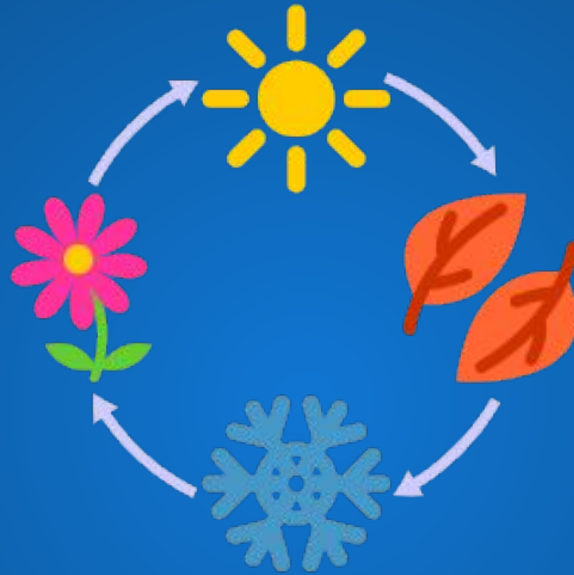




Unit 8

Seasons & Weather



PROJECT
READY

MOUNT ST. JOSEPH UNIVERSITY®

Joyful Discoveries Preschool Curriculum

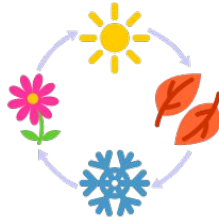


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Unit 8 Seasons & Weather



Project Ready's Joyful Discoveries Preschool Curriculum Unit 8 - Seasons & Weather

This unit teaches children about the four seasons and weather. It briefly touches on the months of the year, as well. This is a shorter unit with just fifteen books. It ties nicely into the next unit, Unit 9: Botany.

Knowledge Building Targets

1. There are four seasons- Spring, Summer, Fall, and Winter
2. There are different types of weather
3. Each season has its own type of weather
4. There are different things to do in each season
5. Animals do different things in each season

Oral Language Skill Targets

1. Answering questions
2. Stating an opinion
3. Academic vocabulary-
4. Length of sentences
5. Extended decontextualized accounts, explanations, and narratives
6. Retelling/summarizing
7. Fluency

Early Literacy Skills

1. Print/book skills: title, author, directionality
2. Listening comprehension
 - a. Answering key questions (focus on who, when, what)
 - b. Memory for events
 - c. Retelling
 - d. Following directions
3. Sequencing of events
4. Fiction vs Nonfiction
5. Writing skills
 - a. Pre-writing strokes
 - b. Letter formation
 - c. Shared writing
6. Early writing through crafts
7. Alphabet Letter Name & Sounds

Math Skills

1. Small number recognition without counting
2. Counting
3. Number recognition
4. More than, less than, same
5. Number after knowledge
6. Number before knowledge
7. Number comparisons
8. Addition
9. Subtraction
10. Patterns
11. Shapes
12. Story problems





TABLE OF CONTENTS

Unit 8 Seasons and Weather Overview	7
Material List for Unit 8 Seasons and Weather	9
Unit 8 Seasons and Weather Centers	10
Full List of Unit Vocabulary	13
Active Responding Routines	17
Language Time: Seasons Poem	18
 Seasons and Weather, Part 1 - General Seasons: 4 Seasons, Months of the Year.....	19
Book 1 - <i>Do I Have to Wear a Coat</i> by Rachel Isadora	19
Book 2 - <i>Tree</i> by Britta Teckentrup.....	24
Book 3 - <i>One Leaf, Two Leaves, Count with Me</i> by John Micklos Jr.....	29
Book 4 - <i>A Child's Calendar</i> by John Updike.....	39
 Seasons and Weather, Part 2- Weather.....	44
Book 5 - <i>Explore My World: Weather</i> by Lisa M. Gerry.....	44
Book 6 - <i>Worm Weather</i> by Jean Taft.....	49
Book 7 - <i>Tap Tap Boom Boom</i> by Elizabeth Bluemle.....	54
 Seasons and Weather, Part 3- Individual Seasons: Winter, Spring, Summer, Fall.....	64
Book 8 - <i>Goodbye Winter, Hello Spring</i> by Kenard Pak.....	64
Book 9 - <i>When Spring Comes</i> by Kevin Henkes.....	69
Book 10 - <i>Summer Song</i> by Kevin Henkes.....	77
Book 11 - <i>Bear Counts</i> by Karma Wilson.....	82
Book 12 - <i>Goodbye Summer, Hello Autumn</i> by Kenard Pak.....	89
Book 13 - <i>In the Middle of Fall</i> by Kevin Henkes.....	94
Book 14 - <i>Winter is Here</i> by Kevin Henkes.....	102
Book 15 - <i>Winter Dance</i> by Marion Dane Bauer.....	107
 Appendix - Blackline Masters	115





Unit 8: Seasons & Weather

Overview

Part 1: General Seasons: 4 Seasons, Months of the Year

BOOK 1	BOOK 2	★ BOOK 3	BOOK 4
<p><i>Do I Have to Wear a Coat?</i> by Rachel Isadora</p> 	<p><i>Tree</i> by Britta Teckentrup</p> 	<p><i>One Leaf, Two Leaf, Count with Me</i> by John Micklos Jr.</p> 	<p><i>A Child's Calendar</i> by John Updike</p> 
		   	 

Part 2: Weather

BOOK 5	BOOK 6	★ BOOK 7
<p><i>Explore My World: Weather</i> by Lisa M. Gerry</p> 	<p><i>Worm Weather</i> by Jean Taft</p> 	<p><i>Tap Tap Boom Boom</i> by Elizabeth Bluemle</p> 
		  

★ = Second Read



Unit 8: Seasons & Weather

Overview

Part 3: Individual Seasons - Winter, Spring, Summer, Fall

BOOK 8	★ BOOK 9	BOOK 10	BOOK 11
<p><i>Goodbye Winter, Hello Spring</i> by Kenard Pak</p> 	<p><i>When Spring Comes</i> by Kevin Henkes</p>  	<p><i>Summer Song</i> by Kevin Henkes</p> 	<p><i>Bear Counts</i> by Karma Wilson</p>    
BOOK 12	★ BOOK 13	BOOK 14	BOOK 15
<p><i>Goodbye Summer, Hello Autumn</i> by Kenard Pak</p> 	<p><i>In the Middle of Fall</i> by Kevin Henkes</p>  	<p><i>Winter is Here</i> by Kevin Henkes</p> 	<p><i>Winter Dance</i> by Marion Dane Bauer</p>  

Wordless Books That Connect To This Unit - SAMMY

Red Sled by Lita Judge

Rain! by Linda Ashman



Materials

Craft Materials

Paint - various, bright colors	Construction Paper - brown, green, red, orange, yellow, blue
Cardstock: white & blue	Q-Tips
Cotton Balls	White Cupcake Liners
Markers	Glue

Dramatic Play Center Materials

Weather Bulletin Board Set	Brads and Velcro
Pretend Microphones	Extra Copy of <i>Do I Have to Wear a Coat?</i> and <i>Explore My World: Weather</i>
Optional Props: blazer, jacket, winter coat, rain boots, umbrella, mittens, sun hat, etc.	
Optional Weather Posters - available on website	

Materials to Prepare - Found in Appendix

Can also be printed from website - www.readingscience.org

One Leaf, Two Leaf, Count with Me tree template
Print on white cardstock (1 per student)



Seasons & Weather Centers

Seasons and Weather Dramatic Play Center - Meteorology Center/Weather Reporter

Purpose: Promote creative play, exploration and experimentation, and oral language skills.

Materials: non-functional microphones, weather bulletin board set (with brads and Velcro strips for fastening pieces together), weather posters (see website), *Explore My World: Weather* by Lisa M. Gerry and *Do I Have to Wear a Coat* by Rachel Isadora.

We suggest Adding these materials after Book 5 *Explore My World: Weather*. Children will have exposure to the concept of seasons after Part 1 and will be beginning Part 2- Weather.

How it Works:

Explain that a meteorologist is a scientist who studies weather and tells people what the weather will be. Discuss why it is important to know what weather to expect (need to dress appropriately, might need to readjust your outdoor plans, might need to find shelter from a storm, etc.)

For the first few days, a teacher should be near this center to help students act out forecasting different weather scenarios. Teachers should show the students the bulletin board set, modeling how to turn the arrow to show the expected weather and how to dress the sloth appropriately. Encourage students to do the same. Encourage students to pretend to be meteorologists giving the weather forecast and explaining how to be prepared with the appropriate clothing. Additionally, students can use the weather posters to highlight aspects of their forecast. The microphones add interest and appeal to the center. Because there are two, they can also naturally help students to understand how many students can play appropriately in this center at once. Keep this in mind when setting up the center. Also keep in mind that the bulletin board set and weather posters require a significant amount of wall space.

Teachers may choose to add optional additional props for interest and appeal. We recommend clothing items that a meteorologist might wear in a news studio, like a blazer, or clothing that is appropriate for various weather scenarios, like a winter coat, jacket, rain boots, sun hat, etc.

We recommend making *Do I Have to Wear a Coat?* by Rachel Isadora and *Explore My World: Weather* by Lisa M. Gerry available in the center. Rereading these books or pointing out key highlights will guide children in choosing appropriate clothing based on the weather they pretend to forecast.

Seasons & Weather Centers

Meteorology Dramatic Play Center - Suggested Materials



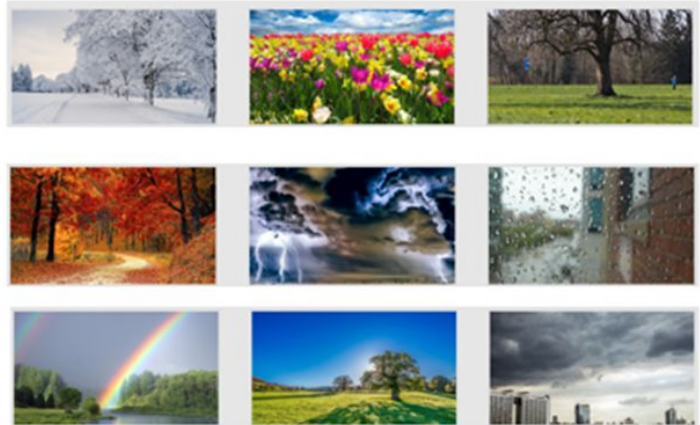
Weather Bulletin Board Set



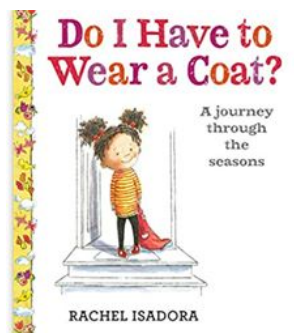
Fasteners for Bulletin Board Set



Pretend microphones



Weather Posters
(see website)



Extra copy of each

Additional (Optional) Props

Blazer
Wind jacket
Winter coat
Rain boots
Umbrella
Mittens
Sun hat
Fan
Sunglasses



Library Center

★ Additional preschool books to Include in Classroom Library:

Seasons by Erin Suzanne Kelly

True or False? Seasons by Daniel Nunn

Weather and the Seasons by DK

What's the Season by Ruth Owen

A Year in the Forest by Christina Mia Gardeski

A Year in the Pond by Christina Mia Gardeski

When Green Becomes Tomatoes by Julie Fogliano

We are Grateful by Traci Sorell

This is How I Know by Brittany Luby

The Leaf Thief by Alice Hemming

The Snow Thief by Alice Hemming

The Squirrels' Busy Year by Martin Jenkins

Four Seasons of Fun: Egg Hungs! Fireworks! Pumpkins! Reindeer by Pamela Duncan Edwards

What Makes the Seasons by Megan Montague Cash

The Turning Year by Bill Martin Jr.

What Will the Weather be Like Today? by Paul Rogers

In the Snow by Sharon Phillips Denslow

A Little Bit of Winter by Paul Stewart

Possum and the Peeper by Anne Hunter



Full List of Unit Vocabulary - Seasons & Weather

Book	Word	Definition	Gesture
<i>Do I Have to Wear a Coat</i>	seasons	the four parts of a year, Each season has its own weather.	Hold up four fingers and point to each one with one finger from the other hand.
<i>Do I Have to Wear a Coat</i>	Spring	a season of the year when it starts to get warm and flowers come out	Hold up one finger on one hand and use the hold other hand in a fist and open and close fingers to show flowers blooming
<i>Do I Have to Wear a Coat</i>	Summer	it is hot, we eat cool treats, there is no school	Hold up two fingers on one hand and use the other hand to fan yourself to show it is hot
<i>Do I Have to Wear a Coat</i>	Fall	it gets cooler, the leaves change color, we start school again	Hold up three fingers on one hand. Wiggle the fingers on the other hand as you move it down, like leaves falling.
<i>Do I Have to Wear a Coat</i>	Winter	it is cold, sometimes it snows, we wear coats	Hold up four fingers on one hand and bring other hand up to your chest and shiver like it is cold
<i>Tree</i>	shoots	baby plants that are just beginning to pop out of the dirt	Bend your pointer finger with other fingers in a fist to show a plant coming out of the dirt
<i>Tree</i>	blossoms	new, small flowers	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back
<i>Tree</i>	buds	a little growth on a plant that will turn into a leaf or flower	Hold hands in a fist with palms facing toward each other
<i>One Leaf, Two Leaves, Count with Me</i>	sway	moving side to side gently	Move from side to side slowly
<i>One Leaf, Two Leaves, Count with Me</i>	drifting	moving gently and slowly	Put one hand flat in front of you by the right side of your body and slowly move it toward the left side of your body and back again.
<i>One Leaf, Two Leaves, Count with Me</i>	sprout	begin to grow	Hold one hand in a fist and use your pointer finger to pop up like a sprout



Full List of Unit Vocabulary - Seasons & Weather

Book	Word	Definition	Gesture
<i>A Child's Calendar</i>	parka	heavy, warm winter coat	Use left hand to pretend to put on the sleeve of a jacket on your right arm and repeat for the other side
<i>A Child's Calendar</i>	abandon	give up	Start with your hands in a fist close by your chest and move hands up to shoulder as you open your hands up
<i>A Child's Calendar</i>	grieve	a feeling of sadness after a loss	Show a sad face and trace a tear from your eye down your cheek
<i>Explore My World: Weather</i>	droplets	tiny drops of liquid, like rain	Hold one hand flat and use pointer finger from the other hand to show a drop of water falling onto the flat hand
<i>Explore My World: Weather</i>	drift	move slowly and gently	Put one hand flat in front of you by the right side of your body and slowly move it toward the left side of your body
<i>Explore My World: Weather</i>	meteorologist	scientists who study weather	Put one hand up over your eye like you are shielding your eyes from the sun and use pointer finger from the other hand to point to the sky
<i>Worm Weather</i>	dash	move quickly, hurry	Hold one finger up in front of you on right side of your body and quickly move it to the left side of your body
<i>Worm Weather</i>	swamp	an area where water collects on the ground	Hold your hands by your side and wave them up and down to show a watery area
<i>Worm Weather</i>	drizzle	light rain	Hold one hand in front of you, wiggle your fingers and move your hand down to show drizzle
<i>Tap Tap Boom Boom</i>	bloom	to grow	Hold one hand in a fist and use your pointer finger to pop up like something is blooming
<i>Tap Tap Boom Boom</i>	shelter	a cover from rain or bad weather	Put one hand on top of the other on top of your head
<i>Tap Tap Boom Boom</i>	congregate	come together	Hold hands out by your side and bring them together
<i>Goodbye Winter, Hello Spring</i>	draped	covered	Place one arm out in front of your body straight, next to your chest, use your other hand to lightly cover the first arm



Full List of Unit Vocabulary - Seasons & Weather

Book	Word	Definition	Gesture
Goodbye Winter, Hello Spring	illuminate	light up	Put your hands in fists up next to your face, besides your eyes, and open them up
Goodbye Winter, Hello Spring	thaw	warm up so things are no longer frozen	Hold hands with palms touching in front of you and rub them together
When Spring Comes	blossoms	new, small flowers	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back
When Spring Comes	mounds	small, rounded piles	Use one hand to make a rounded motion like a mound
When Spring Comes	shoots	baby plants that are just beginning to pop out of the dirt	Bend your pointer finger with other fingers in a fist to show a plant coming out of the dirt
Summer Song	humming	making a low, steady sound like a bee	Put your lips together and make a low humming sound
Summer Song	shade	a darker and cooler place that is out of the sun	Put one flat hand across your brow, like the brim of a hat
Bear Counts	basking	lay in the sunlight, enjoy the warmth of the sun	put back of one hand on your forehead and use other hand to fan yourself
Bear Counts	chums	friends, pals	Curve pointer fingers on both hands, link fingers by putting left pointer over right and right pointer over left (ASL for friend)
Bear Counts	lively	full of energy, active	Lift your arms high with open hands and wiggle them a bit to show energy and excitement.
Goodbye Summer, Hello Autumn	den	shelter, home, safe place	Use arms to make a triangle above the head, like a shelter
Goodbye Summer, Hello Autumn	misty	damp, foggy	Hold both hands at your chest level and wiggle your fingers slightly to show a light mist in the air
Goodbye Summer, Hello Autumn	sway	moving side to side gently	Move from side to side slowly



Full List of Unit Vocabulary - Seasons & Weather

Book	Word	Definition	Gesture
<i>In the Middle of Fall</i>	frisky	playful, full of energy	Shift your body side to side quickly like you are very excited
<i>In the Middle of Fall</i>	ornaments	decorations that make something look pretty	Move your hand upward like you are hanging an ornament on a tree or hook
<i>In the Middle of Fall</i>	gust	a strong wind	Start with your hands near your face, palms facing outward and move them quickly outward to show a burst of wind
<i>Winter is Here</i>	crouching	curling up tightly and close to the ground	Bring your head close to your feet and try to curl up into a ball
<i>Winter is Here</i>	howls	long, loud crying sounds	Put your hands up by your mouth while you pretend to make a howling sound
<i>Winter is Here</i>	shrinks	gets smaller	Put your hands up by your head and bring them down slowly to as you round your back and try to make yourself smaller
<i>Winter Dance</i>	scamper	to run with quick, light steps	Put both hands out flat in front of you and move them up and down and forward in front of you
<i>Winter Dance</i>	hush	be quiet	Hold pointer finger up to your mouth as if saying shhh
<i>Winter Dance</i>	waltzing	dancing	Curve your arms in front of your body with one arm higher than the other as if dancing with someone



Active Responding Routines

These are used when asking/answering questions.
Stay away from individual child responses as you want all children actively engaged.

