students draw a simple picture of a sun, a sun with clouds, clouds, or clouds and rain depending on the weather each day. If you have an outside thermometer, you may also wish to have students write down the outside temperature, and/or have them draw a simple thermometer and color in how high or low the liquid in the thermometer is. Reinforce the concept of yesterday, today, and tomorrow by asking questions like: How is the weather today different from the weather yesterday?

After four days, discuss the characteristics of the current season in your locality as well as the weather changes and temperature changes that occurred.

Holidays and Seasons

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

Show students the Seasons Comparison Chart you have completed as a class. Ask students which holidays occur in each season. You may prompt students' responses by flipping through a large monthly calendar, calling out the names of the different months and reinforcing what months make up each season. 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 month and season in which it occurs.

Seasonal Temperatures

Materials: Image Card 6 (thermometers), drawing paper, red markers or crayons

Remind students that in the United States there are four distinct seasons: winter, spring, summer, and autumn/fall. Have students form four groups. Assign each group a season. Review with students the characteristics of each season. Show students Image Card 6 (thermometers) and review how the liquid rises with higher temperatures and falls with lower temperatures. Tell students that they are going to create their own thermometers. Have students draw their own thermometers on drawing paper. Then tell students to color in their thermometers with red to show a possible temperature during their season. Help students write the name of their season above their thermometers. Ask students to stand up and share their thermometers. Prompt them with questions, such as, “What is the temperature you feel during your season? Is your season cold, hot, or in between? Depending on the temperature, what would you wear?”

Riddles for Core Content

Ask the students riddles such as the following to review core content:

- I am something that happens over and over again in the same order. What am I? (a cycle)
- I am a snowstorm with very cold temperatures and lots of snow and wind. What am I? (a blizzard)
- I am a tool that measures temperature. What am I? (a thermometer)
- I am a young plant that pops up out of the ground in the spring. What am I? (a seedling)
- I am the season when leaves change colors and fall off some types of trees. What season am I? (autumn)
- Some people celebrate me in autumn with turkey, pie, and football. What am I? (Thanksgiving Day)
- I am the coldest season of the year. What season am I? (winter)

- I am the season after winter when flowers bloom, plants grow, and when baby animals are born. What season am I? (spring)
- I am the hottest season of the year. What season am I? (summer)

Key Vocabulary Brainstorming

Materials: Chart paper

Give the students a key domain concept or vocabulary word such as *frigid*. Have students brainstorm everything that comes to mind when they hear the word, such as, “really cold, winter,” etc. Record their responses on a piece of chart paper for reference.

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.

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 books listed in the domain introduction. You may also choose to have the students select a read-aloud to be heard again.

Windy, Windy Weather

Materials: Kite, wind sock or weathervane, bubbles, drawing paper, drawing tools

Read the poem, “I Do Not Mind You, Winter Wind” again. Take students outside to look for evidence and the direction of the wind: point out the school’s flag, fly a kite, watch a wind sock

or weathervane, or blow bubbles. Show students how these tools can help show the direction of the wind. Once inside, have students draw the wind—either as a character, like in the poem read earlier, or as evidenced by physical things moving.

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).

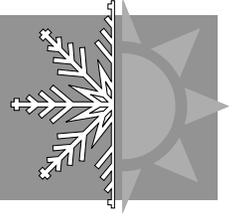
Seasonal Sort

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

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/fall. You may wish to use Image Cards 2–5 to group the students. Ask students to support their sorts with evidence from what they have heard about the characteristics of each season. Each group can then glue the pictures onto four different pieces of construction paper, and label each one with the appropriate name of the season at the top.

7

The Grasshopper and the Ants



Lesson Objectives

Core Content Objectives

Students will:

- Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- 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.)
- Explain the lesson that the grasshopper learns at the end of the fable, “The Grasshopper and the Ants”

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.K.2)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Follow multi-step, oral directions (L.K.5)
- Use language to express spatial and temporal relationships (*up*, *down*, *before*, *after*, etc.) (L.K.8)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)
- Describe illustrations (L.K.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)
- Distinguish fantasy from realistic text (L.K.22)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.1.23)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell or dramatize a read-aloud, including characters, beginning, middle and end events of the story in proper sequence. (L.K. 25)

Core Vocabulary

bare, adj. Not covered

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

Variation(s): barer, barest

future, n. A time that will happen later

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

Variation(s): futures

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

put away, v. Save or store something to use later or another time

Example: I put away enough money to buy Mom a great birthday present.

Variation(s): puts away, putting away

shivering, v. Shaking from the cold; trembling

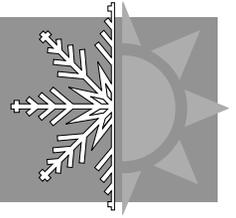
Example: Mary was shivering from the cold chill in the air.

Variation(s): shiver, shivers, shivered

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Seasons Comparison Chart large monthly calendar	10
	Essential Background Information or Terms		
	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		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Writing a Letter to Annie	chart paper, chalkboard, or whiteboard, drawing paper, drawing tools	15
	Cycle of the Seasons	Instructional Master 7B-1 scissors, glue Image Cards 2–5	
<i>Take-Home Material</i>	Parent Letter	Instructional Master 7B-2	

7A

The Grasshopper and the Ants



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that different parts of the earth experience different types of weather. Also remind them that, in the United States, there are four seasons and that each season has distinct, or clearly different, characteristics. Review the song about the four seasons, sung to the tune of “Oh My Darling, Clementine.” Then ask students to identify in proper sequence the four seasons of the year that are distinctly experienced in the United States.

Remind students that their pen pal Annie has written them about all four seasons. Briefly review the characteristics of each season on the Seasons Comparison Chart. As you discuss the months in each season, make sure to flip through your large monthly calendar.

Now tell the students that they will not hear a letter from Annie today. Instead they will hear a story that is about different seasons of the year.

Essential Background Information or Terms

Note to Teacher: If students have already completed the *Nursery Rhymes and Fables* domain, the following introduction may be adapted by asking questions to review, rather than simply providing, the information below. If students completed the *Nursery Rhymes and Fables* domain, ask them if they remember any of the fables that they heard earlier in the year.

Tell the class that there was a man named Aesop [EE-SOP] who lived in Greece a very long time ago. Ask them to say the name *Aesop*. Tell them that in Aesop’s time, people did not have storybooks, so they told stories aloud to one another. This is how stories were passed down from parents to children and from neighbor to

neighbor for thousands of years. Stories are still passed orally, or by word-of-mouth, today, but many are also written.

Explain that Aesop was a great storyteller and he was known for collecting and retelling many short stories called fables. Fables often have animals as characters in the story, instead of people. Remind students that when any animal or a thing that is not really a person, acts like a person in a story or picture, the writing technique that the author is using is called personification. Have students say the word *personification*. Because the animals in Aesop’s fables talk like people do, this is called personification.

Like all fables, Aesop’s fables were intended to teach a lesson, called “the moral of the story.” Ask students to repeat the name *Aesop* once again. Then ask them to tell you what the lesson taught in a fable is called (the moral of the story).

Purpose for Listening

Tell students that today they are going to hear the story of “The Grasshopper and the Ants,” one of Aesop’s many fables. Explain that this story takes place during different seasons of the year. Ask them to listen carefully so that they can identify the different seasons and what happens in the story.

Ask them to also listen to find out what moral or lesson the grasshopper learns at the end of the fable.



The Grasshopper and the Ants

← Show image 7A-1: Grasshopper and ants¹

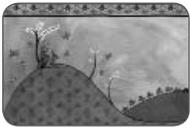
- 1 (Ask students to identify the grasshopper and then identify the ants in the image.)
- 2 They were filling the house with lots of food during the summer, so that they would have enough to eat throughout the entire winter.
- 3 Why do you think that the ants paid no attention to the grasshopper and kept working to save food for the winter?

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, and they were filling it with food to **last** them through the long, cold winter ahead.²

“Why not come and play with me?” asked the grasshopper. “Why bother about winter? 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 kept working hard, all day and every day.³



← Show image 7A-2: Lazy grasshopper⁴

- 4 (Have volunteers describe the grasshopper in this image.)

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 about, or 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,

I do whatever I may please.

I do no work the livelong day,

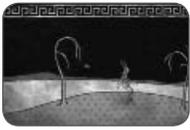
I pass the time in fun and play.

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**.⁵

- 5 He never thought about what would happen later in time, in the future; he only thought about what was happening right now, in the present.



← **Show image 7A-3: Grasshopper in late fall**

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. 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** and hard.⁷

Soon, the cold days of winter were upon him and the grasshopper was freezing and hungry. He came to the ants' house and knocked on the door.

- 7 *Bare* means not covered. So the leaves fell off the trees and the grass in the fields died. What season of the year is it now?



