



Unit 8 Seasons and Weather:
Circle Time, Small Group, & Centers








<p><u>Knowledge Building Targets</u></p> <ol style="list-style-type: none"> 1. There are four seasons- Winter, Spring, Summer, and Fall 2. Each season has its own types of weather 3. There are different things to do in each season 4. Animals do different things in each season 5. There are different types of weather 	<p><u>Oral Language Skill Targets</u></p> <ol style="list-style-type: none"> 1. Answering questions 2. Stating an opinion 3. Academic vocabulary 4. Story vocabulary: author, illustrator, title, character (who), setting (where) 5. Length of sentences 6. Extended decontextualized accounts, explanations, and narratives 7. Retelling/summarizing 8. Fluency
<p><u>Early Literacy Skills</u></p> <ol style="list-style-type: none"> 1. Print/book skills: title, author, directionality 2. Listening comprehension <ol style="list-style-type: none"> a. Answering key questions (focus on who, when, what questions) b. Memory for events c. Retelling d. Following directions 3. Sequencing of events 4. Fiction vs. nonfiction 5. Writing skills <ol style="list-style-type: none"> a. Prewriting strokes b. Letter formation c. Shared writing 6. Early writing through crafts 	<p><u>Math Skills</u></p> <ol style="list-style-type: none"> 1. Small number recognition without counting 2. Counting 3. Number recognition 4. More than, less than, same 5. Number after knowledge 6. Number comparisons 7. Number after equals ones more 8. Addition 9. Subtraction 10. Patterns 11. Story problems

Table of Contents






Unit 8 Seasons and Weather Overview	1
Material List for Unit 8 Seasons and Weather	3
Unit 8 Seasons and Weather Dramatic Play Center	5
123 Whole Group Circle Time- Basic Outline	7
Shared Writing Experience- Basic Outline	8
Seasons and Weather, Part 1- General Seasons: There are 4 Seasons, Months of the Year	9
Book 1- <i>Do I Have to Wear a Coat</i> by Rachel Isadora	9
Book 2- <i>Tree</i> by Britta Teckentrup	11
Book 3- <i>One Leaf, Two Leaves, Count with Me</i> by John Micklos Jr.....	13
Book 4- <i>A Child's Calendar</i> by John Updike.....	17
Seasons and Weather, Part 2- Weather	19
Book 5- <i>Explore My World: Weather</i> by Lisa M. Gerry.....	19
Book 6- <i>Worm Weather</i> by Jean Taft	21
Book 7- <i>Tap Tap Boom Boom</i> by Elizabeth Bluemle	23
Seasons and Weather, Part 3- Individual Seasons (Winter, Spring, Summer, F.....	27
Book 8- <i>Winter is Here</i> by Kevin Henkes	27
Book 9- <i>Winter Dance</i> by Marion Dane Bauer	29
Book 10- <i>Goodbye Winter, Hello Spring</i> by Kenard Pak	31
Book 11- <i>When Spring Comes</i> by Kevin Henkes	33
Book 12- <i>Summer Song</i> by Kevin Henkes.....	35
Book 13- <i>Bear Counts</i> by Karma Wilson	37
Book 14- <i>Goodbye Summer, Hello Autumn</i> by Kenard Pak	41
Book 15- <i>In the Middle of Fall</i> by Kevin Henkes	43
Four Seasons Poem (Full)	45
Wordless Books Small Group Instruction for Seasons and Weather Unit	47
<i>Red Sled</i> by Lita Judge.....	49
<i>Rain!</i> by Linda Ashman	51

Unit 8: Seasons and Weather Overview






Overview of Part 1- General Seasons: There are 4 Seasons, Months of the Year

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

Overview of Part 2- Weather

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

Overview of Part 3- Individual Seasons (Winter, Spring, Summer, Fall)

Book 8	Book 9	Book 10	Book 11	Book 12	Book 13
<i>Winter is Here</i> by Kevin Henkes	<i>Winter Dance</i> by Marion Dane Bauer 	<i>Goodbye Winter, Hello Spring</i> by Kenard Pak	<i>When Spring Comes</i> by Kevin Henkes 	<i>Summer Song</i> by Kevin Henkes	<i>Bear Counts</i> by Karma Wilson   

Book 14	Book 15
<i>Goodbye Summer, Hello Autumn</i> by Kenard Pak	<i>In the Middle of Fall</i> by Kevin Henkes

Wordless Books for the Seasons and Weather Unit

Wordless Books—Seasons and Weather
<i>Red Sled</i> by Lita Judge
<i>Rain!</i> by Linda Ashman

Material List for Unit 8- Seasons and
Weather

Whole Group Reading	
Books	Cost
<i>Do I have to Wear a Coat?</i> by Rachel Isadora	\$17.59
<i>Tree</i> by Britta Teckentrup	\$16.99
<i>One Leaf, Two Leaves, Count with Me</i> by John Micklos Jr.	\$9.99
<i>A Child's Calendar</i> by John Updike	\$8.99
<i>Explore My World: Weather</i> by Lisa M. Gerry	\$4.99
<i>Worm Weather</i> by Jean Taft	\$3.99
<i>Tap Tap Boom Boom</i> by Elizabeth Bluemle	\$7.99
<i>Winter is Here</i> by Kevin Henkes	\$9.99
<i>Winter Dance</i> by Marion Dane Bauer	\$16.99
<i>Goodbye Winter, Hello Spring</i> by Kenard Pak	\$16.99
<i>When Spring Comes</i> by Kevin Henkes	\$8.99
<i>Summer Song</i> by Kevin Henkes	\$7.59
<i>Bear Counts</i> by Karma Wilson	\$18.99
<i>Goodbye Summer, Hello Autumn</i> by Kenard Pak	\$16.99
<i>In the Middle of Fall</i> by Kevin Henkes	\$8.99
Wordless Books	
<i>Red Sled</i> by Lita Judge	\$12.99
<i>Rain!</i> by Linda Ashman	\$18.99
Total Book Cost	\$208.03

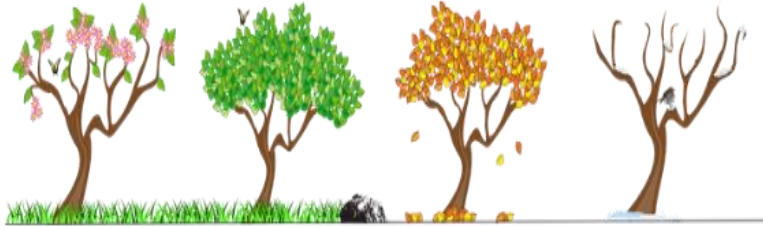
Dramatic Play Center- Meteorology Center/Weather Reporter	
Microphones	\$15.99 (for 2 piece set)
<i>Explore My World: Weather</i> by Lisa M. Gerry	\$4.99
<i>Do I Have to Wear a Coat?</i> by Rachel Isadora	\$17.59
Sloth Weather Bulletin Board Set	\$14.13
Brads (to fasten arrows on today's weather and seasons/month)	\$4.99
Velcro Roll (to fasten clothing on sloth)	\$19.88 (for 30 foot roll)
Seasons and Weather Posters by The Project Ready! Team	Cost of printing and lamination
Total Cost of Center	\$77.57 plus materials

Craft and Additional Materials	
Light blue tagboard	\$18.58 (250 pages)
Tempura paint set	\$26.70 (12 16 oz bottles)
Paintbrushes	\$6.99 (60 piece set)
White Tagboard	\$14.29 (250 pages)
Cotton Balls	\$9.89 (600 set)
Liquid Glue	\$11.88 (12 4 oz bottles)
White cupcake liners	\$7.99 (500 piece set)
Forest animals figurines (math manipulative)	\$22.99 (16 piece set)
Oak leaves (math manipulative)	\$9.99 (90 piece set)
Total Cost of Crafts and Math Materials	\$ 129.30

Materials to Prepare (Found in Materials Binder)

	Book 3- <i>One Leaf, Two Leaves, Count with Me</i> Counting Cards	Page 1 materials binder	Print 1-sided, cut, laminate, cut into cards
	Book 3- <i>One Leaf, Two Leaves, Count with Me</i> Craft Template	Page 11 materials binder	Print 1-sided on cardstock (1 for each student)
	Book 13- <i>Bear Counts</i> Counting Cards	Page 12 materials binder	Print 1-sided, cut, laminate, cut into cards
	Dramatic Play Center Weather Posters	Page 19 materials binder	Print 1-sided, laminate, hang in dramatic play center
	Dramatic Play Center Sloth Weather Set	Page 6 Teacher's manual	Prepare with brads and Velcro

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 attached), weather posters (see Seasons and Weather Materials Binder), *Explore My World: Weather* by Lisa M. Gerry

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. Allow 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 available in the center. Rereading this book or pointing out key highlights will guide children in choosing appropriate clothing based on the weather they pretend to forecast.

