

Seasons and Weather

Tell It Again!™ Read-Aloud Anthology

Core Knowledge Language Arts® • Listening & Learning™ Strand



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KINDERGARTEN





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Listening & Learning™ Strand
KINDERGARTEN

Core Knowledge Language Arts®



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Alignment Chart for Seasons and Weather

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Seasons and Weather

Lesson

	1	2	3	4	5	6	7	8
Core Content Objectives								
Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year	✓							
Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season	✓	✓	✓	✓	✓	✓		
Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons	✓							
Draw pictures that show an understanding of each season	✓		✓	✓	✓			
Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and most of the United States as having four seasons	✓							
Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow, or sleet)	✓	✓						
Name at least one month in a specific season while referring to a calendar		✓	✓	✓	✓			
Name at least one holiday in a specific season		✓	✓	✓	✓			
Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)		✓	✓	✓	✓	✓		
Identify ways in which weather affects daily routines, such as dress, activities, etc.		✓	✓	✓	✓			✓
Identify a thermometer as an instrument used to measure temperature and describe how it works: when it is hotter outside, the liquid in the thermometer rises; when it is cooler, the liquid descends		✓		✓				

**Alignment Chart for
Seasons and Weather**

Lesson

	1	2	3	4	5	6	7	8
Explain the lesson the grasshopper learns at the end of the fable “The Grasshopper and the Ants”						✓		
Identify the following characteristics of thunderstorms: heavy rain, thunder, lightning, and strong winds							✓	
Describe safe and unsafe behaviors during thunderstorms							✓	
Explain why weather prediction is important in their daily lives								✓

Reading Standards for Literature: Kindergarten

Key Ideas and Details

STD RL.K.1	With prompting and support, ask and answer questions about key details in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a fiction read-aloud						✓		
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships						✓		

Craft and Structure

STD RL.K.4	Ask and answer questions about unknown words in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in fiction read-alouds and discussions						✓		
STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).								
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems						✓		

Integration of Knowledge and Ideas

STD RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).								
CKLA Goal(s)	With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read-aloud						✓		

**Alignment Chart for
Seasons and Weather**

Lesson

		1	2	3	4	5	6	7	8
Range of Reading and Level of Text Complexity									
STD RL.K.10	Actively engage in group reading activities with purpose and understanding.								
CKLA Goal(s)	Actively engage in fiction read-alouds						✓		
Reading Standards for Informational Text: Kindergarten									
Key Ideas and Details									
STD RI.K.1	With prompting and support, ask and answer questions about key details in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud	✓	✓	✓	✓	✓		✓	✓
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	✓	✓	✓	✓	✓		✓	✓
STD RI.K.2	With prompting and support, identify the main topic and retell key details of a text.								
CKLA Goal(s)	With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-aloud		✓	✓	✓	✓			
Craft and Structure									
STD RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions	✓	✓	✓	✓	✓		✓	✓
Integration of Knowledge and Ideas									
STD RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).								
CKLA Goal(s)	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud	✓	✓	✓	✓	✓		✓	✓

**Alignment Chart for
Seasons and Weather**

Lesson

		1	2	3	4	5	6	7	8
Range of Reading and Level of Text Complexity									
STD RI.K.10	Actively engage in group reading activities with purpose and understanding.								
CKLA Goal(s)	Actively engage in nonfiction/informational read-alouds	✓	✓	✓	✓	✓		✓	✓
Writing Standards: Kindergarten									
Text Types and Purposes									
STD W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.								
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details	✓	✓	✓	✓	✓		✓	✓
STD W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.								
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened						✓		
Production and Distribution of Writing									
STD W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.								
CKLA Goal(s)	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers							✓	
STD W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).								
CKLA Goal(s)	Participate in shared research and writing projects (e.g., group scientific research and writing)	✓							✓
STD W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.								
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions		✓	✓	✓	✓			

**Alignment Chart for
Seasons and Weather**

Lesson

		1	2	3	4	5	6	7	8
Speaking and Listening Standards: Kindergarten									
Comprehension and Collaboration									
STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups								
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).								
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.					<input checked="" type="checkbox"/>			
STD SL.K.1b	Continue a conversation through multiple exchanges.								
CKLA Goal(s)	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age					<input checked="" type="checkbox"/>			
Presentation of Knowledge and Ideas									
STD SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.								
CKLA Goal(s)	Add drawings or other visual displays to descriptions as desired to provide additional detail	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.								
CKLA Goal(s)	Speak audibly and express thoughts, feelings, and ideas clearly					<input checked="" type="checkbox"/>			
Language Standards: Kindergarten									
Conventions of Standard English									
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.								
STD L.K.1b	Use frequently occurring nouns and verbs.								
CKLA Goal(s)	Use frequently occurring nouns and verbs in oral language					<input checked="" type="checkbox"/>			
STD L.K.1d	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).								
CKLA Goal(s)	Ask questions beginning with <i>who, what, where, when, why, or how</i>								

**Alignment Chart for
Seasons and Weather**

Lesson

		1	2	3	4	5	6	7	8
STD L.K.1f	Produce and expand complete sentences in shared language								
CKLA Goal(s)	Answer questions orally in complete sentences				✓				
	Produce and expand complete sentences in shared language				✓				
Vocabulary Acquisition and Use									
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.								
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).								
CKLA Goal(s)	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)	✓				✓			
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.								
STD L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).								
CKLA Goal(s)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		✓	✓				✓	
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).								
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).					✓			
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.								
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts					✓			
	Learn the meaning of common sayings and phrases			✓					
Additional CKLA Goals									
	Listen to a variety of texts, including informational narratives	✓	✓	✓	✓	✓		✓	✓
	Prior to listening to a read-aloud, identify orally what they know and have learned about a given topic		✓		✓				

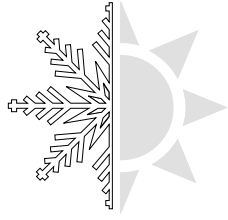
**Alignment Chart for
Seasons and Weather**

Lesson

	1	2	3	4	5	6	7	8
Discuss personal responses to a given topic in a read-aloud		✓						✓
While listening to a read-aloud, orally explain information about a given topic based on text heard thus far						✓		
Explain which elements of a read-aloud are fantasy and which elements of a read-aloud are realistic						✓		



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Seasons and Weather

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

This domain includes a Pausing Point following Lesson 5, after the seasons have been introduced. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than twelve days total on this domain.**

Week One				
Day 1	Day 2	Day 3	Day 4	Day 5
Lesson 1A: "What's the Weather Like?" (35 min.)	Lesson 2A: "Winter" (35 min.)	Lesson 3A: "Spring" (35 min.)	Lesson 4A: "Summer" (35 min.)	Lesson 5A: "Autumn" (35 min.)
Lesson 1B: Extensions (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: Extensions (15 min.)	Lesson 4B: Extensions (15 min.)	Lesson 5B: Extensions (15 min.)
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)

Week Two				
Day 6	Day 7	Day 8	Day 9	Day 10
Pausing Point	Lesson 6A: "The Grasshopper and the Ants" (35 min.)	Lesson 7A: "Safety in Storms" (35 min.)	Lesson 8A: "Meteorology" (35 min.)	Domain Review
	Lesson 6B: Extensions (15 min.)	Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)

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

⑩ Lessons include Student Performance Task Assessments

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

Domain Components

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book for Seasons and Weather*
- *Tell It Again! Image Cards for Seasons and Weather*
- *Tell It Again! Supplemental Guide for Seasons and Weather*
- *Tell It Again! Multiple Meaning Word Posters for Seasons and Weather*

Recommended Resource:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

Why Seasons and Weather Are Important

This domain will introduce students to the concept of weather. Students will learn that different regions of Earth experience different characteristic weather patterns throughout the year. They will also learn that we can think about a year and the related weather patterns in terms of four seasons: winter, spring, summer, and autumn. Students will also learn why knowing about the weather is important, and how weather affects our day-to-day lives and activities.

As the actual weather associated with each season varies depending upon where you live, students throughout the United States will have different experiences with regard to the four seasons. There are, however, certain common seasonal features that will be true for all children living within the continental United States; for example, summer is always a warmer season, in general, than winter. The lessons and read-alouds included in this domain have been carefully written to make these common seasonal features clear, while still encouraging you to customize the discussions and subsequent activities to make students aware of the specific weather patterns in your area.

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

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

Core Vocabulary for Seasons and Weather

The following list contains all of the core vocabulary words in *Seasons and Weather* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

characteristics

cycle
patterns
seasons
weather

Lesson 2

blizzards
cautiously
freezing point

frigid

halt

Lesson 3

blossoms
floods
gradually
seedlings
thaw

Lesson 4

distinct

indoors
sunscreen
thermometer

Lesson 5

chill
progresses
shed

Lesson 6

bare
future
last
personification
shivering


Lesson 7

gear
severe
shelter
strike


Lesson 8

meteorologist
meteorology
record
satellites
warning

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Seasons and Weather*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Seasons and Weather*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: .

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for Seasons and Weather

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the and Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *Angels Ride Bikes and Other Fall Poems/Los ángeles andan en bicicleta y otros poemas de otoño*, by Francisco X. Alarcón, illustrated by Maya Christina Gonzalez (Lee and Low, 2005) ISBN 978-0892391981
2. *Animals in Winter (Let's-Read-and-Find-Out Science 1)*, by Henrietta Bancroft and Richard G. Van Gelder, illustrated by Helen K. Davie (HarperTrophy, 1996) ISBN 978-0064451659

3. *The Boy Who Didn't Believe in Spring*, by Lucille Clifton, illustrated by Brinton Turkle (Puffin, 1992) ISBN 978-0140547399
4. *Brave Irene*, by William Steig (Square Fish, 2011) ISBN 978-0312564223
5. *Bring Me Some Apples and I'll Make You a Pie: A Story About Edna Lewis*, by Robbin Gourley (Houghton Mifflin Harcourt, 2009) ISBN 0618158362
6. *Can You See the Wind? (Rookie Read-About Science)*, by Allan Fowler (Children's Press, 1999) ISBN 978-0516264790
7. *The Cloud Book*, by Tomie dePaola (Holiday House, 1984) ISBN 978-0823405312
8. *Cloudy with a Chance of Meatballs*, by Judi Barrett, drawings by Ron Barrett (Atheneum, 1978) ISBN 978-0689306471
9. *Cold Snap*, by Eileen Spinelli, illustrated by Marjorie Priceman (Knopf Books for Young Readers, 2012) ISBN 978-0375957000
10. *Energy from the Sun (Rookie Read-About Science)*, by Allan Fowler (Children's Press, 1998) ISBN 978-0516262550
11. *Fall (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publications, 2011) ISBN 978-1597712590
12. *Frederick*, by Leo Lionni (Dragonfly Books, 1973) ISBN 978-0394826141
13. *Frog and Toad All Year*, by Arnold Lobel (HarperFestival, 1990) ISBN 978-1559942287
14. *From the Bellybutton of the Moon and Other Summer Poems/Del ombligo de la luna y otros poemas de verano*, by Francisco X. Alarcón, illustrated by Maya Christina Gonzalez (Lee and Low, 2005) ISBN 978-0892392018
15. *Four Seasons Make a Year*, by Anne Rockwell, illustrated by Megan Halsey (Walker & Company, 2004) ISBN 978-0802788832
16. *If It's Really Cold. . . and Other Weather Predictions*, by Blake A. Hoena (Capstone Press, 2012) ISBN 978-1429687195

17. *Iguanas in the Snow and Other Winter Poems/Iguanas en la nieve y otros poemas de invierno*, by Francisco X. Alarcón, illustrated by Maya Christina Gonzalez (Children's Book Press, 2001) ISBN 978-0892391684
18. *Laughing Tomatoes and Other Spring Poems/Jitomates risueños y otros poemas de primavera*, by Francisco X. Alarcón, illustrated by Maya Christina Gonzalez (Children's Book Press, 2005) ISBN 978-0892391998
19. *Little Cloud and Lady Wind*, by Toni Morrison and Slade Morrison, illustrated by Sean Quails (Simon and Schuster, 2010) ISBN 978-1416985235
20. *On the Same Day in March: A Tour of the World's Weather*, by Marilyn Singer, illustrated by Frane Lessac (HarperCollins, 2000) ISBN 978-0060281878
21. *The Rainbow and You*, by E.C. Krupp, illustrated by Robin Reeter Krupp (HarperCollins, 2000) ISBN 978-0688156015
22. *The Reasons for Seasons*, by Gail Gibbons (Holiday House, 1996) ISBN 978-0823412389
23. *The Seasons of Arnold's Apple Tree*, by Gail Gibbons (Voyager Books, 1988) ISBN 978-0152712457
24. *Snow Is Falling (Let's-Read-and-Find-Out-Science, Stage 1)*, by Franklyn Branley and illustrated by Holly Keller (HarperTrophy, 2000) ISBN 978-0064451864
25. *Snowflake Bentley*, by Jacqueline Briggs Martin, illustrated by Mary Azarian (Houghton Mifflin, 1998) ISBN 978-0395861622
26. *Spring (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publications, 2011) ISBN 978-1597712606
27. *Spring With Rabbit (Animal Seasons)*, by Anita Loughrey (Qed Publishing, 2012) ISBN 978-1848358164
28. *Weather (Step-By-Step Weather)*, by Paul Humphrey (Children's Press, 1996) ISBN 978-0749645427
29. *Summer (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publications, 2011) ISBN 978-1597712613

30. *Thunder Cake*, by Patricia Polacco (Puffin, 1997) ISBN 978-0698115811
31. *Tornado Alert (Let's-Read-and-Find-Out Science 2)*, by Franklyn M. Branley and Giulio Maestro (HarperTrophy, 1999) ISBN 978-0064450942
32. *Weather Forecasting*, by Gail Gibbons (Aladdin Library, 1993) ISBN 978-0689716836
33. *Weather (I Know That!)*, by Claire Llewellyn (Sea-to-Sea Publications, 2007) ISBN 978-0749689025
34. *Weather Words and What They Mean*, by Gail Gibbons (Holiday House, 1992) ISBN 978-0823409525
35. *Weather: Rain or Shine (Science Starters)*, by Jim Pipe (Stargazer Books, 2008) ISBN 978-1596041301
36. *What Will the Weather Be?*, by Lynda DeWitt, illustrated by Carolyn Croll (HarperTrophy, 1993) ISBN 978-0064451130
37. *What's the Weather Today?*, by Allan Fowler (Children's Press, 1991) ISBN 978-0516449180
38. *When a Storm Comes Up (Rookie Read-About Science)*, by Allan Fowler (Children's Press, 1995) ISBN 978-0516460352
39. *When Spring Comes*, by Solomon Gordon (National Geographic Society, 2006) ISBN 0792242742
40. *Why Do Leaves Change Color? (Let's-Read-and-Find-Out Science, Stage 2)*, by Betsy Maestro and illustrated by Loretta Krupinski (Harper Trophy, 1994) ISBN 978-0064451260
41. *Winter (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publishing, 2011) ISBN 978-1597712620
42. *Winter Is Here*, by Sid Webb (National Geographic Society, 2003) ISBN 0792242920

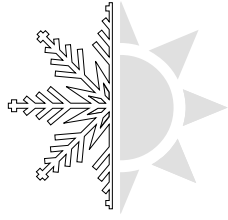
Websites and Other Resources

Student Resources

1. **Weather Word Search**
<http://www.weatherwizkids.com/weather-games-word-search.htm>
2. **Weather Games**
<http://theweatherchannelkids.com/weather-games/>
3. **Interactive Seasons**
<http://www.sheppardsoftware.com/scienceforkids/seasons/seasons.htm>

Teacher Resources

1. **Weather Photos**
http://www.ussartf.org/predicting_weather.htm



What's the Weather Like?