← **Show image 7A-4: Grasshopper asking to come in**⁸

"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** some food to use now?"⁹

"No," said the **shivering** grasshopper.¹⁰ "I was too busy enjoying myself and singing and dancing."

"So," said the ants, "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:

I did no work all summer long

And now I know that I was wrong.

It isn't fair for me to play

While others work the livelong day.

Next time I'll work as well as dance,

Then I'll be ready, like the ants!

- 8 Why do you think the grasshopper is knocking at the ants' door?
- 9 Didn't you save food during the summer to use now?
- 10 *Shivering* means he was shaking from the cold. Show me what the grasshopper looked like when he was shivering.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. What is the season at the beginning of the fable? (summer) What season comes after summer? (autumn) What is the season at the end of the fable? (winter)
2. What changes happen to the weather and the trees in autumn after summer ends? (After summer ends, it becomes colder. The trees become barer and there is less food for the animals to eat.)
3. Describe the grasshopper at the beginning of the fable, during the summer. (lazy, playful, happy)
4. Describe the ants during the summertime. (hardworking; looking for food to save for the winter)
5. In the fable, who is thinking about what would happen later in time, in the future: the grasshopper or the ants? (the ants)
6. What do you think happened to the grasshopper during the winter? (He went cold and hungry.) Why? (He didn't work hard like the ants.)
7. In what ways did the grasshopper change by the end of the story? (He is sadder. He has learned his lesson—he should not have been so lazy.)
8. What do you think the moral or lesson of the story is? (You need to think ahead and prepare for the future.)
9. *Think Pair Share:* Do you think what happens in this read-aloud could really happen or is it pretend or fantasy? Why? (The story is pretend or fantasy because animals cannot talk, sing, and dance like people. However, the lesson is real—people who don't work and save for the future can go through hard times.)

Word Work: Last

(5 minutes)

1. In the story today, the ants worked hard because they wanted to gather enough food to *last* through winter.
2. Say the word *last* with me.
3. The word *last* has many meanings. In this case, *to last* means to have enough of something for a certain period of time.
4. A box of new crayons can last for the school year, or a song can last five minutes.
5. Tell about something you know that can last for a certain amount of time, like a week or a day. Try to use the word *last* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses: "Something I know that can last a week is . . ." Or you could say, "Something I know that can last a day is . . .")
6. What's the word we've been talking about?

Use a *Making Choices* activity as a follow-up. Directions: If any of the things I say can last, say, "can last." If they cannot last, say, "can't last."

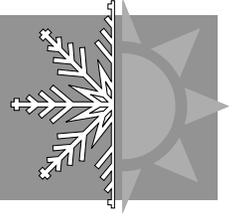
1. an ice cube on the sidewalk for two days during summer (can't last)
2. one can of cat food for the cat for the entire winter (can't last)
3. a new pair of shoes for a week (can last)
4. two sheets of paper for the school year (can't last)
5. a video or DVD that I can watch many times (can last)



Complete Remainder of the Lesson Later in the Day

7B

The Grasshopper and the Ants



Extensions

15 minutes

Writing a Letter to Annie

Remind students that they have received and listened to several letters from their pen pal, Annie, during the past several days. Tell them that today they are going to help you write a letter from the entire class to Annie, telling her about the fable that they heard earlier today. Tell students that you are going to write down and read what they say because they have not yet learned how to read and write all of the sounds that different letters and combinations of letters represent. You may wish to do this activity on chart paper, a chalkboard, or a whiteboard.

Begin by explaining to students that whenever you write a letter, you begin by writing a greeting, so that you are going to start the letter by writing: “Dear Annie,”. Be sure to model appropriate capitalization, punctuation, and style as you write the letter. Next, tell students that now you are ready to write the body of the letter and tell Annie all about the read-aloud they heard today. Prompt students to start by first telling Annie the name of the fable and the author; write students’ responses on the chart paper. Now, show the images from the read-aloud one at a time and prompt the students to retell the story. Be sure to encourage them to use some of the terminology they have already learned when retelling stories, such as characters and setting, and temporal words such as first, next, etc., as well as the name of each season in the story. After discussing each image, pause and write what the students have dictated. Continue until students have retold the entire fable including the moral. Now tell students you are ready to write the ending of the letter. Ask if anyone remembers how Annie always ends her letters to them; if necessary read the end of Annie’s letter in lesson six. End the letter you are presently composing by writing, “Your friends,” and then tell students that you will allow

them each to come up later in the day to sign their own name to the letter. Reread the letter aloud to the students.

If time permits, distribute drawing paper and crayons to students. Have them fold their paper into thirds and illustrate a scene from each season of the year described in the story.

Note: As a special treat, you may want to write a response back to the class “from Annie,” thanking them for telling her the fable. It may be especially enjoyable if you have this note from Annie ready on a new piece of chart paper when the students meet again for Listening and Learning the next day.



Cycle of the Seasons (Instructional Master 7B-1)

Name the set of months in each season as they occur in the United States and have students identify the corresponding season. As they name the season, show the corresponding Image Card for the season: Image Card 2 (winter); 3 (spring); 4 (summer); and 5 (autumn).

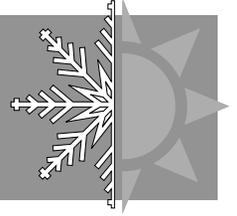
Distribute Instructional Master 7B-1 to each student, as well as scissors and glue. Have students follow your instructions on how to create the cycle of seasons: first, cut along the dashed line directly above the season pictures; next cut out each season picture separately; then paste each season picture in the correct box. If time permits, have a volunteer show his or her cycle to the class and say the seasons as they progress—naming the season that comes after winter, and so on, until they reach winter again.

Parent Letter

Send home Instructional Master 7B-2

8

Seasonal Activities and Sports



Lesson Objectives

Core Content Objectives

Students will:

- 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 the four seasons and name activities that are associated with those seasons

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.K.2)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Describe illustrations (L.K.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)

- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.K.23)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell important facts and information from a read-aloud (L.K.30)

Core Vocabulary

cooped up, v. Kept in a small space; trapped

Example: Henry was cooped up inside the house during the blizzard.

Variation(s): coop up, coops up, cooping up

outdoor, adj. Outside a building

Example: My favorite outdoor activity is walking in the park.

Variation(s): none

refreshing, adj. Giving renewed energy

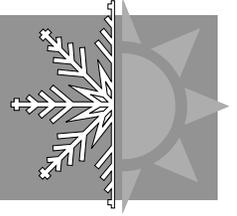
Example: A cold drink is refreshing on a hot day.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Brainstorming Links		10
	Purpose for Listening		
Presenting the Read-Aloud	Seasonal Activities and Sports		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Refreshing		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Student Choice		15

8A

Seasonal Activities and Sports



Introducing the Read-Aloud

10 minutes

Brainstorming Links

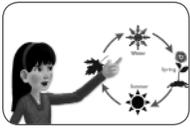
Tell students that you are going to name a season. Say the word *winter*. Ask students to name some characteristics of winter that are not true for any other season. Then ask students what activities and sports come to mind when they think of winter. Have students share their ideas.

Then say the word *spring*. Ask students what comes to mind when they think of this season. Then ask students what activities and sports come to mind when they think of spring. Have students share their ideas. Continue this activity with *summer* and *autumn*.

Tell students that the next read-aloud will be about seasonal activities and sports. Tell students to listen carefully to find out if Annie talks about any of the activities they named.

Purpose for Listening

Tell students to listen for the four different seasons and the activities and sports that take place during each season.



Seasonal Activities and Sports

← Show image 8A-1: Annie and the seasons diagram

Dear Kindergartners,

It's me, Annie, back again with more to tell you about seasons and weather.

But first, let's review what we've already talked about. We have learned that in the United States where we live, there are four distinct seasons during the year¹—winter, spring, summer, and autumn. We have also learned that no matter where you live in the United States, summer is the hottest time of the year and winter is the coldest. Exactly how hot it gets in the summer and how cold it gets in the winter depends on where you live.

Today I'm going to tell you more about some of the fun things you can do in each season. You see, just as each season brings its own particular type of weather, there are special activities and sports for every time of year. We like to do certain things and play certain sports during specific seasons.

1 (Point to the seasons on the diagram as you read each season.)



← Show image 8A-2: Cold winter day

Let's start by thinking about winter. Brrrr—sometimes it is so cold in winter that people just want to stay inside!



← Show image 8A-3: Basketball players

Because it does not require much space, basketball is one of the few team sports that can be played indoors. I love going to basketball games at my school and downtown. In a gym or basketball arena, fans are seated in the stands, or bleachers, surrounding the basketball court where the two teams play. Basketball players and fans never have to worry about the weather, except when they are driving or walking to the gym.



← **Show image 8A-4: Downhill ski racing**

Of course, basketball is not the only winter sport. In fact, many sports can be played only in the wintertime and sometimes only outside in the snow. Downhill skiing, or snow skiing, is one sport you can find people playing for fun or in competition just about anywhere there are mountains with lots of snow.