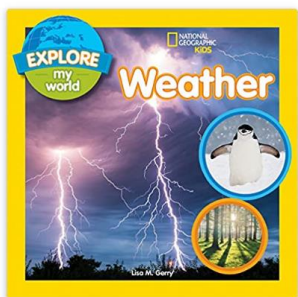
Dramatic Play Center- Materials



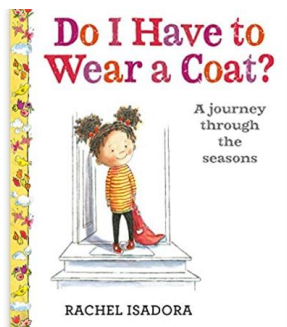
Weather Bulletin Board Set
\$14.13



Pretend Microphones (non-functional)
\$15.99 for two



Weather
\$4.99



Do I Have to Wear a Coat?
\$17.59



Brads (for fastening the arrows)
\$4.99



Velcro roll (for fastening clothing on sloth)
\$4.99



Weather Posters
Cost of Printing and Laminating

Additional (Optional) Props

- Blazer
- Jacket
- Winter coat
- Rain boots
- Umbrella
- Mittens
- Sun hat

Whole Group Circle Time—Basic Outline

1. Gathering Together (2 min): ABC Song to call student to circle.
2. Language Time! (3 min) – Nursery Rhyme, Finger Play, Song, Poem
3. Learning New Things (10 min)
 - a. Topic discussion for week 1: Showing Kindness to our Friends & Community
 - b. Story & Discussion Using 1, 2, 3 Shared Story Routine
 - c. Included periodically: Shared Writing Experience
4. Highlight Center Where You Can Learn More

Second Read of Circle Time Story – Basic Outline

1. Story & Discussion, 1, 2, 3 Shared Story Routine
2. Follow Up Activity or Craft

The 1, 2, 3 Shared Story Routine – Read Two Times

1st Read – Focus on Listening to the Story—Whole Group Story Time

1. Before:

1. Introduce the topic
2. Introduce the book to generate excitement.
3. Point out title, author, & illustrator.

2. During:

1. Read with very few interruptions so children can get a sense of the full story.
2. Model Thinking Aloud.
3. Draw children’s attention to key content, vocabulary, and story elements: characters, setting, the problem, etc.

3. After:

1. Ask their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Questions: Ask simple questions about the book.
3. Review vocabulary & connect content of the book to their knowledge of the topic.
(2 & 3 should go in the order that makes sense for the book discussion)

2nd Read – Discuss Together & Activity

1. Before:

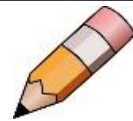
1. Ask the children if they can remember what this book is about—show them the cover to remind them.
2. Point out the title, author, & illustrator.
3. Tell them we are going to read the story again and discuss the story. So be ready to share your ideas!

2. During:

1. Read with excitement and fluency.
2. Ask questions about how characters feel or what they might be thinking.
3. Highlight key vocabulary, content, and story elements.

3. After:

1. Ask for their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Ask a few questions about story elements and discuss 2-3 interesting vocabulary words.
3. Complete follow up activity



Shared Writing Experience - Basic Outline

Exposing children to print at an early age is helpful in many aspects of learning to read. The Shared Writing Routine is done across a number of books (not all) in each Unit at least once a week.

Goals of the Shared Writing experience:

- Meaningful exposure of children to print, helping them understand that print carries meaning,
- Demonstration of the process of transcribing speech to print,
- Highlighting of specific letter-sound relationships and conventions of writing.

When planning Shared Writing experiences, make sure to keep the following in mind:

1. Facilitate the production of a topical message that is reflective of your current Project Ready! theme. Make sure this message incorporates **target vocabulary** and **current theme**.
2. Keep sentences constructed short (5-7 words) and the total text brief (2-4 sentences).
3. When gathering input from children regarding the written message construction, “recast” the messages to ensure that they are clear and reflect content from the theme. This “recasting” requires restating students’ input into clear and grammatically standard statements.

You can use this Shared Writing Preparation Template to prepare for a shared writing experience:

1. Topic of Message: (to be reflected in the first and last sentence):

Plan your topic sentence or the topic that you will communicate in the first sentence.

Vocabulary word(s) to include:

Include a word or words that have been highlighted in the 1, 2, 3 Shared Reading Routine.

Specific letter(s) or conventions to highlight:

This could include attention to spaces between words, directionality, punctuation, capital letters, and sentence types.

2. Plan your sentences. *Often you will follow this pattern:*

Topic -

Detail -

Detail -

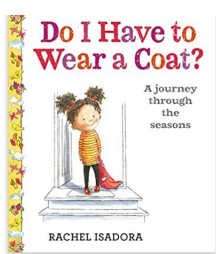
Detail -

Concluding

The Shared Writing Routine utilizes these three steps repeatedly for each sentence written together: Plan – talk to the children about what to write; Write – write within view of the children and “think aloud” as you write your sentence, highlighting the vocabulary and conventions you planned; Read – Point to each word and read the sentence together. There are four different types of writing highlighted across the curriculum

1. Tell a Story 2. Express Ideas 3. Share Information 4. Discuss & Respond to Questions

With most writing teachers should facilitate the development of a paragraph structure including an introductory (topic) sentence, followed by details, and finished with a “wrap up” (concluding) sentence. By continually modeling the basic paragraph structure, a foundation for this type of organization within children’s writing is established.



Unit: Seasons and Weather, Part 1- General Seasons
Book 1: Do I have to Wear a Coat? by Rachel Isadora

Extra Materials Needed: seasons and months visual from dramatic play center

Language Time

*Explain, *We are going to be learning a long poem, a little at a time. Today we will say the first part of the rhyme. In a few days we will learn a new part. We will keep going until we know a long poem.*

Four Seasons
(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 arms across chest

And I must dance,
Wave arms in dancing motion

and I must sing
American Sign Language for sing

To see the beauty of
the spring.
One hand over eyes as if looking

1. Before

1. Topic Introduction- *Today we are starting a new unit. We will be learning about Seasons and Weather. Let's say that together. Seasons and weather. Good!*

2. Book Introduction- Show children book cover. *Do you see this child? It looks like she is standing outside her front door. This story is called Do I Have to Wear a Coat? I think she is wondering if she needs her coat today. Did you need your coat when you came to school today? How do we decide if we need to wear a coat?*

3. Title and Author- Draw attention to title and author.

2. 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.

- 1st page- "Do I have to wear a coat?" *Did you hear those words, Spring, Summer, Fall, Winter? Those are the names of the four seasons.*

- "We breathe frosty air." *I have seen that before! When the air is so cold, I can breathe out and see my own breath.*

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.

seasons- the four parts of a year. Each season has its own weather.