1

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year
- ✓ Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- ✓ Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons
- ✓ Draw pictures that show an understanding of each season
- ✓ Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and most of the United States as having four seasons
- ✓ Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow, sleet)

Language Arts Objectives

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

Students will:

- ✓ With prompting and support, recall facts from “What’s the Weather Like?” and accurately answer questions such as *who*, *what*, *where*, and *when* (RI.K.1)

- ✓ With prompting and support, interpret information to answer questions and express opinions about “What’s the Weather Like?” (RI.K.1)
- ✓ With prompting and support, define and use new words, such as *characteristics*, from the read-aloud and the discussion about “What’s the Weather Like?” (RI.K.4)
- ✓ With prompting and support, describe an image of Annie writing a letter in “What’s the Weather Like?,” using the image to check and support comprehension of the read-aloud (RI.K.7)
- ✓ Actively engage in the nonfiction/informational read-aloud “What’s the Weather Like?” (RI.K.10)
- ✓ Draw a picture of the weather outside (W.K.2)
- ✓ Participate in a class research project by creating a daily weather diary (W.K.7)
- ✓ Create a drawing with sufficient detail of today’s weather (SL.K.5)
- ✓ Identify multiple meanings of *seasons* and use them in appropriate contexts (L.K.4a)
- ✓ Listen to a variety of texts, including informational narratives such as “What’s the Weather Like?”

Core Vocabulary

characteristics, n. Ways we can describe and group people or things
Example: Two of Yesenia’s characteristics are her curly hair and her kindness.

Variation(s): characteristic

cycle, n. A series of events that occur again and again in the same order
Example: The cycle of the seasons happens every year and includes winter, spring, summer, and autumn.

Variation(s): cycles

patterns, n. The regular and repeated ways in which something happens
Example: The patterns on her shirt were made up of repeating heart shapes.

Variation(s): pattern

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


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

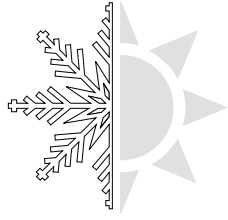
Variation(s): season

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

Example: Tomorrow the weather will be cold and rainy.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction	large monthly calendar	10
	Where Are We?	U.S. map	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	What’s the Weather Like?		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Characteristics		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Seasons	Poster 1M: Seasons	15
	Weather Diary	Instructional Master 1B-1; drawing paper, drawing tools	
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-2, 1B-3	*



What's the Weather Like?

1
A

Introducing the Read-Aloud

10 minutes

Domain Introduction

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

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

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

Where Are We?

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

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



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

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

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

Have students look out the window and describe the weather. Next, point to the students’ hometown on the map and discuss whether their hometown is near or far from where Annie lives. Explain that not everyone in the United States has the same weather on any given day. Go on to explain that the weather where Annie lives may be very different right now from the weather in their hometown (unless they live in Washington, D.C., of course). Tell students that Annie’s letters will tell them about the seasons and weather in her hometown of Washington, D.C.

Purpose for Listening

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



What's the Weather Like?

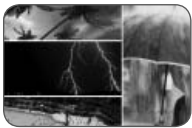
← Show image 1A-1: Annie in Washington, D.C.

Dear Kindergartners,

Hello! My name is Annie, and I live in a big city called Washington, D.C. I'm in fifth grade, but I remember when I was in kindergarten, just like you. Right now in school, my class is learning about **seasons** and **weather**.¹ For my school project, I'm going to be your weather pen pal.² I'm going to teach you what the weather is like where I live. I will also tell you about the weather in different areas, or places, on Earth. You can help me with my project by answering all my questions, so I can learn about what the seasons and weather are like where you live.

1 Seasons are different times of the year, and weather is what it is like outside.

2 That means that I will write letters to you to tell you about the weather.



← Show image 1A-2: Kinds of weather

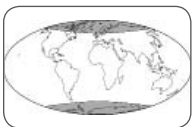
There are many different kinds of weather. There is sunny weather, cloudy weather, windy weather, rainy weather, and stormy weather. What is the weather like outside today where you live?

My teacher says that no matter where you live on Earth, the weather is always changing, hour by hour, and day by day.³ But even though the weather changes, there are still weather **patterns** during certain times of the year.⁴ For example, the weather pattern in the summer is mostly sunny and warm.⁵ Weather patterns may change a lot in some places, and very little in other places. It all depends on where you live on Earth.

3 That means the weather never stays the same.

4 A pattern is something that repeats itself.

5 Every summer the weather repeats itself.



← Show image 1A-3: Earth with northern and southern polar regions colored blue

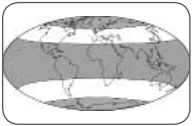
This is a map of the earth. I've colored two areas on the map blue.⁶ One is at the North Pole and one is at the South Pole. Even though the North and South Poles are at opposite ends of the earth from each other, they share the same weather patterns. The weather pattern at the North and South Poles is always cold, and the land is usually covered by ice.

6 [Point to the blue areas of the map.] The color blue is often used to stand for things that are cold.



← **Show image 1A-4: Antarctica**

This is the South Pole, which is located on the continent of Antarctica. It is one of the coldest places on Earth. The ground is covered by ice all year long, though it almost never rains or snows here. The wind can be strong, and the temperature can be freezing cold.



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

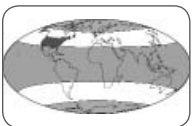
7 [Point to the red area of the map.]
The color red is often used to stand for things that are hot.

I've colored the middle area of this map red.⁷ The weather pattern in this area is usually very warm all year long. The biggest change in the weather during different times of the year is the amount of rain.



← **Show image 1A-6: Rainforest**

During certain months in the rainforest, the day may start off warm and sunny, but by afternoon it may rain very, very hard. This weather pattern may occur almost every day! This area gets lots of rain and sun almost year-round. The rain and sun keep the plants and trees green and healthy.



← **Show image 1A-7: The earth with colored areas and the United States in green**

8 [Point to the United States on the image. You can also point to where Washington, D.C., is roughly located.]

Do you see the part of this map that is colored green? This is most of the United States, the country where we live.⁸ Most of the United States is on the continent of North America, although the state of Hawaii is made up of islands located in the Pacific Ocean. In most of the United States, it's not always cold, like at the North and South Poles, and it's not always hot, like at the middle section of the earth. The weather in most of the United States changes with every season, so we get cold weather, hot weather, and everything in between.



← **Show image 1A-8: Seasons**

9 [Point to each image as you read the corresponding season.]

10 Here, the word *seasons* means the different times of the year. The word *seasons* can have other meanings. The word *seasons* also means adds spice to food to give it more flavor.

There are four seasons in a year:⁹ winter, spring, summer, and autumn.¹⁰ Each season has different weather, so the weather in the United States changes depending on where you live and which season it is. Plants, trees, grass, and flowers change in different seasons. You will also see different kinds of animals in different seasons.



← **Show image 1A-9: Winter**

This image shows the season called winter. Winter is the coldest season. In some places, snow and ice cover the ground during wintertime. Other places that do not have snow and ice are still colder in winter than in other seasons. Some animals, like bears, sleep during the winter season.



← **Show image 1A-10: Spring**

11 The word *eventually* means that something happened after some time has passed.

12 The snow and ice turn to water as the sun's warmth gets stronger.

Eventually, winter ends and spring begins.¹¹ In spring, the sun shines a little longer and warmer each day, which melts the ice and snow.¹² In spring, new leaves appear on the trees, new plants grow up from the warming earth, and flowers bloom again. Many baby animals are born during the spring, too!



← **Show image 1A-11: Summer**

After spring comes summer. Summer is the hottest season of the year in the United States. Summer is the season in which all the plants are at their greenest—full of leaves, flowers, and fruit. Birds, bugs, and other animals are easiest to spot in the summer.



← **Show image 1A-12: Autumn**

Finally, after summer comes autumn. Autumn is also called “fall.” In most places in the United States, the leaves change colors and fall off certain types of trees in autumn. The air outside gets cooler and the sun shines a little less each day. Autumn is when farmers harvest their fruits and vegetables, birds fly south, and everyone gets ready for winter.



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

13 [Pause for students to respond.]

14 Characteristics are ways we can describe and group things. Each season has things that make it different from the others.

Let's say the seasons together: winter, spring, summer, and autumn. Do you know what season it is right now where you live? How do you know? ¹³ Each season has its own special **characteristics**. ¹⁴ For example, a characteristic of summer is hot weather, and a characteristic of winter is snow.

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

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

I'll be talking about my hometown, Washington, D.C., a lot in my letters, but the characteristics of the four seasons where you live might be a little different. It will be fun to see if your weather is different from mine!

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

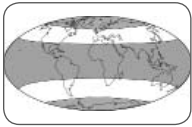
Your friend,
Annie

Comprehension Questions

10 minutes

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

1. *Literal* Where does Annie, our pen pal, live? (Annie lives in Washington, D.C.)



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

2. *Literal* Which area on the map is always cold? (It is always cold in the blue areas, which are called the North and South Poles.) Which area on the map is usually warm? (It is usually warm in the red area in the middle of the earth.)
3. *Literal* When something happens over and over again, it is called a cycle. Name the four seasons, in the order in which they occur in most of the United States. (The cycle of seasons is winter, spring, summer, and autumn.)
4. *Literal* Which season is the coldest? (Winter is the coldest season.) Which season is the hottest? (Summer is the hottest season.)
5. *Inferential* What are some characteristics of, or ways to describe, autumn? (In the fall, the leaves are changing colors and falling off certain types of trees. It also starts to get a little colder outside.)
6. *Inferential* What are some characteristics of, or ways to describe, spring? (In the spring, it starts to get warmer outside. New leaves start to grow on trees, flowers bloom, and new plants grow.)

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

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

7. *Evaluative Think Pair Share:* What were the most interesting facts that you learned from the read-aloud today? Why did you find them interesting? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Characteristics

5 minutes

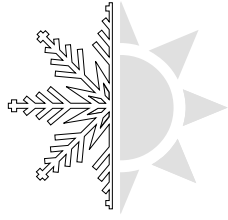
1. In the read-aloud you heard, "Each season has its own special *characteristics*."
2. Say the word *characteristics* with me.
3. Characteristics are ways we can describe and group people and things.
4. Characteristics of summer in the United States include hot temperatures and a lot of sunshine.
5. Describe some characteristics of the person sitting next to you. Try to use the word *characteristics* when you describe your neighbor. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "Some characteristics of _____ are . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: If any of the things I say are examples of the characteristics of a good friend, say, “That is a characteristic of a good friend.” If they aren’t characteristics of a good friend, say, “That is not a characteristic of a good friend.”

1. being a good listener (Being a good listener is a characteristic of a good friend.)
2. sharing (Sharing is a characteristic of a good friend.)
3. always wanting to do things his or her way (Always wanting to do things his or her way is not a characteristic of a good friend.)
4. being fun to play with (Being fun to play with is a characteristic of a good friend.)



Complete Remainder of the Lesson Later in the Day



What's the Weather Like?

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B

Extensions

15 minutes

↔ Multiple Meaning Word Activity: Seasons

Sentence in Context: Seasons

1. [Show Poster 1M: Seasons.] In the read-aloud you heard, “There are four *seasons* in a year: winter, spring, summer, and autumn.” Here, *seasons* mean the different times of the year. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
2. *Seasons* can also mean adds spice to food to give it more flavor. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
3. Now with your neighbor, make a sentence for each meaning of *seasons*. Remember to use complete sentences. I will call on some of you to share your sentences. [Call on a few students to share their sentences.]

Weather Diary (Instructional Master 1B-1)

Discuss with students what the current season is and what the weather has been like in your area the last few days. Tell students that you would like for them to keep a weather diary over the course of the next week to track the weather on a daily basis. Provide each student with a copy of Instructional Master 1B-1 and two pieces of paper in order to make a small weather diary, starting with today's date. Take the class outdoors at the same time each day to discuss the day's weather and to make recordings in the weather diary. Have students draw a simple picture of a sun, a sun with clouds, clouds, or clouds and rain depending on the weather each day. If you have an outside thermometer, you may also wish to have students write down the outside temperature, and/or have them draw a simple

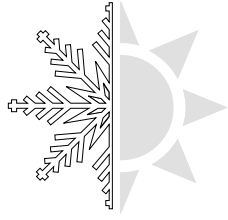
thermometer and color in how high or low the liquid in the thermometer is. Reinforce the concept of yesterday, today, and tomorrow by asking questions, e.g., how is the weather today different from the weather yesterday?

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

Take-Home Material

Family Letter

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



☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- ✓ Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold); cloud cover (sunny, cloudy); and precipitation (rain, snow, or sleet)
- ✓ Name at least one month in a specific season while referring to a calendar
- ✓ Name at least one holiday in a specific season
- ✓ Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain, and/or flooding in spring, etc.)
- ✓ Identify ways in which weather affects daily routines, such as dress, activities, etc.
- ✓ Identify a thermometer as an instrument used to measure temperature and describe how it works: when it is hotter outside, the liquid in the thermometer rises; when it is cooler, the liquid descends.

Language Arts Objectives

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

Students will:

- ✓ With prompting and support, recall facts from “Winter” and accurately answer questions such as *who*, *what*, *where*, and *when* (RI.K.1)
- ✓ With prompting and support, interpret information to answer questions and express opinions about “Winter” (RI.K.1)
- ✓ With prompting and support, identify the main topic and retell key details from “Winter” (RI.K.2)
- ✓ With prompting and support, define and use new words, such as *frigid*, from the read-aloud and the discussion about “Winter” (RI.K.4)
- ✓ With prompting and support, describe an illustration of a thermometer in “Winter,” using the illustration to check and support comprehension of the read-aloud (RI.K.7)
- ✓ Actively engage in the nonfiction/informational read-aloud “Winter” (RI.K.10)
- ✓ Draw a picture of a winter scene showing the seasonally appropriate colors, plants, and animals described in the read-aloud “Winter” (W.K.2)
- ✓ As a group, create a chart to discuss the unique characteristics of each season (W.K.8)
- ✓ Create a drawing with sufficient detail of the season of winter (SL.K.5)
- ✓ Demonstrate understanding of the adjective *frigid* by relating it to its opposite, *very hot* (L.K.5b)
- ✓ Listen to a variety of texts, including informational narratives such as “Winter”
- ✓ Prior to listening to “Winter,” identify orally what they know about the four seasons, what they have learned about winter, and how winter is different from the other seasons
- ✓ Discuss personal responses to what they wear for winter and what their favorite wintertime activity/holiday is and connect to the information in the read-aloud

Core Vocabulary

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

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

Variation(s): blizzard

cautiously, adv. Carefully avoiding danger or risk

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

Variation(s): none

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

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

Variation(s): freezing points

frigid, adj. Very cold


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

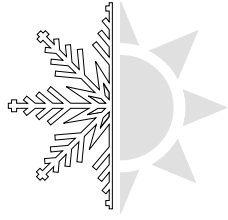
Variation(s): none

halt, n. Stop

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

Variation(s): halts

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Calendar Review	large monthly calendar	
	Interactive Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Winter	thermometer	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Frigid		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Seasons Comparison Chart	Image Card 2; chart paper, chalkboard, or whiteboard [This exercise requires advance preparation.]	15
	My Four Seasons Drawing Book	Instructional Master 2B-1; drawing tools	



Winter

2_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review with students that different parts of the earth experience different types of weather. Also remind them that, in most of the United States, there are four seasons and that each season has distinct characteristics, or clearly different ways to describe them. Have students identify in proper sequence the four seasons of the year as experienced in most of the United States: winter, spring, summer, and autumn.

Discuss with students what they learned about winter in the last read-aloud. Talk with students about how winter is different from the other seasons: it is the coldest season, and some areas of the United States have snow and ice. Remind students that in the first read-aloud in this domain, they learned that some animals seek shelter from the cold in winter, much like people do. Many animals sleep during the winter season.