← **Show image 8A-5: Ice hockey**

Another winter sport is ice hockey. Ice hockey is sort of like football, because the players wear pads and they crash into each other a lot. There is, however, one important difference: Hockey is played on ice and the players wear ice skates instead of shoes. Have you ever tried to stand up on ice skates? It's hard!

Hockey started out as a winter sport because winter is the only season in which water on the surfaces of lakes and ponds can freeze. Nowadays, ice hockey can also be played indoors on special ice rinks where a thin layer of water is frozen into a floor of ice for skating. People can ice skate on ice rinks all year round because the temperature inside these rinks is kept very, very cold.



← **Show image 8A-6: Spring outdoors**

Once the frigid days of winter give way to spring, it's time to start thinking about warmer weather and some different **outdoor** sports.²

2 Outdoor sports are played outside, not inside a building.



← **Show image 8A-7: Baseball players**

Spring weather is good for playing baseball—except, of course, when it rains. Not only do the players enjoy the springtime weather, so do the fans! The fans are people who like to come to the park or baseball stadium and sit outdoors in the bleachers to watch the baseball game. Baseball is fun to watch, but part of the fun of going to a game is simply sitting outside, enjoying the fresh air, eating hotdogs, and cheering on your favorite team.



3 or stuck inside

← **Show image 8A-8: Outdoor spring activities**

Baseball is not the only thing to do in the spring. After being **cooped up** inside³ during the cold days of winter, people look forward to the chance to spend more time outdoors and admiring all the new flowers that open every day in the spring!



4 *Taking a dip* means taking a short swim.

← **Show image 8A-9: Swimming**

After spring comes summer. What do you like to do during the summer when it is warm and sunny? If you're anything like me, one of the things that you like to do, if you get the chance, is to go swimming! Nothing is more **refreshing** on a hot summer day than to cool off by taking a dip.⁴



← **Show image 8A-10: Girls playing in sprinkler**

When it's really hot, people find ways to cool off even if there is not a pool, lake, or ocean nearby.



← **Show image 8A-11: Summer activities**

Summertime is a great time for doing just about anything outside. How many of these activities have you enjoyed during the summer?⁵

5 (Have students name the activities they see in the picture.)



← **Show image 8A-12: Autumn outdoors**

The next season of the year is autumn. Some people think of the changing leaves when they hear the word *autumn*; others think of the county fair or Thanksgiving dinner. For some people, the first thing that comes to mind is football. In the United States, football season is in autumn. Both adults and kids play football—my cousins and I always play it together on Thanksgiving Day, for example.



← **Show image 8A-13: Football players**

American football is a rough, fast-paced game. Because it's such a tough sport, the players have to wear lots of padding to protect their bodies and heavy helmets to protect their heads. So, it makes sense that football is an autumn sport. In most places,



summertime is just too hot to run around in such bulky uniforms with so much padding. In autumn, the weather is cooler.

← **Show image 8A-14: Soccer player**

6 Here, *traditionally* means usually.

In the United States, soccer season is also traditionally in autumn, though it is also played in the summer and spring, as well.⁶ I played soccer one year, but I wasn't very good at it. Have you ever played it? Soccer is probably the most popular sport in the whole world, but most people outside the United States call it football. Football is a good name for it because that's what you do: run around kicking the ball with your feet. Do you know what differences there are between soccer and American football?

7 (Pause for students' responses.)

What kind of sports and activities do you enjoy doing each season?⁷ Don't forget, you can always just go for a walk to marvel at the distinct beauty of each season. Just remember to dress appropriately!

Your friend,
Annie

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. What season is usually the hottest season? (summer) What season is the coldest? (winter)
2. Why is basketball a good sport to play during wintertime? (because you can play it indoors)
3. Name two other winter sports. (snow skiing and hockey)
4. What sport is traditionally played in the spring? (baseball)
5. Why is going swimming in the summertime refreshing? (because the water cools you off)
6. Name two sports that traditionally take place in autumn. (football and soccer)
7. *Think Pair Share:* What activities discussed in the read-aloud do you like to do? Why? (Answers may vary.)

Word Work: Refreshing

(5 minutes)

1. In the read-aloud today, we heard Annie describe swimming as *refreshing*.
2. Say the word *refreshing* with me.
3. *Refreshing* means giving renewed energy.
4. Taking a cool shower after exercising can be refreshing, or eating cold watermelon on a hot summer day can be refreshing.
5. Tell about something you would describe as refreshing. Try to use the word *refreshing* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses: "One thing that is refreshing is ____.")
6. What's the word we've been talking about?

Use a *Making Choices* activity as a follow-up. Directions: If any of the things I say might be examples of something refreshing, say, "refreshing." If they are not examples of something refreshing, say, "not refreshing."

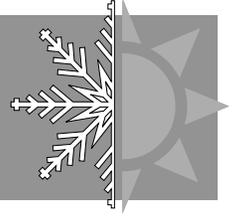
1. fresh peaches on a hot summer day (refreshing)
2. a cold glass of water after jogging (refreshing)
3. walking home from school in very hot weather (not refreshing)
4. walking into a room with air conditioning after being in the summer heat (refreshing)



Complete Remainder of the Lesson Later in the Day

8B

Seasonal Activities and Sports



Extensions

15 minutes

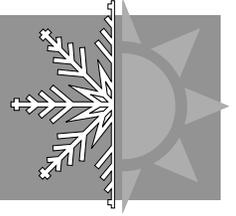
Student Choice

Ask students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles of the previous read-alouds including today's read-aloud, "Seasonal Activities and Sports." Show key illustrations from previous read-alouds to help them make their choice. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud. After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

9

Storms and Severe Weather



Lesson Objectives

Core Content Objectives

Students will:

- Identify the following characteristics of thunderstorms: heavy rain, thunder, lightning, and strong winds
- Identify and describe different types of severe weather
- Describe safe and unsafe behaviors during severe weather

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.K.2)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Give simple directions (L.K.6)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Describe illustrations (L.K.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)

- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell important facts and information from a read-aloud (L.K.30)

Core Vocabulary

evacuate, v. Leave a dangerous place to go to a safer place
Example: They will evacuate the city before the hurricane hits it.
Variation(s): evacuates, evacuated, evacuating

gear, n. Special type of clothing
Example: Rain gear includes rubber boots and raincoats.
Variation(s): none

severe, adj. Very bad; harsh; intense
Example: The severe look on his face shows that he is angry.
Variation(s): severer, severest

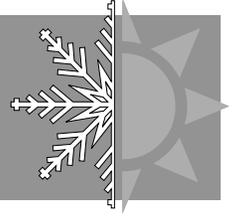
shelter, n. A place or covering that gives protection from bad weather or a dangerous situation
Example: We took shelter indoors when it rained yesterday.
Variation(s): shelters

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

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Brainstorming Links		10
	Purpose for Listening		
Presenting the Read-Aloud	Storms and Severe Weather	map of the United States	10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Severe		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Interactive Illustrations	drawing paper, drawing tools	15

9A

Storms and Severe Weather



Introducing the Read-Aloud

10 minutes

Brainstorming Links

Remind students that the word *severe* means very bad, harsh, or intense. Ask: “What do you think it means when people talk about severe weather?” Ask students what comes to mind when they think of severe weather.

Tell students you are going to name a type of severe weather. Say the word *thunderstorm*. Ask students what comes to mind when they think of thunderstorms. Have students share their ideas. Continue naming different examples of severe weather, such as hurricanes or tornadoes, and ask students what comes to mind when they hear each of these words.

Tell students that in the read-aloud today, Annie will be talking about storms and other types of severe weather. Tell students to listen carefully to find out what types of severe weather Annie will talk about.

Purpose for Listening

Tell students to listen for details about severe weather and what they should do if they encounter these types of severe weather.



Storms and Severe Weather

← Show image 9A-1: Storm clouds¹

1 (Have students describe what they see in the picture.)

Dear Kindergartners,

Have you ever seen a thunderstorm? I got caught in one the other day, and it made me kind of nervous. The thunder boomed, and lightning flashed—and it got me thinking about how strong and violent weather can be. So today I’m going to tell you about **severe** weather, and how to stay safe when the weather becomes severe.²

2 or very bad

You probably know what kind of weather to expect when you look up and see clouds like these in the sky. Large, dark clouds like these are storm clouds, and unless you want to get soaked, it’s time to get indoors when you see a storm like this moving in.



← Show image 9A-2: Lightning

You definitely don’t want to be outside when there is lightning in the air. Lightning is a stroke of electricity that connects energy in the ground with energy in a cloud. Sometimes, you can see a bolt of lightning when it flashes and zig-zags in the sky.

Lightning is often followed by a loud clap of thunder. If the thunderstorm is far away, then the thunder may only sound like a distant rumble. But as the storm nears, 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.