There are four seasons in every year. Each season is different.

Spring- it starts to get warmer, flowers bloom, it rains a lot

The flowers bloom in the spring. Do you like to smell flowers?

Summer- it is hot, we eat cool treats, there is no school

Do you like to cool down with a treat in the summer time? I like ice cream.

Fall- it gets cooler, the leaves change color, we start school again

I love walking in the crunchy leaves in the fall. Jumping in them is fun, too.

Winter- it is cold, sometimes it snows, we wear coats

It is so cold in winter that we have to wear a coat to keep warm.

3. After

1. Ask their Opinion- *Did you like that story? Thumbs up if you liked it.* Call on a few students to share "My favorite part was..."

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- What is the name for the four parts of the year? (seasons)

- When do we wear a coat? (when it is cold, winter)

3. Follow Up Activity- Vocabulary Review

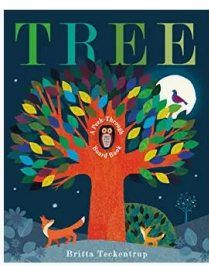
- Explain, *We talked about some of the important words in this book. I'm going to give you clues and you will raise your hand if you know the word I'm describing.*

- *The season when it gets warmer, it rains a lot, flowers bloom* (spring).

- *The season when it is hot, we eat cool treats, there is no school* (summer).

- *The season when it gets chilly, the leaves change color, we start school again* (fall)

- *The season when it is cold, it sometimes snows, we wear coats* (winter) 9



Language Time

*Explain, *We are learning a long poem, a little at a time. Today we will say the first part of the rhyme again. In a few days we will learn a new part. We will keep going until we know a long poem.*

Four Seasons (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 arms across chest

And I must dance,
Wave arms in dancing motion

and I must sing
American Sign Language for sing

To see the beauty of the spring.
One hand over eyes as if looking

Unit: Seasons and Weather, Part 1- General Seasons

Book 2: *Tree* by Britta Teckentrup

Extra Materials Needed: seasons and months visual from dramatic play center



1. Before

1. Topic Introduction- *Yesterday we started learning about Seasons and Weather. We learned there are four seasons every year. Let's say them together. Spring, Summer, Fall, Winter. Repeat names of seasons.*

2. Book Introduction- *Look at the cover of the book. I see a tree with colorful leaves. There is a little hole in the tree. I see something hiding in there! There are holes in every pictures in this book. Let's see if we can find them as we read. *This book can be used for counting practice with quantities 1-5.*

3. Title and Author- Draw attention to title and author

2. 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.

- "No one sees as much as he." *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?*
- "Spring cannot be far away." *The snow is melting and plants are starting to grow.*
- "Food is gathered and stored away," *The animals are hiding food so they can find it in the winter when it's too cold for food to grow.*

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

- Key content

There are four seasons in 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.

shoots- baby plants that are just beginning to pop out of the dirt

Do you see any shoots in this picture? Is owl's tree a shoot? No!

blossoms- new, small flowers

The blossoms are falling from the tree and now the leaves are growing.

buds- a little growth on a plant that will turn into a leaf or flower

Owl sees new buds around him. Winter is over and spring is here again.

3. After

1. Ask their Opinion- *I liked that book! My favorite part was finding the animals in the holes in the pictures.* Call on a few children to answer, "My favorite part was..."

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *How many seasons are there?* (four)
- *What is the name of the season when it is cold and snowy?* (winter)

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. Nod your head if the words rhyme. Listen closely.* Reread the passages. Emphasize the words in bold. Ask *Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the words in bold.

- *In the forest, all is **still**, Gripped by winters icy **chill**.* (Yes)
- *Birds are singing, foxes **play**. Summertime is on its **way**.* (Yes)
- *In his tree, Owl sits **tight**. Deep midwinter's here once **more**-* (No)



Unit: Seasons and Weather, Part 1- General Seasons

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

Extra Materials Needed: seasons and months visual from dramatic play center



Language Time

*Explain, *We are learning a long poem, a little at a time. Today we will say the first part of the rhyme again. Next, we will learn a new part. We will keep going until we know a long poem.*

Four Seasons
(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 arms across chest

And I must dance,
Wave arms in dancing motion

and I must sing
American Sign Language for sing

To see the beauty of the spring.
One hand over eyes as if looking

1. Before

1. Topic Introduction- *We have been reading about the seasons. How many seasons do we have? Four. Let's list them together. Spring, Summer, Fall, Winter.*

2. Book Introduction- *Look at this big pile of leaves! I think this child is jumping into the pile. Have you ever done that before? 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.*

3. Title and Author- Draw attention to title and author

2. 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.

- "One leaf..." *There is one big leaf on the tree, but I see a few little buds. Do you remember that word buds? It is the little growth that will turn into a leaf or flower. I think these buds are going to turn into more leaves.*
- "Spring has sprung" *I see lots of signs of spring. The boy is wearing short sleeves because it is warm. I see flowers, bees, and butterflies.*
- "Frosty, freezing winter day." *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.*

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.

sway- moving side to side gently

The leaves sway in the gentle summer wind.

drifting- moving gently and slowly

In fall, the colorful leaves drift down to the ground.

sprout- begin to grow

New leaves sprout in spring.

3. After

1. Ask their Opinion- *Did you like counting the leaves? 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. Oh, I heard that lots of people liked the book.*

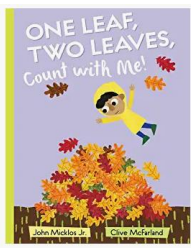
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What did we count in this book?* (leaves)

- *What colors did we see in the book?* (Various answers- green, brown, etc.)

3. Follow Up Activity- Math Word Problem

- Explain, *We counted leaves in this book. The number of leaves changed as the seasons changed. As winter was ending and spring beginning, the number of leaves got bigger. 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? Two. 5 minus 3 equals 2.*



Unit: Seasons and Weather, Part 1- General Seasons
Book 3: One Leaf, Two Leaves, Count with Me by John Micklos Jr.



Re-Read & Activity- Math Activities

Extra Materials Needed: book, leaf manipulatives OR picture cards (see Seasons and Weather Materials binder) and other math materials as needed

Before:

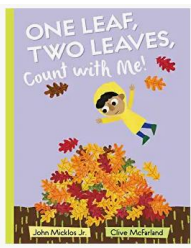
1. Ask if they can remember what this book is about- show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. What did we count in this book? The seasons changed in this book. What happened to the leaves as the seasons changed?
2. Point out title & author- 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. Yes, the author writes the words. The illustrator is Clive McFarland. What does the illustrator do? They draw 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.

During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. “eight leaves touch the sky.” *What is happening to the number of leaves on the tree?* (There are more. The number of leaves is getting bigger.)
 - b. “Breezy, blue-sky summer day!” *Do trees have lots of leaves in the summer?* (Yes.)
 - c. “Fall begins” *The leaves have changed color. It's fall now. What is going to happen to the number of leaves now?* (There will be fewer leaves. The number of leaves will get smaller.)
 - d. “Frosty, freezing winter day!” *How many leaves do you see in the tree?* (Zero, none)
 - e. “Spring comes again” *Its spring again. What is going to happen to the leaves now?* (They will start to grow. There will be more, etc.)

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.
Did you like this story? Raise your hand to tell me. “I liked this story because...”
2. Discussion questions
 - a. *What happened to the leaves in spring?* (the number went up, more were growing)
 - b. *How many leaves were there in summer?* (lots!)
 - c. *What happened to the leave in fall?* (the number went down, they fell off the tree)
 - d. *How many leaves were there in winter?* (none, zero)
3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: leaves (\$9.99 for 90 piece set) or leaf pictures (see Seasons and Weather Materials binder)



Unit: Seasons and Weather, Part 1- General Seasons
Book 3: One Leaf, Two Leaves, Count with Me by John Micklos Jr.