Calendar Review

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

Interactive Read-Aloud

Tell students that you will need their help during the read-aloud. Demonstrate a shivering motion for students. Tell them that you would like them to repeat this shivering motion whenever they hear the word *winter* in the read-aloud.

There are a number of songs about four seasons available on the Internet. You may choose to teach students one of these songs to help them remember the cycle of seasons. An option is the following song, sung to the tune of “Oh My Darling, Clementine”:

There are four seasons,

There are four seasons,

There are four seasons in the year.

Winter, spring, then

Summer and autumn.

There are four seasons in the year.

Purpose for Listening

Tell students that today they will listen to a new letter from their pen pal, Annie, about the season of winter. Tell students that the main topic, or the main idea, of today’s lesson is winter. Tell them to listen carefully so that they can tell you about the characteristics of, or ways to describe, winter.



Winter

← Show image 2A-1: Annie in winter

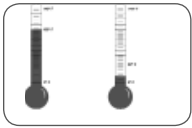
Dear Kindergartners,

Hi from your pen pal, Annie! In my last letter, I told you about the four seasons that occur in many parts of the United States—winter, spring, summer, and autumn. Today I’m going to tell you about winter. What kinds of things do you think of when I say *winter*? Snowmen? Icicles? I’ll tell you what I think of: cold! ¹

Winter is the coldest season of the year in most of the United States. The shortest day of the year is on December 21. ² It marks the beginning of winter. Winter also includes the months of January and February.

1 [Demonstrate a shivering motion for students and prompt them to repeat the motion whenever they hear the word *winter*.]

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



← Show image 2A-2: Thermometers

It can get very cold in the winter in most of the United States. We can tell just how cold it is by using a tool called a thermometer. A thermometer measures temperature, which is a number we use to talk about how hot or cold it is. When it is hot outside, the liquid in the thermometer rises towards the top. When it is cold outside, the liquid in the thermometer stays down near the bottom. ³

3 [Show students an actual thermometer, then talk about the thermometers in the image.] Is it hot or cold when the liquid rises up in the thermometer? Is it hot or cold when the liquid stays low down in the thermometer? Think of “warm up” and “cool down” to help you remember. Which thermometer shows what the temperature might be like in the winter?



← Show image 2A-3: Winter clothing

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

4 [Pause for students’ responses.]



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

5 Remember, the freezing point is the temperature at which a liquid turns into a solid, or rain turns into snow and ice. The word *point* can have other meanings. The word *point* also means to show someone something by moving your finger in a particular direction.

6 or to a stop

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

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

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



← **Show image 2A-5: Shoveling snow**

When it snows, everyone works together to clear the snow. People use snow shovels to shovel snow off walkways so that others do not slip and get hurt.



← **Show image 2A-6: Snowplow**

In many places where it snows, snowplows get to work clearing the streets. The big plow on the front of the truck scrapes the snow and ice from the streets. These trucks also carry salt or other chemicals, which they spread on the roads as they pass.⁸ The salt and chemicals melt the remaining ice and keep new ice from forming, which makes the roads safer for people to drive their cars.

8 Have you ever seen a truck like this before? [Pause for responses.]

People should always drive and walk slowly and **cautiously**, or carefully, in the snow. Snow and ice are slippery, and whether you are walking or driving, you should use extra caution when the ground is covered with snow or ice.



← **Show image 2A-7: Snowman**

I always cheer up when it starts to snow because I love to play in the snow. I like to build snowmen and have snowball fights with my friends.



← **Show image 2A-8: Sledding**

Another way to have fun in the snow is to go sledding! After a big snow, all you need is a nice steep hill, warm clothes, and something to ride on to go sledding.



← **Show image 2A-9: Fireside**

After playing or working outside in the winter, it is always nice to come back inside to get warm again. Some homes have fireplaces, where people light logs on fire to help warm the house. I love reading a good book by the warm fire.

In places where it stays really cold in the winter, people also use gas furnaces and electric heaters to help keep the air inside their homes nice and warm. Of course, having a few extra blankets on the bed is always a good idea on those **frigid**⁹ winter nights.

9 or really cold



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

Winter is also a time when some people from different religions celebrate holidays. Christmas, a Christian holiday, comes on December 25. Hanukkah, a Jewish holiday, also falls around this time, as does Kwanzaa, a week-long holiday celebrated by some African Americans.¹⁰

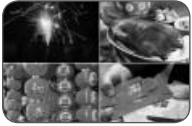
10 What winter holidays does your family celebrate?

To celebrate these and other holidays in wintertime, sometimes people string colorful lights around their homes and neighborhoods. You should see Washington, D.C., during the holiday season: all of the lights make it a magical place.



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

Another important winter holiday falls on December 31, which is the last day of the year. This day is called New Year's Eve. January 1, the day after December 31, marks the beginning of a new year. January 1 is called New Year's Day. On New Year's Day, many people make resolutions, or lists of things they would like to do better in the new year.



← **Show image 2A-12: Chinese New Year**

Luck and good fortune are common themes for the Lunar New Year, also known as Chinese New Year, which is a holiday that falls around the end of January and beginning of February. The color red, thought to be a sign of good fortune and happiness, is the color chosen to wear during the festivities. Homes are decorated with red paper cut into designs, and happy wishes written on red paper are also hung throughout the house. Children often receive red envelopes with money tucked inside; the people who receive these envelopes are also supposed to receive good fortune in the New Year. Feasting on fish, pork, poultry, tangerines, oranges, dumplings, and special cakes, families gather to wish each other good luck.

There are so many fun things to do during the winter! What's your favorite part of winter?¹¹

11 [Pause for student responses.]

Your friend,
Annie

Discussing the Read-Aloud

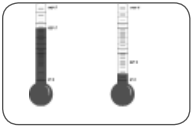
15 minutes

Comprehension Questions

10 minutes

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

1. *Inferential* What is the main topic, or main idea, of today's lesson? (The main topic of today's lesson is winter.)
2. *Literal* In the United States, during which months is the season of winter? (The season of winter occurs in December, January, and February.)



← **Show Image 2A-2: Thermometers**

3. *Literal* When it is cold outside, is the liquid in the thermometer close to the top or close to the bottom? (When it is cold outside, the liquid in the thermometer is close to the bottom.)
4. *Inferential* What are some characteristics of winter? (Some characteristics of winter are that it is very cold and can snow.)
5. *Inferential* How do you dress for winter? (During winter, I wear a hat, a coat, a scarf, and mittens.)
6. *Inferential* What happens to rain when the temperature drops below the freezing point? (When the temperature drops below the freezing point, rain may turn into snow or ice.)
7. *Evaluative* Name some good things and some bad things about lots of snow falling. (Some good things about lots of snow falling are that I can play and go sledding in the snow. Some bad things about lots of snow falling are that people need to drive and walk cautiously, and sometimes they can't walk or drive at all.)

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

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

8. *Evaluative Think Pair Share:* What is your favorite wintertime activity or holiday? Why is it your favorite? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Frigid

5 minutes

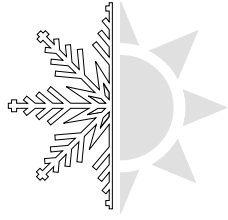
1. In the read-aloud you heard, “Of course, having a few extra blankets on the bed is always a good idea on those *frigid* winter nights.”
2. Say the word *frigid* with me.
3. *Frigid* means very cold.
4. My hands were frigid because I was playing outside in the snow without gloves!
5. Tell about a time when the weather felt *frigid*. Try to use the word *frigid* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The weather felt frigid when . . .”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *frigid* is *very hot*. If any of the things I describe sound like they are frigid, say, “_____ is frigid.” If any of the things I describe sound like they are very hot, say, “_____ is very hot.”

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



Complete Remainder of the Lesson Later in the Day



Winter





2_B

Extensions

15 minutes

Seasons Comparison Chart

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

	Winter 	Spring 	Summer 	Autumn 
Months				
Temperature/Thermometer ¹				
Clothing People Wear				
Special Activities				
Holidays				
Plants and Animals				

Note:

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

Explain to students that you will use this chart to write down what they learn about each season as they listen to Annie’s letters. Cover the seasons that have not yet been discussed to better focus students’ attention on winter. Discuss each item listed in the left-hand column as it relates to Annie’s description of winter in today’s read-aloud, making notes on the chart. Refer to the images of today’s read-aloud as needed. Take this opportunity to also talk about whether there are any unique seasonal differences in the wintertime that are characteristic of your own locality. Tell students that you are going to write down what they say, so that you will all

remember important facts about each season. Tell them you will read the written words to them whenever you are working on the chart because they still have not learned all of the sounds that different letters and combinations of letters represent. Add Image Card 2 (winter) to the top of the chart above the winter heading.

Save the chart for future lessons.

My Four Seasons Drawing Book (Instructional Master 2B-1)

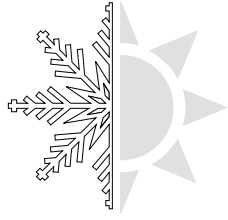
Remind students that most of the United States experiences four seasons. Remind students that so far they have only learned about winter, the first season in the cycle of the seasons. Have students tell you the cyclical order of the seasons: winter, spring, summer, and autumn.

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

Distribute drawing tools and Instructional Master 2B-1 to students. Have students draw a winter scene. If students have trouble thinking of what to draw, you may wish to show them winter images from the previous two read-alouds. Have students include colors, plants, and animals they would see during winter. Also, have them try to include themselves and what they would be wearing and doing during this season. After they have finished drawing, have students present their scene to a partner and explain the characteristics of winter they have chosen to draw.

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

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



Spring

3

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- ✓ Draw pictures that show an understanding of each season
- ✓ Name at least one month in a specific season while referring to a calendar
- ✓ Name at least one holiday in a specific season
- ✓ Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)
- ✓ Identify ways in which weather affects daily routines, such as dress, activities, etc.

Language Arts Objectives

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

Students will:

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

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

Core Vocabulary

blossoms, n. Flowers on trees or bushes

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

Variation(s): blossom

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

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

Variation(s): flood, flooded, flooding

gradually, adv. Slowly; bit by bit

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

Variation(s): none

seedlings, n. Young plants


Example: The seedlings will grow into larger plants.

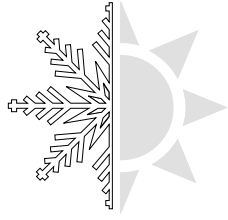
Variation(s): seedling

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

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

Variation(s): thaws, thawed, thawing

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



Spring

3A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

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

Calendar Review

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

Interactive Read-Aloud

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

Purpose for Listening

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



Spring

← Show image 3A-1: Spring months

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

Dear Kindergartners,

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

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



← Show image 3A-2: Spring showers

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



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

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

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

8 [Point to the blossoms in the image.]

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



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

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

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

10 or young plants



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

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



11 Banks are the land alongside a river.

12 or overflows its banks



13 What holidays does your family celebrate in spring?



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

← **Show image 3A-6: Potomac River**

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

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

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

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

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

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

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

Your friend,
Annie

Comprehension Questions

10 minutes

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

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

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

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

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

Word Work: Gradually

5 minutes

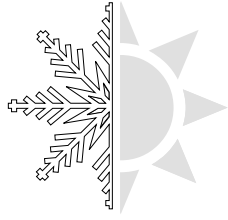
1. In the read-aloud you heard, “Spring arrives *gradually*, bit by bit, beginning in mid-March, and it continues through the months of April and May.”
2. Say the word *gradually* with me.
3. *Gradually* means slowly, or over a period of time.
4. If something happens gradually, it happens slowly. Snow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

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

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



Complete Remainder of the Lesson Later in the Day



Spring

3_B

Extensions

15 minutes

Seasons Comparison Chart

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

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

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

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

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

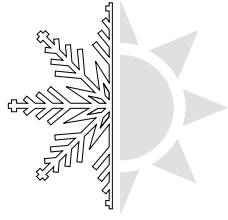
Sayings and Phrases: April Showers Bring May Flowers

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

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

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

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



Summer

4

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- ✓ Draw pictures that show an understanding of each season
- ✓ Name at least one month in a specific season while referring to a calendar
- ✓ Name at least one holiday in a specific season
- ✓ Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)
- ✓ Identify ways in which weather affects daily routines, such as dress, activities, etc.
- ✓ Identify a thermometer as an instrument used to measure temperature and describe how it works: when it is hotter outside, the liquid in the thermometer rises; when it is cooler, the liquid descends.

Language Arts Objectives

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

Students will:

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

- ✓ With prompting and support, interpret information to answer questions and express opinions about “Summer,” including answering *why* questions that require recognizing cause/effect relationships (RI.K.1)
- ✓ With prompting and support, identify the main topic and retell key details from “Summer” (RI.K.2)
- ✓ With prompting and support, define and use new words, such as *distinct*, from the read-aloud and the discussion about “Summer” (RI.K.4)
- ✓ With prompting and support, describe images of thermometers in “Summer,” using the images to check and support comprehension of the read-aloud (RI.K.7)
- ✓ Actively engage in the nonfiction/informational read-aloud “Summer” (RI.K.10)
- ✓ Draw a picture of a summer scene showing the seasonally appropriate colors, plants, and animals described in the read-aloud “Summer” (W.K.2)
- ✓ As a group, create a chart to discuss the unique characteristics of each season (W.K.8)
- ✓ Create a drawing with sufficient detail of the season of summer (SL.K.5)
- ✓ Listen to a variety of texts, including informational narratives such as “Summer”
- ✓ Prior to listening to “Summer,” identify orally what they know about the four seasons and how summer is different from the other seasons

Core Vocabulary

distinct, *adj.* Clearly different

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

Variation(s): none

indoors, *adv.* Inside or into a building

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

Variation(s): none

sunscreen, *n.* A lotion or spray that protects the skin from the sun's rays


Example: When I go to the beach, I wear sunscreen to protect my skin so I don't get sunburned.

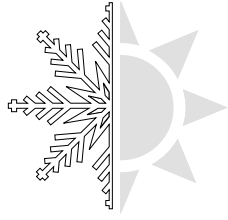
Variation(s): sunscreens

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

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

Variation(s): thermometers

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



Summer

4_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review with students that different parts of the earth experience different types of weather. Remind them that, in most of the United States, there are four seasons and that each season has distinct characteristics, or clearly different ways to describe them. Review the song about the four seasons, sung to the tune of “Oh My Darling, Clementine.” Have students identify in proper sequence the four seasons in most of the United States.

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

Calendar Review

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

Interactive Read-Aloud

Tell students that you will need their help during the read-aloud. Whenever students hear the word *summer* in the read-aloud, they should pretend to shield their eyes from the sun or pretend they are swimming.

Purpose for Listening

Tell students the main topic, or main idea, of today's lesson is summer. Tell students to listen carefully for different characteristics of the summer season.



- 1 [Point to the picture for each season, and have students say which season it is.]
- 2 [Prompt students to pretend to shield their eyes from the sun or pretend to swim whenever they hear the word *summer*.]



Summer

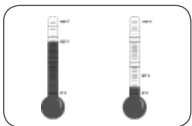
← Show image 4A-1: Seasons¹

Dear Kindergartners,
Hi from your pen pal, Annie! Today I'm going to tell you about summer. What kinds of things do you think of when I say *summer*?²

← Show image 4A-2: Summer months

My favorite season of the year is definitely summer because I love the warm weather and sunshine. Summertime means vacation because I don't have school during the summer months.

At the beginning of summer, our part of the earth receives the most sunlight that it will get all year long. The days are the longest they will be all year in the summer. In most of the United States, the summer season begins in the month of June and includes the months of July and August. No matter where you live in the United States, summertime will bring the warmest weather of the year.



