

I Love the Seasons

TEACHER'S GUIDE

I Love the Seasons is a beautiful picture book series that explores what is special about each season. High frequency and decodable words and strong art-to-text matching make this a perfect series for early readers. Each book also features questions to encourage readers to relate the information to their own experiences. The I Love the Seasons Teacher's Guide provides interactive and engaging lessons that help students identify the four different seasons, as well as the unique qualities of each.

The lesson plans in the I Love the Seasons Teacher's Guide are tailored towards students in Grades 1 and 2. These lessons require students to work independently, as well as collaboratively, in learning about the four seasons. Student will brainstorm, think critically, and make connections to their own experiences. Students will be able to share their new learning with their classmates in different ways during each lesson.

It is recommended that each lesson in this guide is completed in a sequential order. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in I Love the Seasons include:

I Love Fall
I Love Spring
I Love Summer
I Love Winter

PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary
The Four Seasons	1-2 class periods*	frost humid sets
Weathering the Seasons	2-3 class periods	seasonal clothing words, which might include mittens, toques, sandals, umbrellas, scarves, and sunglasses
Seasonal Events	1-2 class periods	carnivals celebrations costumes festivals postcards

* 1 class period = 40 to 60 minutes

ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

Instructional Strategies

- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provided model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

LESSON 1

The Four Seasons

Curriculum Correlations

Common Core State Standards

RI.1.1, RI.1.2, RI.1.3, RI.1.10

RI.2.4, RI.2.8, RI.2.10

Ontario Language Arts Standards

Grade 1 Reading:

1.2, 1.3, 1.4, 1.6, 1.8

Grade 2 Reading:

1.1, 1.2, 1.4, 1.6, 1.8

Materials

- I Care About series
- Chart paper
- *The Four Seasons Exit Card*

Setting the Stage

Begin the lesson by bringing your students together in a classroom gathering spot (i.e. reading carpet) or have them seated at their own desks. Explain to your students that today's lesson will focus on the different seasons.

As a group, brainstorm the names of the four different seasons. Ask students to raise their hand if they would like to share the name of one of the seasons with the class. Once the names of all four seasons (Spring, Summer, Fall, and Winter) have been shared, write each season name on the board, divided into four sections, or one season on each of the four pieces of chart paper.

After this is done, ask students to discuss with the person beside them how they know they have entered a new season. For example, students may know it is winter because it starts to snow.

Give students 3-5 minutes to talk with their partner, and then bring everyone back to a group discussion. Ask students to raise their hand to share some of the ways they can tell the seasons may be changing.

- In these responses, students should identify some of the weather changes they notice. If not, use guiding questions to help direct their responses (i.e. describe how the temperature feels in the summer, etc.).

Explain to students that one of the big changes you notice between the seasons is the change of weather, so you will be taking time to explore these changes today.

Objectives

Students will be able to:

- Understand the importance of caring for their body and brain.
- Identify strategies for caring for their body and brain.
- Develop a practical resource of care strategies.

Activity

For the purpose of this lesson, we will begin with the winter season. It is recommended that you begin the activity with the season you are in.

Read pgs. 1-13 of *I Love Winter* aloud to the class. On the chart paper or section of the board designated for winter, have your students share ideas from the book about how they know that is winter (i.e. the weather, what they wear, etc.).

Repeat this pattern for each season (read pgs. 1-13 and fill in the chart). Once completed, you should have four anchor charts: one for each season.

Extensions

- ▶ Students can complete their exit card including their own ideas instead of just those on the anchor charts.

Wrap-Up

Review the anchor charts for each season.

Provide each student with one copy of the *The Four Seasons Exit Card*. They will record the name of their favorite season, and list three identifying features of that season. Students will also indicate which seasons come before and after their chosen season.

Assessment

Assess student understanding through observation. Clarify misunderstandings as needed. Collect exit cards from students to assess for completion and understanding.

Name: _____

Date: _____



The Four Seasons Exit Card



My favorite season is _____

because...

- _____
- _____
- _____

The season that comes before my favorite season is: _____

The season that comes after my favorite season is: _____

Name: _____

Date: _____



The Four Seasons Exit Card



My favorite season is _____

because...

- _____
- _____
- _____

The season that comes before my favorite season is: _____

The season that comes after my favorite season is: _____

LESSON 2

Weathering the Seasons

Curriculum Correlations

Common Core State Standards

RI.1.1, RI.1.2, RI.1.3, RI.1.10

RI.2.4, RI.2.8, RI.2.10

Ontario Language Arts Standards

Grade 1 Reading:

1.2, 1.3, 1.4, 1.6, 1.8

Grade 2 Reading:

1.1, 1.2, 1.3, 1.4, 1.6, 1.8

Materials

- I Love the Seasons series
- Pencils, crayons, pencil crayons, markers
- *Weathering the Seasons Handout*
- *Weathering the Seasons Handout Checklist*

Objectives

Students will be able to:

- Recall the four different seasons and their identifying characteristics.
- Create a visual representation of the four seasons and appropriate attire for each season.

Setting the Stage

Have students recall the identifying features of the different seasons. Review all information on the anchor charts with the class.

Explain to students that they will now use the information on the anchor charts to complete today's activity, which will be drawing a picture of themselves outside, dressed up for each of the four seasons.

Remind students that copies of each book in the I Love the Seasons series are available should they want to use them for reference.