← Show image 9A-3: Lightning-struck tree

A lightning strike knocked down this tree. Lightning can start fires, too. Worst of all, lightning can kill or seriously injure a person. People are not usually struck by lightning, but it can happen. Fortunately, there are simple ways to avoid being struck by lightning. My parents taught them to me, and now I’m going to teach them to you.

3 or hit with a sudden blow

Lightning tends to **strike**³ tall things like trees and tall buildings. The smartest thing you can do in a storm is stay indoors. If you can't take cover in a building, then a car is also a safe place.

4 or look for protection

In case you ever get stuck outside in a thunderstorm and you cannot get indoors, it is important that you remember never to take **shelter**⁴ under or near a tree or tall object. Even though the tree leaves may help keep you dry, you never want to be near a tree if it gets hit by lightning. If worse comes to worse, lie down flat on the ground, away from any trees, and wait for the storm to pass—you'll get drenched, but you won't get struck by lightning or a falling tree.

Another important rule is always to get out of a pool, lake, river, or ocean immediately during a thunderstorm. Electricity moves through water, so anyone in the water can be hurt by a single lightning strike.



← **Show image 9A-4: Flooded river**⁵

5 (Have students describe what they see in the picture.)

If it rains for several days or weeks, or if it rains really, really hard for a few hours, then a flood can occur. A flood is when there is a lot of water on land that is normally dry. For example, floods occur when the ground and nearby rivers cannot hold any more water. When that happens, the rainwater has no place to go, creating a flood. As with any serious weather condition, it is best to stay indoors when it floods. Never go near a flooded river. Rushing floodwaters are dangerous and they can sweep away trees, buildings, people, and cars.



← **Show image 9A-5: Tornado**

6 Here, *funnel* means something that is cone-shaped, like an ice cream cone.

Some other types of weather can also be very dangerous. Depending on where you live in the United States, these types of weather conditions occur seasonally, and when they do, be safe!

Tornadoes, also called twisters, are enormous wind funnels that can form if the conditions are just right during certain kinds of thunderstorms.⁶ Tornadoes swirl down out of the clouds and sweep along the ground, knocking down everything in their paths.



← **Show image 9A-6: Tornado shelter**

7 To *wail* means to make a sound like a cry of pain or anger.

Some places have loud sirens that wail when tornadoes are in the area.⁷ When this happens, it is time to get to a safe place, like an underground shelter. If there is no shelter nearby, go to the basement of the building you are in, if there is one. Or go to a small, enclosed space like a downstairs bathroom or closet. Just don't stand near windows, because the wind or flying objects that the tornado picks up can actually break the glass.



← **Show image 9A-7: Hurricane winds**⁸

8 (Have students describe what they see in the picture.)

9 (Point to those areas on a map.)

10 or special type of clothing

Hurricanes can strike the United States along the Atlantic Ocean and the Gulf of Mexico during the late spring, summer, and early autumn.⁹ Hurricanes are enormous storms that form out over the ocean. As it moves through the air, a hurricane can grow in size and strength. When a hurricane hits land, it brings heavy rains, powerful winds, and sometimes even tornadoes. Look at the way these trees bend in the wind! While they're over the ocean, hurricane winds also push water into piles, like a bulldozer, and they dump the water when they hit land, causing flooding.

As you can probably guess, you definitely do not want to be outside during a hurricane. Nor do you want to be near a window. Sometimes, if a hurricane is expected to be especially strong, people may **evacuate**, or leave their homes, and move to a safer place away from the coast before the storm strikes.



← **Show image 9A-8: Hail**

Here is something else to avoid: hail. 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. You definitely do not want to get caught outside in a hailstorm.



← Show image 9A-9: Annie in rain gear

It is important to know how to stay safe during storms and other kinds of severe 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**,¹⁰ like a raincoat, boots, and a hat during rainstorms. But be smart and be safe: Do not take chances in severe storms.

Your friend,
Annie

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Describe some characteristics of a thunderstorm. (heavy rain, thunder, lightning, and strong winds)
2. Why can lightning hurt you? (because it is made up of electricity)
3. What should you do to stay safe during a thunderstorm? (stay indoors or in a car; stay away from tall objects, such as trees; get out of pools or other areas with lots of water immediately)
4. Why should you never go near a flooding river? (because the waters can sweep you away)
5. Describe a tornado. (It's a big wind funnel. It swirls out of the clouds, and when it hits the ground, it knocks down everything in its path.)
6. Describe a hurricane. (It's a big storm that forms over the ocean. When it hits land, there is heavy rain and strong winds. Sometimes, there is even a tornado. It can cause floods, too.)
7. *Think Pair Share:* What should you do to stay safe during a tornado or hurricane? (Tornado: Go to a safe place, such as an underground shelter, and stay away from windows. Hurricane: Stay indoors, or evacuate from your home ahead of time.)

Word Work: Severe

(5 minutes)

1. In the read-aloud today, Annie wrote about *severe* weather.
2. Say the word *severe* with me.
3. *Severe* means very bad, harsh, or intense.
4. Someone's facial expression can be *severe* if it is very angry, or the weather can be *severe* if it is dangerous.
5. Tell about something that you know is *severe*. Try to use the word *severe* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses: "One thing I know that is *severe* is . . .")
6. What's the word we've been talking about?

Use a *Synonyms and Antonyms* activity as a follow-up. Directions: The opposite of *severe* is *gentle*. If any of the things that I say sound *severe*, say, "severe." If any of the things sound *gentle*, say, "gentle."

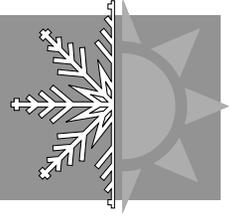
1. a kitten (*gentle*)
2. blisters from a sunburn (*severe*)
3. soft spring rain (*gentle*)
4. tornadoes and hurricanes (*severe*)
5. breaking an arm (*severe*)
6. snowflakes falling on your face (*gentle*)



Complete Remainder of the Lesson Later in the Day

9B

Storms and Severe Weather



Extensions

15 minutes

Interactive Illustrations

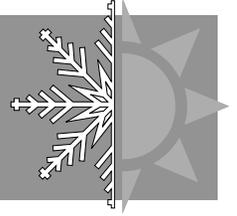
Give each student a sheet of paper folded in half. On one half of the paper, have students draw a picture of a type of severe weather that they just heard about in the read-aloud. Then have them meet with a partner to talk about their pictures for a minute and then trade illustrations.

On the second half of the paper, have each partner draw a picture of what a person should do in the type of weather his or her partner drew on the first half. Have partners state to each other the basic safety directions that they drew on the second half of the paper. For example, if the first student drew a thunderstorm, the second student might draw someone under a tree with an 'X' across the picture and say, "Do not go under a tree during a thunderstorm." Encourage students to add information or share their own thoughts about severe weather safety tips.

Return the papers to the original owner and discuss with students how each person was able to add some new information to the original illustrations. Allow several volunteers to share and discuss their own and their partner's illustrations. As students discuss the illustrations, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

10

Meteorology



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.K.2)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Describe illustrations (L.K.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell important facts and information from a read-aloud (L.K.30)

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

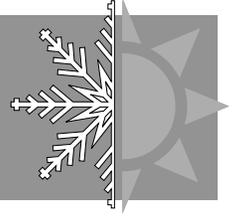
warning, v. Telling someone in advance that danger is near

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

Variation(s): warn, warns, warned

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Essential Background Information or Terms		
	Personal Connections		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Meteorology		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Warning		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Weather Report	Weather Diary from Pausing Point 1 or Instructional Master PP1-1 drawing paper, drawing tools	15

10A *Meteorology*



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that their pen pal, Annie, has written them many letters about all four seasons. In the last read-aloud, Annie shared information about how to be safe during severe weather. Lead the students in a discussion about safety tips during thunderstorms, floods, hurricanes, and tornadoes.

Tell students that today, they will hear Annie's last letter about seasons and weather. Ask students if they think Annie has done a good job as a seasons and weather pen pal. Ask: What have you enjoyed learning about most from Annie?

Essential Background Information or Terms

Tell students that in today's letter, Annie will discuss the study of weather and predicting weather to keep people safe in severe storms. Explain to students that the words *meteorology* and *meteorologist* both start with the same letters. Tell students that both words deal with weather and predicting weather. Have students say *meteorology*. Then, have them say *meteorologist*. Explain to students that *meteorology* is the study of weather and weather prediction, and a *meteorologist* is a person who studies weather and predicts what the weather will be like before it happens.

Personal Connections

Ask students why being able to predict the weather for the day or for the week is important. For example, they will need to know what the weather will be like on the weekend if they are going to an outdoor soccer game on Saturday. Encourage them to name ways in which weather is important to their everyday lives and how knowing the weather ahead of time will help them to prepare for the day. For example, hearing the weather report will help them know what to wear to school.