Teacher Prompts	
Thinking About the Answer	Point to Forehead with Finger
Answer all together (choral responding)	Open hand to children to indicate they should respond
Child Responses	
To show they are ready to answer	Thumbs Up Other movements: Stand up, hands in the air
To note if they like something or don't	Thumbs Up/Thumbs Down



Language Time - Seasons Poem

Directions

Across this unit, students will learn a long poem, *Four Seasons* by Cecil Frances Alexander. Each verse is taught across several days. Previously learned verses are repeated as new verses are taught. You will know which verses to teach and repeat with your students by looking for the yellow box and symbols that say “Teach” and “Repeat”. The yellow box indicates words and gestures that you are doing that day. “Teach” indicates a new verse that you are focusing on. “Repeat” indicates a verse that has been previously taught but that should be repeated that day before doing the “Teach” verse with students. By the end of the unit, students will have learned the whole poem. Complete poem below:

1. Spring

The fields are rich with daffodils.

Make the shape of rolling hills with one flat hand

A coat of clover cloaks the hills,

Mimic putting on a coat then hug yourself

And I must dance,

Wave arms in dancing motion

and I must sing

Flat hand by mouth and extend arm outward

To see the beauty of the spring.

One hand over eyes as if looking

2. Summer

The earth is warm,

Wipe brow with one hand

The sun's ablaze.

Open and close hands like sun's beating rays

It is time for carefree days;

Point to smile

and bees abuzz that chance to pass

Pointer finger to thumb (like small bee) flying

May see me snoozing in the grass.

Rest head on hands as if sleeping

3. Fall

The leaves are yellow, red, and brown.

Raise one finger for each word

A shower sprinkles softly down.

Wave fingers down as if falling raindrops

The air is fragrant, crisp, and cool,

Tap nose as if smelling

and once again

One finger raised

I'm here at school.

Two hands pointing around classroom

4. Winter

The birds are gone,

Wave goodbye

The world is white.

Make sweeping gesture around yourself

The winds are wild, they chill and bite;

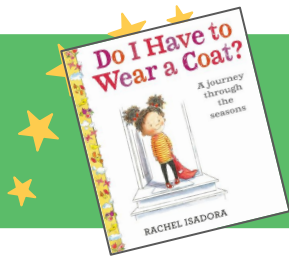
Rub arms as if feeling chilly

The ground is thick with slush and sleet,

Point to ground

And I can barely feel my feet.

Rub feet with hands



For the Teacher:

Preview

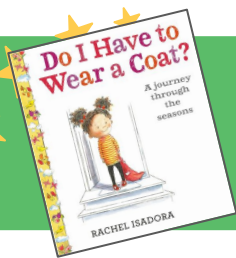
Do I Have to Wear a Coat?

Unit 8: Seasons & Weather, Part 1 - General Seasons

Book 1: *Do I Have to Wear a Coat* by Rachel Isadora

Materials Needed: Seasons and months visual for dramatic play center

Vocabulary		
Word	Definition	Gesture
seasons	the four parts of a year. Each season has its own weather.	Hold up four fingers and point to each one with one finger from the other hand.
Spring	a season of the year when it starts to get warm and flowers come out	Hold up one finger on one hand and use the hold other hand in a fist and open and close fingers to show flowers blooming
Summer	it is hot, we eat cool treats, there is no school	Hold up two fingers on one hand and use the other hand to fan yourself to show it is hot
Fall	it gets cooler, the leaves change color, we start school again	Hold up three fingers on one hand. Wiggle the fingers on the other hand as you move it down, like leaves falling.
Winter	it is cold, sometimes it snows, we wear coats	Hold up four fingers on one hand and bring other hand up to your chest and shiver like it is cold



1st Read

Do I Have to Wear a Coat?

Language Time - Four Seasons Poem by Cecil Frances Alexander

Explain, *We are going to be learning a long poem, a little at a time. Today we will say the first part of the poem. In a few days we will learn a new part. We will keep going until we know the whole thing. Let's start by learning the part about spring.*

Teach

1. Spring

The fields are rich with daffodils.

Make the shape of rolling hills with one flat hand

A coat of clover cloaks the hills,

Mimic putting on a coat then hug yourself

And I must dance,

Wave arms in dancing motion

and I must sing

Flat hand by mouth and extend arm outward

To see the beauty of the spring.

One hand over eyes as if looking

2. Summer

The earth is warm,

Wipe brow with one hand

The sun's ablaze.

Open and close hands like sun's beating rays

It is time for carefree days;

Point to smile

and bees abuzz that chance to pass

Pointer finger to thumb (like small bee) flying

May see me snoozing in the grass.

Rest head on hands as if sleeping

3. Fall

The leaves are yellow, red, and brown.

Raise one finger for each word

A shower sprinkles softly down.

Wave fingers down as if falling raindrops

The air is fragrant, crisp, and cool,

Tap nose as if smelling

and once again

One finger raised

I'm here at school.

Two hands pointing around classroom

4. Winter

The birds are gone,

Wave goodbye

The world is white.

Make sweeping gesture around yourself

The winds are wild, they chill and bite;

Rub arms as if feeling chilly

The ground is thick with slush and sleet,

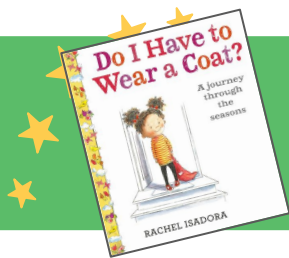
Point to ground

And I can barely feel my feet.

Rub feet with hands

Before

- Topic Introduction-** *Today we are starting a new unit. We will be learning about seasons and weather. Let's say that together.* (hand open to note choral response- seasons and weather) *Seasons and weather. Good!*
- Book Introduction-** Show children book cover. *Look at the cover of this book. Do you see this child? It looks like she is standing outside her front door. I think she is wondering if she needs her coat today. Did you need your coat when you came to school today? Thumbs up if you wore a coat. The weather outside helps us to decide if we need a coat or not.*
- Title and Author-** Draw attention to title and author. *This book is called Do I Have to Wear a Coat? The author is Rachel Isadora. Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words.*



1st Read

Do I Have to Wear a Coat?

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Do I have to wear a coat?"	TA: <i>Did you hear those words- Spring, Summer, Fall, Winter? Those are the names of the four seasons.</i>
"The sun is warm and sweet berries grow."	TA: <i>Look at the children picking the berries. I wonder what other fruits and vegetables grow in the summer.</i>
"We breathe frosty air."	TA: <i>I have seen that before! When the air is so cold, I can breathe out and see my own breath.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: There are four seasons. Every season has its own weather and we do different activities.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
seasons	the four parts of a year; each season has its own weather <i>Seasons are the four parts of a year. Hold up four fingers and count them.</i>	Hold up four fingers and count them
Spring	a season of the year when it starts to get warm and flowers come out <i>It gets warmer in spring. Hold up one finger and show flowers blooming with your other hand.</i>	Hold up one finger on one hand and use the hold other hand in a fist and open and close fingers to show flowers blooming
Summer	it is hot, we eat cool treats, there is no school <i>It is hot in the summer. Hold up two fingers and fan yourself with your other hand.</i>	Hold up two fingers on one hand and use the other hand to fan yourself to show it is hot
Fall	it gets cooler, the leaves change color, we start school again <i>Fall is when it gets cooler. Hold up three fingers and use your other hand to show leaves falling.</i>	Hold up three fingers on one hand. Wiggle the fingers on the other hand as you move it down, like leaves falling
Winter	it is cold, sometimes it snows, we wear coats <i>It is cold in winter. Hold up four fingers and use your other hand to show it is cold.</i>	Hold up four fingers on one hand and bring other hand up to your chest and shiver like it is cold



1st Read

Do I Have to Wear a Coat?

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like that story? (thinking gesture - finger on forehead)

Thumbs up if you want to share your favorite part. Start your sentence with “My favorite part was...” Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding.

What is the name for the four parts of the year?

(Thinking gesture and then hand open to note choral response- seasons)

When do we wear a coat?

(Thinking gesture and then hand open to note choral response- when it is cold, winter)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Seasons</u> are the four parts of a year; each season has its own weather. Ready to clap? Sea-sons, seasons.</i>	Hold up four fingers and count them
<i><u>Spring</u> is the season of the year when it starts to get warm and flowers come out. Spring, spring.</i>	Hold up one finger on one hand and use the hold other hand in a fist and open and close fingers to show flowers blooming
<i><u>Summer</u> is the season of the year when it is hot; we eat cool treats, and there is no school during summer. Sum-mer, summer.</i>	Hold up two fingers on one hand and use the other hand to fan yourself to show it is hot
<i><u>Fall</u> is the season of the year when it gets cooler, the leaves change color, and we start school again. Fall, fall.</i>	Hold up three fingers on one hand. Wiggle the fingers on the other hand as you move it down, like leaves falling.
<i><u>Winter</u> is the season of the year when it is cold. Sometimes it snows, and we wear coats. Win-ter, winter.</i>	Hold up four fingers on one hand and bring other hand up to your chest and shiver like it is cold



1st Read

Do I Have to Wear a Coat?

After Continued

Ask questions

What do we call the four parts of the year that have their own weather?

(Thinking gesture and then hand open to note choral response- seasons)

If it is cold outside and snowing, then the season is _____?

(Thinking gesture and then hand open to note choral response- Winter)

If it is cooler outside and the leaves are changing color, then the season is _____?

(Thinking gesture and then hand open to note choral response- Fall)

If it is hot outside and there is no school, then the season is _____?

(Thinking gesture and then hand open to note choral response- Summer)

If it is getting warm outside and flowers come out, then the season is _____?

(Thinking gesture and then hand open to note choral response- Spring)

3. Follow Up Activity- Everyone Share

Explain, *We are going to share our favorite thing to do in each season. First, I'm going to say some things that people often do in the season. You will listen and pick your favorite. Then everyone will tell me their favorite at the same time.*

- *In the spring people plant gardens. People fly kites.* (Thinking gesture- finger to forehead). *What is your favorite thing to do in the spring when it is getting warmer? When I open my hand, you will say your favorite thing. Start your sentence with, "In the spring I like to..."*
- *In the summer people swim in the pool. People eat cold treats.* (Thinking gesture- finger to forehead). *What is your favorite thing to do in the hot summer? When I open my hand, you say your favorite thing. Start your sentence with, "In the summer I like to..."*
- *In the fall people jump in the leaves. People pick pumpkins.* (Thinking gesture- finger to forehead). *What is your favorite thing to do in the fall when the leaves change color? When I open my hand, you will say your favorite thing. Start your sentence with, "In the fall I like to..."*
- *In the winter people play in the snow. People have hot drinks.* (Thinking gesture- finger to forehead). *What is your favorite thing to do in the cold winter? When I open my hand, you will say your favorite thing. Start your sentence with, "In the winter I like to..."*



For the Teacher:

Preview Tree



Unit 8: Seasons & Weather, Part 1 - General Seasons

Book 2: *Tree* by Britta Teckentrup

Materials Needed: Seasons and months visual for dramatic play center

Vocabulary		
Word	Definition	Gesture
shoots	baby plants that are just beginning to pop out of the dirt	Bend your pointer finger with other fingers in a fist to show a plant coming out of the dirt
blossoms	new, small flowers	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back
buds	a little growth on a plant that will turn into a leaf or flower	Hold hands in a fist with palms facing toward each other



1st Read

Tree



Language Time - Four Seasons Poem by Cecil Frances Alexander

Explain, *We are learning a long poem about the seasons. Let's do the part about spring again today.*

Teach

1. Spring

The fields are rich with daffodils.

Make the shape of rolling hills with one flat hand

A coat of clover cloaks the hills,

Mimic putting on a coat then hug yourself

And I must dance,

Wave arms in dancing motion

and I must sing

Flat hand by mouth and extend arm outward

To see the beauty of the spring.

One hand over eyes as if looking

2. Summer

The earth is warm,

Wipe brow with one hand

The sun's ablaze.

Open and close hands like sun's beating rays

It is time for carefree days;

Point to smile

and bees abuzz that chance to pass

Pointer finger to thumb (like small bee) flying

May see me snoozing in the grass.

Rest head on hands as if sleeping

3. Fall

The leaves are yellow, red, and brown.

Raise one finger for each word

A shower sprinkles softly down.

Wave fingers down as if falling raindrops

The air is fragrant, crisp, and cool,

Tap nose as if smelling

and once again

One finger raised

I'm here at school.

Two hands pointing around classroom

4. Winter

The birds are gone,

Wave goodbye

The world is white.

Make sweeping gesture around yourself

The winds are wild, they chill and bite;

Rub arms as if feeling chilly

The ground is thick with slush and sleet,

Point to ground

And I can barely feel my feet.

Rub feet with hands

Before

- Topic Introduction-** *Yesterday we started learning about Seasons and Weather. We learned there are four seasons every year. Spring, Summer, Fall, Winter. Let's say them together.* (Hand open to note choral response- spring, summer, fall, winter)
- Book Introduction-** *Look at the cover of the book. I see a tree with colorful leaves.* (Point to leaves on cover) *There is a little hole in the tree.* (Point to hole in tree) *I see something hiding in there! There are holes in every picture in this book. Let's see if we can find them as we read.*
- Title and Author-** Draw attention to title and author. *The title of this book is Tree and the author is Britta Teckentrup. She wrote the words in the book. Britta also drew the pictures in the book. What do we call someone who draws the pictures in a book? Tell me.* (Thinking gesture and then hand open to note choral response- illustrator) *Yes, the illustrator draws the pictures in a book. Britta is both the author and illustrator!*



1st Read

Tree



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"No one sees as much as he."	TA: <i>I wonder what owl sees when he watches the world from inside his tree. I think he can see the snow. What else does he see?</i> (Thinking gesture- finger to forehead)
"Spring cannot be far away."	TA: <i>The snow is melting and plants are starting to grow.</i>
"Food is gathered and stored away,"	TA: <i>The animals are hiding food so they can find it in the winter when it's too cold for food to grow.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: There are four seasons every year. Each season is different. The seasons never stop changing- after winter spring comes again.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
shoots	baby plants that are just beginning to pop out of the dirt <i>Shoots are baby plants that are just beginning to pop out of the dirt. Bend your finger to show a plant coming out of the dirt.</i>	Bend your pointer finger with other fingers in a fist to show a plant coming out of the dirt
blossoms	new, small flowers <i>Blossoms are new, small flowers. Hold your hands together and open your fingers up to show a blossom.</i>	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back
buds	a little growth on a plant that will turn into a leaf or flower <i>Buds are the little growths on a plant that will turn into a leaf or flower. Hold your hands together to show a bud before it becomes a flower.</i>	Hold hands in a fist with palms facing toward each other



1st Read

Tree



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

I liked that book! My favorite part was finding the animals in the holes in the pictures.

Did you like the book? (thinking gesture - finger on forehead)

Thumbs up if you also liked finding the holes in each picture.

Check their understanding.

How many seasons are there?

(Thinking gesture and then hand open to note choral response- four)

What is the name of the season when it is cold and snowy?

(Thinking gesture and then hand open to note choral response- winter)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Shoots</u> are baby plants that are just beginning to pop out of the dirt. Ready to clap? Shoots, shoots.</i>	Bend your pointer finger with other fingers in a fist to show a plant coming out of the dirt
<i><u>Blossoms</u> are new, small flowers. Blos-soms, blossoms.</i>	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back
<i><u>Buds</u> are the little growths on a plant that will turn into a leaf or flowers. Buds, buds.</i>	Hold hands in a fist with palms facing toward each other



1st Read

Tree



After Continued

Ask questions

What are the little growths on a plant that will turn into a leaf or flower?