Activity

To get students thinking, have them imagine themselves outdoors during each season. What clothing are they wearing? Are they carrying anything? What do they wear on their feet? How do they feel? Repeat the questions for each of the four seasons. Have students share some answers.

Then, provide each student with a copy of the *Weathering the Seasons Handout*.

Explain to students that the page is divided into four different sections, one for each of the four seasons; Winter, Spring, Summer, and Fall.

Based on the information from the I Love the Seasons series, as well as the anchor chart, students must draw themselves outside in each season in each of the boxes.

Remind students that they need to use specific examples discussed in the series to help add detail to their picture. Students can use whatever drawing materials they would like.

Extensions

- ▶ Students could choose another country and research the characteristics of the different seasons there. They could then complete the *Weathering the Seasons Handout* for that country as if they lived there

Wrap-Up

Once students have finished their drawings, have them lay their handout on their desk. Students will then complete a gallery walk around the classroom to see the drawings of their peers. Once everyone has participated in the gallery walk, have students return to their seats.

To wrap up the activity, you can ask students to vote on their favorite season and take a tally on the board. Advise students to hand in their handout for assessment.

Assessment

Assess student understanding during activity through observation. Travel around the classroom to ensure students are on task, and that students understand the content being addressed. Clarify misunderstandings as needed. Collect handout to be assessed for accuracy and completion using the *Weathering the Seasons Handout Checklist*.

Name: _____ Date: _____

Weathering the Seasons Handout

WINTER

SPRING

SUMMER

FALL

Student name: _____ Date: _____

Weathering the Seasons Handout Checklist

Criteria	Yes	No
Student's winter picture showed accurate seasonal features (i.e. snow, ice) and appropriate attire and/or items (i.e. boots, coat, gloves, hat, scarf, shovel)		
Student's spring picture showed accurate seasonal features (i.e. rain, plants) and appropriate attire and/or items (i.e. rain boots, rain jacket, umbrella)		
Student's summer picture showed accurate seasonal features (i.e. sun, water, plants) and appropriate attire and/or items (i.e. shorts, hat, sunglasses, sunscreen, sandals)		
Student's fall picture showed accurate seasonal features (i.e. leaves falling from trees, changing colors) and appropriate attire and/or items (i.e. jacket, hat, rake, gloves)		

Additional comments: _____

Student name: _____ Date: _____

Weathering the Seasons Handout Checklist

Criteria	Yes	No
Student's winter picture showed accurate seasonal features (i.e. snow, ice) and appropriate attire and/or items (i.e. boots, coat, gloves, hat, scarf, shovel)		
Student's spring picture showed accurate seasonal features (i.e. rain, plants) and appropriate attire and/or items (i.e. rain boots, rain jacket, umbrella)		
Student's summer picture showed accurate seasonal features (i.e. sun, water, plants) and appropriate attire and/or items (i.e. shorts, hat, sunglasses, sunscreen, sandals)		
Student's fall picture showed accurate seasonal features (i.e. leaves falling from trees, changing colors) and appropriate attire and/or items (i.e. jacket, hat, rake, gloves)		

Additional comments: _____

LESSON 3

Seasonal Events

Curriculum Correlations

Common Core State Standards

RI.1.1, RI.1.2, RI.1.3, RI.1.7, RI.1.10
RI.2.4, RI.2.8, RI.2.10

Ontario Language Arts Standards

Grade 1 Oral Communication:

1.2, 1.3, 1.4, 1.6

Grade 1 Reading:

1.2, 1.3, 1.4, 1.6, 1.8

Grade 2 Oral Communication:

1.1, 1.2, 1.3, 1.4, 1.5

Grade 2 Reading:

1.1, 1.2, 1.3, 1.4, 1.6, 1.8

Materials

- I Love the Seasons series
- Chart paper
- Pencils, crayons, pencil crayons, markers

Setting the Stage

On the board or a piece of chart paper, write the title: Seasonal Events. Then, write four subtitles, equally spaced, underneath the title: Winter, Spring, Summer, Fall.

Beginning with the season you are currently in, read pgs. 28-30 of each book in the I Love the Seasons series aloud to the class.

Under the subtitle for the season, ask students to volunteer to share an event described in the book. Repeat this process for each title in the I Love the Seasons series.

Objectives

Students will be able to:

- Identify different events that take place in each season.
- Write about an event or activity they participate in during one of the seasons.

Activity

Divide the class into 8 small groups. Assign a season to each group (there will be two groups for each season).

Ask each group to create a poster of events that take place during their assigned season. Students can begin by using examples from the book/chart paper brainstormed at the start of the lesson and should also include other events/activities that they participate in with their friends and family.

It is up to each group how they would like to design their poster (i.e. word web, list, pictures, etc.).

Extensions

- ▶ Give students events and/or celebrations from other countries to research (depending on the computer skill level of your students). These could be added to their lists to acknowledge events they may not have experienced firsthand or be familiar with

Wrap-Up

Once each group has completed their poster, they will present it to the class. They can describe the different events they participate in during their chosen season.

Allow time for other groups to ask questions if it is an event or celebration that they are unfamiliar with as there may be some cultural and/or religious events shared.

Assessment

Assess student understanding during group work task through observation. Travel around the classroom during the activity ensuring students are on task, and that students understand the content being addressed. Clarify misunderstandings as needed. Collect chart papers from each group after their presentation to give a mark for completion.