← Show image 4A-3: Thermometers

One way to tell how warm it is outside is to look at a **thermometer**.³ Remember that a thermometer is a tool that measures the temperature. When it is cool outside, the liquid in the thermometer stays down in the lower part of the thermometer. When it is warm outside, the liquid rises in the thermometer and comes close to the top. Which thermometer do you think shows what the temperature might be like in the summertime?⁴

- 3 [Have students say the word *thermometer* together.]
- 4 [Pause and have students say whether the first or second thermometer shows a likely summertime temperature.]



← **Show image 4A-4: Summer clothes**

Do you remember that when we talked about the winter months, we said you could also tell how cold it was by the way people dress? The same is true in summer. You can tell how warm it is by the way people are dressed. All of these people are dressed for warm weather. What do you notice about the way they are dressed?⁵

5 [Pause for students to respond.]



← **Show image 4A-5: Washington Monument**

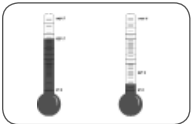
As I've told you before, I live in Washington, D.C., the capital of the United States. My teacher says that Washington, D.C., is a good city to learn about when studying the seasons because here the four seasons are **distinct**⁶ from one another. It's easy to tell by walking outside or looking out the window whether it is winter, spring, summer, or autumn.

6 or clearly different



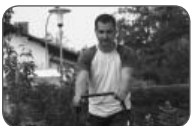
← **Show image 4A-6: Summer in the city**

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



← **Show image 4A-7: Thermometers**

During the summer, the weather can be very hot in Washington, D.C. See how high the liquid is in this thermometer to the left? It says it is 100 degrees Fahrenheit; that means it is really hot outside! It is a good thing there are so many vendors who sell cold refreshments, like ice cream and snow cones, to help visitors cool off!



← **Show image 4A-8: Mowing the grass**

The trees in Washington, D.C. are full of green leaves during the summer. In my neighborhood, there are lots of parks with grassy areas that are mowed so people can enjoy them. On weekends, many of my neighbors are out working in their flower beds and gardens.



← **Show image 4A-9: Crowded pool**

7 [Remind students of the motion they should do when they hear the word summer.]

8 Sunscreen protects your skin from the sun and prevents sunburn.

I like to go to the local swimming pool to keep cool in the summer, and lots of other people have the same idea.⁷ Everyone at the pool is wearing plenty of **sunscreen** so they do not get sunburned.⁸ Nothing ruins summer fun like a bad sunburn!



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

9 or inside a cool building

Sometimes you can rest under shady trees to protect yourself from the hot sun. Other people simply stay **indoors**,⁹ especially on the hottest days.



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

The Fourth of July is the biggest summer holiday, and it is an especially important day in Washington, D.C. The Fourth of July is the birthday of the United States, and many people celebrate the day with family and friends. Lots of my friends have picnics or barbecues and take trips to the beach. I like to go to the parades during the day on the Fourth of July and then to the booming, colorful fireworks at night. I also love eating lots of watermelon!

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

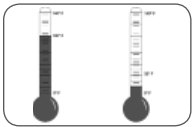
Your friend,
Annie

Comprehension Questions

10 minutes

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

1. *Evaluative* [Allow students time to discuss the question posed at the end of the read-aloud.] (Answers may vary.)
2. *Inferential* What is the main topic, or main idea, of today's lesson? (The main topic of today's lesson is summer.)
3. *Literal* Name the summer months. (The summer months are June, July, and August.)



← **Show image 4A-3: Thermometers**

4. *Literal* What do thermometers do? (Thermometers tell us how hot or cold it is.)
5. *Inferential* When it is hot outside, is the liquid in the thermometer close to the top or close to the bottom? (When it is hot outside, the liquid in the thermometer is close to the top.)
6. *Inferential* Does the daylight on summer days last longer or shorter than on winter days? (The daylight on summer days lasts longer than on winter days.)
7. *Inferential* How is the way you dress on a hot summer day different from the way you dress for winter? (During summer, I would wear shorts, a T-shirt, and flip-flops, but in winter I would wear a coat, a scarf, and mittens.)

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

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

8. *Evaluative Think Pair Share:* What is your favorite activity in the summer? Why is it your favorite? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Distinct

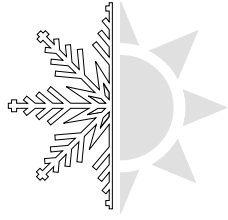
5 minutes

1. In the read-aloud you heard, "My teacher says that Washington, D.C., is actually a good city to learn about when studying seasons because here the four seasons are *distinct* from one another."
2. Say the word *distinct* with me.
3. *Distinct* means clearly different.
4. Someone might notice the distinct smell of roses in a flower shop, meaning that the smell of roses stands out from the smells of the other flowers.
5. Tell about something that makes you distinct from your classmates. Try to use the word *distinct* when you tell about what makes you different. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "One thing that makes me distinct is . . ."]
6. What's the word we've been talking about?

Use a *Discussion* activity for follow-up. Directions: Discuss the characteristics that make winter, spring, and summer distinct seasons. Be sure to begin your responses with "Characteristics that make _____ a distinct season are . . ."



Complete Remainder of the Lesson Later in the Day



Summer

4B

Extensions

15 minutes

Seasons Comparison Chart

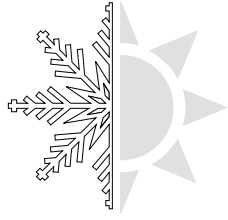
Reintroduce the Seasons Comparison Chart. Remind students that so far they have learned about winter, spring, and summer. Cover the season that has not yet been discussed to better focus students' attention on summer. Discuss each item listed in the left-hand column as it relates to Annie's description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

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

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

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

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



Autumn

5

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- ✓ Draw pictures that show an understanding of each season
- ✓ Name at least one month in a specific season while referring to a calendar
- ✓ Name at least one holiday in a specific season
- ✓ Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)
- ✓ Identify ways in which weather affects daily routines, such as dress, activities, etc.

Language Arts Objectives

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

Students will:

- ✓ With prompting and support, recall facts from “Autumn” and accurately answer questions such as *who*, *what*, *where*, and *when* (RI.K.1)
- ✓ With prompting and support, interpret information to answer questions and express opinions about “Autumn” (RI.K.1)

- ✓ With prompting and support, identify the main topic and retell key details from “Autumn” (RI.K.2)
- ✓ With prompting and support, define and use new words, such as *progresses*, from the read-aloud and the discussion about “Autumn” (RI.K.4)
- ✓ With prompting and support, describe an illustration of Annie dressed for autumn in “Autumn,” using the illustration to check and support comprehension of the read-aloud (RI.K.7)
- ✓ Actively engage in the nonfiction/informational read-aloud “Autumn” (RI.K.10)
- ✓ Draw a picture of an autumn scene showing the seasonally appropriate colors, plants, and animals described in the read-aloud “Autumn” (W.K.2)
- ✓ As a group, create a chart to discuss unique characteristics of each season (W.K.8)
- ✓ Create a drawing with sufficient detail of the season of autumn (SL.K.5)
- ✓ Identify multiple meanings of *fall* and use them in appropriate contexts (L.K.4a)
- ✓ Listen to a variety of texts, including informational narratives such as “Autumn”

Core Vocabulary

chill, n. A cold feeling

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

Variation(s): chills

progresses, v. Moves forward or continues


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

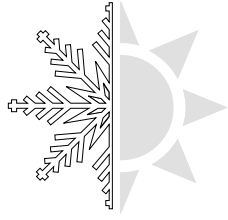
Variation(s): progress, progressed, progressing

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

Example: The trees shed their leaves in the fall.

Variation(s): shed, sheds, shedding

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Seasons Comparison Chart	10
	Calendar Review	large monthly calendar	
	Interactive Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Autumn		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Progresses		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Fall	Poster 4M: Fall	15
	Seasons Comparison Chart	Image Card 5; Seasons Comparison Chart	
	My Four Seasons Drawing Book	Instructional Master 5B-1; drawing tools	
<i>Take-Home Material</i>	Family Letter	Instructional Master 5B-2	*



Autumn

5_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

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

Calendar Review

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

Interactive Read-Aloud

Tell students that you will need their help during the read-aloud. Whenever students hear the word *autumn* in the read-aloud, they should use their hands to demonstrate the motion of the falling leaves.

Purpose for Listening

Tell students that the main topic, or main idea, of today's read-aloud is autumn. Tell students to listen for details about how the weather changes from summer to autumn. Tell them to also listen carefully for details about the activities people do during autumn.



Autumn

← Show image 5A-1: Autumn months¹

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

2 [Prompt students to use their hands to demonstrate leaves falling whenever they hear the word *autumn* in the read-aloud.]

3 cold feeling

Dear Kindergartners,

Eventually the warm weather of summer ends and autumn begins.² Kids are back in school in autumn. Autumn officially starts in the middle of September, and includes the months of October and November.

By autumn, the air becomes cooler than it was during the scorching, or very hot, summer months. It might still feel warm on some early autumn days, but there's a slight **chill**³ in the air at night. And by the end of autumn, it can be really cold during the day and at night!



← Show image 5A-2: Deciduous tree

4 or moves forward

5 [Review with students deciduous and evergreen trees from the *Plants* domain. Remind students that deciduous trees lose their leaves in the fall.]

As autumn **progresses**,⁴ the days get shorter and shorter. The sun rises just a little bit later and sets just a little bit earlier each day. By October in Washington, D.C., many of the trees' leaves don't look so green anymore.⁵



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

During autumn, most of the leaves on the trees turn from green to bright yellow, orange, red, or brown. It's so beautiful! Last autumn, my family took a trip to the mountains near Washington, D.C., to enjoy the colors. The air was so cool and crisp, and we had a great time. Look at this picture from our trip: the forests as far as the eye can see are bright with fiery color!



← Show image 5A-4: Raking leaves

Within a few weeks after the leaves of many trees turn different colors, deciduous trees begin to **shed**, or lose, their leaves. That's why another name for autumn is fall, because autumn is when the

6 Remember that evergreen trees stay green all year round, while deciduous trees lose their leaves in the autumn. The word *fall* has multiple meanings. The word *fall* can mean the season of autumn or when something drops down.



7 Harvest time is when farmers gather their crops.

leaves of deciduous trees fall to the ground.⁶ The grass is soon covered with a blanket of brown leaves.

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

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

If you travel for a few hours outside Washington, D.C., you will start to see farms. Autumn means harvest time for farmers.⁷ It's hard work being a farmer. All summer, farmers have been caring for their plants while they grow—watering them and making sure the weeds and bugs of summer do not ruin them. Autumn is the time to gather the fruits and vegetables in the fields.

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



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

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



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

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



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

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



8 [Tell students that they will learn more about the first Thanksgiving in the next domain.]

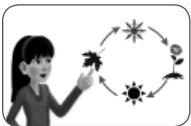
← **Show image 5A-9: Thanksgiving dinner**⁸

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



← **Show image 5A-10: Bare trees**

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



← **Show image 5A-11: Seasons diagram**⁹

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

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

Your friend,
Annie

Comprehension Questions

10 minutes

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

1. *Inferential* What is the main topic, or main idea, of today's lesson? (The main topic of today's lesson is autumn.)
2. *Literal* Name the months of autumn. (The months of autumn are September, October, and November.)
3. *Inferential* What changes do you notice as summer progresses to autumn? (As summer progresses to autumn, the weather becomes cooler, days are shorter, and trees change color and shed their leaves.)
4. *Literal* Name a holiday that takes place during the autumn season. (A holiday that takes place during the autumn season is Thanksgiving.)

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

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

5. *Evaluative Think Pair Share:* Which season is your favorite season of the year? Why is it your favorite? (Answers may vary.)
6. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Progresses

5 minutes

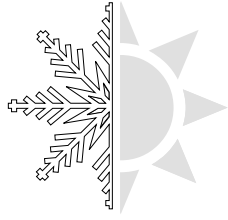
1. In the read-aloud you heard, “As autumn *progresses*, the days get shorter and shorter.”
2. Say the word *progresses* with me.
3. *Progresses* means moves forward or continues. As something progresses, it usually changes. Things can progress over time, like when a person who progresses in age slowly gets older.
4. As the school year progresses, I learn more and more.
5. As winter progresses, it gets colder and colder. Tell about something that progresses, or moves forward. Try to use the word *progresses* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Something that progresses quickly is _____.” Or “Something that progresses slowly is _____.”]

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

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



Complete Remainder of the Lesson Later in the Day



Autumn

5_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity: Fall

Definition Detective

1. In the read-aloud you heard, “That’s why another name for autumn is *fall*, because autumn is when the leaves of deciduous trees *fall* to the ground.”
2. With your neighbor, think of as many meanings for *fall* or ways you can use the word *fall*.
3. [Show Poster 4M: Fall.] Have students hold up one or two fingers to indicate which image on the poster shows how the word *fall* is used in the lesson.
4. *Fall* can also mean other things. *Fall* can mean to drop from a higher place to a lower place. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
5. Now quiz your neighbor on the different meanings of *fall*. For example you could say, “I love how the trees change colors in the fall.” Your neighbor should hold up one finger to indicate the picture of autumn to show you that you meant that kind of fall.

Seasons Comparison Chart

Reintroduce the Seasons Comparison Chart. Tell students that they have now learned about all four seasons and their characteristics. Discuss each item listed in the left-hand column as it relates to Annie’s description of autumn in today’s read-aloud, making notes on the chart. Refer to the images of today’s read-aloud as needed. Take this opportunity to talk about any unique seasonal differences that are characteristic of your own locality in autumn. Tell students that you are going to write down what

they say so that you will all remember important facts about each season. Tell them that you will read the written words to them whenever you are working on the chart, because they still have not learned all of the sounds that different letters and combinations of letters represent. Add Image Card 5 (autumn) to the top of the chart above the “autumn” heading. Save the chart for future reference.

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

Tell students that they are going to add autumn to their four seasons drawing book. Distribute drawing tools and Instructional Master 5B-1 to students. Have students draw an autumn scene. If students have trouble thinking of what to draw, you may wish to show them images from the read-aloud. Have students include colors, plants, and animals they would see during autumn. Also, have them try to include themselves and what they would be wearing and doing during this season. After they have finished drawing, have students present their scene to a partner and explain the characteristics of autumn they have chosen to draw.

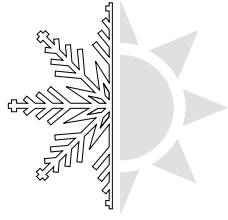
Tell students that they have now completed their four seasons drawing book. Bind the Instructional Masters that compose the drawing book. Have students share their books with their classmates.

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

Take-Home Material

Family Letter

Send home Instructional Master 5B-2.



Pausing Point

PP

Note to Teacher

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

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

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year
- ✓ Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- ✓ Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons
- ✓ Draw pictures that show an understanding of each season
- ✓ Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and most of the United States as having four seasons
- ✓ Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow, or sleet)
- ✓ Name at least one month in a specific season while referring to a calendar

- ✓ Name at least one holiday in a specific season
- ✓ Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)
- ✓ Identify ways in which weather affects daily routines, such as dress, activities, etc.
- ✓ Identify a thermometer as an instrument used to measure temperature and describe how it works: when it is hotter outside, the liquid in the thermometer rises; when it is cooler, the liquid descends

Student Performance Task Assessment

10 Riddles for Core Content

Materials: Instructional Master PP-1

Ask students riddles such as the following to review core content. Directions: I am going to name characteristics of a certain season in most of the United States. Circle the season I am describing on your paper. The snowflake stands for winter, the flower stands for spring, the sun stands for summer, and the leaf stands for autumn.