(Thinking gesture and then hand open to note choral response- buds)

What is another name for new, small flowers?

(Thinking gesture and then hand open to note choral response- blossoms)

What do we call baby plants that are just beginning to pop out of the dirt?

(Thinking gesture and then hand open to note choral response- shoots)

3. Follow Up Activity- Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember, rhyming words sound the same at the end. Let's go back and read parts of the book.* Reread the passages. Emphasize the underlined words.

Ask *Do those words rhyme? Do they sound the same at the end?*

Read the whole passage, emphasizing the underlined words.

- *In the forest, all is still. Grippd by winter's icy chill.*
(Thinking gesture and then hand open to note choral response- Yes)
- *Birds are singing, foxes play. Summertime is on its way.*
(Thinking gesture and then hand open to note choral response- Yes)
- *In his tree, Owl sits tight. Deep midwinter's here once more.*
(Thinking gesture and then hand open to note choral response- No)



For the Teacher:

Preview

One Leaf, Two Leaves, Count with Me



Unit 8: Seasons & Weather, Part 1 - General Seasons

Book 3: *One Leaf, Two Leaves, Count with Me* by John Micklos, Jr.

Materials Needed: Seasons and month visual from dramatic play center

Vocabulary		
Word	Definition	Gesture
sway	moving side to side gently	Move from side to side slowly
drifting	moving gently and slowly	Put one hand flat in front of you by the right side of your body and slowly move it toward the left side of your body and back again.
sprout	begin to grow	Hold one hand in a fist and use your pointer finger to pop up like a sprout



1st Read



One Leaf, Two Leaves, Count with Me

Language Time - Four Seasons Poem by Cecil Frances Alexander

Explain, *Let's do our poem about spring again today. Spring is when it gets warmer and flowers start to grow.*

Teach

1. Spring

The fields are rich with daffodils.
Make the shape of rolling hills with one flat hand
A coat of clover cloaks the hills,
Mimic putting on a coat then hug yourself
And I must dance,
Wave arms in dancing motion
and I must sing
Flat hand by mouth and extend arm outward
To see the beauty of the spring.
One hand over eyes as if looking

2. Summer

The earth is warm,
Wipe brow with one hand
The sun's ablaze.
Open and close hands like sun's beating rays
It is time for carefree days;
Point to smile
and bees abuzz that chance to pass
Pointer finger to thumb (like small bee) flying
May see me snoozing in the grass.
Rest head on hands as if sleeping

3. Fall

The leaves are yellow, red, and brown.
Raise one finger for each word
A shower sprinkles softly down.
Wave fingers down as if falling raindrops
The air is fragrant, crisp, and cool,
Tap nose as if smelling
and once again
One finger raised
I'm here at school.
Two hands pointing around classroom

4. Winter

The birds are gone,
Wave goodbye
The world is white.
Make sweeping gesture around yourself
The winds are wild, they chill and bite;
Rub arms as if feeling chilly
The ground is thick with slush and sleet,
Point to ground
And I can barely feel my feet.
Rub feet with hands

Before

- Topic Introduction-** *We have been reading about the seasons. How many seasons do we have?* (Thinking gesture and then hand open to note choral response- four) *Yes, four! Let's list them together. Repeat after me: Spring, Summer, Fall, Winter.* (Hand open to note choral response- Spring, Summer, Fall, Winter)
- Book Introduction-** *Look at this big pile of leaves! I think this child is jumping into the pile. Thumbs up if you have done that before.* (thinking gesture - finger on forehead) *I'm guessing that this picture is from the fall. Fall is when the leaves change color. They drop from the trees and we can rake them into big piles.*
- Title and Author-** Draw attention to title and author. *This book is called One Leaf, Two Leaves, Count with Me. The author is John Micklos Jr. Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words.*



1st Read

One Leaf, Two Leaves, Count with Me



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"One leaf..."	TA: <i>There is one big leaf on the tree, but I see a few little buds. Do you remember that word buds? (thinking gesture - finger on forehead) It is the little growth that will turn into a leaf or flower. I think these buds are going to turn into more leaves.</i>
"Spring has sprung"	TA: <i>I see lots of signs of spring. The boy is wearing short sleeves because it is warm. I see flowers, bees, and butterflies.</i>
"Frosty, freezing winter day."	TA: <i>I see lots of signs of winter. The ground is covered in snow. There are no leaves on the tree. The boy is inside because it so cold.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: There are four seasons. Trees change as the seasons and weather changes.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
sway	moving side to side gently <i>Sway means moving side to side gently. Move your body slowly from side to side.</i>	Move from side to side slowly
drifting	moving gently and slowly <i>Drifting is moving gently and slowly. Move your hand slowly from one side to the other.</i>	Put one hand flat in front of you by the right side of your body and slowly move it toward the left side of your body and back again
sprout	begin to grow <i>Sprout means begin to grow. Hold your hand in a fist and pop your pointer finger up.</i>	Hold one hand in a fist and use your pointer finger to pop up like a sprout



1st Read

One Leaf, Two Leaves, Count with Me



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like counting the leaves? (thinking gesture - finger on forehead)

Everyone tell me, "I liked counting the leaves or I didn't like counting the leaves." Let's say our answer together. One, two, three. (Hand open to note choral response)

Oh, I heard that lots of people liked the book.

Check their understanding.

What did we count in this book?

(Thinking gesture and then hand open to note choral response- leaves)

What colors did we see in the book? (Thinking gesture)

Thumbs up if you can remember one of the colors that we saw.

Encourage all children to think of an answer, then call on 1-2 students with thumbs up to share a color from the book (Various answers- green, brown, etc.).

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Sway</u> means moving side to side gently. Ready to clap? Sway, sway.</i>	Move from side to side slowly
<i><u>Drifting</u> means moving gently and slowly. Drift-ing, drifting.</i>	Put one hand flat in front of you by the right side of your body and slowly move it toward the left side of your body and back again.
<i><u>Sprout</u> means begin to grow. Sprout, sprout.</i>	Hold one hand in a fist and use your pointer finger to pop up like a sprout



1st Read

One Leaf, Two Leaves, Count with Me



After Continued

Ask questions

When something is moving gently and slowly, it is _____?

(Thinking gesture and then hand open to note choral response- drifting)

What is it called when something begins to grow, like a plant?

(Thinking gesture and then hand open to note choral response- sprout)

What is it called when we move side to side gently?

(Thinking gesture and then hand open to note choral response- sway)

3. Follow Up Activity- Math Word Problem

Explain, *We counted leaves in this book. The number of leaves changed as the seasons changed. There were many leaves in spring and summer. Then as fall turned into winter, the number of leaves got smaller. When numbers get smaller, we are taking away. Let's do a take away problem together. If there are 5 leaves* (hold up 5 fingers) *and 3 leaves fall* (put 3 fingers down), *how many leaves are left?* (Thinking gesture) *Two! 5 minus 3 equals 2. Say it with me. 5 minus 3 equals 2. Thanks for helping me figure out that problem.*



2nd Read

One Leaf, Two Leaves, Count with Me



Unit 8: Seasons & Weather, Part 1 - General Seasons

Book 3: *One Leaf, Two Leaves, Count with Me* by John Micklos, Jr.

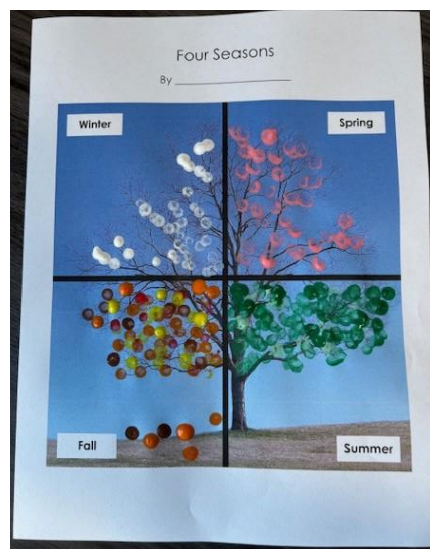
Re-Read & Activity: Craft - Tree through the Seasons

Materials Needed: Book, white cardstock printed with tree picture and seasons, q-tips, paint in various colors

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? (thinking gesture - finger on forehead) **Look at the cover. What season do you think this picture shows?** (Thinking gesture and then hand open to note choral response- Fall) *Yes, Fall! Fall is the season when colorful leaves fall off the trees.*
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is One Leaf, Two Leaves, Count with Me. The author of the story is John Micklos Jr. Who remembers what the author does? Tell me! (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words. The illustrator is Clive McFarland. He made the beautiful pictures.*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

Example of Craft





2nd Read

One Leaf, Two Leaves, Count with Me



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"Eight leaves touch the sky."	TA: <i>I'm noticing there are more and more leaves on the trees.</i> Q: <i>What season do you think it is now?</i>
"Breezy, blue-sky summer day!"	TA: <i>It is summer now and the tree is covered in big, green leaves.</i> Q: <i>What season will come next?</i>
"three leaves, drifting down."	TA: <i>I'm noticing that the number of leaves is going down now. It is fall, when the colorful leaves fall out of the trees.</i> Q: <i>What season will be next?</i>
"Frosty, freezing Winter Day!"	TA: <i>Look! The tree has no leaves. Trees are bare in winter time. All the leaves have fallen down.</i> Q: <i>Where are the leaves in this picture?</i> (point to ground under tree)

3. **Draw Attention to Key Events and Vocabulary**- Pause to highlight vocabulary and key concepts.

Key content: There are four seasons. Trees change as the seasons and weather changes.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
sway	moving side to side gently <i>Sway means moving side to side gently. Move your body slowly from side to side.</i>	Move from side to side slowly
drifting	moving gently and slowly <i>Drifting is moving gently and slowly. Move your hand slowly from one side to the other.</i>	Put one hand flat in front of you by the right side of your body and slowly move it toward the left side of your body and back again
sprout	begin to grow <i>Sprout means begin to grow. Hold hand in a fist and pop your pointer finger up.</i>	Hold one hand in a fist and use your pointer finger to pop up like a sprout



2nd Read

One Leaf, Two Leaves, Count with Me



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead) *Show me a thumb if you liked this book. What is your favorite season?* (thinking gesture - finger on forehead)

Put your thumb up if you would like to tell everyone. Start your sentence with, "My favorite season is..."

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Discussion questions

What do we call the season when the leaves start to grow on the tree?

(Thinking gesture and then hand open to note choral response- Spring)

When did the tree have no leaves?

(Thinking gesture and then hand open to note choral response- Winter)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>When things move side to side gently, they _____ (sway). Sway, sway.</i>	Move from side to side slowly
<i>When something is moving gently and slowly, it is _____ (drifting). Drift-ing, drifting.</i>	Put one hand flat in front of you by the right side of your body and slowly move it toward the left side of your body and back again.
<i>When things begin to grow, they _____ (sprout). Sprout, sprout.</i>	Hold one hand in a fist and use your pointer finger to pop up like a sprout

3. Follow-Up Activity: Craft - Tree through the Seasons

Explain, *We will be painting this tree four different ways to show what a tree looks like in each seasons.* Give each child a piece of white cardstock printed with the tree picture. Discuss how a tree changes with the seasons. Provide the children with paints and q-tips and allow them to paint the tree to represent all four seasons. Show the children the paint and discuss what the colors represent:

- White = snow
- Green = new spring leaves or plentiful summer leaves
- Pink = spring flowers
- Red/orange/brown/yellow = fall leaves



Shared Writing

One Leaf, Two Leaves, Count with Me



Planning Guide - Share Information

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

There are four seasons in every year.

Plan your detail and concluding sentences (You can utilize the following.)

Detail: In winter, it is cold and trees have no leaves.

Detail: In spring, flowers and leaves begin to sprout.

Detail: In summer, it is hot and trees have many leaves.

Detail: In fall, it gets chilly and the leaves drift down.

Conclusion: These are the four seasons.

Vocabulary to Include if Possible

Word	Definition	Gesture
sway	moving side to side gently	Move from side to side slowly
drifting	moving gently and slowly	Put one hand flat in front of you by the right side of your body and slowly move it toward the left side of your body and back again.
sprout	begin to grow	Hold one hand in a fist and use your pointer finger to pop up like a sprout

Let's Write!

Discuss the book and vocabulary: *We read this book called One Leaf, Two Leaves, Count with Me. In this story, we see a tree change as the seasons change.*



Shared Writing

One Leaf, Two Leaves, Count with Me



Write Topic Sentence

1. **Plan:** *We are going to work together to tell about the seasons. How many seasons are there?* (thinking gesture - finger on forehead and then hand open to note choral response - four) **Four. Good!**
2. **Write:** Write **four** to complete the sentence.
3. **Read aloud, pointing to each word:** *There are four seasons in every year.*

Write Detail Sentence(s)

1. **Plan:** *Let's work together to share information about the seasons. Let's start with winter. What happens in winter?* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** *In winter, it is cold and trees have no leaves.*
3. **Read** aloud, pointing to each word: *In winter, it is cold and trees have no leaves.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We told about the seasons. Now we need to tell our readers that we are done. How could we do that?* (thinking gesture - finger on forehead) *Let's write, "These are the four seasons."*
2. **Write:** *These are the four seasons.*
3. **Read** aloud, pointing to each word: *These are the four seasons.* Read again, encouraging children to read with you.

Read the whole paragraph with students. Post writing where they can see it.



For the Teacher:
Preview
A Child's Calendar



Unit 8: Seasons & Weather, Part 1 - General Seasons

Book 4: *A Child's Calendar* by John Updike

Materials Needed: Seasons and months visual for dramatic play center

Vocabulary		
Word	Definition	Gesture
parka	heavy, warm winter coat	Use left hand to pretend to put on the sleeve of a jacket on your right arm and repeat for the other side
abandon	give up	Start with your hands in a fist close by your chest and move hands up to shoulder as you open your hands up
grieve	a feeling of sadness after a loss	Show a sad face and trace a tear from your eye down your cheek



1st Read

A Child's Calendar

Language Time - Four Seasons Poem by Cecil Frances Alexander

Explain, *We are going to practice the spring part of our long poem one more time today. Tomorrow we will learn the part about summer.*

Teach

1. Spring

The fields are rich with daffodils.

Make the shape of rolling hills with one flat hand

A coat of clover cloaks the hills,

Mimic putting on a coat then hug yourself

And I must dance,

Wave arms in dancing motion

and I must sing

Flat hand by mouth and extend arm outward

To see the beauty of the spring.

One hand over eyes as if looking

2. Summer

The earth is warm,

Wipe brow with one hand

The sun's ablaze.

Open and close hands like sun's beating rays

It is time for carefree days;

Point to smile

and bees abuzz that chance to pass

Pointer finger to thumb (like small bee) flying

May see me snoozing in the grass.

Rest head on hands as if sleeping

3. Fall

The leaves are yellow, red, and brown.

Raise one finger for each word

A shower sprinkles softly down.

Wave fingers down as if falling raindrops

The air is fragrant, crisp, and cool,

Tap nose as if smelling

and once again

One finger raised

I'm here at school.

Two hands pointing around classroom

4. Winter

The birds are gone,

Wave goodbye

The world is white.

Make sweeping gesture around yourself

The winds are wild, they chill and bite;

Rub arms as if feeling chilly

The ground is thick with slush and sleet,

Point to ground

And I can barely feel my feet.

Rub feet with hands

Before

- Topic Introduction-** *We have been learning about seasons and weather. How many seasons are there?* (thinking gesture - finger on forehead) *Four. The seasons change as the year goes on. This doesn't ever end. The seasons keep changing.*
- Book Introduction-** *A calendar helps us to keep track of the days in the year. Every year has 12 months. In this book, we are going to read about how the seasons and weather change each month.*
- Title and Author-** Draw attention to title and author. *The title of this book is A Child's Calendar. The author is John Updike. Do you remember what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words.*



1st Read

A Child's Calendar

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"To cut out hearts For everyone."	TA: <i>I think they are making Valentines! Valentine's Day is in February and hearts are a symbol of Valentine's Day.</i>
"Get out his hoe To plant tomatoes in a row"	TA: <i>May is the month when many people start to grow plants in their gardens. It is getting warmer in May and plants grow well when it is warm.</i>
"The year is old, The birds are flown."	TA: <i>November is the second to last month in the year. The year is almost over in November. I think that's why the author says the year is old.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: There are four seasons. There are twelve months. As the months change, so do the seasons and weather.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
parka	heavy, warm winter coat <i>A parka is a heavy, warm winter coat. Pretend to put on a big warm jacket.</i>	Use left hand to pretend to put on the sleeve of a jacket on your right arm and repeat for the other side
abandon	give up <i>Abandon means to give up. Put your hands up by your shoulders to show you give up.</i>	Start with your hands in a fist close by your chest and move hands up to shoulder as you open your hands up
grieve	a feeling of sadness after a loss <i>Grieve is a feeling of sadness after a loss. Make a sad face and use your finger to show a tear coming from your eye.</i>	Show a sad face and trace a tear from your eye down your cheek



1st Read

A Child's Calendar

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you enjoy this book? (thinking gesture - finger on forehead)

Thumbs up if you did.