Purpose for Listening

Tell the students to listen for the different types of people who depend on meteorologists' predictions of the weather.



Meteorology

← Show image 10A-1: Annie writing

Dear Kindergartners,

Well, this is it: my last letter to you about seasons and weather. We've learned a lot, but I have one last thing to teach you. I'm going to tell you some things that will help you to know what kind of weather is on the way.



← Show image 10A-2: Meteorologist

Have you ever heard anyone complaining about the weatherman or weatherwoman? Sometimes, people blame the weatherman for bad weather, especially when their plans are spoiled by rain.¹ But the weatherman does not control the weather—he just tries to predict, or makes his best guess at, what the weather is going to be like later in the day, tomorrow, or next week. Sometimes he is right, and sometimes he is wrong.

The study of weather and making weather predictions is called **meteorology**, and the person who does this is called a **meteorologist**. The words *weatherman* and *weatherwoman* are sometimes used to describe people who appear on television to tell you about the weather. Maybe you've seen them on the evening news. Often the weatherman or weatherwoman is a meteorologist.

1 Here, *spoiled* means ruined.



← Show image 10A-3: Family outdoors²

Predicting weather is important so that people can plan things like picnics or trips to the beach. If my parents are planning a family picnic, for example, they want to make sure that it's not going to rain on us while we're outside!

2 (Have students describe the picture, concentrating on what the weather is like in the picture.)



← Show image 10A-4: Female farmer watering plants

But picnickers and vacationers are not the only ones who care what the meteorologist has to say. Farmers need to know how

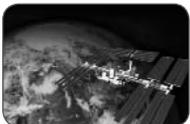
much rain to expect. If the meteorologist says it is not going to rain for a while, the farmer may need to figure out another way to get water to his plants. In fact, anyone whose job could be affected by the weather needs a meteorologist, whether the person is a baseball player, a construction worker, a garbage man, an airline pilot, or an astronaut!



← **Show image 10A-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. When you watch a weather report, the weatherperson will tell you what the high, or warmest, temperature and low, or coldest, temperature will be for that day. Higher temperatures usually come during the daytime and lower temperatures are usually at night. However, the weatherperson can also tell you if the temperatures on a particular day are normal for that time of year by checking the weather **record**. The weather record is kind of like a weather diary: It lists what the weather was like on that day in previous years.

Besides looking at weather records, what else do meteorologists use to predict the weather? How do they know what is going to happen? In fact, predicting the weather is quite complicated, and even with all of the amazing computers and equipment that we have nowadays, the weatherperson is still sometimes wrong.



← **Show image 10A-6: Satellite in orbit**

However, meteorologists' predictions are also correct a lot of the time. This is thanks in part to **satellites** like the one in this picture.³ Satellites are objects launched into space that contain cameras, radios, and antennas, but no people. Once in space, the satellites travel around the earth. The satellite cameras take pictures and beam them down to meteorologists. Using the photos, meteorologists can see storms as they develop and predict whether the skies will be clear or cloudy.

3 (Point to the satellite.)



4 (Have students describe what they see in the picture.)

← **Show image 10A-7: Cumulus clouds**⁴

Of course, you don't always need a meteorologist to tell you what the weather is going to be like, especially if dark clouds like this roll over your town. These dark clouds are types of cumulus clouds and often develop into thunderstorms. You can also find cumulus clouds, during nice weather, when they appear white and puffy like a cotton ball.



5 (Have students describe what they see in the picture.)

← **Show image 10A-8: Cirrus clouds**⁵

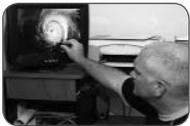
These are cirrus clouds. They are thin and wispy clouds that float way up high in the sky. Usually, cirrus clouds mean the weather is going to be clear and pleasant.



6 (Have students describe what they see in the picture.)

← **Show image 10A-9: Stratus clouds**⁶

Stratus clouds are the third cloud type, and they float fairly low to the ground. These flat clouds can stretch across the entire sky. They sometimes drop light rain or drizzle.



7 or telling people in advance

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

The most important part of a meteorologist's job is to help save lives by **warning** people⁷ when severe weather is on the way. Look at this picture: It was taken just a few months ago, when a hurricane was heading toward land.

The man in this picture is studying images of a hurricane just as it is about to strike land. The image was made by a computer that is able—thanks to satellites, airplanes, and other tools—to determine how fast the wind is moving, how much it is raining, and the direction the storm is moving.

Thanks to computers and satellites, the meteorologists saw the hurricane days before it came anywhere near land, so they warned people to leave their homes and head to safer ground if necessary. A lot of people were kept safe from this severe weather because of the meteorologists.

8 Extreme weather is another way of saying severe weather.



← **Show image 10A-11: Annie says good-bye**

Meteorologists also send out warnings when they think tornadoes, blizzards, or other extreme weather is approaching.⁸ This helps people stay prepared for and safe during whatever challenges the weather may throw their way.

Even though you can predict what the weather should be like during any given season where you live, it is difficult to always predict—from day to day—exactly what the weather will really be like. So, it is a good idea to listen to your local weatherman or weatherwoman, so you know to carry an umbrella that day or bring along extra sunscreen. That way, you'll always be prepared.

Well, that's it from me for now. 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 notice the weather in your hometown!

Your friend,
Annie

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Name some types of people who depend on meteorologists. (farmers, baseball players, people who work outside, people who live near areas with severe weather, everyone)
2. If a meteorologist on the morning news show says it is going to rain today, how will that prediction affect your plans for the day? (Rain will affect plans to spend time outdoors.) For example, what will you wear? (raincoat, rain boots, hat)
3. What does a meteorologist do? (studies and predicts the weather)
4. Describe how a weather satellite works. (The satellite camera takes pictures of the weather on Earth. Then the satellite beams the pictures down to Earth.)
5. What is one way you can tell what the weather will be like without listening to a meteorologist? (by looking at the clouds)

6. *Think Pair Share:* Why is predicting the weather important in your life? (Answers may vary.)

Word Work: Warning

(5 minutes)

1. In the read-aloud today, we heard about meteorologists *warning* people about bad weather.
2. Say the word *warning* with me.
3. *Warning* means telling someone in advance that danger is near.
4. My mother is warning me to look both ways when I cross the street, because she sees a car coming.
5. Tell about something you are warning others 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 am warning you not to . . .")
6. What's the word we've been talking about?

Use a *Making Choices* activity as follow-up. Directions: If any of the things I say might be an example of warning someone of something, say, "warning." If any of the things I say is not an example of warning someone of something, say, "not a warning."

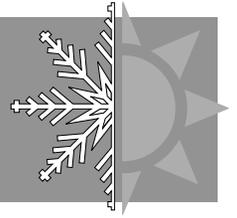
1. If you eat too much ice cream, you'll get a stomachache!
(warning)
2. Come sit on the grass. It is soft. (not a warning)
3. Don't go outside! There's a blizzard. (warning)
4. There is a hurricane approaching. We need to evacuate!
(warning)
5. Come read with me. (not a warning)



Complete Remainder of the Lesson Later in the Day

10B

Meteorology



Extensions

15 minutes

Weather Report (Instructional Master PP1-1)

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 they have been keeping track of the weather in their area and studying it, kind of like a meteorologist does.

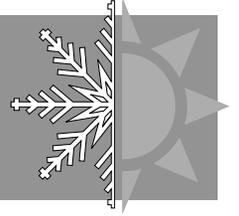
If students completed the suggested Weather Diary activity in Pausing Point 1, tell students to look over their Weather Diary for a couple of minutes and come up with a prediction of what they think the weather is going to be like tomorrow and a couple of days from now. Have a few volunteers stand in front of the class to present their predictions like a weatherperson does on the news.

If students did not complete the suggested Weather Diary activity in Pausing Point 1, tell them that you would like for them to keep a weather diary over the course of the next few days to track the weather on a daily basis. Provide each student with a copy of Instructional Master PP1-1 and two pieces of paper in order to make a small weather diary, starting with today's date. Take the class outdoors at the same time each day to discuss the day's weather and to make recordings onto the weather diary. Have students draw a simple picture of a sun, a sun with clouds, clouds, or clouds and rain depending on the weather each day. If you have an outside thermometer, you may also wish to have students write down the outside temperature, and/or have them draw a simple thermometer to color in how high or low the liquid in the thermometer is. Reinforce the concept of yesterday, today, and tomorrow by asking questions like: How is the weather today different from the weather yesterday?

After three days, discuss the characteristics of the current season in your locality as well as the weather changes and temperature changes that occurred. Tell students to look over their Weather Diary 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.