1. I am the season that has snowstorms called blizzards with very cold temperatures and lots of snow and wind. What season am I? (winter)
2. I am the season in which people go to swimming pools to keep cool. What season am I? (summer)
3. Young plants pop up out of the ground in this season. What season am I? (spring)
4. I am the season when leaves change colors and fall off some types of trees. What season am I? (autumn)
5. Some people celebrate Thanksgiving Day with turkey, pie, and football in this season. What season am I? (autumn)
6. I am the coldest season of the year. What season am I? (winter)
7. I am the season after winter when flowers bloom, plants grow, and baby animals are born. What season am I? (spring)
8. I am the hottest season of the year. What season am I? (summer)

Activities

Taking Temperatures: Water

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

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

Image Card Review

Materials: Image Cards 1–5

In your hand, hold Image Cards 1–5 fanned out like a deck of cards. Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for winter, a student may pretend to be shivering. The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

Holidays and Seasons

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

Show students the Seasons Comparison Chart you have completed as a class. Ask students which holidays occur in each season. You may prompt students' responses by flipping through a large monthly calendar, calling out the names of the different months and reinforcing what months make up each season. Have students draw pictures of their favorite holidays. Help them to write at the top of their drawings the name of the holiday, and the month and season in which it occurs.

Seasonal Temperatures

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

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

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

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

Hands On: What to Wear

Materials: Various articles of seasonal clothing; models or dolls

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

Domain Related Trade Book or Student Choice

Materials: Trade book

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

April Showers Bring May Flowers

Materials: Drawing paper, drawing tools

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

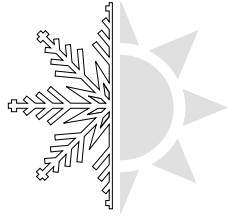
Seasonal Sort

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

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

Above and Beyond

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



The Grasshopper and the Ants

6

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- ✓ Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)
- ✓ Explain the lesson that the grasshopper learns at the end of the fable, “The Grasshopper and the Ants”

Language Arts Objectives

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

Students will:

- ✓ With prompting and support, recall facts from “The Grasshopper and the Ants” and accurately answer questions such as *who*, *what*, *where*, and *when* (RL.K.1)
- ✓ With prompting and support, interpret information to answer questions and make judgments about “The Grasshopper and the Ants,” including answering *why* questions that require recognizing cause/effect relationships (RL.K.1)
- ✓ With prompting and support, define and use new words, such as *last*, from the read-aloud and the discussion about “The Grasshopper and the Ants” (RL.K.4)

- ✓ Listen to a variety of texts, including stories such as the fable “The Grasshopper and the Ants” (RL.K.5)
- ✓ With prompting and support, describe an illustration of a grasshopper and ants in “The Grasshopper and the Ants,” using the illustration to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Actively engage in the fiction read-aloud “The Grasshopper and the Ants” (RL.K.10)
- ✓ Add pictures to a cycle chart about the seasons based on multi-step oral directions (W.K.3)
- ✓ While listening to “The Grasshopper and the Ants,” orally explain why the ants didn’t pay attention to the grasshopper in the summer and why the grasshopper knocked on the ants’ door in the winter, based on text heard thus far
- ✓ Explain that “The Grasshopper and the Ants” is fantasy because animals cannot really talk, sing, and dance like people

Core Vocabulary

bare, *adj.* Not covered

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

Variation(s): barer, barest

future, *n.* A time that will happen later

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

Variation(s): futures

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

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

Variation(s): lasts, lasted, lasting

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


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

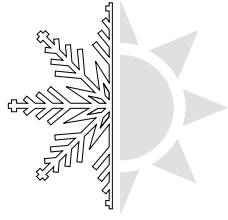
Variation(s): none

shivering, *v.* Shaking from the cold; trembling

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

Variation(s): shiver, shivers, shivered

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Seasons Comparison Chart large monthly calendar	10
	Essential Background Information or Terms	world map	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Grasshopper and the Ants		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Last		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Syntactic Awareness Activity: Asking and Answering Questions Using <i>Who</i>		15
	Cycle of the Seasons	Instructional Master 6B-1; Image Cards 2–5; scissors; glue or tape	



The Grasshopper and the Ants

6A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

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

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

Essential Background Information or Terms

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

Tell the class that there was a man named Aesop [EE-SOP] who lived in Greece a very long time ago. Locate Greece for students on a world map. Ask them to say the name *Aesop*. Tell them that in Aesop’s time, people did not have storybooks, so they told stories aloud to one another. Stories were passed down from parents to children and from neighbor to neighbor for thousands of years. Stories today can still be passed down orally, or by word of mouth, although many stories are also written down and read in books.

Explain that Aesop was a great storyteller. He was known for collecting and retelling many short stories called fables. Fables often have animals as characters in the story, instead of people. Remind students that when any animal or thing acts like a person in a story, the writing technique that the author is using is called personification. Have students say the word *personification*. Personification is when animals in a story talk and act like people do.

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

Purpose for Listening

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

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



The Grasshopper and the Ants

← Show image 6A-1: Grasshopper and ants¹

1 [Have students identify the grasshopper and the ants in the image.]

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

2 They were filling the house with lots of food during the summer, so that they would have enough to eat throughout the entire winter.

Nearby, a group of ants was hard at work. They had built their house underground, and they were filling it with food to **last** them through the long, cold winter ahead.²

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

3 Why do you think the ants are working so hard?

But the ants paid no attention to the grasshopper. They kept working hard, all day and every day.³



← Show image 6A-2: The grasshopper napping under a tree⁴

4 [Have students describe the grasshopper in this image.]

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

The summertime’s the time for me,

For then I’m happy as can be.

I watch the butterflies and bees,

As they fly around as they please.

Oh, summertime’s the time for me!

For I’m as happy as can be.

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

Yes, the grasshopper was a happy fellow—but he never thought about the **future**.⁵



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

One day the grasshopper woke up and felt a chill in the air. Then he saw the leaves turn red, gold, and brown, and fall from the trees. Then the days kept getting cooler, and soon, the grasshopper saw no butterflies or bees, and the fields where he liked to sing and dance turned **bare** and hard.⁶

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

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



← Show image 6A-4: Grasshopper knocking at the ants' door⁷

"What do you want?" asked the ants.

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

"What did you do all summer?" asked the ants. "Didn't you put away some food to use now?"⁸

"No," said the **shivering** grasshopper.⁹ "I didn't think of that while I was singing and dancing in the sun."

"So," said the ants meanly, "you sang and danced all summer while we worked. Well, now you can sing and dance while we eat!"¹⁰

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

Next time I'll work as well as dance,

Then I'll be ready, like the ants!

7 Why do you think the grasshopper is knocking at the ants' door?

8 Didn't you save food during the summer to use now?

9 The word *shivering* means he was shaking from the cold. Show me what the grasshopper looked like when he was shivering. In what season do people tend to shiver?

10 Was this a nice thing for the ants to say to the grasshopper? Would you have helped the grasshopper if you were the ants?

Comprehension Questions

10 minutes

1. *Literal* What is the season at the beginning of the fable? (Summer is the season at the beginning of the fable.) What season comes after summer? (Autumn is the season that comes after summer.) What is the season at the end of the fable? (Winter is the season at the end of the fable.)
2. *Inferential* What changes happen to the weather and the trees in autumn after summer ends? (After summer ends, it becomes cold. The trees become bare and there is less food for the animals to eat.)
3. *Inferential* Describe the grasshopper at the beginning of the fable, during the summer. (At the beginning of the fable in the summer, the grasshopper is playful and happy.)
4. *Inferential* Describe the ants during the summer. (During the summer, the ants are hardworking and looking for food to save for the winter.)
5. *Inferential* In the fable, who is thinking about what would happen later in time, in the future: the grasshopper or the ants? (The ants are thinking about the future because they are saving food to eat during the winter.)
6. *Inferential* What happened to the grasshopper at the end of the fable? (The grasshopper was hungry and had no food at the end of the fable.) Why? (He didn't work hard like the ants, so he did not have any food saved to eat.)
7. *Evaluative* What do you think the moral or lesson of the story is? (You need to think ahead and prepare for the future.)
8. *Evaluative* Were the ants right to turn the grasshopper away? What would you have done? (Answers may vary.)

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

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

9. *Evaluative Think Pair Share:* Do you think what happens in this read-aloud could really happen, or is it pretend or fantasy? Why? (The story is pretend or fantasy because animals cannot talk, sing, and dance like people. However, the lesson is real—it is important to think ahead and prepare for the future.) Personification is when animals in a story talk like people do. In which parts of this story does Aesop use personification? (Aesop uses personification when the grasshopper and ants talk and act like people in the story.)
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Last

5 minutes

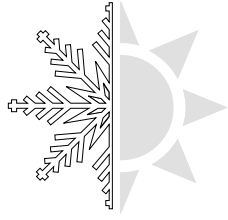
1. In the read-aloud you heard, “[A group of ants] had built their house underground and they were filling it with food to *last* them through the long, cold winter ahead.”
2. Say the word *last* with me.
3. The word *last* has many meanings. In this case, *last* means to have enough of something for a certain period of time.
4. A box of new crayons can last the school year, or a song can last five minutes.
5. Tell about something you know that can last for a certain amount of time, like a week or a day. Try to use the word *last* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Something I know that can last a week is . . .” or “Something I know that can last a day is . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: If any of the things I say can last, say, “_____ will last.” If they cannot last, say, “_____ will not last.”

1. an ice cube on the sidewalk during the summer (An ice cube on the sidewalk will not last during the summer.)
2. one can of cat food for the cat for the entire winter (One can of cat food for the cat will not last for the entire winter.)
3. a new pair of shoes for a week (A new pair of shoes will last for more than a week.)
4. two sheets of paper for the school year (Two sheets of paper will not last for the school year.)
5. a video or DVD that I can watch many times (A video or DVD that I can watch many times will last.)



Complete Remainder of the Lesson Later in the Day



The Grasshopper and the Ants

6_B

Extensions

15 minutes

↔ Syntactic Awareness Activity: Asking and Answering Questions Using *Who*

Directions: Today we are going to practice answering questions that use the question word *who*.

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical.

1. We ask questions by using question words. When someone asks a question using the question word *who*, they are asking a question about people.



← Show image 6B-1: Girls playing basketball

2. [Show image 6B-1.] Look at this picture and answer my question using a complete sentence. *Who* is playing basketball in this image? [Allow students to respond and then restate student responses for proper sentence structure.] (*The girls are playing basketball.*)
3. Which word in the question let you know that my question was about the people in the image? (*who*)
4. Now repeat the question after me. That means you say what I say. *Who* is playing basketball in this image? [Encourage students to repeat the question.] Now, repeat the answer after me. *The girls are playing basketball in this image.* [Encourage students to repeat the answer.] Remember, *who* is a question word used to ask questions about people.



← Show image 6B-2: Summer activities

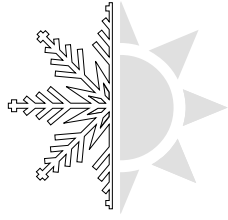
5. Repeat this process for the three pictures in image 6B-2, reinforcing to students that *who* is a question word used to ask questions about people.

6. Work with your neighbor to ask and answer a question using question word *who*.

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

Name the set of months in each season as they occur in most of the United States, and have students identify the corresponding season. As they name the season, show the corresponding Image Card for the season: Image Card 2 (Winter); 3 (Spring); 4 (Summer); and 5 (Autumn).

Distribute scissors and glue or tape along with Instructional Master 6B-1 to each student. Have students follow your instructions on how to create the cycle of seasons: first, cut along the dashed line directly above the season pictures; next, cut out each season picture separately; then glue or tape each season picture in the correct box, beginning with winter in the box labeled number one. If time permits, have a volunteer show his or her cycle to the class and say the seasons as they progress—naming the season that comes after winter, and so on, until they reach winter again.



Safety in Storms

7

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the following characteristics of thunderstorms: heavy rain, thunder, lightning, and strong winds
- ✓ Describe safe and unsafe behaviors during thunderstorms

Language Arts Objectives

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

Students will:

- ✓ With prompting and support, recall facts from “Safety in Storms” and accurately answer questions such as *who*, *what*, *where*, and *when* (RI.K.1)
- ✓ With prompting and support, interpret information to answer questions about “Safety in Storms,” including answering *why* questions that require recognizing cause/effect relationships (RI.K.1)
- ✓ With prompting and support, define and use new words, such as *severe*, from the read-aloud and the discussion about “Safety in Storms” (RI.K.4)
- ✓ With prompting and support, describe an image of storm clouds in “Safety in Storms,” using the image to check and support comprehension of the read-aloud (RI.K.7)
- ✓ Actively engage in the nonfiction/informational read-aloud “Safety in Storms” (RI.K.10)

- ✓ Draw a picture of what someone should do during bad weather and state simple safety directions to a partner (W.K.2)
- ✓ With guidance and support, explore a variety of digital tools, such as video clips and web images, to create a drawing of a content-related question and answer, in collaboration with peers (W.K.6)
- ✓ Demonstrate understanding of the adjective *severe* by relating it to its opposite, *gentle* (L.K.5b)
- ✓ Listen to a variety of texts, including informational narratives such as “Safety in Storms”

Core Vocabulary

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

Example: Rain gear includes rubber boots and raincoats.

Variation(s): none

severe, adj. Very bad

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

Variation(s): severer, severest

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


Example: We took shelter indoors when it rained yesterday.

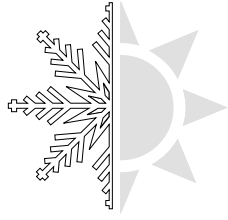
Variation(s): shelters

strike, v. Hit or attack with a sharp blow

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

Variation(s): strikes, struck, striking

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Brainstorming Links		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Safety in Storms		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Severe		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Video Questioning	seasons and weather video clips; drawing paper, drawing tools [This exercise requires advance preparation.]	15
	Interactive Illustrations	drawing paper, drawing tools	



Safety in Storms

7
A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Discuss with students the different types of weather they have learned about: sunny weather, cloudy weather, windy weather, rainy weather, and stormy weather. Talk with students about each type of weather and the activities that you can do inside or outside during each type of weather. Explain that when the weather is nice, people like to be outside. When the weather is not so nice, people tend to stay indoors where it is safe and dry.

Brainstorming Links

Talk to students about the words *safe* and *safety*. Tell students that these words can mean being careful or protected from danger. Ask students what comes to mind when they think of the weather and the words *safe* and *safety*.

Tell students you are going to name a type of weather that can be not so nice. Say the word *thunderstorm*. Ask students what comes to mind when they think of thunderstorms. Have students share their ideas.

Purpose for Listening

Tell students that in the read-aloud today, Annie will be talking about what you can do to stay safe during a thunderstorm. Tell students to listen carefully for what they should do next time they encounter stormy weather.



1 [Have students describe what they see in the picture.]

2 or very bad

3 The word *soaked* means to become completely wet from the rain.



Safety in Storms

← Show image 7A-1: Storm clouds¹

Dear Kindergartners,

Have you ever seen a thunderstorm? I got caught in one the other day, and it made me realize just how amazing and powerful the weather can be! The thunder boomed and lightning flashed—it was quite a show. Today I’m going to tell you about **severe**² weather, and how to stay safe during thunderstorms.

You probably know what kind of weather to expect when you look up and see large, dark clouds like these in the sky. These are storm clouds, and unless you want to get soaked, it’s time to get indoors when you see a storm like this moving in.³

← Show image 7A-2: Lightning

During a thunderstorm, you can see lightning. Lightning is a stroke of electricity that connects energy in the ground with energy in a cloud. Sometimes, you can see a bolt of lightning when it flashes and zig-zags in the sky.

Lightning is often followed by a loud clap of thunder. If the thunderstorm is far away, then the thunder may only sound like a distant rumble. But as the storm nears, the thunder gets louder and louder, and the time between the lightning and thunder gets shorter and shorter. Thunder cannot hurt you, but lightning can be dangerous.