Check their understanding.

How many months are in every year?

(Thinking gesture and then hand open to note choral response- twelve)

What is one thing that happens in spring? (thinking gesture - finger on forehead)

Thumbs up if you can remember something that happens in the spring.

Encourage all children to think of an answer, then call on 1-2 students with thumbs up to share (Various answers).

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>parka</u> is a heavy, warm winter coat. Ready to clap? Par-ka, parka.</i>	Use left hand to pretend to put on the sleeve of a jacket on your right arm and repeat for the other side
<i><u>Abandon</u> means to give up. A-ban-don, abandon.</i>	Start with your hands in a fist close by your chest and move hands up to shoulder as you open your hands up
<i><u>Grieve</u> means to have a feeling of sadness after a loss. Grieve, grieve.</i>	Show a sad face and trace a tear from your eye down your cheek



1st Read

A Child's Calendar

After Continued

Ask questions

Would you wear a parka in summer?

(Thinking gesture and then hand open to note choral response- no)

Would you wear a parka in fall?

(Thinking gesture and then hand open to note choral response- no)

Would you wear a parka in winter?

(Thinking gesture and then hand open to note choral response- yes)

3. Follow Up Activity- Wrap up learning about General Seasons and Months of the Year

Explain, *We finished our last book about all four seasons. Let's review the names of all of the months with this song.* Sing your favorite months of the year song while pointing to the seasons and months visual from the dramatic play center. Briefly state which months are in each season. *In March, April, and May it's spring. Summer happens in June, July, and August. Fall is in September, October, and November. It is winter in December, January, and February.*



For the Teacher:
Preview
Explore My World: Weather



Unit 8: Seasons & Weather, Part 2 - Weather

Book 5: *Explore My World: Weather* by Lisa M. Gerry

Materials Needed: Dramatic play center ready to be introduced

Vocabulary		
Word	Definition	Gesture
droplets	tiny drops of liquid, like rain	Hold one hand flat and use pointer finger from the other hand to show a drop of water falling onto the flat hand
drift	move slowly and gently	Put one hand flat in front of you by the right side of your body and slowly move it toward the left side of your body
meteorologists	scientists who study weather	Put one hand up over your eye like you are shielding your eyes from the sun and use pointer finger from the other hand to point to the sky



1st Read



Explore My World: Weather

Language Time - Four Seasons Poem by Cecil Frances Alexander

Explain, *We know the poem about spring. We've practiced it a lot. Today we are going to say that part again but we're also going to learn a new part of the poem about summer.*

Repeat

1. Spring

The fields are rich with daffodils.

Make the shape of rolling hills with one flat hand

A coat of clover cloaks the hills,

Mimic putting on a coat then hug yourself

And I must dance,

Wave arms in dancing motion

and I must sing

Flat hand by mouth and extend arm outward

To see the beauty of the spring.

One hand over eyes as if looking

Teach

2. Summer

The earth is warm,

Wipe brow with one hand

The sun's ablaze.

Open and close hands like sun's beating rays

It is time for carefree days;

Point to smile

and bees abuzz that chance to pass

Pointer finger to thumb (like small bee) flying

May see me snoozing in the grass.

Rest head on hands as if sleeping

3. Fall

The leaves are yellow, red, and brown.

Raise one finger for each word

A shower sprinkles softly down.

Wave fingers down as if falling raindrops

The air is fragrant, crisp, and cool,

Tap nose as if smelling

and once again

One finger raised

I'm here at school.

Two hands pointing around classroom

4. Winter

The birds are gone,

Wave goodbye

The world is white.

Make sweeping gesture around yourself

The winds are wild, they chill and bite;

Rub arms as if feeling chilly

The ground is thick with slush and sleet,

Point to ground

And I can barely feel my feet.

Rub feet with hands

Before

- Topic Introduction-** *We have been learning about the four seasons that happen every year. There are twelve months every year. As the months change, so do the seasons. Each season has its own kind of weather. Today we are going to start learning about weather. Let's clap that word. Weath-er.*
- Book Introduction-** *This book is all about weather. It is a nonfiction book so we will see real pictures. We are going to learn about something. What do you think we will learn about?* (thinking gesture - finger on forehead) *Yes, weather!*
- Title and Author-** Draw attention to title and author. *The title of this book is Explore My World: Weather. The person who wrote the words is Lisa M. Gerry. Who remembers the name for the person who writes the words in a book?* (Thinking gesture and then hand open to note choral response- author) *That's right the person who writes the words is called the author.*



1st Read

Explore My World: Weather



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Weather is always changing."	TA: <i>There are many different types of weather. Weather changes in small ways every day and in big ways as the seasons change.</i>
"Some clouds cover the sky like thick gray blankets."	TA: <i>I've seen thick, gray clouds before.</i> Q: <i>Have you ever noticed that clouds have different shapes and colors?</i>
"water droplets in the clouds can freeze and fall to the ground as snow."	TA: <i>That's interesting! Snow is water droplets that are really, really cold. Rain is also water droplets that come from the clouds.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: There are different types of weather (windy, sunny, rainy, cold, stormy, etc.). Weather is always changing.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
droplets	tiny drops of liquid, like rain <i>Droplets are tiny drops of liquid, like rain. Hold one hand out flat and use one finger to show a tiny drop of water falling.</i>	Hold one hand flat and use pointer finger from the other hand to show a drop of water falling onto the flat hand
drift	move slowly and gently <i>Drift means to move slowly and gently. Move your hand slowly from one side to the other.</i>	Put one hand flat in front of you by the right side of your body and slowly move it toward the left side of your body
meteorologists	scientists who study weather <i>Meteorologists are scientists who study weather. Put one hand up over your eyes and point up to the sky.</i>	Put one hand up over your eye like you are shielding your eyes from the sun and use pointer finger from the other hand to point to the sky



1st Read



Explore My World: Weather

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you enjoy learning about the different types of weather?

What was your favorite kind of weather from the book? (thinking gesture - finger on forehead)

Tell someone near you about your favorite kind of weather. Say, "I like _____ weather."

Pause for brief conversation.

Put your thumb up if you would like to tell everyone.

Call on 1-2 students who have their thumb up.

Check their understanding.

What was this book about?

(Thinking gesture and then hand open to note choral response- weather, different kinds of weather)

Where do we find clouds?

(Thinking gesture and then hand open to note choral response- the sky)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Droplets</u> are tiny drops of liquid, like rain. Ready to clap? Drop-lets, droplets.</i>	Hold one hand flat and use pointer finger from the other hand to show a drop of water falling onto the flat hand
<i><u>Drift</u> means to move slowly and gently. Drift.</i>	Put one hand flat in front of you by the right side of your body and slowly move it toward the left side of your body
<i><u>Meteorologists</u> are scientists who study weather. Me-te-or-ol-o-gists, meteorologists.</i>	Put one hand up over your eye like you are shielding your eyes from the sun and use pointer finger from the other hand to point to the sky



1st Read

Explore My World: Weather



After Continued

Ask questions

What do we call a scientist who studies the weather?

(Thinking gesture and then hand open to note choral response- meteorologist)

If something is moving slowly and gently, we say it is _____?

(Thinking gesture and then hand open to note choral response- drifting)

What do we call tiny drops of liquid, like rain?

(Thinking gesture and then hand open to note choral response- droplets)

3. **Follow Up Activity-** Introduce dramatic play center (Meteorology Center)

Show the children the items in the center. Introduce a few different play scenarios. Ensure that a teacher is available near this area to help children engage with the toys appropriately while using their new vocabulary and background knowledge to engage in pretend play together



For the Teacher:

Preview

Worm Weather



Unit 8: Seasons & Weather, Part 2 - Weather

Book 6: *Worm Weather* by Jean Taft

Materials Needed: Weather posters from dramatic play center

Vocabulary		
Word	Definition	Gesture
dash	move quickly, hurry	Hold one finger up in front of you on right side of your body and quickly move it to the left side of your body
swamp	an area where water collects on the ground	Hold your hands by your side and wave them up and down to show a watery area
drizzle	light rain	Hold one hand in front of you, wiggle your fingers and move your hand down to show drizzle



1st Read

Worm Weather



Language Time - Four Seasons Poem by Cecil Frances Alexander

Explain, *We started learning the part of the poem about summer yesterday. Let's say the part about spring and then do the new part about summer.*

Repeat

1. Spring

The fields are rich with daffodils.

Make the shape of rolling hills with one flat hand

A coat of clover cloaks the hills,

Mimic putting on a coat then hug yourself

And I must dance,

Wave arms in dancing motion

and I must sing

Flat hand by mouth and extend arm outward

To see the beauty of the spring.

One hand over eyes as if looking

Teach

2. Summer

The earth is warm,

Wipe brow with one hand

The sun's ablaze.

Open and close hands like sun's beating rays

It is time for carefree days;

Point to smile

and bees abuzz that chance to pass

Pointer finger to thumb (like small bee) flying

May see me snoozing in the grass.

Rest head on hands as if sleeping

3. Fall

The leaves are yellow, red, and brown.

Raise one finger for each word

A shower sprinkles softly down.

Wave fingers down as if falling raindrops

The air is fragrant, crisp, and cool,

Tap nose as if smelling

and once again

One finger raised

I'm here at school.

Two hands pointing around classroom

4. Winter

The birds are gone,

Wave goodbye

The world is white.

Make sweeping gesture around yourself

The winds are wild, they chill and bite;

Rub arms as if feeling chilly

The ground is thick with slush and sleet,

Point to ground

And I can barely feel my feet.

Rub feet with hands

Before

- Topic Introduction-** *Yesterday we started learning about different types of weather. Does weather stay the same?* (thinking gesture - finger on forehead) *No! Weather is always changing.*
- Book Introduction-** *This is the book we are going to read today. Look at the cover. What kind of weather do you think this book is about?* (thinking gesture - finger on forehead) *Turn to someone near you and tell them what kind of weather you see.* Pause-allow students to chat briefly. *I see rain and wind.*
- Title and Author-** Draw attention to title and author. *The title of this book is Worm Weather and the author is Jean Taft. She wrote the words. The illustrator is Matt Hunt. Who remembers what the illustrator does? Tell me.* (Thinking gesture and then hand open to note choral response- draws the pictures) *Yes, the illustrator draws the pictures.*



1st Read

Worm Weather



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Splish, splash, sidewalk dash!"	TA: <i>Look! It's starting to rain. The people have to hurry to get somewhere that is dry.</i>
"Worm weather!"	TA: <i>When it rains a lot, worms come out of the dirt. The wet, rainy weather is worm weather.</i>
"Bright flash, THUNDER CRASH!"	TA: <i>The children were playing outside in the rain. It's not safe to play outside when there is lightning. I wonder what the children will do.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Weather is always changing. Some weather is wet, rainy, and windy. There are fun things to do outside in the rain, but you should dress for the weather.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
dash	move quickly, hurry <i>Dash means to move quickly and in a hurry. Make your finger dash quickly to the other side.</i>	Hold one finger up in front of you on right side of your body and quickly move it to the left side of your body
swamp	an area where water collects on the ground <i>A swamp is an area where water collects on the ground. Hold your hands by your side and move them to show a watery swamp area.</i>	Hold your hands by your side and wave them up and down to show a watery area
drizzle	light rain <i>Drizzle is a light rain. Wiggle your fingers as you move your hand down.</i>	Hold one hand in front of you, wiggle your fingers and move your hand down to show drizzle



1st Read

Worm Weather



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Thumbs up if you enjoyed that story about worm weather. Do you like rainy worm weather?

(thinking gesture - finger on forehead)

Start your sentence with "I like worm weather or I don't like worm weather because..."

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding.

What kind of weather was this book about? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - rainy, windy, chilly weather)

What clothing do we need to wear when it rains? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - boots, raincoat, umbrella, etc.)

Why is rainy weather called worm weather? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - worms come out after lots of rain)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Dash</u> means to move quickly or in a hurry. Ready to clap? Dash.</i>	Hold one finger up in front of you on right side of your body and quickly move it to the left side of your body
<i><u>Swamp</u> means an area where water collects on the ground. Swamp.</i>	Hold your hands by your side and wave them up and down to show a watery area
<i><u>Drizzle</u> means light rain. Driz-zle, drizzle.</i>	Hold one hand in front of you, wiggle your fingers and move your hand down to show drizzle



1st Read

Worm Weather



After Continued

Ask questions

What do we call an area where water collects on the ground?

(Thinking gesture and then hand open to note choral response- swamp)

What is another word for light rain?

(Thinking gesture and then hand open to note choral response- drizzle)

When something moves quickly or in a hurry it _____?

(Thinking gesture and then hand open to note choral response- dashes)

3. Follow Up Activity- Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember, rhyming words sound the same at the end. Let's go back and read parts of the book.* Reread the passages. Emphasize the underlined words.

Ask *Do those words rhyme? Do they sound the same at the end?*

Read the whole passage, emphasizing the underlined words:

- *Coat. Hat... Rain goes splat!*

(Thinking gesture and then hand open to note choral response- yes)

- *Quick, race!... Pizza place!*

(Thinking gesture and then hand open to note choral response- yes)

- *Belly flop!... Almost!*

(Thinking gesture and then hand open to note choral response- no)



For the Teacher:
Preview
Tap Tap Boom Boom



Unit 8: Seasons & Weather, Part 2 - Weather

Book 7: *Tap Tap Boom Boom* by Elizabeth Bluemle

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
bloom	to grow	Hold one hand in a fist and use your pointer finger to pop up like something is blooming
shelter	a cover from rain or bad weather	Put one hand on top of the other on top of your head
congregate	come together	Hold hands out by your side and bring them together



1st Read

Tap Tap Boom Boom



Language Time - Four Seasons Poem by Cecil Frances Alexander

Explain, *Let's do our poem again. We will start with spring and then do summer. Ready?*

Repeat

1. Spring

The fields are rich with daffodils.

Make the shape of rolling hills with one flat hand

A coat of clover cloaks the hills,

Mimic putting on a coat then hug yourself

And I must dance,

Wave arms in dancing motion

and I must sing

Flat hand by mouth and extend arm outward

To see the beauty of the spring.

One hand over eyes as if looking

Teach

2. Summer

The earth is warm,

Wipe brow with one hand

The sun's ablaze.

Open and close hands like sun's beating rays

It is time for carefree days;

Point to smile

and bees abuzz that chance to pass

Pointer finger to thumb (like small bee) flying

May see me snoozing in the grass.

Rest head on hands as if sleeping

3. Fall

The leaves are yellow, red, and brown.

Raise one finger for each word

A shower sprinkles softly down.

Wave fingers down as if falling raindrops

The air is fragrant, crisp, and cool,

Tap nose as if smelling

and once again

One finger raised

I'm here at school.

Two hands pointing around classroom

4. Winter

The birds are gone,

Wave goodbye

The world is white.

Make sweeping gesture around yourself

The winds are wild, they chill and bite;

Rub arms as if feeling chilly

The ground is thick with slush and sleet,

Point to ground

And I can barely feel my feet.

Rub feet with hands

Before

- Topic Introduction-** *We have been learning about different types of weather. Today we are going to read about another type of weather. What is one type of weather that we have learned about?* (thinking gesture - finger on forehead) *Turn to someone near you and tell them one type of weather you know. Start your sentence with "One type of weather is..."* (Pause briefly for discussion or facilitation of conversation.)
- Book Introduction-** *Take a look at the cover of this book. What kind of weather do you think this book will be about? Keep your idea in your head. We're going to read to find out if you are right.*
- Title and Author-** Draw attention to title and author. *This story is called Tap Tap Boom Boom. The person who wrote the words is Elizabeth Bluemle. Do you remember the name of the person who writes the words?* (Thinking gesture and then hand open to note choral response- the author) *Yes, the author writes the words.*



1st Read

Tap Tap Boom Boom



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"street carts appear"	TA: <i>It looks like this street cart is selling umbrellas. I think people might buy umbrellas because it is starting to rain.</i>
"Wind whirls helter-skelter."	TA: <i>Oh no! I don't think this is just a little bit of rainy weather. It seems like this is a big, windy storm with thunder and lightning.</i>
"Hands hers. No words, just a smile as her hello."	TA: <i>How kind! This person just gave her umbrella to someone who didn't have one. People are being so kind to each other as they congregate in the subway.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: People need a safe place to go in a big storm. People can be kind and have fun together when something unexpected brings them together.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
bloom	to grow Bloom means to grow. Hold hand in a fist and pop your pointer finger up.	Hold one hand in a fist and use your pointer finger to pop up like something is blooming
shelter	a cover from rain or bad weather A shelter is a cover from rain or bad weather. Put one hand on top of the other on top of your head.	Put one hand on top of the other on top of your head
congregate	come together Congregate means to come together. Bring your hands together.	Hold hands out by your side and bring them together



1st Read

Tap Tap Boom Boom



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you enjoy this story? (thinking gesture - finger on forehead)

Thumbs up if you did.