Re-Read & Activity- Craft

Extra Materials Needed: book, white tagboard printed with tree picture and seasons

Before:

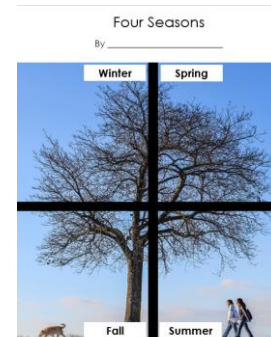
1. Ask if they can remember what this book is about- show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. What season do you think this picture shows? Fall! Fall is the season when colorful leaves fall off the trees.
2. Point out title & author- 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! 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.

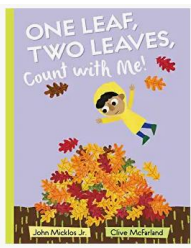
During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. "Eight leaves touch the sky." *I'm noticing that the number of leaves is going up. There are more and more leaves on each page. I think this is the season called spring. Spring is when the leaves begin to grow.*
 - b. "Breezy, blue-sky summer day!" *It is summer now and the tree is covered in big, green leaves.*
 - c. "three leaves, drifting down." *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 think there are going to be no leaves soon.*
 - d. "Frosty, freezing Winter Day!" *Look! The tree has no leaves. Trees are bare in winter time. All the leaves have fallen down. Do you see them on the ground here?* Point to leaves under tree.

After:

1. Ask for their opinion- did they like it? Thumbs up/down? What is your favorite season? Provide a sentence stem "My favorite season is..."
2. Discussion questions
 - a. When were the leaves growing on the tree? (spring)
 - b. When did the tree have no leaves? (winter)
3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft. Give each child a piece of white tagboard printed with the tree trunk and divided into four parts to represent the seasons. Explain, *We will be painting this tree four different ways to show what a tree looks like in each season.* Discuss how a tree changes with the seasons. Show the children the paint and discuss what the colors represent (white=snow, green=small spring leaves, pink=spring flowers, green=large summer leaves, red/orange/brown/yellow=fall leaves). Provide the children with paints and brushes and allow them to paint the tree to represent all four seasons.





Unit: Seasons and Weather, Part 1- General Seasons
Book 3: One Leaf, Two Leaves, Count with Me by John Micklos Jr.



Share Information

Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Share Information

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

There are **four** seasons in every year.

Vocabulary to include, if possible:

sway- moving side to side gently

The leaves sway in the gentle summer wind.

drifting- falling gently and slowly

In fall, the colorful leaves drift down to the ground.

sprout- begin to grow

New leaves sprout in spring.

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

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 grow.*

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

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

Conclusion: *These are the four seasons.*

Steps in the Process

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.*

Write Topic Sentence

Plan: *We are going to work together to tell about the seasons. How many seasons are there? Four!*

Write: Write **FOUR** to complete the sentence.

Read aloud, pointing to each word: *There are four seasons in every year.*

Write Detail Sentence(s)

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.

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

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.

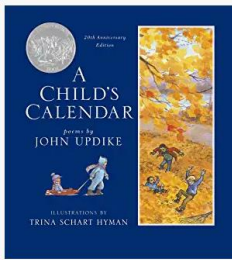
Write Concluding Sentence

Plan: *We told about the seasons. Now we need to tell our readers that we are done. How could we do that?*

Write: These are the four seasons.

Read aloud, pointing to each word: *These are the four seasons.* Read again, encouraging children to read with you

***Read whole paragraph with students. Post writing where they can return to it frequently to "read."**



Unit: Seasons and Weather, Part 1- General Seasons

Book 4: A Child's Calendar by John Updike

Extra Materials Needed: seasons and months visual from dramatic play center



Language Time

*Explain, *We are learning a long poem, a little at a time.*

Today we will say the first part of the rhyme again and we will add the second part. In a few days we will learn a new part. We will keep going until we know a long poem.

*See whole poem in Materials Binder to read earlier parts of rhyme

Four Seasons
(Spring)
(Add 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.
Two hands to cheek and close eyes as if sleeping

1. Before

1. Topic Introduction- *We have been learning about seasons and weather. How many seasons are there? Four. The seasons change as the year goes on. This doesn't ever end. The seasons keep changing.*

2. 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.*

3. Title and Author- Draw attention to title and author

2. 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.

- "To cut out hearts For everyone." *I think they are making Valentines! Valentine's Day is in February and hearts are a symbol of Valentine's Day.*
- "Get out his hoe To plant tomatoes in a row, *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.*
- "The year is old, The birds are flown." *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.*

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.

parka- heavy, warm winter coat

Parkas pile up near the door because everyone needs to wear a coat in winter.

abandon- give up

The birds and fields abandon sleep, waking up from the long winter.

grieve- a feeling of sadness after a loss

The tree grieves for its leaves that are lost.

3. After

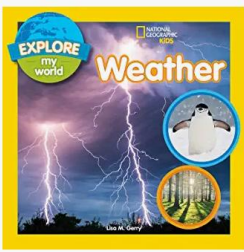
1. Ask their Opinion- *Did you enjoy this book? Thumbs up if you did.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Where did this story take place?* (Australia)
- *What was one thing we saw in the pictures?* (Various answers)

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

Explain, *We finished our last book about the months of the year and 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. Finish by taking 1-2 minutes to name the three months in each season.*



Unit: Seasons and Weather, Part 2- Weather

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

Extra Materials Needed: dramatic play center, ready to be introduced



Language Time

*Explain, *We are learning a long poem, a little at a time.*

Today we will say the first part of the rhyme again and second part of the rhyme. In a few days, we will learn a new part. We will keep going until we know a long poem.

*See whole poem in Materials Binder to read earlier parts of rhyme

Four Seasons
(Spring)
(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.

Two hands to cheek and close eyes as if sleeping

1. Before

1. Topic Introduction- *We have been learning about the seasons and the months of the year. There are four seasons 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.*

2. 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? Yes, weather!*

3. Title and Author- Draw attention to title and author

2. 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.

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

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.

droplets- tiny drops of liquid, like rain

Clouds are made of droplets of water that come together in the sky.

drift- move slowly and gently

Snowflakes drift down from the clouds.

meteorologists- scientists who study weather

Meteorologists have lots of tools that help them learn about the weather.

3. After

1. Ask their Opinion- *Did you enjoy learning about the different types of weather? Tell someone near you about your favorite kind of weather. Say, "I like _____ weather." Pause for brief conversation. Raise your hand if you want to tell everyone about your favorite kind of weather.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What was this book about?* (weather, different kinds of weather)
- *Where do we find clouds?* (the sky)

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

- Show the children the items in the center. 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



Unit: Seasons and Weather, Part 2- Weather

Book 6: Worm Weather by Jean Taft

Extra Materials Needed: weather posters from dramatic play center



Language Time

*Explain, *We are learning a long poem, a little at a time.*

Today we will say the first part of the rhyme again and second part of the rhyme. Next, we will learn a new part. We will keep going until we know a long poem.

*See whole poem in Materials Binder to read earlier parts of rhyme

Four Seasons
(Spring)
(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.
Two hands to face and close eyes as if sleeping

1. Before

1. Topic Introduction- *Yesterday we started learning about different types of weather. Does weather stay the same? No! Weather is always changing.*

2. 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? 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.*

3. Title and Author- Draw attention to title and author

2. 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.