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

A lightning strike knocked down this tree. Lightning can start fires, too. Worst of all, lightning can seriously injure, or hurt, a person. There is a very small chance of being struck by lightning, but it can happen. Fortunately, there are simple ways to be safe from lightning during a storm. My teachers taught them to me, and now I’m going to teach them to you.



4 or hit with a sudden blow

Lightning tends to **strike**⁴ tall things like trees and tall buildings. The smartest thing you can do in a storm is stay indoors. If you can't take cover in a building, then a car is also a safe place.

5 or look for protection

In case you ever get stuck outside in a thunderstorm and you cannot get indoors, it is important that you remember never to take **shelter**⁵ under or near a tree or tall object. Even though the tree leaves may help keep you dry, you never want to be near a tree if it gets hit by lightning. Instead, you should lie down flat on the ground, far away from any trees, and wait for the storm to pass—you'll get drenched, but you won't get struck by lightning or a falling tree.⁶

6 The word *drenched* also means to become completely wet from the rain. Which other word in this read-aloud means the same thing?

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



← **Show image 7A-4: Hail**

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



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

7 or special type of clothing

It is important to know how to stay safe during storms and other kinds of severe weather. If possible, don't go outside at all in any kind of storm. If you have to go outside, wear the right kind of **gear**,⁷ like a raincoat, boots, and a hat during rainstorms. Be smart and be safe, so you can enjoy the amazing power of nature. It's quite the show!

Your friend,
Annie

Comprehension Questions

10 minutes

1. *Literal* Describe some characteristics of a thunderstorm. (Some characteristics of a thunderstorm are heavy rain, thunder, lightning, and strong winds.)
2. *Literal* What is lightning? (Lightning is electricity that strikes the ground during a thunderstorm.)
3. *Inferential* What should you do to stay safe during a thunderstorm? (To stay safe during a thunderstorm, you should stay indoors or in a car, stay away from tall trees, and immediately get out of pools or other areas with lots of water.)
4. *Literal* What are hailstones? (Hailstones are chunks of ice that fall from the clouds during a storm.)
5. *Literal* What gear, or special type of clothing, is best to wear if you have to go outside in the rain? (If you have to go outside in the rain, it is best to wear a raincoat, boots, and a hat.)

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

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

6. *Evaluative Think Pair Share:* Have you ever experienced a thunderstorm? What did you see? What did you hear? Try to use your five senses to describe it. (Answers may vary.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Severe

5 minutes

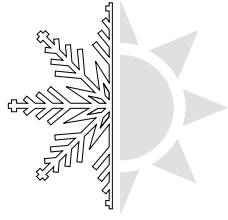
1. In the read-aloud you heard, “Today I’m going to tell you about *severe* weather, and how to stay safe during thunderstorms.”
2. Say the word *severe* with me.
3. *Severe* means very bad.
4. Someone’s facial expression can be *severe* if s/he is very angry, or the weather can be *severe* if it is dangerous.
5. Tell about something you know that is *severe*. Try to use the word *severe* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “One thing I know that is *severe* is . . .”]
6. What’s the word we’ve been talking about?

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

1. a kitten (A kitten is *gentle*.)
2. blisters from a sunburn (Blisters from a sunburn are *severe*.)
3. soft spring rain (Soft spring rain is *gentle*.)
4. breaking an arm (Breaking an arm is *severe*.)
5. snowflakes falling on your face (Snowflakes falling on your face are *gentle*.)



Complete Remainder of the Lesson Later in the Day



Safety in Storms

7
B

Extensions

15 minutes

Note: If you do not have access to technology in your classroom, you may skip the Video Questioning activity and instead complete Interactive Illustrations with your class.

Video Questioning

Note: This activity requires advanced preparation. Teachers should peruse the web for short (two minutes or less) videos or video clips related to safety in storms, or any seasons and weather content covered in this domain. This activity can also be done with images from the Flip Book or the Internet.

Directions: Today we are going to practice answering questions using complete sentences.

1. We ask questions by using question words, like *who*, *what*, *where*, *when*, *how*, and *why*. When someone asks a question using the question word *who*, they are asking a question about people. When someone asks a question using the question word *what*, they are asking a question about things. Today, we will practice thinking about people and things using the question words *who* and *what*.
2. We will watch a short video about seasons and weather. The first time we watch the video you should just watch and listen carefully. [Show video clip.]
3. We will now watch the video a second time. This time I will ask a question about the video using *who* or *what*. Think about my question while you watch the video for a second time. Because my question uses *who* or *what*, the answer will be about people or things. [Show video clip.]
4. In partners, answer the question I asked about the video. Take turns responding in complete sentences.

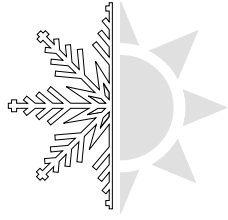
- ✈ Above and Beyond: Have students draw a picture that illustrates a scene from the video. Students can then ask and answer *who* and *what* questions about their illustrations with a partner.

Interactive Illustrations

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

On the second half of the paper, have each partner draw a picture of what a person should do to be safe in a thunderstorm. Have partners talk to each other about how to be safe during a thunderstorm.

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



Meteorology

8

☑ Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- ✓ With prompting and support, recall facts from “Meteorology” and accurately answer questions such as *who*, *what*, *where*, and *when* (RI.K.1)
- ✓ With prompting and support, interpret information to answer questions about “Meteorology,” including answering *why* questions that require recognizing cause/effect relationships (RI.K.1)
- ✓ With prompting and support, define and use new words, such as *warning*, from the read-aloud and the discussion about “Meteorology” (RI.K.4)
- ✓ With prompting and support, describe an illustration of a family outdoors in “Meteorology,” using the illustration to check and support comprehension of the read-aloud (RI.K.7)
- ✓ Actively engage in the nonfiction/informational read-aloud “Meteorology” (RI.K.10)
- ✓ Draw a picture of the weather outside (W.K.2)
- ✓ Participate in a class research project by creating a daily weather diary (W.K.7)

- ✓ Create a drawing with sufficient detail of today’s weather (SL.K.5)
- ✓ Listen to a variety of texts, including informational narratives such as “Meteorology”
- ✓ Discuss personal responses to ways weather is important to their daily lives, such as when planning outdoor activities and wearing appropriate clothing

Core Vocabulary

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

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

Variation(s): meteorologists

meteorology, n. The study of weather and weather prediction

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

Variation(s): none

record, n. A written report of an event

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

Variation(s): records

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


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

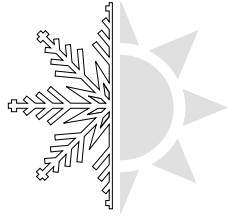
Variation(s): satellite

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

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

Variation(s): warn, warns, warned

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



Meteorology

8A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

Tell students that today, they will hear Annie's last letter about seasons and weather. Have students discuss what they have enjoyed learning about most from Annie.

Essential Background Information or Terms

Tell students that in today's letter, Annie will discuss the study of weather and predicting, or figuring out what the weather will be like before it happens. Tell students that the words *meteorology* and *meteorologist* deal with weather and predicting weather. Have students say *meteorology*. Then, have them say *meteorologist*. Explain to students that *meteorology* is the study of weather and weather prediction, and a *meteorologist* is a person who studies weather and predicts what the weather will be like before it happens.

Personal Connections

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

Purpose for Listening

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



Meteorology

← Show image 8A-1: Annie writing

Dear Kindergartners,

This is my last letter to you about seasons and weather. Today we will learn how to know what kind of weather is on the way.



← Show image 8A-2: Meteorologist

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

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

1 Here, *spoiled* means ruined.



← Show image 8A-3: Family outdoors²

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

2 [Have students describe the picture, concentrating on what the weather is like in the picture.]



← Show image 8A-4: Farmer watering plants

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

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

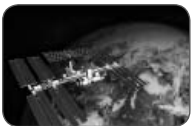


← **Show image 8A-5: Weather report**

One way meteorologists predict what the weather will be like in the future is by studying weather patterns and temperatures from the past. When you watch a weather report, the weatherperson will tell you what the high, or warmest, temperature and the low, or coldest, temperature will be for that day. High temperatures usually come during the daytime and low temperatures are usually at night. However, the weatherperson can also tell you if the temperatures on a particular day are normal for that time of year by checking the weather **record**. The weather record is kind of like a weather diary: it lists what the weather was like on that day in previous years.³

3 Here, the word *record* means a written report of an event. The word *record* can have other meanings. The word *record* also means a performance that is the best of its kind or an old-fashioned music disc.

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



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

However, meteorologists' predictions are also correct a lot of the time. This is thanks in part to **satellites** like the one in this picture.⁴ Satellites are objects launched into space that contain cameras, radios, and antennas, but no people. Once in space, the satellites travel around the earth. The satellite cameras take pictures and beam them down to meteorologists. Using the photos, meteorologists can see storms as they develop and predict whether the skies will be clear or cloudy.

4 [Point to the satellite.]



5 [Have students describe what they see in the picture.]

← **Show image 8A-7: Cumulus clouds**⁵

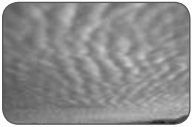
Of course, you don't always need a meteorologist to tell you what the weather is going to be like, especially if dark clouds like this roll over your town. These dark clouds are types of cumulus clouds and often develop into thunderstorms. You can also find cumulus clouds during nice weather, when they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



6 [Have students describe what they see in the picture.]

← **Show image 8A-8: Cirrus clouds**⁶

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



7 [Have students describe what they see in the picture.]

← **Show image 8A-9: Stratus clouds**⁷

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



8 or telling people in advance

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

The most important part of a meteorologist's job is to help save lives by **warning** people⁸ when severe weather is on the way. Look at this picture: it was taken when a hurricane was heading toward land. A hurricane is a huge storm that forms out over the ocean.

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

Thanks to computers and satellites, the meteorologists saw the hurricane days before it came anywhere near land, so they warned people to leave their homes and head to safer ground if necessary. A lot of people were kept safe from this severe weather because of the meteorologists. Meteorologists help people stay prepared for and safe during whatever challenges the weather may throw their way.



← **Show image 8A-11: Annie says goodbye**

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

Thank you so much for helping me with my weather project. From now on, I hope you'll keep an eye to the sky and always pay attention to the weather in your neighborhood!

Your friend,
Annie

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

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

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

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

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

Word Work: Warning

5 minutes

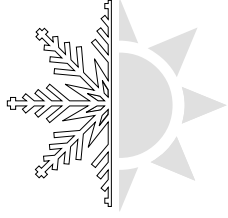
1. In the read-aloud you heard, "The most important part of a meteorologist's job is to help save lives by *warning* people when severe weather is on its way."
2. Say the word *warning* with me.
3. *Warning* means telling someone in advance that danger is near. Other ways to say *warning* are *warn* or *warns*.
4. I help my little brother by warning him to look both ways when he crosses the street.
5. Tell about something you are warning others not to do. Try to use the word *warning* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I am warning you not to . . ."]
6. What's the word we've been talking about?

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

1. If you eat too much ice cream, you’ll get a stomachache! (That is a warning.)
2. Come sit on the grass. It is soft. (That is not a warning.)
3. Don’t go outside! It’s raining! (That is a warning.)
4. What would you like for dinner? (That is not a warning.)
5. Come read with me. (That is not a warning.)



Complete Remainder of the Lesson Later in the Day



Extensions

15 minutes

↔ Vocabulary Instructional Activity: Predict

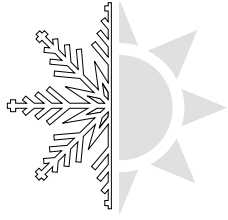
1. In the read-aloud you heard, “But the weatherman does not control the weather—he just tries to *predict*, or make his best guess at, what the weather is going to be like later in the day, tomorrow, or next week.”
2. Say the word *predict* with me.
3. To *predict* means to use information you have to say that something might happen in the future. *Make predictions* means the same thing as *predict*.
4. Readers often use information about characters and plot in a story to predict, or make predictions, about what might happen later in the story.
5. What are some other things people try to predict? Try to use the word *predict* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “People try to predict . . .”]
6. What’s the word we’ve been talking about?

Use a *Discussion* activity for follow-up. Directions: Remind students of the plot of “The Grasshopper and the Ants,” or any other story read recently. Ask students to talk to their partners about which characteristics of the characters and which clues in the plot of the read-aloud helped them to predict what would happen to the characters at the end of the story. Use the word *predict* when you tell about it. Remember to use complete sentences.

Weather Report (Instructional Master 1B-1)

Tell students that they are going to pretend to be a weatherperson on the news. Remind students that a weatherperson on the news is often a meteorologist, meaning they study weather patterns and try to predict, or guess, what the weather is going to be like. Tell students that they have been keeping track of the weather in their area and studying it, similar to what a meteorologist does.

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



Domain Review

DR

Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year
- ✓ Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- ✓ Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons
- ✓ Draw pictures that show an understanding of each season
- ✓ Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and most of the United States as having four seasons
- ✓ Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow, or sleet)
- ✓ Name at least one month in a specific season while referring to a calendar
- ✓ Name at least one holiday in a specific season
- ✓ Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)

- ✓ Identify ways in which weather affects daily routines, such as dress, activities, etc.
- ✓ Identify a thermometer as an instrument used to measure temperature and describe how it works: when it is hotter outside, the liquid in the thermometer rises; when it is cooler, the liquid descends
- ✓ Explain the lesson the grasshopper learns at the end of the fable “The Grasshopper and the Ants”
- ✓ Identify the following characteristics of thunderstorms: heavy rain, thunder, lightning, and strong winds
- ✓ Describe safe and unsafe behaviors during thunderstorms
- ✓ Explain why weather prediction is important in their daily lives

Review Activities

My Active Season

Materials: Drawing paper, drawing tools

Review with students the various activities that are common during each season. Ask students to draw themselves doing their favorite activities. Remind them to draw themselves dressed for the season. Help them to write the name of the activity and season on their papers.

Image Card Review

Materials: Image Cards 1–11

In your hand, hold Image Cards 1–11 fanned out like a deck of cards. Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for cumulus clouds, a student may say, “white and puffy.” The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

Weather Safety Tips

Review with students safety tips for thunderstorms. Review the word *severe*. Ask them if they have ever experienced a thunderstorm. Allow students to share their stories. Reinforce what they should do to be safe in these situations.

Teacher Choice

Reread a particular read-aloud to students in order to review important domain concepts.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

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

Riddles for Core Content

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

- In the fable “The Grasshopper and the Ants,” you heard that I spent my summer and autumn playing and singing instead of working. Who am I? (the grasshopper)
- In the fable “The Grasshopper and the Ants,” you heard that we worked hard all summer and autumn and, because of our hard work, had plenty of food for the winter. Who are we? (the ants)
- I happen when it rains really, really hard and the ground and rivers cannot hold any more water. What am I? (a flood)
- I am a refreshing summer activity that cools you off. What am I? (swimming)
- Sometimes I strike tall things like trees and tall buildings. What am I? (lightning)
- You should never take shelter under me during a thunderstorm. What am I? (a tree)
- I study weather and give you my best prediction. What am I? (a meteorologist)

On Stage

Choose students to act out the characters while you read “The Grasshopper and the Ants.” Ask students what the moral of the story is. Ask students if they have ever chosen to play when they were supposed to work, and if so, what happened. If time allows, switch characters and read the story again, allowing students to dance while you sing or say the grasshopper’s songs.

Rain Gauge

Materials: Clear bottle; funnel; ruler; tape

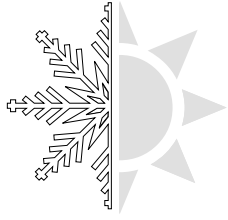
Have students create a simple rain gauge using a clear bottle, a funnel, and a ruler. Tape the ruler to the side of the bottle and place the funnel in the mouth of the bottle. Place the rain gauge outside so that students can measure the amount of rain that falls in one week. Have students check the rain gauge daily and record the daily rainfall in their weather diaries.