Check their understanding.

Where did the story take place?

(Thinking gesture and then hand open to note choral response- a city, a subway)

What kind of weather happened in this book? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - various answers- a big storm, rain, wind, thunder, lightning, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Bloom</u> means to grow. Ready to clap? Bloom.</i>	Hold one hand in a fist and use your pointer finger to pop up like something is blooming
<i><u>Shelter</u> is a cover from rain or bad weather. Shel-ter, shelter.</i>	Put one hand on top of the other on top of your head
<i><u>Congregate</u> means to come together. Con-gre-gate, congregate.</i>	Hold hands out by your side and bring them together



1st Read

Tap Tap Boom Boom



After Continued

Ask questions

If people come together they _____?

(Thinking gesture and then hand open to note choral response- congregate)

When flowers grow they _____?

(Thinking gesture and then hand open to note choral response- bloom)

When it is raining you try to find _____?

(Thinking gesture and then hand open to note choral response- shelter)

3. Follow Up Activity- Story Retell

Explain, *We are going to tell the story again. I want you to help me.*

Show pictures in book to help children remember if necessary.

People were walking around the city when it started to _____ (rain). The rain turned into a big storm. People took shelter in the _____ (subway). When the storm was over, people went back up to the streets and saw a _____ (rainbow.)



2nd Read

Tap Tap Boom Boom



Unit 8: Seasons & Weather, Part 2 - Weather

Book 7: *Tap Tap Boom Boom* by Elizabeth Bluemle

Re-Read & Activity: Craft - Rain Cloud Painting

Materials Needed: Book, white cardstock, paint in shades of blue, paintbrushes, liquid glue, cotton balls

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. What was this story about? Do you remember what kind of weather was in this book? (Thinking gesture and then hand open to note choral response- rain)
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this book is Tap Tap Boom Boom. The author of the story is Elizabeth Bluemle. Who remembers what the author does? Tell me! (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words. The illustrator is G. Brian Karas. What does the illustrator do?* (Thinking gesture and then hand open to note choral response- draws the pictures) *He draws the pictures!*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

Example of Craft





2nd Read

Tap Tap Boom Boom



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"big storm in bloom, here soon."	Q: <i>Do you remember what that word blooms means?</i> (finger to forehead in thinking gesture then open hand to note choral response- grow.) <i>Yes, the storm is growing.</i>
"The subway is shelter."	Q: <i>Do you remember what the word shelter means?</i> (finger to forehead in thinking gesture then open hand to note choral response- a safe place.) <i>The subway is a shelter from the storm.</i>
"Folks congregate."	Q: <i>Congregate means come together. Who is congregating in the subway?</i>
"Surprise in the sky."	Q: <i>What is the surprise? Have you ever seen a rainbow?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: People need a safe place to go in a big storm. People can be kind and have fun together when something unexpected brings them together.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
bloom	to grow <i>Bloom means to grow. Hold hand in a fist and pop your pointer finger up.</i>	Hold one hand in a fist and use your pointer finger to pop up like something is blooming
shelter	a cover from rain or bad weather <i>A shelter is a cover from rain or bad weather. Put one hand on top of the other on top of your head.</i>	Put one hand on top of the other on top of your head
congregate	come together <i>Congregate means to come together. Bring your hands together.</i>	Hold hands out by your side and bring them together



2nd Read

Tap Tap Boom Boom



After

1. Ask Questions

Ask their opinion

Did you like this story? (thinking gesture - finger on forehead)

Show me a thumb if you liked this book. Why did you like this book?

(thinking gesture - finger on forehead)

Turn to someone near you and tell them your favorite part. Start your sentence with "I liked this story because..." (Pause briefly for discussion or facilitation of conversation.)

Discussion questions

Where did this story take place?

(Thinking gesture and then hand open to note choral response- the city, the subway)

What kind of weather happened in this book? If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - various answers- a big storm, thunder and lightning, rain, a rainbow)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>When something grows it _____ (blossoms). Blossoms.</i>	Hold one hand in a fist and use your pointer finger to pop up like something is blooming
<i>A cover from rain or bad weather is called a _____ (shelter). Shel-ter, shelter.</i>	Put one hand on top of the other on top of your head
<i>When people come together they _____ (congregate). Con-gre-gate, congregate.</i>	Hold hands out by your side and bring them together

3. Follow-Up Activity: Craft - Rain Cloud Painting

Give each student a piece of white cardstock. Provide paint in various shades of blue (consider watering down your paint if it is thick). Encourage students to apply lots of paints to the top portion of their cardstock. Show students how to hold their painting upright so the paint drips down, giving the appearance of rain. Allow the paintings to dry before encouraging students to glue cotton balls above the blue paint to represent rain clouds.



Shared Writing

Tap Tap Boom Boom



Planning Guide - Share Information

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

There are different types of weather.

Plan your detail and concluding sentences (You can utilize the following.)

Detail: **Thunderstorms bloom in the summer.**

Detail: **It is windy and rainy in the spring.**

Detail: **It snows in the winter.**

Conclusion: **The weather is always changing.**

Vocabulary to Include if Possible		
Word	Definition	Gesture
bloom	to grow	Hold one hand in a fist and use your pointer finger to pop up like something is blooming
shelter	a cover from rain or bad weather	Put one hand on top of the other on top of your head
congregate	come together	Hold hands out by your side and bring them together

Let's Write!

Discuss the book and vocabulary: *We read this book called Tap Tap Boom Boom. In this story, we saw what happens when a big thunderstorm comes to a busy city. People took shelter in the subway so they could stay dry and safe. The storm started with little droplets of rain then bloomed into a big storm with thunder and lightning. Today we are going to write about that.*



Shared Writing

Tap Tap Boom Boom



Write Topic Sentence

1. **Plan:** *We have learned about different types of weather. We know that weather is always changing. The weather is different in each of the seasons. Will you help me to write about weather? Let's start with this sentence that tells what we are going to write about.*
2. **Write:** Write *weather* to complete the sentence.
3. **Read aloud, pointing to each word:** *There are different types of weather.*

Write Detail Sentence(s)

1. **Plan:** *Let's take turns sharing different types of weather. What kind of weather happens in each season?* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** *Thunderstorms bloom in the summer.*
3. **Read** aloud, pointing to each word: *Thunderstorms bloom in the summer.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We wrote about some different types of weather. Now let's write a sentence that will tell our readers we are done. How could we do that?* (thinking gesture - finger on forehead) *Let's write, "The weather is always changing."*
2. **Write:** *The weather is always changing.*
3. **Read** aloud, pointing to each word: *The weather is always changing.* Read again, encouraging children to read with you

Read the whole paragraph with students. Post writing where they can see it.



For the Teacher:

Preview

Goodbye Winter, Hello Spring

Unit 8: Seasons & Weather, Part 3 - Individual Seasons

Book 8: *Goodbye Winter, Hello Spring* by Kenard Pak

Materials Needed: none

Vocabulary

Word	Definition	Gesture
draped	covered	Place one arm out in front of your body straight, next to your chest, use your other hand to lightly cover the first arm
illuminate	light up	Put your hands in fists up next to your face, besides your eyes, and open them up
thaw	warm up so things are no longer frozen	Hold hands with palms touching in front of you and rub them together



1st Read

Goodbye Winter, Hello Spring

Language Time - Four Seasons Poem by Cecil Frances Alexander

Explain, *Let's do our poem parts about spring and summer one more time today. Tomorrow we are going to learn a part about the next season, fall.*

Repeat

1. Spring

The fields are rich with daffodils.

Make the shape of rolling hills with one flat hand

A coat of clover cloaks the hills,

Mimic putting on a coat then hug yourself

And I must dance,

Wave arms in dancing motion

and I must sing

Flat hand by mouth and extend arm outward

To see the beauty of the spring.

One hand over eyes as if looking

Teach

2. Summer

The earth is warm,

Wipe brow with one hand

The sun's ablaze.

Open and close hands like sun's beating rays

It is time for carefree days;

Point to smile

and bees abuzz that chance to pass

Pointer finger to thumb (like small bee) flying

May see me snoozing in the grass.

Rest head on hands as if sleeping

3. Fall

The leaves are yellow, red, and brown.

Raise one finger for each word

A shower sprinkles softly down.

Wave fingers down as if falling raindrops

The air is fragrant, crisp, and cool,

Tap nose as if smelling

and once again

One finger raised

I'm here at school.

Two hands pointing around classroom

4. Winter

The birds are gone,

Wave goodbye

The world is white.

Make sweeping gesture around yourself

The winds are wild, they chill and bite;

Rub arms as if feeling chilly

The ground is thick with slush and sleet,

Point to ground

And I can barely feel my feet.

Rub feet with hands

Before

- Topic Introduction-** *We have been reading books about different kinds of weather. Now we are going to read books about each season. I wonder what season we will read about first.*
- Book Introduction-** *Look at the cover. It looks like winter here. The trees are bare and it is very white. Here it is green and the trees have leaves. I think this part of the picture shows spring.*
- Title and Author-** Draw attention to title and author. *This book is called Goodbye Winter, Hello Spring. The author of this book is Kenard Pak. Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words. He is also the illustrator, so he drew the pictures too!*



1st Read

Goodbye Winter, Hello Spring

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"I fall onto a husky's bushy tail "	TA: <i>This person is going for a walk on a winter night. I wonder what they will see.</i>
"Hello, glass house."	TA: <i>This glass house is called a greenhouse. It is for growing plants in the early spring when it's too cold for them to be outside. It's empty now, because it's too cold inside the house for plants. It's still winter.</i>
"I warm the land!"	TA: <i>The sun is making the ground warm. Now things can start to grow again. I think it's spring now!</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Winter is cold, snowy, and without much sunlight. Winter becomes spring slowly. Spring is warmer. Plants can grow. The sun is out longer.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and how to introduce gesture	Gesture
draped	covered Draped means covered. Cover one arm with your other arm.	Place one arm out in front of your body straight, next to your chest, use your other hand to lightly cover the first arm
illuminate	light up Illuminate means to light up. Open your hands to show something lighting up.	Put your hands in fists up next to your face, besides your eyes, and open them up
thaw	warm up so things are no longer frozen Thaw means to warm up so things are no longer frozen. Rub your hands together like you are thawing them..	Hold hands with palms touching in front of you and rub them together



1st Read

Goodbye Winter, Hello Spring

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you enjoy reading about what happens when winter becomes spring?

(thinking gesture - finger on forehead)

Tell someone near you what your favorite part was in the book. Did you like winter or spring better? Say, "My favorite part was..." (Pause briefly for discussion or facilitation of conversation.)

Check their understanding.

What two seasons were in this book?

(Thinking gesture and then hand open to note choral response- winter and spring)

When was it spring? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - various answers- after winter, when the sun came out, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Draped</u> means covered. Ready to clap? Draped.</i>	Place one arm out in front of your body straight, next to your chest, use your other hand to lightly cover the first arm
<i><u>Illuminate</u> means to light up. Il-lum-in-ate, illuminate.</i>	Put your hands in fists up next to your face, besides your eyes, and open them up
<i><u>Thaw</u> means to warm up so things are no longer frozen. Thaw.</i>	Hold hands with palms touching in front of you and rub them together



1st Read

Goodbye Winter, Hello Spring

After Continued

Ask questions

When things warm up so they are no longer frozen they _____?

(Thinking gesture and then hand open to note choral response- thaw)

If something lights up it _____?

(Thinking gesture and then hand open to note choral response- illuminates)

Draped means _____?

(Thinking gesture and then hand open to note choral response- covered)

3. Follow Up Activity- Story Retell

Explain, *We are going to tell the story again. I want you to help me.*

Show pictures in book to help children remember if necessary.

In the beginning of the book, it was cold and snowy. Water was frozen. It was _____ (winter.)

Then the sun became brighter and warmer. Animals woke up and trees grew new _____

(leaves.) The season changed. It was _____ (spring!)



For the Teacher:
Preview
When Spring Comes



Unit 8: Seasons & Weather, Part 3 - Individual Seasons

Book 9: *When Spring Comes* by Kevin Henkes

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
blossoms	new, small flowers	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back
mounds	small, rounded piles	Use one hand to make a rounded motion like a mound
shoots	baby plants that are just beginning to pop out of the dirt	Bend your pointer finger with other fingers in a fist to show a plant coming out of the dirt



1st Read

When Spring Comes

Language Time - Four Seasons Poem by Cecil Frances Alexander

Explain, *We get to add a new part to our long poem today. We learned the parts about spring and summer. Let's say those and then learn the new part about fall.*

Repeat

1. Spring

The fields are rich with daffodils.

Make the shape of rolling hills with one flat hand

A coat of clover cloaks the hills,

Mimic putting on a coat then hug yourself

And I must dance,

Wave arms in dancing motion

and I must sing

Flat hand by mouth and extend arm outward

To see the beauty of the spring.

One hand over eyes as if looking

Repeat

2. Summer

The earth is warm,

Wipe brow with one hand

The sun's ablaze.

Open and close hands like sun's beating rays

It is time for carefree days;

Point to smile

and bees abuzz that chance to pass

Pointer finger to thumb (like small bee) flying

May see me snoozing in the grass.

Rest head on hands as if sleeping

Teach

3. Fall

The leaves are yellow, red, and brown.

Raise one finger for each word

A shower sprinkles softly down.

Wave fingers down as if falling raindrops

The air is fragrant, crisp, and cool,

Tap nose as if smelling

and once again

One finger raised

I'm here at school.

Two hands pointing around classroom

4. Winter

The birds are gone,

Wave goodbye

The world is white.

Make sweeping gesture around yourself

The winds are wild, they chill and bite;

Rub arms as if feeling chilly

The ground is thick with slush and sleet,

Point to ground

And I can barely feel my feet.

Rub feet with hands

Before

- Topic Introduction-** *We started reading about the seasons. Yesterday we read about when winter becomes...? (Finger on forehead in thinking gesture then open hand to note choral response- spring) We are going to read another book about spring today.*
- Book Introduction-** *I see green grass with colorful flowers. I see pink petals and tiny green leaves on the tree. Spring is a bright season with lots of color!*
- Title and Author-** Draw attention to title and author. *The title of this book is When Spring Comes. The author is Kevin Henkes. He wrote the words in the book.*



1st Read

When Spring Comes

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"and smaller until suddenly- they're gone.."	TA: <i>The warm spring sun warms the snow and makes it melt away.</i>
"It changes its mind a lot."	TA: <i>This picture shows spring flowers with snow on them! It can be cold and snowy when winter is changing to spring. Sometimes it feels like it's winter again.</i>
"Now you have to wait for Summer."	TA: <i>When spring finally arrives, it gets warmer and we see lots of things growing around us. After spring, it is summer!</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Winter is cold and snowy. Winter becomes spring. Spring is warmer and things begin to grow (plants and baby animals). After spring comes summer.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
blossoms	new, small flowers Blossoms are new, small flowers. Hold your hands together and open your fingers up to show a blossom.	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back
mounds	small, rounded piles Mounds are small, rounded piles. Use your hand to make a mound shape.	Use one hand to make a rounded motion like a mound
shoots	baby plants that are just beginning to pop out of the dirt Shoots are baby plants that are just beginning to pop out of the dirt. Bend your finger to show a plant coming out of the dirt.	Bend your pointer finger with other fingers in a fist to show a plant coming out of the dirt



1st Read

When Spring Comes

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like this book? (thinking gesture - finger on forehead)

Thumbs up if you liked that story. Thumbs down if you didn't.

Check their understanding.

What happened to the snow in spring?

(Thinking gesture and then hand open to note choral response- it melted)

What season comes after a cold, snowy winter?

(Thinking gesture and then hand open to note choral response- spring)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Blossoms</u> are new, small flowers. Ready to clap? <i>Blos-soms, blossoms.</i>	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back
<u>Mounds</u> are small, rounded piles. <i>Mounds.</i>	Use one hand to make a rounded motion like a mound
<u>Shoots</u> are baby plants that are just beginning to pop out of the dirt. <i>Shoots.</i>	Bend your pointer finger with other fingers in a fist to show a plant coming out of the dirt



1st Read

When Spring Comes

After Continued

Ask questions

What do we call baby plants that are just beginning to pop out of the dirt?

(Thinking gesture and then hand open to note choral response- shoots)

What do we call new, small flowers?

(Thinking gesture and then hand open to note choral response- blossoms)

What do we call small, rounded piles?

(Thinking gesture and then hand open to note choral response- mounds)

3. Follow Up Activity- Story Retell

Explain, *We are going to tell the story again. I want you to help me.*

Show pictures in book to help children remember if necessary.

In the beginning of the book, it was cold and snowy. The trees looked like black sticks against the sky. It was _____ (winter.) Then the snow mounds melted and plants began to grow. Baby animals were born. It was _____ (spring.) When spring was here to stay, there was more waiting for _____ (summer!)



2nd Read

When Spring Comes



Unit 8: Seasons & Weather, Part 3 - Individual Seasons

Book 9: *When Spring Comes* by Kevin Henkes

Re-Read & Activity: Craft - Colorful Flowers

Materials Needed: book, light blue cardstock, liquid glue, white cupcake liners, markers.