- "Splish, splash, sidewalk dash!" *Look! It's starting to rain. The people have to hurry to get somewhere that is dry.*
- "Worm weather!" *When it rains a lot, worms come out of the dirt. The wet, rainy weather is worm weather.*
- "Bright flash, THUNDER CRASH!" *The children were playing outside in the rain. It's not safe to play outside when there is lightening. I wonder what the children will do.*

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.

dash- move quickly, hurry

It is starting to rain. The people have to dash quickly to get out of the rain.

swamp- an area where water collects on the ground

There are so many puddles collecting on the ground that it looks like a swamp.

drizzle- light rain

After the storm it was raining lightly. Now the drizzle is over, too.

3. After

1. Ask their Opinion- *Thumbs up if you enjoyed that story about worm weather. Do you like rainy worm weather? Call on a few students to share, "I like worm weather because..."*

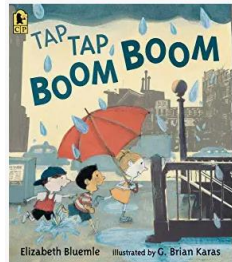
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What kind of weather was this book about?* (rainy, windy, chilly weather)
- *What clothing do we need to wear when it rains?* (boots, raincoat, umbrella, etc.)
- *Why is rainy weather called worm weather?* (worms come out after lots of rain)

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. Nod your head if the words rhyme. Listen closely.* Reread the passages. Emphasize the words in bold. Ask *Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the words in bold.

- *Coat. **Hat.** Rain goes **splat!*** (Yes)
- *Quick, **race!** Pizza **place!*** (Yes)
- *Belly **flop!** Almost!* (No)



Unit: Seasons and Weather, Part 2- Weather
Book 7: Tap Tap Boom Boom by Elizabeth Bluemle
Extra Materials Needed:



Language Time

*Explain, *We are learning a long poem, a little at a time. Today we will say the first, second, and third parts of the rhyme. In a few days, we will learn a new part. We will keep going until we know a long poem.*

*See whole poem in Materials Binder to read earlier parts of rhyme

(Spring)
 (Summer)
 (Add Fall)

The leaves are yellow, red, and brown.
Point, emphasizing the words yellow, red, and brown

A shower sprinkles softly down.
Wave fingers in downward motion 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

1. Before

1. Topic Introduction- *We have been learning about different types of weather. Today we are going to read about another type of weather. Turn to someone next to you and tell them one type of weather you know. Pause to allow students to share briefly with one another. Raise your hand if you would like to share a type of weather. Say, "One type of weather is..."*

2. Book Introduction- *This story is called Tap Tap Boom Boom. Look at the cover. What kind of weather do you think this book will be about?*

3. Title and Author- Draw attention to title and author

2. 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.

- "street carts appear" *It looks like this street cart is selling umbrellas. I think people might buy umbrellas because it is starting to rain.*
- "Wind whirles helter-skelter." *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.*
- "Hands hers. No words, just a smile as her hello." *How kind! This woman just gave her umbrella to someone who didn't have one. People are beings so kind to each other as they congregate in the subway.*

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.
bloom- to grow
The big storm is in bloom. It is growing.
shelter- a safe place
The subway is a safe place to go in a storm.
congregate- come together
Lots of people take shelter in the subway. They're congregating to stay dry.

3. After

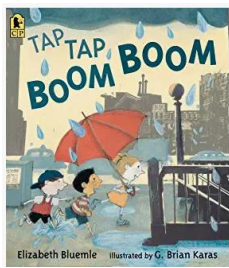
1. Ask their Opinion- *Did you enjoy this story? Thumbs up if you did.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Where did the story take place?* (a city, a subway)
- *What kind of weather happened in this book?* (a big storm, rain, wind, thunder, lightning, etc.)

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.)*



Unit: Seasons and Weather, Part 2- Weather
Book 7: Tap Tap Boom Boom by Elizabeth Bluemle



Re-Read & Activity- Craft

Extra Materials Needed: book, white tagboard, paint in various 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?
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! Yes, the author writes the words. The illustrator is G. Brian Karas. What does the illustrator do? 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.

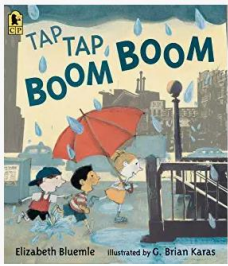
During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. “big storm in bloom, here soon.” *Do you remember what that word blooms means? It means growing. The storm is growing and will be in the city soon.*
 - b. “The subway is shelter.” *Do you remember what the word shelter means? It means a safe place.*
 - c. “Folks congregate.” *Congregate means come together. Who is congregating in the subway?*
 - d. “Surprise in the sky.” *What is the surprise? Have you ever seen a rainbow?*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.
Did you like this story? Raise your hand to tell me. “I liked this story because...”
2. Discussion questions
 - a. Where did this story take place? (the city, the subway)
 - b. What kind of weather happened in this book? (a big storm, thunder and lightning, rain, a rainbow)
3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft. Give each student a piece of white tagboard. 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 tagboard. Show students how to hold their painting upright so the paint drips down, giving the appearance of rain. Allow the paintings to dry before helping students to glue cotton balls above the blue paint to represent clouds.





Unit: Seasons and Weather, Part 2- Weather
Book 7: Tap Tap Boom Boom by Elizabeth Bluemle



Share Information

Extra Materials Needed: book and whiteboard or chart paper to create shared writing, prepare with other books about weather to help generate ideas if necessary

Shared Writing Preparation Template: Share Information

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

There are different types of **weather**.

Vocabulary to include, if possible:

bloom- to grow

droplets- tiny drops of liquid, like rain

drizzle- light rain

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

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.**

Steps in the Process

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. When the storm was over,*

Write Topic Sentence

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.*

Write: Write weather to complete sentence.

Read aloud, pointing to each word: *There are different types of weather.*

Write Detail Sentence(s)

Plan: *Let's take turns sharing different types of weather.* Guide children by showing them pictures in books about weather. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

Write: Thunderstorms bloom in the summer.

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.

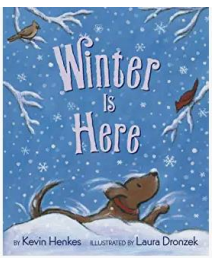
Write Concluding Sentence

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?*

Write: The weather is always changing.

Read aloud, pointing to each word: *The weather is always changing.* Read again, encouraging children to read with you

***Read whole paragraph with students. Post writing where they can return to it frequently to "read."**



Unit: Seasons and Weather, Part 3- Individual Seasons

Book 8: Winter is Here by Kevin Henkes

Extra Materials Needed:

1. Before

1. Topic Introduction- *We have been learning all about seasons and different kinds of weather. We know that the weather changes as the seasons change. Today we are going to start learning more about what happens in each season. We are going to focus on one season at a time. Today we are going to read about this season...*

2. Book Introduction- Show cover of book. *Can you guess what season we are going to read about today? Turn to someone next to you and tell them what season you think we are learning about today. Pause. I see snow. It's winter!*

3. Title and Author- Draw attention to title and author

2. 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.

- "Winter is here. It's everywhere." *There are so many fun things to do in winter. Briefly mention a few activities depicted, like ice skating or sledding.*

- "It can take a long time to get ready for Winter." *I agree. Sometimes I don't like getting all bundled up in warm clothes for winter weather. It takes too long!*

- "Peeking back then moving on" *I've noticed this, too. Sometimes when you think winter is over, it comes back with more cold and snow.*

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.

crouching- curling up tightly and close to the ground

The snow is crouching in the doorway. It is curled up on the ground.

howls- long, loud crying sounds

The wind is so strong that it makes a howling sound.

shrinks- gets smaller

Winter gets smaller and goes away slowly. Then it's spring.