PP2

Pausing Point 2



Note to Teacher

This is the end of the read-alouds about seasons and weather. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. 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:

- Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each 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.)
- Explain the lesson the grasshopper learns at the end of the fable, “The Grasshopper and the Ants”
- Identify ways in which weather affects daily routines, such as dress, activities, etc.
- Identify and describe different types of severe weather
- Name activities that are associated with the four seasons
- Describe safe and unsafe behaviors during severe weather
- Understand why weather prediction is important in their daily lives

Activities

Cotton Clouds

Materials: Image Cards 7 (cumulus clouds), 8 (cirrus clouds), and 9 (stratus clouds); cotton balls, blue construction paper, glue, markers

Using Image Cards 7–9, review the three types of clouds the students learned: cumulus, cirrus, and stratus. Show students the image cards and remind them of the different characteristics the different types of clouds have (e.g., cumulus clouds can be both dark and stormy or white and puffy). Have students create their own pictures using cotton balls as the clouds. Help them to pull apart and shape the cotton balls to represent the type of clouds they choose. If the clouds are stormy, have students color the cotton balls a dark color. Help students write the name of their clouds on their pictures.

My Active Season

Materials: Drawing paper, drawing tools

Review with students the various activities that can be played 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.

Image Card Review

Materials: Image Cards 1–9

In your hand, hold Image Cards 1–9 fanned out like a deck of cards. Ask a student to choose a card but to 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.

Severe Weather Stories

Review with students the various types of severe weather (blizzard, lightning, thunder, tornados, hurricanes, hail, flooding). Review the word *severe*. Ask them if they have ever experienced any of these extreme weather situations. Allow students to share their stories. Reinforce what they should do to be safe in these situations.

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 books listed in the domain introduction. You may also choose to have the students select a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper

Give the students a key domain concept or vocabulary word such as *clouds*. Have students brainstorm everything that comes to mind when they hear the word, such as, “puffy, white,” etc. Record their responses on a piece of chart paper for reference.

Riddles for Core Content

Ask the 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 when it rains really, really hard and the ground 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 parts of the characters while you read “The Grasshopper and the Ants.” 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. If time allows, switch characters and read again, allowing students to dance while you sing or say the grasshopper’s songs.

Letter to Annie

Have students write another letter to their pen pal, Annie. Help students write a couple of sentences telling Annie something new they learned from these read-alouds about seasons and weather.

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.

My Satellite Picture

Materials: Image Cards 10 (satellite in orbit) and 11 (meteorologist studying hurricane); drawing paper, art supplies

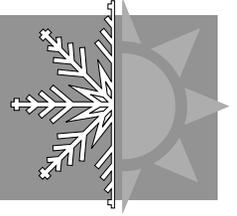
Show students Image Cards 10 and 11. Remind them that satellites are objects in space that have radios, cameras, and antennas, but no people. Tell students that these satellites and their pictures help meteorologists predict the weather. Have students draw either a picture of a satellite in space or a picture

that the satellite has taken. Help students to write on their papers either the word *satellite* or another word describing the picture.

Meteorologist at Work

Materials: Video clip of the morning's weather report, chart paper

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 to be prepared for the day. Record on chart paper 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 the chart paper. 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.



This domain assessment evaluates each student's retention of the core content targeted in *Seasons and Weather*.



Domain Assessment

Note: You may choose to have students do the two parts of the assessment in two or three sittings.

Part I (Instructional Master DA-1)

Directions: Tell students that you are going to name characteristics of a certain season in the United States and that they should circle the season that you are describing. Tell students to draw a picture of the current season on the back of their paper.

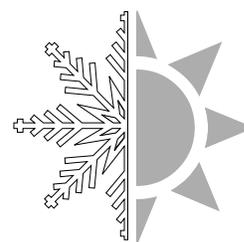
1. During this season, the weather is very cold and it can even snow. (winter)
2. This is usually the hottest season of the year. (summer)
3. This is the season for farmers to plant seeds. (spring)
4. This is the season when leaves change colors and fall off trees. (autumn)
5. I would wear boots, a jacket, mittens, a scarf, and a hat to go outside and play in this season. (winter)
6. The phrase, "April showers bring May flowers" is about what season? (spring)
7. This is the season for farmers to gather the fruits and vegetables from their fields. (autumn)

Part II (Instructional Master DA-2)

Directions: I will read you a few sentences about seasons and weather. If the sentence is true, circle the 'T.' If the sentence is false, or not true, circle the 'F.'

1. A meteorologist studies the weather so he can predict what the weather will be like. (T)
2. When I hear a tornado siren, I should go outside and play. (F)
3. During a hurricane or tornado, I should stay near a window so I can see what is going on outside. (F)
4. I should stay away from trees and tall objects when I see lightning in the sky. (T)
5. I should wear a jacket to go swimming in a pool during the summer. (F)
6. When it is hot outside, the liquid in the thermometer is higher than when it is cold. (T)
7. When it is cold outside, the liquid in the thermometer is lower than when it is hot. (T)
8. The Fourth of July is a holiday we celebrate during the summer. (T)
9. During a thunderstorm, it's sunny outside. (F)
10. A month is shorter than a year. (T)

For Teacher Reference Only:
Copies of *Tell It Again! Workbook*





Dear Parent or Guardian,

Over the next several days, your child will be learning about seasons and weather at school. Each day s/he will hear a read-aloud that is often set in the form of a letter from an older, fictional student named Annie. In her letters, Annie discusses the different seasons and some of the characteristics of those seasons, as well as holidays and other activities that often occur. In these first read-alouds, your child will be learning in detail about winter and spring.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about seasons and weather.

1. Use the Word *Characteristics*

Your child is learning and using the word *characteristics* to talk about the different seasons. Ask your child, “What season is it now? What are some characteristics of this season?” Encourage your child to use this word in situations other than ones in which you talk about the seasons. Ask: “What is your favorite animal? What are some characteristics of that animal?”

2. Imagine the Seasons

Have your child close his/her eyes and imagine each season, one at a time. Have him/her describe what s/he is imagining, using his/her senses of sight, taste, touch, hearing, and smell.

3. Borrow a Book

Reading to your child is the single most important thing you can do to encourage his/her literacy development. The local library has a variety of books about the seasons and weather. Check one out and read it with your child. Encourage your child to share the information s/he is learning in school.

4. Sayings and Phrases: April Showers Bring May Flowers

Your child will learn the well-known saying, “April showers bring May flowers.” Have your child draw this saying with crayons and paper. The next time your child is having a difficult time, tell your child that “April showers bring May flowers,” reminding him/her that happy times can come after unhappy ones.

5. Draw a Season

Have your child draw a picture of him/herself in the current season. Guide your child to draw the picture of him/herself wearing the appropriate seasonal clothes and doing an appropriate seasonal activity, such as sledding during winter or swimming during summer. Ask your child which season s/he most enjoys and why that season is his/her favorite.

Be sure to praise your child whenever s/he shares what is learned at school.

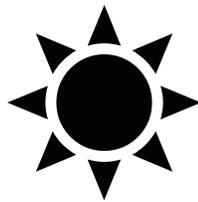
Directions: In the big box, draw a winter scene. Try to include any colors, plants, and animals you would see during winter. Also, try to include yourself and what you would be wearing and doing during the season.



Directions: In the big box, draw a spring scene. Try to include any colors, plants, and animals you would see during spring. Also, try to include yourself and what you would be wearing and doing during the season.



Directions: In the big box, draw a summer scene. Try to include any colors, plants, and animals you would see during summer. Also, try to include yourself and what you would be wearing and doing during the season.



Directions: In the big box, draw an autumn scene. Try to include any colors, plants, and animals you would see during autumn. Also, try to include yourself and what you would be wearing and doing during the season.



My Weather Diary:

By _____

Directions:

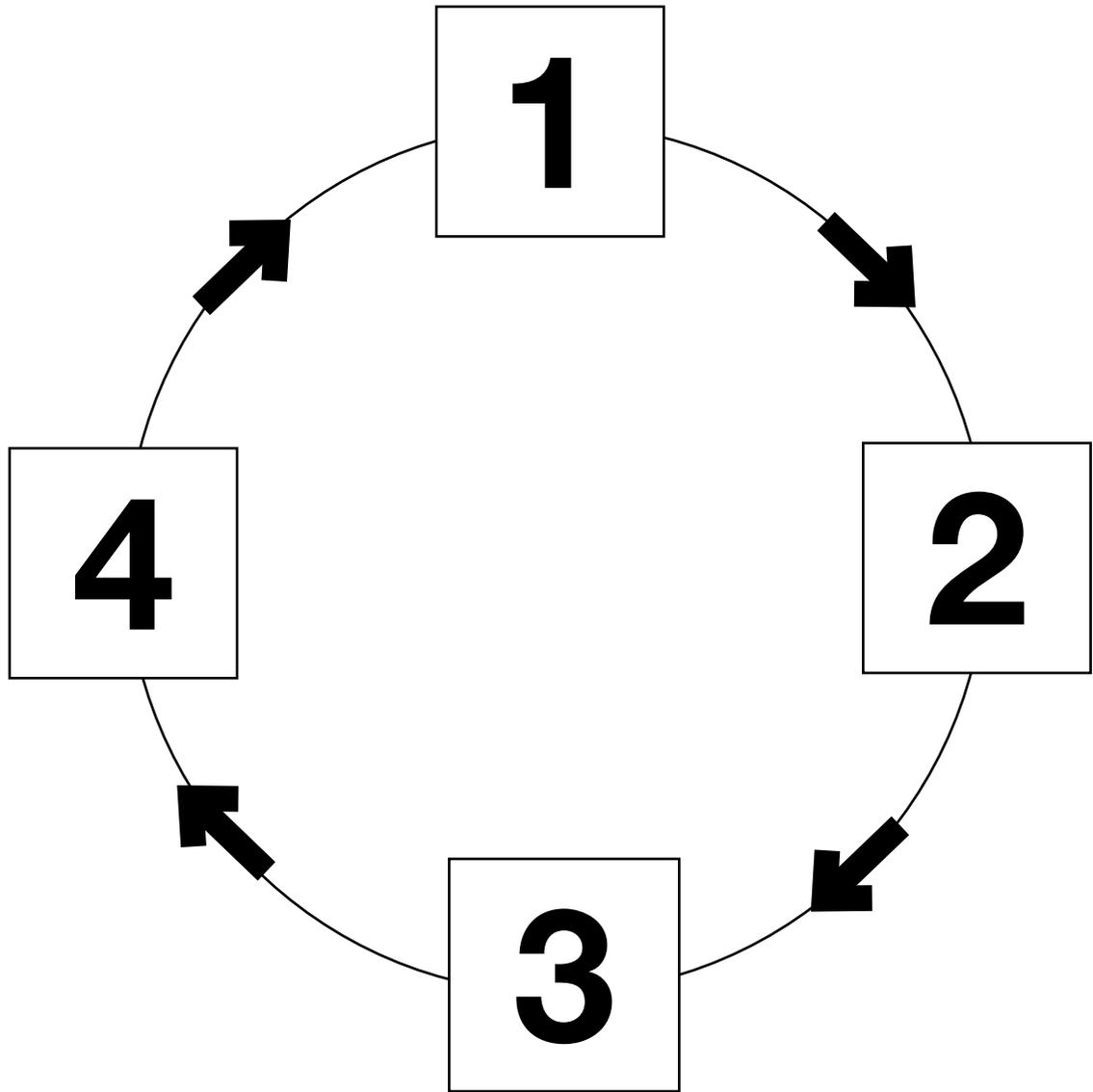
Take this sheet and staple two blank pieces of 8 1/2" by 11" paper to make a small book. Read the title to students and encourage each of them to write their names on the blank line.

Track the weather on a daily basis for a week, starting with today's date.

Draw a simple picture of a sun, a sun with clouds, clouds, or clouds and rain, depending on the weather each day.

Write down the outside temperature and/or draw a simple thermometer. Color in how high or low the liquid in the thermometer is.

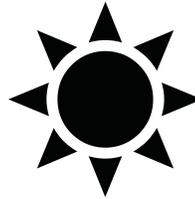
Directions: Cut along the dashed line below. Then, cut out each season picture. Mix them up. Now, find winter. Find the square with a number one on it and paste winter on top of that square. Next, find the season that follows winter and paste it on the square numbered two. Repeat until all four seasons are pasted to the circle, showing the cycle of seasons.



Winter



Spring

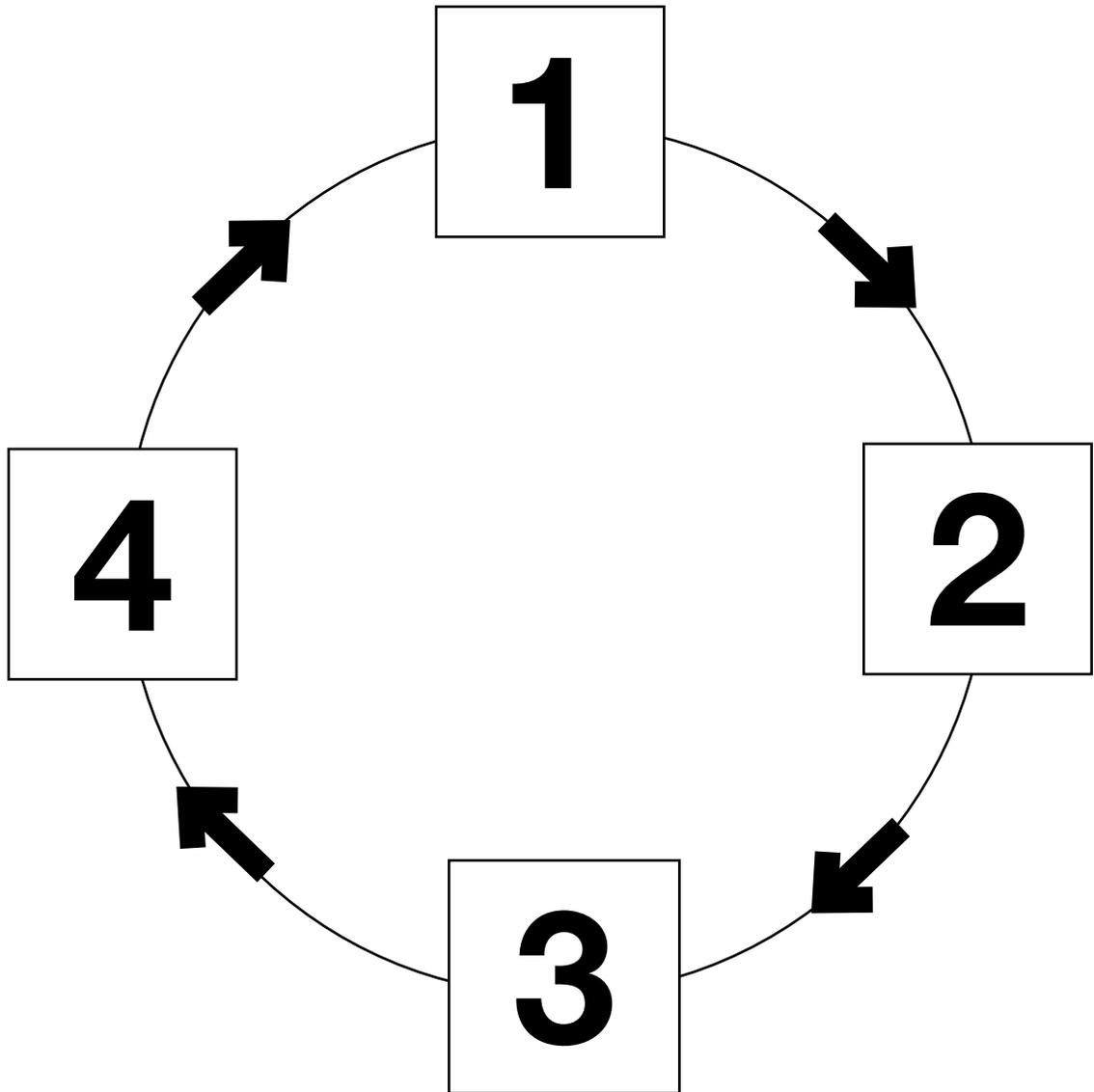


Summer



Autumn

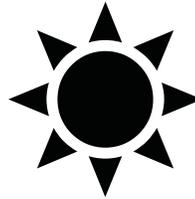
Directions: Cut along the dashed line below. Then, cut out each season picture. Mix them up. Now, find winter. Find the square with a number one on it and paste winter on top of that square. Next, find the season that follows winter and paste it on the square numbered two. Repeat until all four seasons are pasted to the circle, showing the cycle of seasons.



1



2



3



4



Dear Parent or Guardian,

Over the next several days, your child will continue to learn about seasons and weather. The letters from Annie will discuss seasonal activities and sports as well as different types of severe weather and safety tips. Your child will soon learn about meteorologists and weather forecasting.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about seasons and weather.

1. Use the Word Severe

Your child will learn and use the word *severe* to talk about different types of serious weather. Ask your child to name some severe types of weather. Have him/her describe those types of weather. Then, ask your child if s/he can name words that mean the opposite of *severe*, such as *gentle* or *mild*. Finally, have your child describe the opposite of severe weather, such as a sunny, spring day.

2. What to Do in Severe Weather

Give your child prompts, such as, “What should I do during a thunderstorm?” Have him/her describe safety tips for thunderstorms. Continue with floods, hurricanes, and tornadoes. Remind your child that if s/he is ever in a severe storm, s/he should look for a parent or guardian to help him/her find safety.

3. Borrow a Book

Reading to your child is the single most important thing you can do to encourage his/her literacy development. The local library has a variety of books about seasons and weather, including books about seasonal activities and severe weather. Check one out and read it with your child. Encourage your child to share the information s/he has learned in school.