Where is the Wind?

Materials: Grass or balloon; construction paper; scissors; tape; string

Review with students what happens when the weather is windy. Take students outside on a windy day to learn more about the wind. Tell students that they can tell a lot about the wind, just by wetting their fingers and holding them up in the air. Have students discuss what they feel and which way they think the wind is blowing. Now have students confirm the direction of the wind by throwing grass or a balloon into the air. Discuss with students if their predictions about wind direction were correct.

Students can also create a wind snake in order to make observations about the wind. Draw and cut a spiral on a piece of construction paper. Tape a piece of string to the middle of the snake and have students observe what happens to the snake when they hold it in the wind.



Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Seasons and Weather*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second addresses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Seasons and Weather*.

10 Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Seasons:** There are four seasons: spring, summer, autumn, and winter. (smiling face)
2. **Weather:** Weather includes the temperature for the day and if there will be rain or sun. (smiling face)
3. **Blizzards:** Blizzards happen in the summer. (frowning face)
4. **Freezing Point:** The freezing point is the temperature at which water freezes. (smiling face)
5. **Frigid:** When the weather is frigid outside, we can wear shorts! (frowning face)
6. **Blossoms:** You can see the cherry blossoms in Washington, D.C., during the winter. (frowning face)

7. **Floods:** Floods occur when it rains really, really hard and the rivers cannot hold any more water. (smiling face)
8. **Thermometer:** When we want to know the temperature outside, we check the thermometer. (smiling face)
9. **Meteorologist:** A meteorologist is a person who studies meatballs. (frowning face)
10. **Satellites:** Satellites help scientists see storms as they develop and predict whether the skies will be clear or cloudy. (smiling face)

Directions: Now I am going to read more sentences using other words you have heard and practiced. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Characteristics:** Characteristics of winter include snow and cold temperatures. (smiling face)
12. **Cycle:** When something happens over and over again in the same order, it's called a cycle. (smiling face)
13. **Patterns:** Patterns are things that only happen once. (frowning face)
14. **Gradually:** When something happens gradually, it happens very, very quickly. (frowning face)
15. **Severe:** Thunderstorms are a type of severe weather. (smiling face)

10 Part II (Instructional Master DA-2)

Directions: I am going to name characteristics of a certain season in most of the United States. Circle the season I am describing on your paper. The snowflake stands for winter, the flower stands for spring, the sun stands for summer, and the leaf stands for autumn. Draw a picture of the current season on the back of the paper when you are finished.

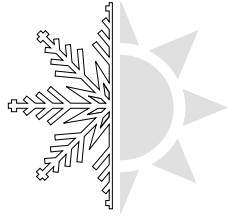
1. During this season, the weather is very cold and it can even snow. (winter)

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

10 Part III (Instructional Master DA-3)

Directions: I am going to read some sentences to you. If the sentence is correct, circle the smiling face. If the sentence is not correct, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. A meteorologist studies the weather so he can predict what the weather will be like. (smiling face)
2. When I hear thunder, I should go outside and play. (frowning face)
3. During a thunderstorm, I should sit near a window so I can see what is going on outside. (frowning face)
4. I should stay away from trees and tall objects when I see lightning in the sky. (smiling face)
5. I should wear a jacket to go swimming in a pool during the summer. (frowning face)
6. When it is hot outside, the liquid in the thermometer is high and near the top. (smiling face)
7. When it is cold outside, the liquid in the thermometer is low and near the bottom. (smiling face)
8. The Fourth of July is a holiday we celebrate during the summer. (smiling face)
9. During a thunderstorm, it's sunny outside. (frowning face)
10. A month is shorter than a year. (smiling face)



Culminating Activities

CA

Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

Enrichment

Cotton Clouds

Materials: Image Cards 7 (Cumulus Clouds), 8 (Cirrus Clouds), and 9 (Stratus Clouds); cotton balls, blue construction paper; glue, paint

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

Domain Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review a particular concept introduced in the read-alouds up to this point; refer to the list of resources included in the Introduction. You may also choose to have students select a read-aloud to be heard again.

On Stage

Choose students to act out the characters while you read “The Grasshopper and the Ants.” Ask students what the moral of the story is. Ask students if they have ever chosen to play when they were supposed to work, and if so, what happened. If time allows, switch characters and read the story again, allowing students to dance while you sing or say the grasshopper’s songs.

Severe Weather Drill

Take some time to review your school’s procedures for events of severe weather, such as a tornado drill. You may choose to practice a drill as a class. Tell students that you are going to practice what to do in the event that a tornado or hurricane hits while students are in school. Discuss safety procedures for severe

weather. Explain that practicing what to do before a tornado or a hurricane hits will help the school be more prepared to take care of its students.

Meteorologist at Work

Materials: Video clip of the morning’s weather report; chart paper, chalkboard, or whiteboard

Show students a clip of a meteorologist giving a weather report for the current day. Tell students that often people watch the weather report to know how to dress or be prepared for the day. Record on chart paper, a chalkboard, or a whiteboard the predicted high and low temperatures of the day. Have students predict whether the highs and lows will be accurate. Check the temperature throughout the day and record it on chart paper, a chalkboard, or a whiteboard. Compare the weather report with the actual temperatures. Ask students when the highest and lowest temperatures occurred. Tell them to check with their parents tonight to see how low the temperatures go.

Tornado in a Bottle

Materials: Clear glass or plastic jar with lid; dish soap; glitter

Tell students that a tornado is an enormous wind funnel that can occur in certain parts of the United States. Tell students that they can create a wind funnel using a jar and dish soap. You may also wish to add glitter for effect. Fill the jar with water and add one or two drops of dish soap to the jar of water. Hold the jar upright and shake in a circular motion to create a wind funnel, similar to the wind funnels created by tornadoes during certain types of thunderstorms. Have students discuss what they observe.

Cloud Observation

Materials: Window; plastic wrap; markers; clear tape

Tell students that clouds are always moving in the sky, even when it is hard to see them move. Stretch plastic wrap over a window in your classroom and secure it with clear tape. Have students choose one marker color to trace the clouds in the morning, another marker color to trace the clouds mid-morning, and a third

marker color to trace the clouds in the afternoon. Discuss with students what they observe about the clouds' movement: did the clouds stay in one place? Did they move slowly or quickly?

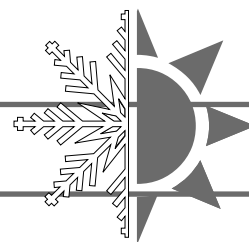
Class Book: Seasons and Weather

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to create a class book to help them remember what they have learned in this domain. Have students brainstorm important information about the four seasons, weather prediction, and “The Grasshopper and the Ants.” Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

For Teacher Reference Only:

Copies of *Tell It Again! Workbook*



Directions:

Take this sheet and staple two blank pieces of 8½" by 11" paper to make a small book. Read the title to students, and encourage each of them to write their names on the blank line.

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

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

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



By _____



Dear Family Member,

Over the next several days, your child will be learning about seasons and weather. Each day s/he will hear a read-aloud that is often set in the form of a letter from a fictional fifth-grader named Annie. In her letters, Annie discusses the different seasons and some of the characteristics of those seasons, as well as holidays and other activities that often occur during particular seasons.

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

1. Use the Word *Characteristics*

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

2. Imagine the Seasons

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

3. Sayings and Phrases: April Showers Bring May Flowers

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

4. Draw a Season

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

5. Read Aloud Each Day

Set aside time to read to your child each day. The local library has many books on seasons and weather. A list of books and other resources relevant to this topic is attached to this letter.

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

Recommended Resources for Seasons and Weather

Trade Book List

1. *Angels Ride Bikes and Other Fall Poems/Los ángeles andan en bicicleta y otros poemas de otoño*, by Francisco X. Alarcón, illustrated by Maya Christina Gonzalez (Lee and Low, 2005) ISBN 978-0892391981
2. *Animals in Winter (Let's-Read-and-Find-Out Science 1)*, by Henrietta Bancroft and Richard G. Van Gelder, illustrated by Helen K. Davie (HarperTrophy, 1996) ISBN 978-0064451659
3. *The Boy Who Didn't Believe in Spring*, by Lucille Clifton, illustrated by Brinton Turkle (Puffin, 1992) ISBN 978-0140547399
4. *Brave Irene*, by William Steig (Square Fish, 2011) ISBN 978-0312564223
5. *Bring Me Some Apples and I'll Make You a Pie: A Story About Edna Lewis*, by Robbin Gourley (Houghton Mifflin Harcourt, 2009) ISBN 0618158362
6. *Can You See the Wind? (Rookie Read-About Science)*, by Allan Fowler (Children's Press, 1999) ISBN 978-0516264790
7. *The Cloud Book*, by Tomie dePaola (Holiday House, 1984) ISBN 978-0823405312
8. *Cloudy with a Chance of Meatballs*, by Judi Barrett, drawings by Ron Barrett (Atheneum, 1978) ISBN 978-0689306471
9. *Cold Snap*, by Eileen Spinelli, illustrated by Marjorie Priceman (Knopf Books for Young Readers, 2012) ISBN 978-0375957000
10. *Energy from the Sun (Rookie Read-About Science)*, by Allan Fowler (Children's Press, 1998) ISBN 978-0516262550
11. *Fall (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publications, 2011) ISBN 978-1597712590

12. *Frederick*, by Leo Lionni (Dragonfly Books, 1973) ISBN 978-0394826141
13. *Frog and Toad All Year*, by Arnold Lobel (HarperFestival, 1990) ISBN 978-1559942287
14. *From the Bellybutton of the Moon and Other Summer Poems/Del ombligo de la luna y otros poemas de verano*, by Francisco X. Alarcón, illustrated by Maya Christina Gonzalez (Lee and Low, 2005) ISBN 978-0892392018
15. *Four Seasons Make a Year*, by Anne Rockwell, illustrated by Megan Halsey (Walker & Company, 2004) ISBN 978-0802788832
16. *If It's Really Cold. . . and Other Weather Predictions*, by Blake A. Hoena (Capstone Press, 2012) ISBN 978-1429687195
17. *Iguanas in the Snow and Other Winter Poems/Iguanas en la nieve y otros poemas de invierno*, by Francisco X. Alarcón, illustrated by Maya Christina Gonzalez (Children's Book Press, 2001) ISBN 978-0892391684
18. *Laughing Tomatoes and Other Spring Poems/Jitomates risueños y otros poemas de primavera*, by Francisco X. Alarcón, illustrated by Maya Christina Gonzalez (Children's Book Press, 2005) ISBN 978-0892391998
19. *Little Cloud and Lady Wind*, by Toni Morrison and Slade Morrison, illustrated by Sean Quails (Simon and Schuster, 2010) ISBN 978-1416985235
20. *On the Same Day in March: A Tour of the World's Weather*, by Marilyn Singer, illustrated by Frane Lessac (HarperCollins, 2000) ISBN 978-0060281878
21. *The Rainbow and You*, by E.C. Krupp, illustrated by Robin Reetor Krupp (HarperCollins, 2000) ISBN 978-0688156015
22. *The Reasons for Seasons*, by Gail Gibbons (Holiday House, 1996) ISBN 978-0823412389

23. *The Seasons of Arnold's Apple Tree*, by Gail Gibbons (Voyager Books, 1988) ISBN 978-0152712457
24. *Snow Is Falling (Let's-Read-and-Find-Out-Science, Stage 1)*, by Franklyn Branley and illustrated by Holly Keller (HarperTrophy, 2000) ISBN 978-0064451864
25. *Snowflake Bentley*, by Jacqueline Briggs Martin, illustrated by Mary Azarian (Houghton Mifflin, 1998) ISBN 978-0395861622
26. *Spring (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publications, 2011) ISBN 978-1597712606
27. *Spring With Rabbit (Animal Seasons)*, by Anita Loughrey (Qed Publishing, 2012) ISBN 978-1848358164
28. *Weather (Step-By-Step Weather)*, by Paul Humphrey (Children's Press, 1996) ISBN 978-0749645427
29. *Summer (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publications, 2011) ISBN 978-1597712613
30. *Thunder Cake*, by Patricia Polacco (Puffin, 1997) ISBN 978-0698115811
31. *Tornado Alert (Let's-Read-and-Find-Out Science 2)*, by Franklyn M. Branley and Giulio Maestro (HarperTrophy, 1999) ISBN 978-0064450942
32. *Weather Forecasting*, by Gail Gibbons (Aladdin Library, 1993) ISBN 978-0689716836
33. *Weather (I Know That!)*, by Claire Llewellyn (Sea-to-Sea Publications, 2007) ISBN 978-0749689025
34. *Weather Words and What They Mean*, by Gail Gibbons (Holiday House, 1992) ISBN 978-0823409525
35. *Weather: Rain or Shine (Science Starters)*, by Jim Pipe (Stargazer Books, 2008) ISBN 978-1596041301
36. *What Will the Weather Be?*, by Lynda DeWitt, illustrated by Carolyn Croll (HarperTrophy, 1993) ISBN 978-0064451130
37. *What's the Weather Today?*, by Allan Fowler (Children's Press, 1991) ISBN 978-0516449180

38. *When a Storm Comes Up (Rookie Read-About Science)*, by Allan Fowler (Children's Press, 1995) ISBN 978-0516460352
39. *When Spring Comes*, by Solomon Gordon (National Geographic Society, 2006) ISBN 0792242742
40. *Why Do Leaves Change Color? (Let's-Read-and-Find-Out Science, Stage 2)*, by Betsy Maestro and illustrated by Loretta Krupinski (Harper Trophy, 1994) ISBN 978-0064451260
41. *Winter (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publishing, 2011) ISBN 978-1597712620
42. *Winter Is Here*, by Sid Webb (National Geographic Society, 2003) ISBN 0792242920

Websites and Other Resources

Student Resources

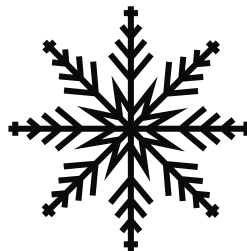
1. **Weather Word Search**
<http://www.weatherwizkids.com/weather-games-word-search.htm>
2. **Weather Games**
<http://theweatherchannelkids.com/weather-games/>
3. **Interactive Seasons**
<http://www.sheppardsoftware.com/scienceforkids/seasons/seasons.htm>