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. What was this story about? If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is When Spring Comes. The author of the story is Kevin Henkes. Who remembers what the author does? Tell me! (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words. The illustrator is Laura Dronzek. She drew the pictures.*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

Example of Craft





2nd Read

When Spring Comes



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"Spring will bring leaves and blossoms."	Q: <i>Do you remember what blossoms are?</i> (finger to forehead in thinking gesture then open hand to note choral response- new, small flowers.) <i>What color are the blossoms on this tree?</i>
"There will be worms and wings and wind and wheels."	TA: <i>There is a lot to do in the spring.</i> Q: <i>What do you see people doing in this picture?</i>
"You will feel it. You will smell it. You will hear it."	Q: <i>Let's take a minute to look at this picture and find some things we can feel, smell, and hear in the spring.</i> <ul style="list-style-type: none"> • Feel- soft petals of flowers, itchy grass, warm sun, wind, etc. • Smell- flowers, fresh air, grass, etc. • Hear- buzzing bees, birds chirping, wind blowing in trees, etc.

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Winter is cold and snowy. Winter becomes spring. Spring is warmer and things begin to grow (plants and baby animals). After spring comes summer.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
blossoms	new, small flowers <i>Blossoms are new, small flowers. Hold your hands together and open your fingers up to show a blossom.</i>	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back
mounds	small, rounded piles <i>Mounds are small, rounded piles. Use your hand to make a mound shape.</i>	Use one hand to make a rounded motion like a mound
shoots	baby plants that are just beginning to pop out of the dirt <i>Shoots are baby plants that are just beginning to pop out of the dirt. Bend your finger to show a plant coming out of the dirt.</i>	Bend your pointer finger with other fingers in a fist to show a plant coming out of the dirt



2nd Read

When Spring Comes



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead)

Show me a thumb if you liked this book. Why did you like this story?

Put your thumb up if you would like to tell everyone. Start your sentence with, "I liked this story because..."

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Discussion questions

What happens in the spring? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- it gets warmer, plants grow, etc.)

What do people do in the spring? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- plant gardens, fly kites, blow bubbles, etc.)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>New, small flowers are called _____ (blossoms). Blos-soms, blossoms.</i>	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back
<i>Small, rounded piles are called _____ (mounds). Mounds.</i>	Use one hand to make a rounded motion like a mound
<i>Baby plants that are just beginning to pop out of the dirt are called _____ (shoots). Shoots.</i>	Bend your pointer finger with other fingers in a fist to show a plant coming out of the dirt

3. Follow-Up Activity: Craft - Colorful Flowers

Give each student one piece of light blue cardstock and several white cupcake liners and markers to create the petals of colorful flowers. Encourage students to glue the cupcake liners to the blue cardstock to make a garden and draw green lines with a marker to create stems and leaves for the flowers.



For the Teacher:

Preview

Summer Song

Unit 8: Seasons & Weather, Part 3 - Individual Seasons

Book 10: *Summer Song* by Kevin Henkes

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
humming	making a low, steady sound like a bee	Put your lips together and make a low humming sound
shade	a darker and cooler place that is out of the sun	Put one flat hand across your brow, like the brim of a hat
patient	to wait calmly	Put your hands together and gently put them in your lap



1st Read

Summer Song

Language Time - Four Seasons Poem by Cecil Frances Alexander

Explain, *We started learning the part of the poem about fall. Let's do the parts for spring, summer, and fall today.*

Repeat

1. Spring

The fields are rich with daffodils.

Make the shape of rolling hills with one flat hand

A coat of clover cloaks the hills,

Mimic putting on a coat then hug yourself

And I must dance,

Wave arms in dancing motion

and I must sing

Flat hand by mouth and extend arm outward

To see the beauty of the spring.

One hand over eyes as if looking

Repeat

2. Summer

The earth is warm,

Wipe brow with one hand

The sun's ablaze.

Open and close hands like sun's beating rays

It is time for carefree days;

Point to smile

and bees abuzz that chance to pass

Pointer finger to thumb (like small bee) flying

May see me snoozing in the grass.

Rest head on hands as if sleeping

Teach

3. Fall

The leaves are yellow, red, and brown.

Raise one finger for each word

A shower sprinkles softly down.

Wave fingers down as if falling raindrops

The air is fragrant, crisp, and cool,

Tap nose as if smelling

and once again

One finger raised

I'm here at school.

Two hands pointing around classroom

4. Winter

The birds are gone,

Wave goodbye

The world is white.

Make sweeping gesture around yourself

The winds are wild, they chill and bite;

Rub arms as if feeling chilly

The ground is thick with slush and sleet,

Point to ground

And I can barely feel my feet.

Rub feet with hands

Before

- Topic Introduction-** *We have been learning about the seasons. We read about how snowy cold winter becomes spring. We're going to read about the next season today.*
- Book Introduction-** *The book we are reading today is about summer. I see lots of green on the cover of this book. Let's read to find out what happens in summer.*
- Title and Author-** Draw attention to title and author. *This book is called Summer Song. Kevin Henkes is the author of this book. He was the author of the book we read yesterday! He's written a lot of books. Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words.*



1st Read

Summer Song

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"I'd say Summer is green."	TA: <i>Look at this picture. I understand what the author means when he writes that summer is green. There are so many beautiful green plants and the trees have big, green leaves.</i>
"and the wind blows, it sounds like music."	TA: <i>I've heard that sound before. Wind blowing through tall grass does make a peaceful sound, kind of like music.</i>
"Summer gets bored and wants to try something new"	TA: <i>Sometimes summer seems too hot and too long. Many people get tired of summer. These kids look like they are ready for the next season. What season comes after summer?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Summer is hot and sometimes feels long. There are many things to do in summer. After summer comes fall.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
humming	making a low, steady sound like a bee <i>Humming means to make a low, steady sound like a bee. Put your lips together and make a low noise.</i>	Put your lips together and make a low humming sound
shade	a darker and cooler place that is out of the sun <i>Shade is a darker and cooler place that is out of the sun. Put your hand up like you are shading your eyes from the bright sun.</i>	Put one flat hand across your brow, like the brim of a hat
patient	to wait calmly <i>Patient means to wait calmly. Put your hands gently in your lap.</i>	Put your hands together and gently put them in your lap



1st Read

Summer Song

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like this story? (thinking gesture - finger on forehead)

Thumbs up if you liked it. What was your favorite part? (thinking gesture - finger on forehead)

Put your thumb up if you would like to tell everyone. Start your sentence with, "My favorite part was..."

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding.

What season was this book about?

(Thinking gesture and then hand open to note choral response- summer)

How is the song of summer made? What do we hear in summer?

(thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- bugs, lawn mowers, air conditioners, sprinklers, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Humming</u> means to make a low, steady sound like a bee. Ready to clap? Hum-ming, humming.</i>	Put your lips together and make a low humming sound
<i><u>Shade</u> is a darker and cooler place that is out of the sun. Shade.</i>	Put one flat hand across your brow, like the brim of a hat
<i><u>Patient</u> means to wait calmly. Pa-tient, patient.</i>	Put your hands together and gently put them in your lap



1st Read

Summer Song

After Continued

Ask questions

If it is very sunny out and you want to be out of the sun you might sit in the _____?

(Thinking gesture and then hand open to note choral response- shade)

When you are all waiting calmly I might say thank you for being _____?

(Thinking gesture and then hand open to note choral response- patient)

When you are making a low, steady sound like a bee you are _____?

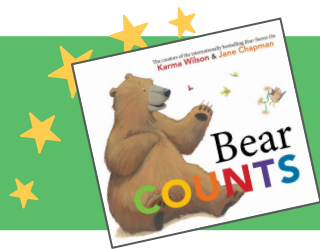
(Thinking gesture and then hand open to note choral response- humming)

3. **Follow Up Activity-** Game: Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.*

Practice thumbs up and down.

- *Summer is too cold for bugs to be out.*
(Thinking gesture and then hand open to note thumbs down- no)
- *Bugs make a humming song in summer.*
(Thinking gesture and then hand open to note thumbs up- yes)
- *After summer comes winter.*
(Thinking gesture and then hand open to note thumbs down- no)
- *After summer comes fall.*
(Thinking gesture and then hand open to note thumbs up- yes)



For the Teacher:

Preview

Bear Counts

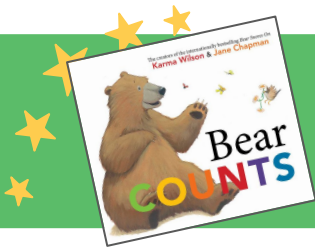


Unit 8: Seasons & Weather, Part 3 - Individual Seasons

Book 11: *Bear Counts* by Karma Wilson

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
basking	lay in the sunlight, enjoy the warmth of the sun	Put back of one hand on your forehead and use other hand to fan yourself
chums	friends, pals	Curve pointer fingers on both hands, link fingers by putting left pointer over right and right pointer over left (ASL for friend)
lively	full of energy, active	Lift your arms high with open hands and wiggle them a bit to show energy and excitement



1st Read

Bear Counts



Language Time - Four Seasons Poem by Cecil Frances Alexander

Explain, *Let's do our long poem again. We know the parts about spring, summer, and fall. Ready? Let's start with the part about spring.*

Repeat

1. Spring

The fields are rich with daffodils.
Make the shape of rolling hills with one flat hand
A coat of clover cloaks the hills,
Mimic putting on a coat then hug yourself
And I must dance,
Wave arms in dancing motion
and I must sing
Flat hand by mouth and extend arm outward
To see the beauty of the spring.
One hand over eyes as if looking

Repeat

2. Summer

The earth is warm,
Wipe brow with one hand
The sun's ablaze.
Open and close hands like sun's beating rays
It is time for carefree days;
Point to smile
and bees abuzz that chance to pass
Pointer finger to thumb (like small bee) flying
May see me snoozing in the grass.
Rest head on hands as if sleeping

Teach

3. Fall

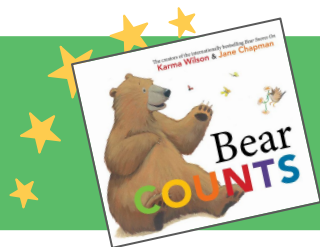
The leaves are yellow, red, and brown.
Raise one finger for each word
A shower sprinkles softly down.
Wave fingers down as if falling raindrops
The air is fragrant, crisp, and cool,
Tap nose as if smelling
and once again
One finger raised
I'm here at school.
Two hands pointing around classroom

4. Winter

The birds are gone,
Wave goodbye
The world is white.
Make sweeping gesture around yourself
The winds are wild, they chill and bite;
Rub arms as if feeling chilly
The ground is thick with slush and sleet,
Point to ground
And I can barely feel my feet.
Rub feet with hands

Before

- Topic Introduction-** *We have been learning about the seasons. Yesterday, we read about the season with long, hot days. Does anyone remember the name of that season?* (Thinking gesture and then hand open to note choral response- summer) *Summer! Let's clap that. Sum-mer.*
- Book Introduction-** *Today we are going to read another book about summer. This is a counting book. This is also a rhyming book. The rhymes help you to know what number is next. Listen to the rhyming clues as I read.*
- Title and Author-** Draw attention to title and author. *The title of this book is Bear Counts. Karma Wilson wrote the words. What do we call the person who writes the words? Tell me.* (Thinking gesture and then hand open to note choral response- the author) *Yes, the author writes the words.*



1st Read

Bear Counts



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

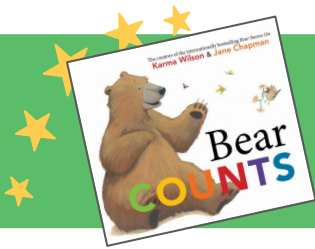
Part of Text	Think Aloud (TA) - Question (Q)
"Howdy do?... and the bear counts..."	TA: <i>Hmm... Howdy <u>do</u>...the bear counts... I think Bear counts two. Two and do rhyme. Let's turn the page to see if I'm right.</i>
"Four!"	TA: <i>Let's count. Help me count to four.</i> Count a few of the groups of animals. 1,2,3,4
"Just like BEAR!"	TA: <i>Let's count the animals.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: The summer sun is warm. Animals are very active in the summer. Counting and number recognition 1-5.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
basking	lay in the sunlight, enjoy the warmth of the sun Basking means to lay in the sunlight and enjoy the warmth of the sun. Put your hand on your forehead and use your other hand to fan yourself.	Put back of one hand on your forehead and use other hand to fan yourself
chums	friends, pals Chums are friends or pals. Link your fingers and switch back and forth.	Curve pointer fingers on both hands, link fingers by putting left pointer over right and right pointer over left (ASL for friend)
lively	full of energy, active Lively means full of energy or active. Lift your arms up high and wiggle your hands.	Lift your arms high with open hands and wiggle them a bit to show energy and excitement



1st Read Bear Counts



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like counting the animals in this book? (thinking gesture - finger on forehead)

Thumbs up if you did. Thumbs down if you didn't.

Check their understanding.

What animals were in this story? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - bear, rabbit, geese, fish, etc.)

When does this story happen? What season is it?

(Thinking gesture and then hand open to note choral response- summer)

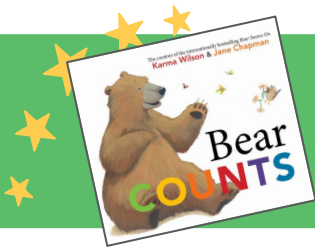
2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Basking</u> means to lay in the sunlight and enjoy the warmth of the sun. Ready to clap? Bask-ing, basking.</i>	Put back of one hand on your forehead and use other hand to fan yourself
<i><u>Chums</u> means friends or pals. Chums.</i>	Curve pointer fingers on both hands, link fingers by putting left pointer over right and right pointer over left (ASL for friend)
<i><u>Lively</u> means full of energy and active. Live-ly, lively.</i>	Lift your arms high with open hands and wiggle them a bit to show energy and excitement



1st Read

Bear Counts



After Continued

Ask questions

If you are laying in the sunlight you are _____?

(Thinking gesture and then hand open to note choral response- basking)

When you are full of energy and active you are _____?

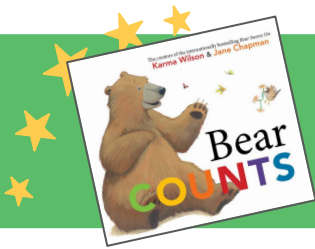
(Thinking gesture and then hand open to note choral response- lively)

If you have a lot of friends or pals you have _____?

(Thinking gesture and then hand open to note choral response- chums)

3. **Follow Up Activity-** Math Word Problem

Explain, *We counted many things in this book. We saw Bear and his forest friends enjoying a warm, summer day. One of the things we counted was fresh, summer fruit. I saw one berry and two crisp apples. How many fruits is that altogether? Let's use our fingers to figure that out. There was one berry.* (Hold up one finger on one hand.) *There were two crisp apples.* (Hold up two more fingers) *Altogether that is* (wiggle fingers as you count) *1,2,3. One berry plus two apples equals three summer fruits. 1 plus 2 equals 3. Say it with me. 1 plus 2 equals 3.*



Shared Writing

Bear Counts



Planning Guide - Express Ideas

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

Summer is a fun season.

Plan your detail and concluding sentences (You can utilize the following.)

Detail: (Student's name) likes basking in the hot sun in the summer.

Detail: (Student's name) likes playing with her chums in the summer.

Detail: (Student's name) likes swimming in the summer.

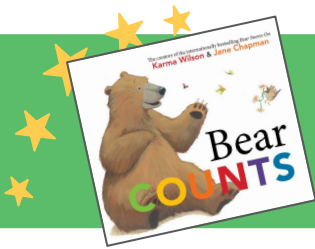
Conclusion: That is what our class likes best about summer.

Vocabulary to Include if Possible		
Word	Definition	Gesture
basking	lay in the sunlight, enjoy the warmth of the sun	Put back of one hand on your forehead and use other hand to fan yourself
chums	friends, pals	Curve pointer fingers on both hands, link fingers by putting left pointer over right and right pointer over left (ASL for friend)
lively	full of energy, active	Lift your arms high with open hands and wiggle them a bit to show energy and excitement

Let's Write!

Discuss the book and vocabulary: *We read this book called Bear Counts. In this story, we saw Bear spending a hot, summer day with his forest friends. The forest animals enjoy summer. Do you enjoy the hot weather in summer? Let's remember some fun things we can do in the summertime.*

Pause to review.