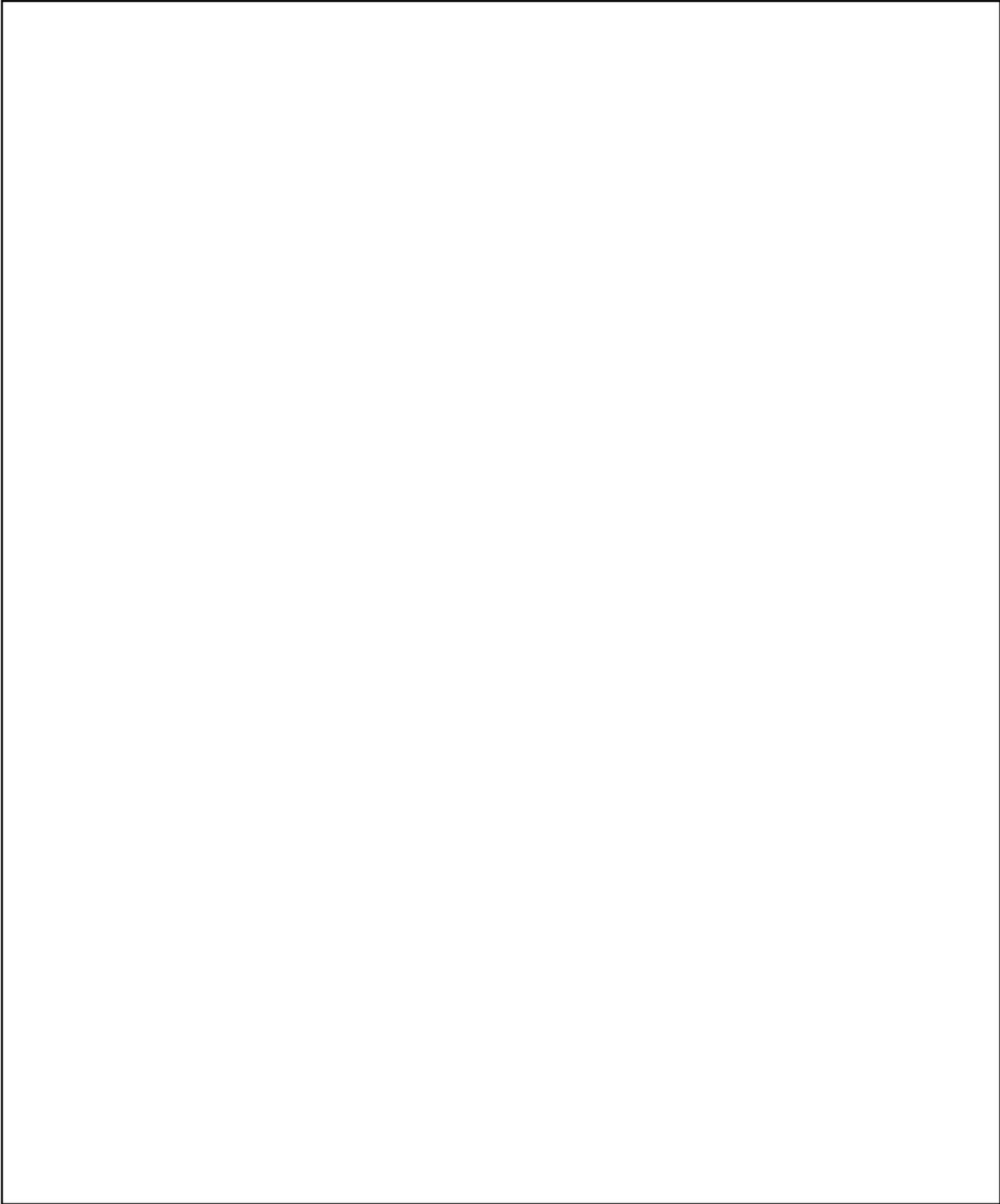
4. Draw a Seasonal Activity Scene

Have your child draw a picture of him/herself in the current season doing a familiar seasonal activity. Guide your child to draw the picture of him/herself with the appropriate clothes for the season and the activity. Then, have your child describe the picture to you explaining his/her artistic choices in clothing, scenery, and color.

Be sure to praise your child whenever s/he shares what has been learned at school.

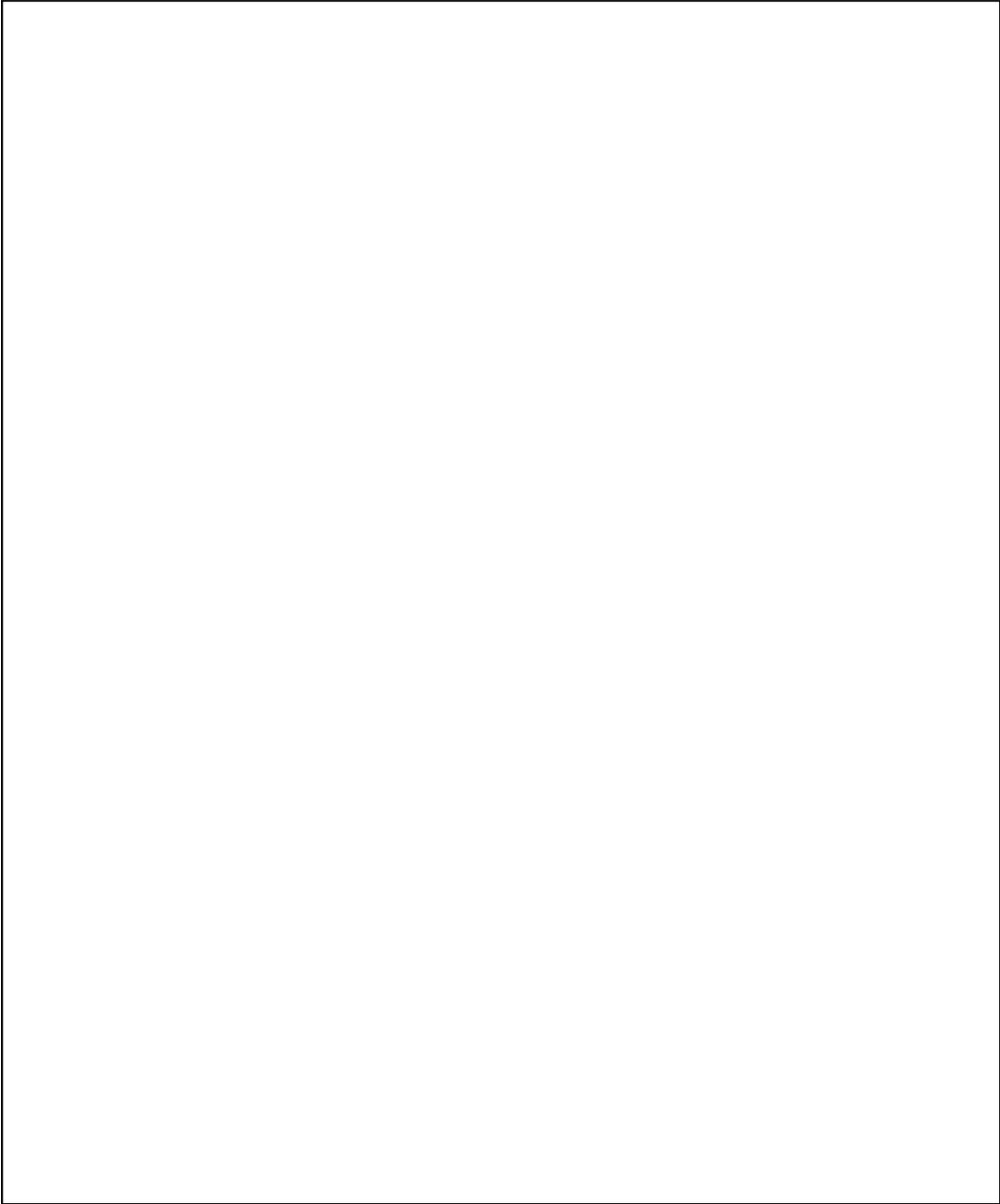
Directions: For each number below, listen to the characteristic of a season that I will describe. Then, circle the picture of the season I am describing. Afterward, on the back of your paper, draw a picture of the season it is right now.

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 the sentence read by the teacher about seasons and weather. Circle the 'T' if the sentence is true. Circle the 'F' if the sentence is false.

1. T F

2. T F

3. T F

4. T F

5. T F

6. T F

7. T F

8. T F

9. T F

10. T F

Directions: Listen to the sentence read by the teacher about seasons and weather. Circle the 'T' if the sentence is true. Circle the 'F' if the sentence is false.

1.

 T

F

2.

T

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3.

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6. T F

7. T F

8. T F

9. T F

10. T F

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