3. After

1. 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.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What season was this book about?* (winter)

- *What is the weather like in winter?* (cold, snowy)

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 nod your head if the fact was in the book and shake your head if it wasn't in the book. Practice nodding and shaking.*

- *Winter is hot and stormy.* (No)

- *Winter is cold and snowy.* (Yes)

- *People swim outside in the winter.* (No)

- *People go sledding and build snowmen in the winter.* (Yes)

Language Time

*Explain, *We are learning a long poem, a little at a time. Today we will say the first, second, and third parts of the rhyme. In a few days, we will learn a new part. We will keep going until we know a long poem.*

*See whole poem in Materials Binder to read earlier parts of rhyme

(Spring)

(Summer)

(Fall)

The leaves are yellow, red, and brown.

Point, emphasizing the words yellow, red, and brown

A shower sprinkles softly down.

Wave fingers in downward motion as if falling raindrops

The air is fragrant, crisp, and cool,

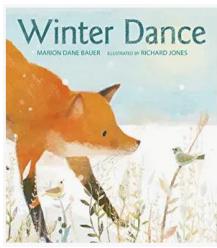
Tap nose as if smelling

and once again

One finger raised

I'm here at school.

Two hands pointing around classroom



Unit: Seasons and Weather, Part 3- Individual Seasons

Book 9: Winter Dance by Marion Dane Bauer

Extra Materials Needed:



Language Time

*Explain, *We are learning a long poem, a little at a time.*

Today we will say the first, second, and third parts of the rhyme. Next, we will learn a new part. We will keep going until we know a long poem.

*See whole poem in Materials Binder to read earlier parts of rhyme

(Spring)

(Summer)

(Fall)

The leaves are yellow, red, and brown.

Point, emphasizing the words yellow, red, and brown

A shower sprinkles softly down.

Wave fingers in downward motion 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

1. Before

1. Topic Introduction- *Yesterday we read about winter. We learned that winter is cold and snowy, but there are fun things for people to do in the winter.*

2. Book Introduction- *Today we are going to read another book about winter. 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!*

3. Title and Author- Draw attention to title and author

2. 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.

- "What should I do?" *It's almost winter. What does a fox do in winter? I don't know. Let's keep reading to find out.*

- "to bury yourself in the slick, cool mud." *Turtles spend winter buried in the mud under the water. I don't think that's a good idea for fox.*

- "Flap your wings and fly away to warm days" *Geese fly far away to a warmer place in the winter. Fox can't do that. He can't fly or travel that far.*

- "and tuck all your growls away." *Bears sleep the whole winter. I wonder if that's what fox will do, too.*

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.

scamper- to run with quick, light steps

The squirrel scampers off to find some acorns.

hush- be quiet

The wind tells the fox to be calm and quiet. The fox hushes.

waltzing- dancing

When the snowflakes are waltzing, the foxes join them and dance, too!

3. After

1. Ask their Opinion- *We learned so much about what animals do in the winter. Turn to someone next to you and tell them, "My favorite animal was..."* Pause to allow brief conversation. *Raise your hand if you want to share with everyone.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- What animals were in this book? (various answers- fox, bear, geese, squirrels, etc.)
- How do geese prepare for winter? What do geese do before winter arrives? (fly to a warmer place)

- Where does turtle spend winter? (in the mud, under the water)

3. Follow Up Activity- Vocabulary Review

- Explain, *We talked about some of the important words in this book. Do you remember what the word scamper means? It means to run with quick, light steps. Tell me if these animals might scamper:*

- A big, heavy dinosaur? (No)

- A small mouse? (Yes)



Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Express Ideas

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

The best part of **winter** is...

Vocabulary to include, if possible:

scamper- to run with quick, light steps

hush- be quiet

waltzing- dancing

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods. Write details as a list.

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 sledding down the hills.

Conclusion: **Winter is wonderful!**

Steps in the Process

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?*

Write Topic Sentence

Plan: *We are going to work together to express our ideas about winter. Let's finish this phrase to show that we will be telling about winter. What season have we been reading about? Winter. Let's write that word to finish our phrase.* Draw attention to question mark at the end of the sentence. *The best part of winter is...*

Write: Write winter to complete sentence.

Read aloud, pointing to each word: *The best part of winter is...*

Write Detail Sentence(s)

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.

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

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.

Write Concluding Sentence

Plan: *We told 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?*

Write: Winter is wonderful!

Read aloud, pointing to each word: *Winter is wonderful!* Read again, encouraging children to read with you

*Read whole paragraph with students. Post writing where they can return to it frequently to "read."



Unit: Seasons and Weather, Part 3- Individual Seasons
Book 10: Goodbye Winter, Hello Spring by Kenard Pak
Extra Materials Needed:

1. Before

- 1. Topic Introduction-** *We have been reading books about winter. We are going to learn about the next season now. Does anyone remember what comes after winter?*
- 2. Book Introduction-** *This book is called Goodbye Winter, Hello Spring. I think we are going to read about what happens when winter becomes spring. Look at this picture. It looks like winter here. The trees are bare and it is very white. Here is it green and the trees have leaves. I think this part of the picture shows spring.*
- 3. Title and Author-** Draw attention to title and author

Language Time

*Explain, *We are learning a long poem, a little at a time. Today we will say the first, second, third, and fourth parts of the rhyme. In a few days, we will learn the last part. Soon we will know the whole poem.*

*See whole poem in Materials Binder to read earlier parts of rhyme

(Spring)
 (Summer)
 (Fall)
 (Add 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

2. 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.
 - "I fall onto a husky's bushy tail" *This person is going for a walk on a winter night. I wonder what they will see.*
 - "Hello, glass house." *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 warm the land!" *The sun is making the ground warm. Now things can start to grow again. I think it's spring now!*
- 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.
 - draped-** covered
The logs are draped in snow. Can you see them under the snow?
 - illuminate-** light up
The spring sun illuminates everything.
 - thaw-** warm up so things are no longer frozen
The world is thawing. The ground and water are no longer frozen.

3. After

- 1. Ask their Opinion-** I enjoyed reading about what happens when winter becomes spring. Turn to your neighbor and tell them your favorite part of the book. Did you like winter or spring better?
- 2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)
 - *What two seasons were in this book?* (winter and spring)
 - *When was it spring?* (various answers- after winter, when the sun came out, etc.)
- 3. Follow Up Activity-** Story Retell
 - Explain, *We are going to tell the story again. I want you to help me. Raise your hand if you can help me finish my sentence.* 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!)



Unit: Seasons and Weather, Part 3- Individual Seasons

Book 11: When Spring Comes by Kevin Henkes

Extra Materials Needed:



Language Time

*Explain, *We are learning a long poem, a little at a time. Today we will say the first, second, third, and fourth parts of the rhyme. In a few days, we will learn the last part. Soon we will know the whole poem.*

*See whole poem in Materials Binder to read earlier parts of rhyme

- (Spring)
- (Summer)
- (Fall)
- (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

1. Before

1. Topic Introduction- *We have been reading about the seasons. We read some books about Winter. Raise your hand if you can tell everyone about the weather in winter. We are reading about spring now. Turn to someone next to you and tell them one thing you know about spring.*

2. 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!*

3. Title and Author- Draw attention to title and author

2. 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.

- “and smaller until suddenly- they’re gone..” *The warm spring sun warms the snow and makes it melt away.*
- “It changes its mind a lot.” *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.*
- “Now you have to wait for Summer.” *When spring finally arrives, it gets warmer and we see lots of things growing around us. After spring, it is summer!*

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.

blossoms- new, small flowers

The blossoms on this tree are pink.

mounds- piles

The spring sun melts the mounds of snow.

shoots- baby plants that are just beginning to pop out of the dirt

The green shoots are growing in the garden. Soon they will be big plants.