Shared Writing

Bear Counts



Write Topic Sentence

1. **Plan:** *We are going to work together to express our ideas today. We are going to share our favorite parts of summer. Let's start by finishing this sentence I wrote here. It says _____ is a fun season. What is the name of the season we read about?* (thinking gesture - finger on forehead and then hand open to note choral response - summer) *Summer. Good!*
2. **Write:** Write **summer** to complete the sentence.
3. **Read aloud, pointing to each word:** *Summer is a fun season.*

Write Detail Sentence(s)

1. **Plan:** *Let's work together to share information about our favorite part of summer. What can we do in summer?* Guide children by showing them different parts of the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** *(Student's name) likes basking in the hot sun in summer.*
3. **Read aloud, pointing to each word:** *(Student's name) likes basking in the hot sun in summer.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We expressed our ideas about our favorite parts of summer. Now we need to write a sentence that lets our readers know we are done telling them about what we like doing in summer. How could we do that?* (thinking gesture - finger on forehead) *Let's write, "That is what our class likes best about summer."*
2. **Write:** *That is what our class likes best about summer.*
3. **Read aloud, pointing to each word:** *That is what our class likes best about summer.* Read again, encouraging children to read with you

Read the whole paragraph with students. Post writing where they can see it.



For the Teacher:

Preview

Goodbye Summer, Hello Autumn

Unit 8: Seasons & Weather, Part 3 - Individual Seasons

Book 12: *Goodbye Summer, Hello Autumn* by Kenard Pak

Materials Needed: None

Vocabulary

Word	Definition	Gesture
den	shelter, home, safe place	Use arms to make a triangle above the head, like a shelter
misty	damp, foggy	Hold both hands at your chest level and wiggle your fingers slightly to show a light mist in the air
sway	moving side to side gently	Move from side to side slowly



1st Read

Goodbye Summer, Hello Autumn

Language Time - Four Seasons Poem by Cecil Frances Alexander

Explain, *We'll do our poem parts about spring, summer, and fall one more time today. Tomorrow we will learn the last part about winter.*

Repeat

1. Spring

The fields are rich with daffodils.
Make the shape of rolling hills with one flat hand
A coat of clover cloaks the hills,
Mimic putting on a coat then hug yourself
And I must dance,
Wave arms in dancing motion
and I must sing
Flat hand by mouth and extend arm outward
To see the beauty of the spring.
One hand over eyes as if looking

Repeat

2. Summer

The earth is warm,
Wipe brow with one hand
The sun's ablaze.
Open and close hands like sun's beating rays
It is time for carefree days;
Point to smile
and bees abuzz that chance to pass
Pointer finger to thumb (like small bee) flying
May see me snoozing in the grass.
Rest head on hands as if sleeping

Teach

3. Fall

The leaves are yellow, red, and brown.
Raise one finger for each word
A shower sprinkles softly down.
Wave fingers down as if falling raindrops
The air is fragrant, crisp, and cool,
Tap nose as if smelling
and once again
One finger raised
I'm here at school.
Two hands pointing around classroom

4. Winter

The birds are gone,
Wave goodbye
The world is white.
Make sweeping gesture around yourself
The winds are wild, they chill and bite;
Rub arms as if feeling chilly
The ground is thick with slush and sleet,
Point to ground
And I can barely feel my feet.
Rub feet with hands

Before

- Topic Introduction-** *We have been learning about the seasons. Do you remember the names of one season?* (thinking gesture - finger on forehead) *Turn to someone next to you and tell them the names of one season that you remember.* (Pause to allow brief conversation.) *Put your thumb up if you want to tell everyone the name of a season.* Call on 1-2 students who have their thumbs up.
- Book Introduction-** *This book is about the end of summer and the beginning of autumn. Autumn is another name for fall. Let's read to find out what happens in the fall.*
- Title and Author-** Draw attention to title and author. *The title of this book is Goodbye Summer, Hello Autumn. The author is Kenard Pak, he wrote the words. He also drew the pictures. What do we call someone who draws the pictures in a book?* (Thinking gesture and then hand open to note choral response- the illustrator) *Yes, the illustrator draws the pictures.*



1st Read

Goodbye Summer, Hello Autumn

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Hello, late summer morning."	TA: <i>I notice a few interesting things in this picture. The words say that it is late summer. I know summer is hot. This person is wearing warm clothes and a scarf. It seems like it's chilly now.</i>
"we're making cozy nests and dens.... we want to get ready."	TA: <i>We learned that animals get ready for fall in different ways. Do you remember reading about that in a different book?</i>
"We are changing our colors"	TA: <i>The leaves are getting colorful and falling from the trees. That is one of my favorite parts about the fall season.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: In fall, the air gets cooler, leaves change color and fall from trees, and animals get ready for the long, cold winter.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
den	shelter, home, safe place <i>A den is a shelter or a home, a safe place for animals. Put your arms in a triangle above your head.</i>	Use arms to make a triangle above the head, like a shelter
misty	damp, foggy <i>Misty means damp and foggy. Wiggle your fingers to show mist in the air.</i>	Hold both hands at your chest level and wiggle your fingers slightly to show a light mist in the air
sway	moving side to side gently <i>Sway means to gently move back and forth. Move your body back and forth gently.</i>	Move from side to side slowly



1st Read

Goodbye Summer, Hello Autumn

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

I enjoyed that book. Thumbs up if you liked it too. What was one thing you liked about the book? (thinking gesture - finger on forehead)

Turn to someone next to you and tell them one thing you liked. Start your sentence with “I liked...” (Pause briefly for discussion or facilitation of conversation.)

Check their understanding.

What season was it at the beginning of the book?

(Finger to forehead in thinking gesture then open hand to note choral response- summer)

What season was it at the end of the book?

(Finger to forehead in thinking gesture then open hand to note choral response- fall)

What is the weather like in the fall? (Thinking gesture)

Thumbs up if you can remember something about the weather in fall.

Encourage all children to think of an answer, then call on 1-2 students with thumbs up to share (various answers- chilly, rainy, windy, etc.).

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>den</u> is a shelter or home, a safe place for an animal. Ready to clap? Den.</i>	Use arms to make a triangle above the head, like a shelter
<i><u>Misty</u> means damp and foggy. Mis-ty, misty.</i>	Hold both hands at your chest level and wiggle your fingers slightly to show a light mist in the air
<i><u>Sway</u> means to gently move side to side. Sway.</i>	Move from side to side slowly



1st Read

Goodbye Summer, Hello Autumn

After Continued

Ask questions

When you are moving gently side to side what are you doing?

(Thinking gesture and then hand open to note choral response- swaying)

When the weather is damp and foggy it is _____?

(Thinking gesture and then hand open to note choral response- misty)

What do you call a shelter or home that keeps an animal safe?

(Thinking gesture and then hand open to note choral response- den)

3. Follow Up Activity- Game: Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.*

Practice thumbs up and down.

- *Leaves change color to red or brown in the summer.*
(Thinking gesture and then hand open to note thumbs down- no)
- *Leaves change color to blue and purple in the fall.*
(Thinking gesture and then hand open to note thumbs down- no)
- *Leaves change color to red or brown in the fall.*
(Thinking gesture and then hand open to note thumbs up- yes)
- *After summer comes fall.*
(Thinking gesture and then hand open to note thumbs up- yes)



For the Teacher:
Preview
In the Middle of Fall



Unit 8: Seasons & Weather, Part 3 - Individual Seasons

Book 13: *In the Middle of Fall* by Kevin Henkes

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
frisky	playful, full of energy	Shift your body side to side quickly like you are very excited
ornaments	decorations that make something look pretty	Move your hand upward like you are hanging an ornament on a tree or hook
gust	a strong wind	Start with your hands near your face, palms facing outward and move them quickly outward to show a burst of wind



1st Read

In the Middle of Fall

Language Time - Four Seasons Poem by Cecil Frances Alexander

Explain, *We get to add our last part to the long poem today. Let's do spring, summer, and fall then I will teach you the part for winter.*

Repeat

1. Spring

The fields are rich with daffodils.

Make the shape of rolling hills with one flat hand

A coat of clover cloaks the hills,

Mimic putting on a coat then hug yourself

And I must dance,

Wave arms in dancing motion

and I must sing

Flat hand by mouth and extend arm outward

To see the beauty of the spring.

One hand over eyes as if looking

Repeat

2. Summer

The earth is warm,

Wipe brow with one hand

The sun's ablaze.

Open and close hands like sun's beating rays

It is time for carefree days;

Point to smile

and bees abuzz that chance to pass

Pointer finger to thumb (like small bee) flying

May see me snoozing in the grass.

Rest head on hands as if sleeping

Repeat

3. Fall

The leaves are yellow, red, and brown.

Raise one finger for each word

A shower sprinkles softly down.

Wave fingers down as if falling raindrops

The air is fragrant, crisp, and cool,

Tap nose as if smelling

and once again

One finger raised

I'm here at school.

Two hands pointing around classroom

Teach

4. Winter

The birds are gone,

Wave goodbye

The world is white.

Make sweeping gesture around yourself

The winds are wild, they chill and bite;

Rub arms as if feeling chilly

The ground is thick with slush and sleet,

Point to ground

And I can barely feel my feet.

Rub feet with hands

Before

- Topic Introduction-** *Yesterday we read about the hot summer turning into fall. In the fall, the leaves change color and fall off the trees. Today we're going to read another book about fall.*
- Book Introduction-** *Look at the cover of this book. I see a squirrel with a bushy tail and lots of colorful leaves.*
- Title and Author-** Draw attention to title and author. *The title of this book is In the Middle of Fall. The person who wrote the words is Kevin Henkes. We've heard that author's name before. This is the third book we have read by Kevin Henkes!*



1st Read

In the Middle of Fall

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"and the sky is mostly gray."	TA: <i>I think this picture is just beautiful! Look how pretty the bright orange tree looks against the gray sky. The vibrant colors are one of my favorite parts of fall.</i>
"and all at once--"	TA: <i>I wonder what is going to happen. There's a big gust of wind. What is it going to do?</i>
"and orange will be gone"	TA: <i>The colorful leaves are gone. I think fall turned into the next season. I think it's winter now.</i> Q: <i>Do you think I'm right? Show me a thumbs up if you think I'm right.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: In the fall, the air is chilly. The sky is gray. Leaves change to vibrant colors. After fall comes winter.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
frisky	playful, full of energy <i>Frisky means playful or full of energy. Move your body quickly from side to side like you are excited.</i>	Shift your body side to side quickly like you are very excited
ornaments	decorations that make something look pretty <i>Ornaments are decorations that make something look pretty. Pretend to put an ornament on a tree or hook.</i>	Move your hand upward like you are hanging an ornament on a tree or hook
gust	a strong wind <i>A gust is a strong wind. Push your hands down like a strong wind.</i>	Start with your hands near your face, palms facing outward and move them quickly outward to show a burst of wind



1st Read

In the Middle of Fall

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like that story? (thinking gesture - finger on forehead)

Thumbs up if you did. Thumbs down if you did not.

What is your favorite part of fall? (thinking gesture - finger on forehead)

Turn to someone near you and tell them what your favorite part of fall is.

Start your sentence with "My favorite part about fall is..."

(Pause briefly for discussion or facilitation of conversation.)

Check their understanding.

What season is this book about?

(Thinking gesture and then hand open to note choral response- fall)

When do leaves change color and fall down to the ground?

(Thinking gesture and then hand open to note choral response- in the fall)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Frisky</u> means playful or full of energy. Ready to clap? Fris-ky, frisky.</i>	Shift your body side to side quickly like you are very excited
<i><u>Ornaments</u> are decorations that make something look pretty. Or-na-ments, ornaments.</i>	Move your hand upward like you are hanging an ornament on a tree or hook
<i><u>Gust</u> is a strong wind. Gust.</i>	Start with your hands near your face, palms facing outward and move them quickly outward to show a burst of wind



1st Read

In the Middle of Fall

After Continued

Ask questions

If something is playful or full of energy, we say it is ____?

(Thinking gesture and then hand open to note choral response- frisky)

A decoration that makes something look pretty is an ____?

(Thinking gesture and then hand open to note choral response- ornament)

If the wind almost blows you over what would you call it?

(Thinking gesture and then hand open to note choral response- gust)

3. Follow Up Activity- Vocabulary Review

One of the new words we learned is frisky. Thumbs up if this is something that is frisky...

- *A puppy that is running around in circles?*

(Thinking gesture and then hand open to note thumbs up- yes)

- *A sleeping kitten?*

(Thinking gesture and then hand open to note thumbs down- no)

- *A very slow sloth?*

(Thinking gesture and then hand open to note thumbs down- no)



2nd Read

In the Middle of Fall



Unit 8: Seasons & Weather, Part 3 - Individual Seasons

Book 13: *In the Middle of Fall* by Kevin Henkes

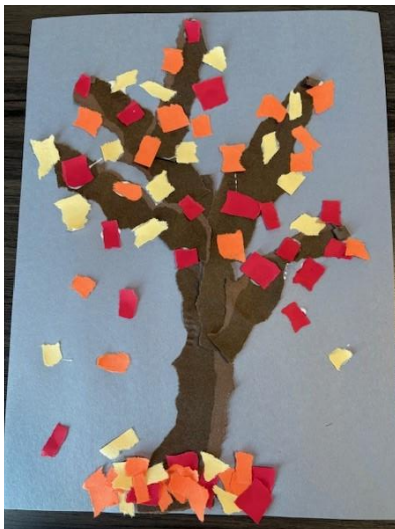
Re-Read & Activity: Craft - Torn Paper Tree

Materials Needed: blue construction paper, strips of paper in brown (trunk and branches), red, yellow, and orange (leaves) to rip and glue

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? (thinking gesture - finger on forehead) **Look at the cover. This book is about fall. Do you remember something that happens in the fall?** (thinking gesture - finger on forehead) **Turn to someone near you and tell them what your favorite part of fall is. Start your sentence with "In fall..."** (Pause briefly for discussion or facilitation of conversation.)
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is In the Middle of Fall. The author of the story is Kevin Henkes. Who remembers what the author does? Tell me! (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words. The illustrator is Laura Dronzek. She drew the pictures.*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

Example of Craft





2nd Read

In the Middle of Fall



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"...and the squirrels are frisky"	<p>TA: <i>I remember we learned the word frisky yesterday. That means that the squirrels are playful and full of energy.</i></p> <p>Q: <i>What do you think they are doing here in this picture?</i></p>
"everything is yellow and red and orange"	<p>Q: <i>What made all of the leaves fall down?</i></p>
"...the sky will be white and empty--"	<p>Q: <i>Do you remember what season is coming next? What season will make the sky look white?</i></p>

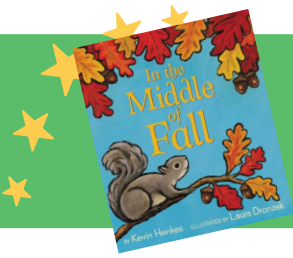
3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: In the fall, the air is chilly. The sky is gray. Leaves change to vibrant colors. After fall comes winter.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
frisky	<p>playful, full of energy</p> <p><i>Frisky means playful or full of energy. Move your body quickly from side to side like you are excited.</i></p>	Shift your body side to side quickly like you are very excited
ornaments	<p>decorations that make something look pretty</p> <p><i>Ornaments are decorations that make something look pretty. Pretend to put an ornament on a tree or hook.</i></p>	Move your hand upward like you are hanging an ornament on a tree or hook
gust	<p>a strong wind</p> <p><i>A gust is a strong wind. Push your hands down like a strong wind.</i></p>	Start with your hands near your face, palms facing outward and move them quickly outward to show a burst of wind



2nd Read

In the Middle of Fall



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead)

Show me a thumb if you liked this book. What do you like about fall?

Put your thumb up if you would like to tell everyone. Start your sentence with, "In fall I like to..." Encourage all to think about their answer and call on 1-2 students who have their thumb up

Discussion questions

What color are the leaves in fall? (Thinking gesture)

Thumbs up if you can remember one of the colors of the leaves in fall.

Encourage all children to think of an answer, then call on 1-2 students with thumbs up to share (red, yellow, orange).

What season comes after fall?

(Thinking gesture and then hand open to note choral response- Winter)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>When animals are playful and full of energy they are _____ (frisky). Frisk-y, frisky.</i>	Shift your body side to side quickly like you are very excited
<i>Decorations that make something look pretty are called _____ (ornaments). Or-na-ments, ornaments.</i>	Move your hand upward like you are hanging an ornament on a tree or hook
<i>A strong wind is called a _____ (gust). Gust.</i>	Start with your hands near your face, palms facing outward and move them quickly outward to show a burst of wind

3. Follow-Up Activity: Craft - Torn Paper Tree

Explain, *We will be making fall trees today.* Introduce the craft. Give each child a piece of blue construction paper. Discuss the colors of the leaves in fall. Provide the children with strips of brown paper to create a tree trunk and branches and orange, yellow, and red construction paper to rip and make the leaves to glue on the tree. Show the children how to rip the paper strips to the size they want and glue them to the paper.