Teacher Resources

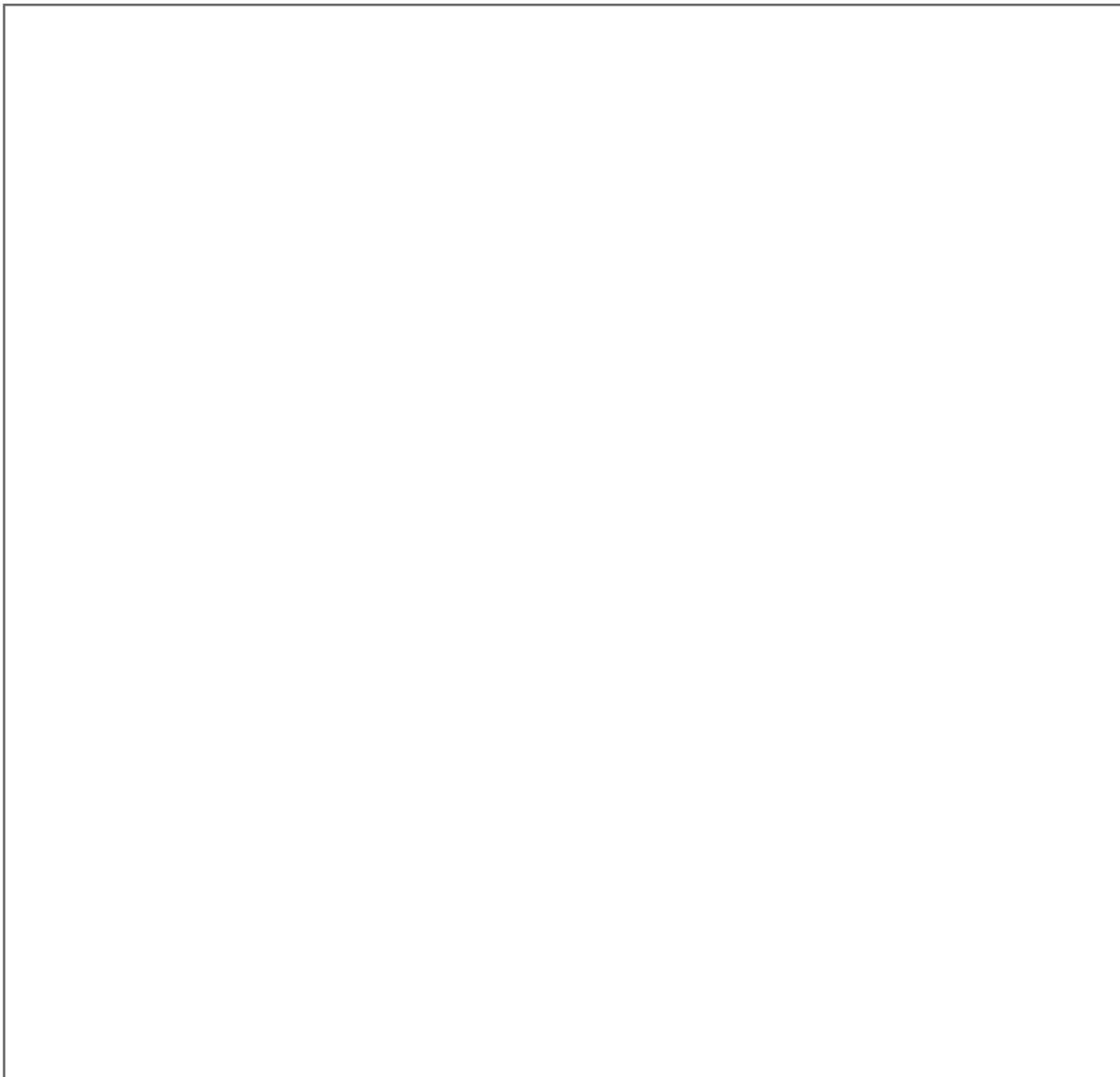
1. **Weather Photos**
http://www.ussartf.org/predicting_weather.htm

Name _____

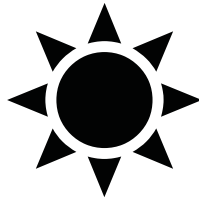
Directions: In the big box, draw a winter scene. Try to include any colors, plants, and animals you would see during winter. Also, try to include yourself and what you would be wearing and doing during the season.



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



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



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





Dear Family Member,

Over the next several days, your child will continue to learn about seasons and weather. Students will listen to “The Grasshopper and the Ants,” an Aesop’s fable about the seasons and thinking ahead. The letters from Annie will discuss thunderstorms and safety tips. Your child will also learn about meteorologists and weather forecasting.

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

1. “The Grasshopper and the Ants”

Have your child retell the story of “The Grasshopper and the Ants” to you. Ask your child what the grasshopper and the ants were doing during the summertime, and what happened to the grasshopper and the ants during the wintertime. Discuss the importance of being prepared for the future and thinking ahead, as well as the importance of helping others who are in need.

2. Use the Word *Severe*

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

3. What to Do in a Thunderstorm

Give your child prompts, such as, “What should I do during a thunderstorm?” Have him/her describe safety tips for thunderstorms. Remind your child that if s/he is ever in a severe storm, s/he should look for a trusted adult to help your child find safety.

4. Draw a Seasonal Activity Scene

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

5. Read Aloud Each Day

Set aside time to read to your child each day. Please refer to the list of books and

other resources sent home with the previous family letter, recommending resources related to seasons and weather.

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

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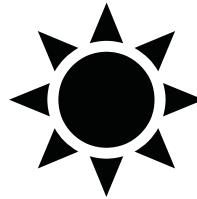
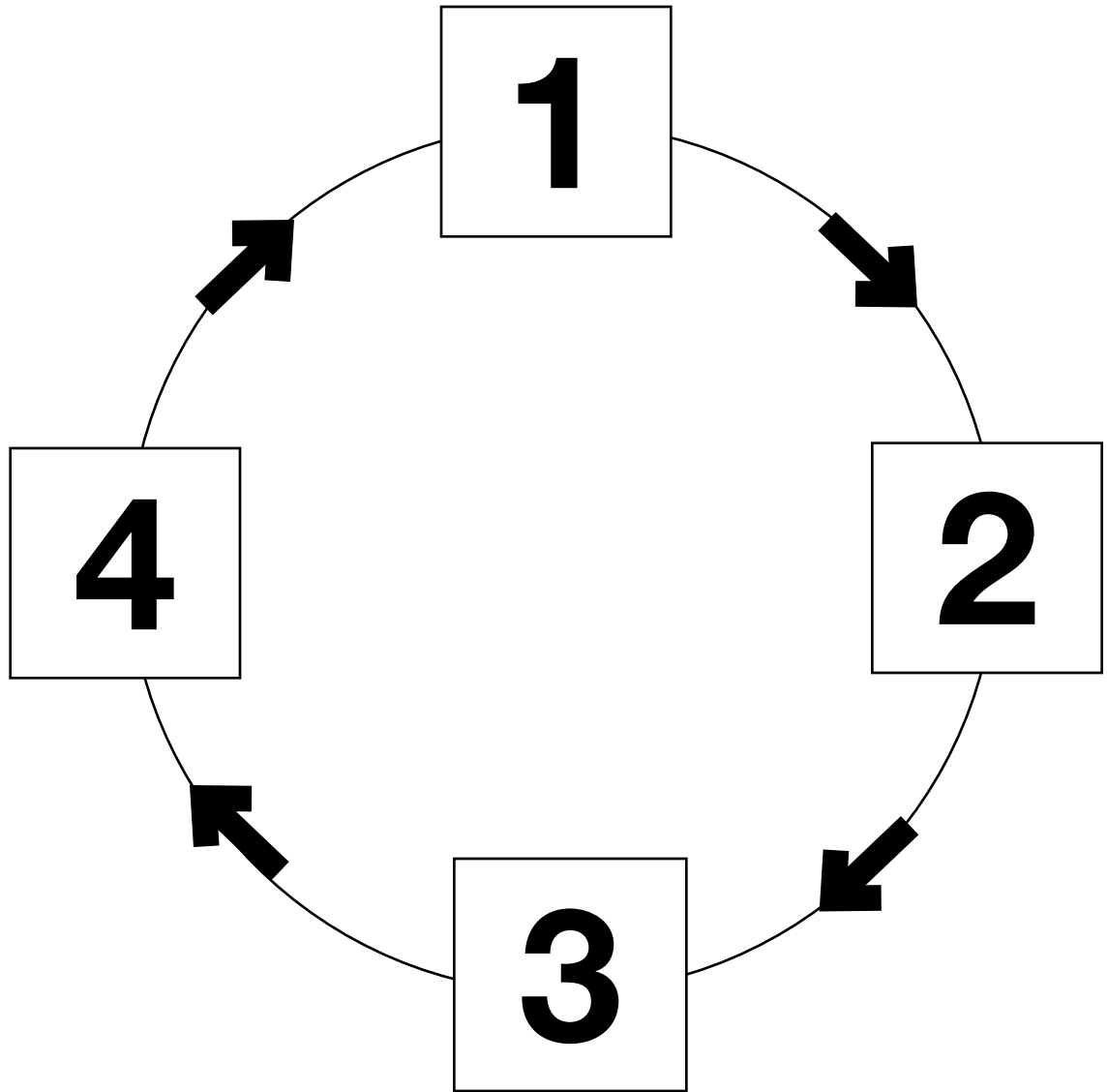


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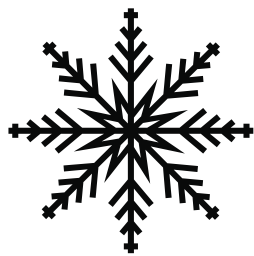
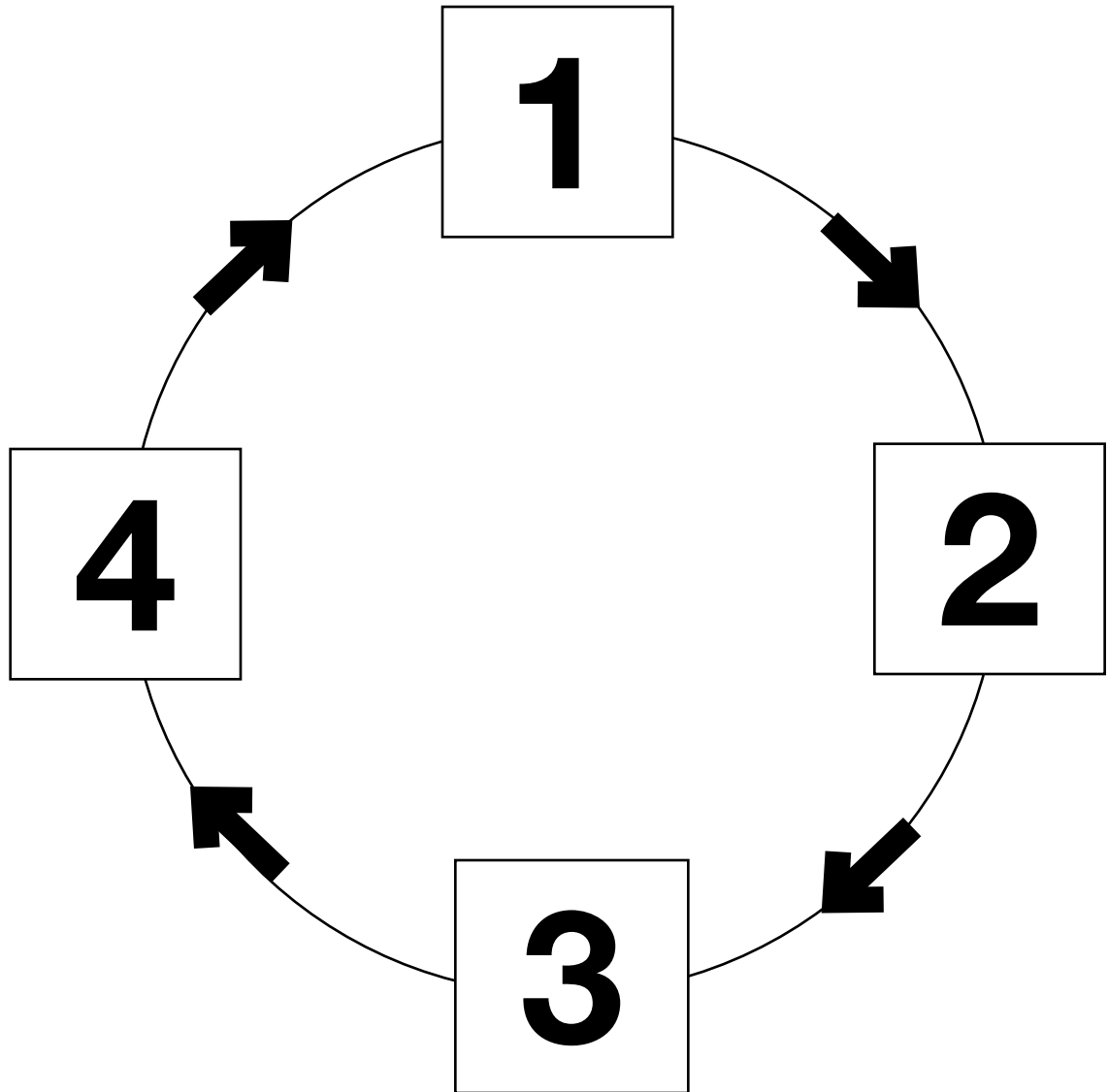


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Directions: Cut along the dashed lines below. Then, cut out each season picture. Mix them up. Now, find winter. Find the square with a number one on it and paste winter on top of that square. Next, find the season that follows winter and paste it on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



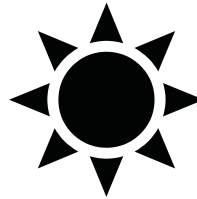
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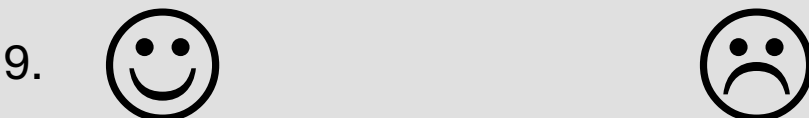
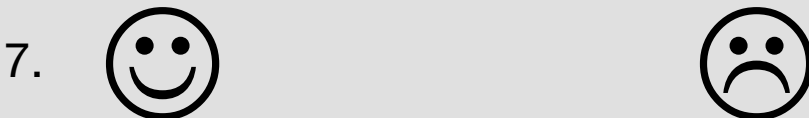
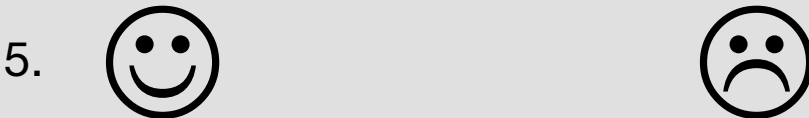
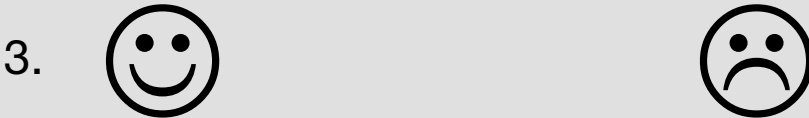
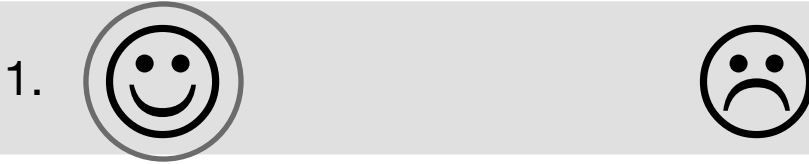


3







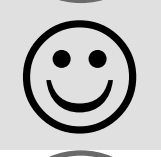















4








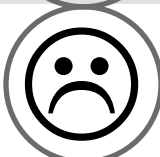


Directions: Listen carefully to the words and sentences read by your teacher. If the sentence uses the word correctly, circle the smiling face. If the sentence does not use the word correctly, circle the frowning face.

































Directions: Listen carefully to the words and sentences read by your teacher. If the sentence uses the word correctly, circle the smiling face. If the sentence does not use the word correctly, circle the frowning face.





























- | | | |
|-----|---|--|
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| 6. |  |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |

11.		
12.		
13.		
14.		
15.		

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

1.				
2.				
3.				
4.				
5.				
6.				
7.				

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

1.				
2.				
3.				
4.				
5.				
6.				
7.				

1.  

2.  

3.  

4.  

5.  

6.  





















7.  

8.  

9.  

10.  

Directions: Listen to your teacher's instructions.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

Tens Conversion Chart

		Number Correct																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of Questions	1	0	10																			
	2	0	5	10																		
	3	0	3	7	10																	
	4	0	3	5	8	10																
	5	0	2	4	6	8	10															
	6	0	2	3	5	7	8	10														
	7	0	1	3	4	6	7	9	10													
	8	0	1	3	4	5	6	8	9	10												
	9	0	1	2	3	4	6	7	8	9	10											
	10	0	1	2	3	4	5	6	7	8	9	10										
	11	0	1	2	3	4	5	5	6	7	8	9	10									
	12	0	1	2	3	3	4	5	6	7	8	8	9	10								
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the *Tens Conversion Chart*, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

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