3. After

1. Ask their Opinion- *Thumbs up if you liked that story. Thumbs down if you didn’t.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What happened to the snow in spring?* (it melted)
- *What season comes after cold, snowy winter?* (spring)

3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. I want you to help me. Raise your hand if you can help me finish my sentence.* 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!)



Unit: Seasons and Weather, Part 3- Individual Seasons
Book 11: When Spring Comes by Kevin Henkes



Re-Read & Activity- Craft

Extra Materials Needed: book, light blue tagboard, 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?
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! 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.

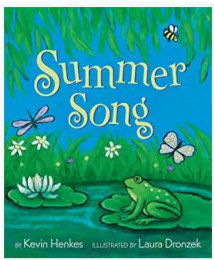
During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. "Spring will bring leaves and blossoms." *Do you remember what blossoms are? Blossoms are new, small flowers. What color are the blossoms on this tree?*
 - b. "There will be worms and wings and wind and wheels." *There is a lot to do in the spring. I see people riding bikes. I see someone using the windy weather to fly a kite.*
 - c. "You will feel it. You will smell it. You will hear it." *Let's take a minute to look at this picture and find some things we can feel, smell, and hear in the spring.*
 - 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.

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.
Did you like this story? Raise your hand to tell me. "I liked this story because..."
2. Discussion questions
 - a. *What happens in the spring?* (various answers- it gets warmer, plants grow, etc.)
 - b. *What do people do in the spring?* (various answers- plant gardens, fly kites, blow bubbles, etc.)
3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft. Give each student one piece of light blue tagboard. Give each student several white cupcake liners and markers to create the petals of colorful flowers. Encourage students to glue the cupcake liners to the blue tagboard to make a garden. Encourage students to draw green lines with a marker to create stems and leaves for the flowers.





Language Time

*Explain, *We are learning a long poem, a little at a time.*

Today we will say the first, second, third, and fourth parts of the rhyme. Next, we will learn the last part. Soon we will know the whole poem.

*See whole poem in Materials Binder to read earlier parts of rhyme

(Spring)

(Summer)

(Fall)

(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

Unit: Seasons and Weather, Part 3- Individual Seasons

Book 12: Summer Song by Kevin Henkes

Extra Materials Needed:

1. Before

1. Topic Introduction- *We have been learning about the seasons. We learned about winter, which is cold and snowy. We learned about spring when it gets warmer and plants start to grow. Today we are going to read about the season that comes after spring.*

2. Book Introduction- *This book is called Summer Song. Summer is the season that comes after spring. Let's read this book to find out what happens in summer.*

3. Title and Author- Draw attention to title and author

2. 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.

- "I'd say Summer is green." *Look at this picture. I understand what the author means when he wrote summer is green. There are so many beautiful green plants and the trees have big, green leaves.*
- "and the wind blows, it sounds like music." *I've heard that sound before. Wind blowing through tall grass does make a peaceful sound, kind of like music.*
- "Summer gets bored and wants to try something new" *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?*

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

- Key content
Summer is hot and 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.
humming- making a low, steady sound like a bee
The bugs make a humming song in summer.
shade- a darker and cooler place that is out of the sun
Summer is hot. People and animals often look for shade in the summer.

3. After

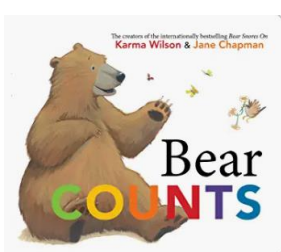
1. Ask their Opinion- *Thumbs up if you liked that story. Raise your hand if you would like to tell me your favorite part.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What season was this book about?* (summer)
- *How is the song of summer made? What do we hear in summer?* (Various answers- bugs, lawn mowers, air conditioners, sprinklers, etc.)

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 nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.
 - *Summer is too cold for bugs to be out.* (No.)
 - *Bugs make a humming song in summer.* (Yes.)
 - *After summer comes winter.* (No.)
 - *After summer comes fall.* (Yes.)



Unit: Seasons and Weather, Part 3- Individual Seasons

Book 13: Bear Counts by Karma Wilson

Extra Materials Needed:



Language Time

*Explain, *We are learning a long poem, a little at a time. Today we will say all the parts of the rhyme. We know the whole long poem!*

*See whole poem in Materials Binder to read earlier parts of rhyme

(Spring)

(Summer)

(Fall)

(Winter)

(Add Ending)

The last is done, the next is here,
The same as it is every year;
Spring, then sunshine, autumn, snow
That is how each year must go.

Make continuous large circle with hand

1. Before

1. 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? Pause to allow students to answer. Summer! Let's clap that. Sum-mer.*

2. 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.*

3. Title and Author- Draw attention to title and author

2. 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.

- "Howdy do?... and the bear counts..." *Hmm... Howdy do...the bear counts... I think Bear counts two. Two and do rhyme. Let's turn the page to see if I'm right.*
- "Four!" *Let's count. Help me count to four.* Count a few of the groups of animals 1,2,3,4
- "Just like BEAR!" *Let's count the animals.*

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.

basking- lying in the warm sun, sunbathing

Mouse and Bear are basking in the warm summer sun.

chums- friends, pals

The chums are talking to each other.

lively- full of energy, active

The lively otters are swimming in circles.

3. After

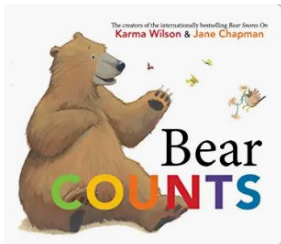
1. Ask their Opinion- *Did you like counting the animals in this book? Thumbs up if you did. Thumbs down if you didn't.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What animals were in this story?* (various answers- bear, rabbit, geese, fish, etc.)
- *In what season is this book set?* (summer)

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 left. (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.*



Unit: Seasons and Weather, Part 3- Individual Seasons

Book 13: Bear Counts by Karma Wilson



Re-Read & Activity- Math Activities

Extra Materials Needed: book, forest animal figurines OR picture cards (see Seasons and Weather Materials binder) and other math materials as needed

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. We counted things in this book. Raise your hand if you want to tell me one thing we counted.

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is Bear Counts. The author of the story is Karma Wilson. Who remembers what the author does? Yes, the author writes the words. Jane Chapman is the illustrator. She made the colorful pictures in the book.

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.

During:

1. Read with excitement and fluency.

2. Ask Questions

a. "basking in the morning sun." *Do you remember what that word basking means? Basking means lying in the warm sun. It's a very relaxing thing to do.*

b. "three chums who chitter-chat." *Do you remember what the word chums means? It means friends or pals. Let's count the chums. 1,2,3.*

c. "Five lively river otters." *Do you remember what the word lively means? It means active or full of energy. The otters are swimming in circles. They are very lively.*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

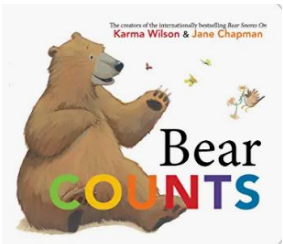
Did you like this story? What was your favorite part?

2. Discussion questions

a. *Who was in the story?* (various answers- bear, geese, fish, etc.)

b. *In what season did this story take place?* (summer)

3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: Forest Animals Figurines (\$22.99 for 16 piece set) or picture cards (see Seasons and Weather Materials Binder)



Express Ideas

Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Express Ideas

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving blank spaces for the purple word:

The best part of **summer** is...

Vocabulary to include, if possible:

basking- lying in the warm sun, sunbathing

chums- friends, pals

lively- full of energy, active

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

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.

Steps in the Process

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 summer time.* Pause to review.

Write Topic Sentence

Plan: *We are going to work together to express our ideas today. We are going to share our favorite parts of summer.*

Write: Write summer to complete sentence.

Read aloud, pointing to each word: *The best part of summer is...*

Write Detail Sentence(s)

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 book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

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

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.