For the Teacher:

Preview

Winter is Here

Unit 8: Seasons & Weather, Part 3 - Individual Seasons

Book 14: *Winter is Here* by Kevin Henkes

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
crouching	curling up tightly and close to the ground	Bring your head close to your feet and try to curl up into a ball
howls	long, loud crying sounds	Put your hands up by your mouth while you pretend to make a howling sound
shrinks	gets smaller	Put your hands up by your head and bring them down slowly to as you round your back and try to make yourself smaller



1st Read

Winter is Here

Language Time - Four Seasons Poem by Cecil Frances Alexander

Explain, *Let's do the whole long poem again today.*

Repeat

1. Spring

The fields are rich with daffodils.
Make the shape of rolling hills with one flat hand
A coat of clover cloaks the hills,
Mimic putting on a coat then hug yourself
And I must dance,
Wave arms in dancing motion
and I must sing
Flat hand by mouth and extend arm outward
To see the beauty of the spring.
One hand over eyes as if looking

Repeat

2. Summer

The earth is warm,
Wipe brow with one hand
The sun's ablaze.
Open and close hands like sun's beating rays
It is time for carefree days;
Point to smile
and bees abuzz that chance to pass
Pointer finger to thumb (like small bee) flying
May see me snoozing in the grass.
Rest head on hands as if sleeping

Repeat

3. Fall

The leaves are yellow, red, and brown.
Raise one finger for each word
A shower sprinkles softly down.
Wave fingers down as if falling raindrops
The air is fragrant, crisp, and cool,
Tap nose as if smelling
and once again
One finger raised
I'm here at school.
Two hands pointing around classroom

Teach

4. Winter

The birds are gone,
Wave goodbye
The world is white.
Make sweeping gesture around yourself
The winds are wild, they chill and bite;
Rub arms as if feeling chilly
The ground is thick with slush and sleet,
Point to ground
And I can barely feel my feet.
Rub feet with hands

Before

- Topic Introduction-** *We have been learning all about seasons. We read about winter becoming spring. We read about summer and fall. Today we are going to read about the last of the four seasons.*
- Book Introduction-** Show cover of book. *Can you guess what season we are going to read about today?* (thinking gesture - finger on forehead) *Turn to someone next to you and tell them what season you think we are learning about today.* (Pause briefly for discussion or facilitation of conversation.) *I see snow. It's winter!*
- Title and Author-** Draw attention to title and author. *The title of this book is Winter is Here. The author is Kevin Henkes. Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *The author writes the words. This is the fourth book we have read by Kevin Henkes. He wrote four of our books about seasons. Wow!*



1st Read

Winter is Here

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Winter is here. It's everywhere."	TA: <i>There are so many fun things to do in winter.</i>
"It can take a long time to get ready for Winter."	TA: <i>I agree. Sometimes I don't like getting all bundled up in warm clothes for winter weather. It takes too long!</i>
"Peeking back then moving on"	TA: <i>I've noticed this, too. Sometimes when you think winter is over, it comes back with more cold and snow.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Winter is cold and snowy. There is a lot to see and do in winter. After winter comes spring.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
crouching	curling up tightly and close to the ground <i>Crouching means curling up tightly and close to the ground. Curl your body close together.</i>	Bring your head close to your feet and try to curl up into a ball
howls	long, loud crying sounds <i>Howls are long, loud crying sounds. Pretend to make a howl.</i>	Put your hands up by your mouth while you pretend to make a howling sound
shrinks	gets smaller <i>Shrinks means gets smaller. Bring your hands down as you get smaller.</i>	Put your hands up by your head and bring them down slowly to as you round your back and try to make yourself smaller



1st Read

Winter is Here

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

I like this book about winter. It made me feel cozy and peaceful to think about cold, snowy weather. Thumbs up if you liked the story.

Check their understanding.

What season was this book about?

(Thinking gesture and then hand open to note choral response- winter)

What is the weather like in winter?

(Thinking gesture and then hand open to note choral response- cold, snowy)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Crouching</u> means curling up tightly and close to the ground. Ready to clap? Crouch-ing, crouching.	Bring your head close to your feet and try to curl up into a ball
<u>Howls</u> are long, loud crying sounds. Howls.	Put your hands up by your mouth while you pretend to make a howling sound
<u>Shrinks</u> means gets smaller. Shrinks.	Put your hands up by your head and bring them down slowly to as you round your back and try to make yourself smaller



1st Read

Winter is Here

After Continued

Ask questions

What is a word that means long, loud crying sounds?

(Thinking gesture and then hand open to note choral response- howls)

If you are curling up tightly , close to the ground you are _____?

(Thinking gesture and then hand open to note choral response- crouching)

When something gets smaller it _____?

(Thinking gesture and then hand open to note choral response- shrinks)

3. Follow Up Activity- Game: Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.*

Practice thumbs up and down:

- *Winter is hot and stormy.*
(Thinking gesture and then hand open to note thumbs down- no)
- *Winter is cold and snowy.*
(Thinking gesture and then hand open to note thumbs up- yes)
- *People swim outside in the winter.*
(Thinking gesture and then hand open to note thumbs down- no)
- *People go sledding and build snowmen in the winter.*
(Thinking gesture and then hand open to note thumbs up- yes)



For the Teacher:

Preview
Winter Dance



Unit 8: Seasons & Weather, Part 3 - Individual Seasons

Book 15: *Winter Dance* by Marion Dane Bauer

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
scamper	to run with quick, light steps	Put both hands out flat in front of you and move them up and down and forward in front of you
hush	be quiet	Hold pointer finger up to your mouth as if saying shhh
waltzing	dancing	Curve your arms in front of your body with one arm higher than the other as if dancing with someone



1st Read

Winter Dance

Language Time - Four Seasons Poem by Cecil Frances Alexander

Explain, *This is our last book about seasons so we will say our long poem for the last time today.*

Repeat	1. Spring <i>The fields are rich with daffodils.</i> Make the shape of rolling hills with one flat hand <i>A coat of clover cloaks the hills,</i> Mimic putting on a coat then hug yourself <i>And I must dance,</i> Wave arms in dancing motion <i>and I must sing</i> Flat hand by mouth and extend arm outward <i>To see the beauty of the spring.</i> One hand over eyes as if looking	Repeat	2. Summer <i>The earth is warm,</i> Wipe brow with one hand <i>The sun's ablaze.</i> Open and close hands like sun's beating rays <i>It is time for carefree days;</i> Point to smile <i>and bees abuzz that chance to pass</i> Pointer finger to thumb (like small bee) flying <i>May see me snoozing in the grass.</i> Rest head on hands as if sleeping
Repeat	3. Fall <i>The leaves are yellow, red, and brown.</i> Raise one finger for each word <i>A shower sprinkles softly down.</i> Wave fingers down as if falling raindrops <i>The air is fragrant, crisp, and cool,</i> Tap nose as if smelling <i>and once again</i> One finger raised <i>I'm here at school.</i> Two hands pointing around classroom	Teach	4. Winter <i>The birds are gone,</i> Wave goodbye <i>The world is white.</i> Make sweeping gesture around yourself <i>The winds are wild, they chill and bite;</i> Rub arms as if feeling chilly <i>The ground is thick with slush and sleet,</i> Point to ground <i>And I can barely feel my feet.</i> Rub feet with hands

Before

- Topic Introduction-** *We have been reading about the seasons. Do you remember the names of the seasons?* (thinking gesture - finger on forehead) *Turn to someone next to you and tell them the names of the seasons that you remember. There are four.* (Pause to allow brief conversation.) *Put your thumb up if you want to tell everyone the name of a season.* Call on 1-2 students who have their thumbs up.
- Book Introduction-** *Today we are going to read our last book about seasons. This book is all about the things animals do in the winter. Do you know the name of this animal?* Point to fox. *It is a fox!*
- Title and Author-** Draw attention to title and author. *The title of this book is Winter Dance. The person who wrote the words is Marion Dane Bauer. Who remembers what we call the person who writes the words in a book? Tell me.* (Thinking gesture and then hand open to note choral response- author) *Yes, the person who writes the words in a book is called the author.*



1st Read

Winter Dance

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"What should I do?"	TA: <i>It's almost winter. What does a fox do in winter? I don't know. Let's keep reading to find out.</i>
"to bury yourself in the slick, cool mud."	TA: <i>Turtles spend winter buried in the mud under the water. I don't think that's a good idea for fox.</i>
"Flap your wings and fly away to warm days"	TA: <i>Geese fly far away to a warmer place in the winter. Fox can't do that. He can't fly or travel that far.</i>
"and tuck all your growls away."	TA: <i>Bears sleep a lot in the winter. I wonder if that's what fox will do, too.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Animals get ready for winter in different ways because animals spend winter in different ways. They all have different needs.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
scamper	to run with quick, light steps Scamper means to run with quick, light steps. Move your hands up and down in front of you quickly to scamper.	Put both hands out flat in front of you and move them up and down and forward in front of you
hush	be quiet Hush means to be quiet. Put your finger up to your mouth.	Hold pointer finger up to your mouth as if saying shhh
waltzing	Dancing Waltzing means dancing. Pretend you are dancing with someone.	Curve your arms in front of your body with one arm higher than the other as if dancing with someone



1st Read

Winter Dance

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

We learned so much about what animals do in the winter. What was your favorite animal?

(thinking gesture - finger on forehead)

Turn to someone next to you and tell them, "My favorite animal was..."

Pause to allow brief conversation.

If you would like to share with everyone show a thumbs up.

Call on 1-2 students who have their thumbs up.

Check their understanding.

What animals were in this book? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - various answers- fox, bear, geese, squirrels, etc.)

How do geese prepare for winter? What do geese do before winter arrives?

(Thinking gesture and then hand open to note choral response- fly to a warmer place)

Where does turtle spend winter?

(Thinking gesture and then hand open to note choral response- in the mud, under the water)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Scamper</u> means to run with quick, light steps. Ready to clap? Scam-per, scamper.	Put both hands out flat in front of you and move them up and down and forward in front of you
<u>Hush</u> means to be quiet. Hush.	Hold pointer finger up to your mouth as if saying shhh
<u>Waltzing</u> means dancing. Walt-zing, waltzing.	Curve your arms in front of your body with one arm higher than the other as if dancing with someone



1st Read

Winter Dance

After Continued

Ask questions

What is another word for dancing?

(Thinking gesture and then hand open to note choral response- waltzing)

What is another word for being quiet?

(Thinking gesture and then hand open to note choral response- hush)

What word means to run with quick, light steps?

(Thinking gesture and then hand open to note choral response- scamper)

3. Follow Up Activity- Wrap up sub-theme (Individual Seasons)

Explain, *We have learned a lot about the seasons. We know what happens in each season. We know that there is different weather in each season.*

I'm going to give you a clue about a season and you are going to tell me what season I am explaining. Ready?

- *It is cold and sometimes snow and ice fall from the clouds...*

(Thinking gesture and then hand open to note choral response- winter)

- *The air is chilly but getting warmer. Flowers and plants grow...*

(Thinking gesture and then hand open to note choral response- spring)

- *It is hot and sunny. Sometimes we have thunderstorms...*

(Thinking gesture and then hand open to note choral response- summer)

- *It gets cooler. The sky is gray and leaves change color...*

(Thinking gesture and then hand open to note choral response- fall)



Shared Writing

Winter Dance



Planning Guide - Express Ideas

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

What do you like about winter?

Plan your detail and concluding sentences (You can utilize the following.)

Detail: (Student's name) likes watching the snowflakes waltz.

Detail: (Student's name) likes when everything hushes.

Detail: (Student's name) likes to scamper in the snow.

Conclusion: Winter is wonderful!

Vocabulary to Include if Possible		
Word	Definition	Gesture
scamper	to run with quick, light steps	Put both hands out flat in front of you and move them up and down and forward in front of you
hush	be quiet	Hold pointer finger up to your mouth as if saying shhh
waltzing	dancing	Curve your arms in front of your body with one arm higher than the other as if dancing with someone

Let's Write!

Discuss the book and vocabulary: *We read this book called Winter Dance. This was our last book about the Winter. Do you remember some of the things that happen in winter?* (thinking gesture - finger on forehead) *Today we are going to write about that.*



Shared Writing

Winter Dance



Write Topic Sentence

1. **Plan:** *We are going to work together to express our ideas about winter. Let's finish this sentence to show which season we will be writing about. What season have we been reading about?* (thinking gesture - finger on forehead and then hand open to note choral response - winter) *Winter. Let's write that word to finish our phrase.* Draw attention to the question mark at the end of the sentence.
2. **Write:** Write *winter* to complete the sentence.
3. **Read aloud, pointing to each word:** *What do you like about winter?*

Write Detail Sentence(s)

1. **Plan:** *Let's work together to share our ideas about the best part of winter.* Guide children by showing them pictures in the book. *Also have *Winter is Here* available for showing the pictures. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** *(Student's name) likes watching the snowflakes waltz.*
3. **Read aloud, pointing to each word:** *(Student's name) likes watching the snowflakes waltz.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We talked about some of our favorite parts of winter. I think we are done now. We have to write a sentence to tell our readers that we're finished telling about the best parts of winter. How could we say that?* (thinking gesture - finger on forehead) *Let's write, "Winter is wonderful!"*
2. **Write:** *Winter is wonderful!*
3. **Read aloud, pointing to each word:** *Winter is wonderful!* Read again, encouraging children to read with you

Read the whole paragraph with students. Post writing where they can see it.



Appendix

Blackline Masters

- ★ Book 3: *One Leaf, Two Leaves, Count with Me* Tree through the seasons
 - Printed on white cardstock - one for each student
 - Also needed: Q-tips, paint (white, green, pink, orange, red, yellow)



Four Seasons

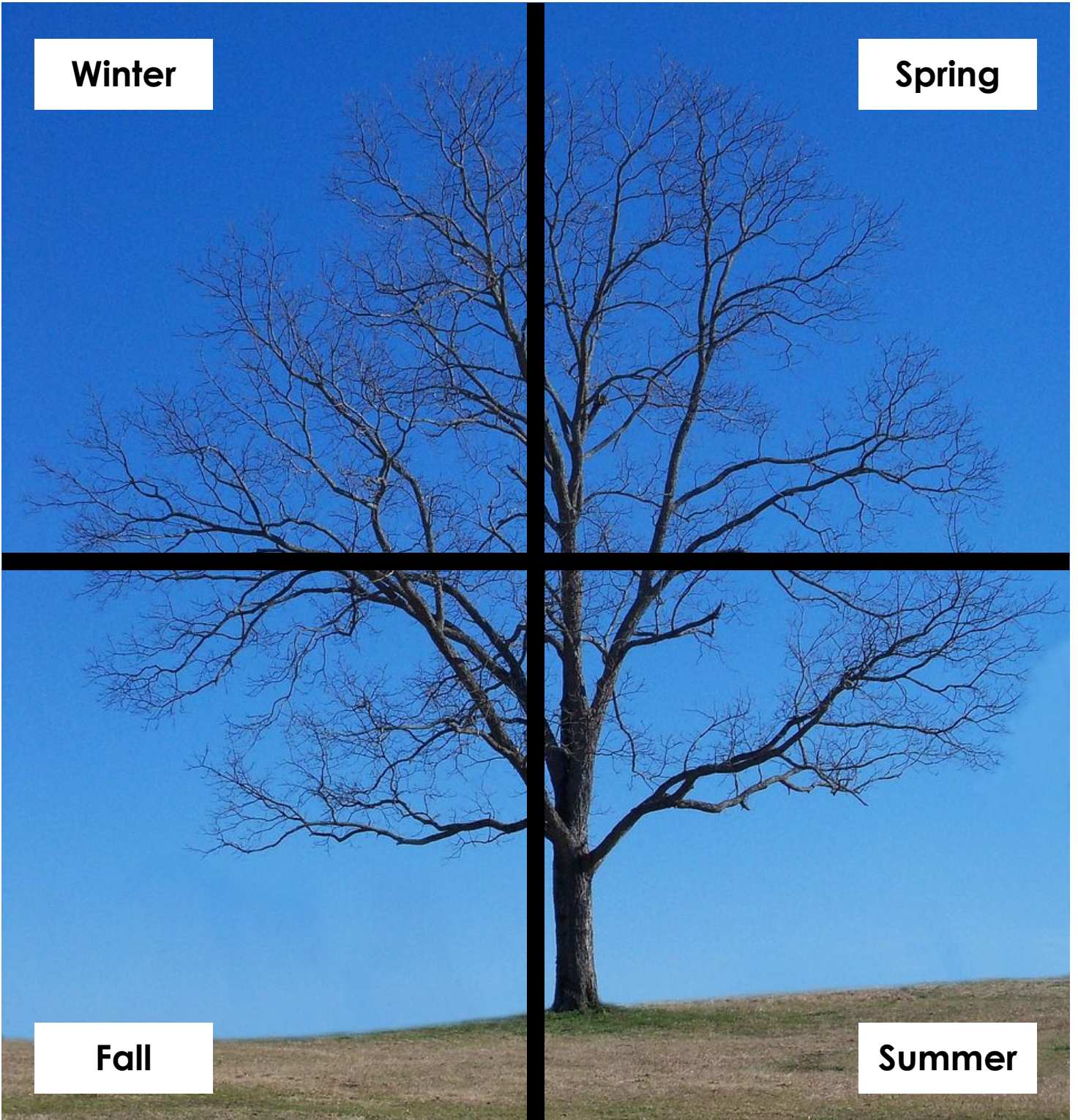
By _____

Winter

Spring

Fall

Summer





PROJECT
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Joyful Discoveries Preschool Curriculum