Write Concluding Sentence

Plan: *We shared information 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?*

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

Read aloud, pointing to each word: *That is what our class likes best about summer.* Read again, encouraging children to read with you

***Read whole paragraph with students. Post writing where they can return to it frequently to "read."**



Unit: Seasons and Weather, Part 3- Individual Seasons
Book 14: Goodbye Summer, Hello Autumn by Kenard Pak
Extra Materials Needed:

1. Before

1. Topic Introduction- *We have been learning about the seasons. Turn to someone next to you and tell them the name of one season. Raise your hand if you want to share with everyone the name of a season.*

2. Book Introduction- *This book is called Goodbye Summer Hello Autumn. Autumn is another name for fall. Let's read to find out what happens in the fall.*

3. Title and Author- Draw attention to title and author

2. 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.

- "Hello, late summer morning." *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. I'm wondering if it is chilly where they are.*

- "we're making cozy nests and dens.... we want to get ready." *We learned that animals get ready for fall in different ways. Do you remember reading about that in a different book?*

- "We are changing our colors" *The leaves are getting colorful and falling from the trees. That is one of my favorite parts about the fall season.*

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.

den- an animal's home, it provides protection from bad weather

The animals are making cozy dens so they have a warm home in the fall.

misty- damp, foggy

The streets are misty from the rain,

3. After

1. Ask their Opinion- *I enjoyed that book. Thumbs up if you liked it. Turn to someone next to you and tell them one thing you liked.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What season was it at the beginning of the book?* (summer)

- *What season was it at the end of the book?* (fall)

- *What is the weather like in the fall?* (various answers- chilly, rainy, windy, etc.)

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 nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.

- *Leaves change color to red or brown in the summer.* (No.)

- *Leaves change color to blue and purple in the fall.* (No.)

- *Leaves change color to red or brown in the fall.* (Yes.)

- *After summer comes fall.* (Yes.)

Language Time

*Explain, *We are learning a long poem, a little at a time.*

Today we will say all the parts of the rhyme. We know the whole long poem!

*See whole poem in Materials Binder to read earlier parts of rhyme

(Spring)

(Summer)

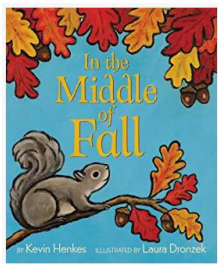
(Fall)

(Winter)

(Ending)

The last is done, the next is here,
 The same as it is every year;
 Spring, then sunshine, autumn, snow
 That is how each year must go.

Make continuous large circle with hand



Language Time

(Spring)
(Summer)
(Fall)
(Winter)
(Ending)

The last is done, the
next is here,
The same as it is
every year;
Spring, then sunshine,
autumn, snow
That is how each year
must go.

*Make continuous
large circle with hand*

Unit: Seasons and Weather, Part 3- Individual Seasons

Book 15: In the Middle of Fall by Kevin Henkes

Extra Materials Needed:

1. Before

1. Topic Introduction- *We have been reading about the seasons. 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. Raise your hand if you want to tell everyone the name of a season.*

2. Book Introduction- *Today we are going to read our last book about the seasons. This book is called In the Middle of Fall. I think it's going to be about what happens in the fall.*

3. Title and Author- Draw attention to title and author

2. 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.

- “and the sky is mostly gray.” *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.*
- “and all at once-” *I wonder what is going to happen. There's a big gust of wind. What is it going to do?*
- “and orange will be gone” *The colorful leaves are gone. I think fall turned into the next season. I think it's winter now. Do you think I'm right?*

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.

frisky- playful, full of energy

The squirrels are frisky. Do you think they are playing together?

ornaments- a decoration that makes something look pretty

The apples look like ornaments for the tree, like they are decorating the tree.

3. After

1. Ask their Opinion- *Did you like that story? Thumbs up if you did. Thumbs down if you didn't. Turn to someone next to you and tell them your favorite part of fall.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What season is this book about?* (Fall)
- *When do leaves change color and fall down to the ground?* (in the fall)

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...* (winter)
- *The air is chilly but getting warmer. Flowers and plants grow...* (spring)
- *It is hot and sunny. Sometimes we have thunderstorms...* (summer)
- *It gets cooler. The sky is gray and leaves change color...* (fall)

Four Seasons

By Cecil Frances Alexander

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 arms across chest

And I must dance,

Wave arms in dancing motion

and I must sing

American Sign Language for sing

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.

Two hands to cheek and close eyes as if sleeping

3. Fall

The leaves are yellow, red, and brown.

Point, emphasizing the words yellow, red, and brown

A shower sprinkles softly down.

Wave fingers in downward motion 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

5. Ending

The last is done, the next is here,

The same as it is every year;

Spring, then sunshine, autumn, snow

That is how each year must go.

Make continuous large circle with hand

Wordless Books Small Group Work for the Seasons and Weather Unit

Books in this Unit

Red Sled by Lita Judge

Rain! by Linda Ashman

Wordless Books General Outline

Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, and print/book skills.

Materials: Books and follow up activity

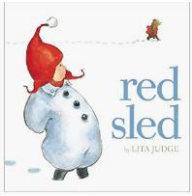
Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement
2. **Ask** “*What do you think this book is about?*”
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read.
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing: who the characters were, what the problem was that resolved, and how it ended.
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed—what is happening on this page? Who is that? How did the story end? Have the child complete your sentence--The girl and the boy became ____ (friends).
6. After Reading Activity.

Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.



Red Sled by Lita Judge

Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

Materials: *Red Sled* by Lita Judge, Forest animal figurines from the Seasons and Weather math materials

Story Synopsis: A young child leaves his red sled outside his snow-covered cabin. A curious bear discovers the sled and decides to take it for a spin. Bear's forest friends join him in a sledding adventure. They have a great time. Bear returns the sled. The child notices the bear's pawprints in the snow and waits for his return. When Bear comes back for another ride with his friends, the child joins them.

Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement by reminding children of some background knowledge around the seasons, particularly winter when it is cold and snowy.
2. **Ask** "*what do you think this book is about*" Say, "This book is called *Red Sled*. I see that the bear is holding a red sled and a child is watching him. I wonder if this book is going to be about the bear using the sled?"
3. **Model**--Read it the first time with the children where you tell the story—
asking a few basic questions as you read. "What do you think Bear is thinking when he sees the sled? Does it look like the animals are having fun? What does the child see in the snow? How do you think the child feels about Bear using his sled?"
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. "What did the animals do with the sled? Did they have fun? What happened when the child realized the animals were using his sled?"
5. **Your Turn:** Read the story again, this time letting the children tell the story.
Provide prompts as needed.
6. **After Reading Activity**— Compare the forest animal figurines from the Seasons and Weather math materials to the animal pictures in this book. Are any the same? What makes them the same? Are any similar but a little bit different? What makes them different?

Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.



Rain! by Linda Ashman

Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

Materials: *Rain!* by Linda Ashman, meteorologist dramatic play center

Story Synopsis: Two neighbors wake up on a rainy morning. One (an older man) is grouchy and upset about the rain. The other (a young child) is happy and excited about the rain. They go about their mornings in very different moods. They inadvertently meet at a café where they bump into each other. This makes both feel grouchy. The young child notices the older man dropped his hat and runs after him to return it. They exchange hats, which puts the older man and the child into a happy mood. The older man sees the rain in a new light and enjoys it just as the child had earlier.

Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement
2. **Ask** “*what do you think this book is about*”
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read. “How does this man feel? How does the child feel about the rain? What is happening? How does the child feel now? How does the man feel now?”
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing.
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed.
6. **After Reading Activity**— Play in the dramatic play center. Take turns being the meteorologist. Report on the rainy weather that was seen in this book.

Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.

