

Strand: Earth/Space Science

Theme: Weather

Purpose for Reading: To develop understandings of the four seasons and how they occur at different times in the Northern and Southern Hemispheres.

Comprehension Strategies: Making connections to text, comparing and contrasting.

Vocabulary

Dictionary Words: autumn, spring, summer, winter

Vocabulary Words: black bear, calf, children, den, flowers, field, lambs, leaves, Northern Hemisphere, Southern Hemisphere

High-Frequency Words: after, be, day, do, down, get, has, have, may, new, no, not, of, some, their, two, very, what, when

Before Reading

- Discuss the seasons of the year. *How many seasons are there? What are they called?* Discuss each season. Use questions such as, *What is the weather like in summer? What sorts of clothes do you wear? What things can you do? What sorts of places are fun to visit in summer? What do plants and animals do in summer?*
- Read the title and ask students what they see in the cover photo. *What season might this be? What tells you? Do we get snow in winter?*
- Read the title page together. Ask students what they see in this photo. *What season might this be? What tells you?*
- Tell students that this book gives us information about the four seasons of the year.

Introduce the Picture Dictionary

- Have students turn to the picture dictionary. Read and discuss the photos and labels. Have students describe what each photo shows. Use questions such as, *What tells you this photo was taken in spring? Why do the lambs tell you it is spring?*

Take a Photo Walk

- Pages 4–5: Invite students to look at these pages and talk about what is happening. Read the captions and discuss how we can tell that the top photo was taken in summer. *Which words from the caption do we think of as summer words? What tells you that the bottom photo was taken in winter?*
- Pages 6–7: Have students look at these pages and talk about what they see. Read the title of the map. Explain what the Northern and Southern Hemispheres are. *Which continents are in the Northern Hemisphere? Which continents are in the Southern Hemisphere? Which continents are in both?* Discuss the word *Equator* and explain that it is very hot at the Equator. Look at the table on page 7. Have students read the table. Ask questions such as, *What season is it in January and February in the Northern Hemisphere?*
- Pages 8–9: Have students look at the photo and read the caption. *What does the word newborn mean? Why do you think lots of animals are born in spring? What happens to many plants in spring?*
- Pages 10–11: Have students look at the photo and read the caption. *What season is this? What happens to baby animals in summer?*

- Pages 12–13: Have students look at the photo and predict the season. *What tells you it is autumn?*
- Pages 14–15: Invite students to look at the photo and talk about what is happening. Read the caption and discuss why the bear is snuggled in for winter. *Why do some animals sleep in winter?* Introduce the word *hibernate*.

Read the Book

- Have students turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Have students read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Return to the book and discuss what the students have learned about the seasonal changes. Prompt them with questions such as, *Which season is known for being the warmest? Is summer the warmest season in both hemispheres? What makes summer warmest? How is spring different from summer?*
- Compare the differences between the seasons. Support students to generalize that the seasonal changes are the same across both hemispheres.
- Help students to apply knowledge of the seasons to daily life. *If you were in the Northern Hemisphere in January and February, what sorts of clothes might you wear? What sorts of games and activities might you do? Would it be the most popular time for the beach? Why not?*

Vocabulary and Word Recognition

- Have students find the word *new* on page 12. Ask students to think of a sentence using the word *new*. Write the sentence on the board. Have students write *new* five times while saying the word aloud.
- Have students find the word *spring* in the book. Ask students to find parts of the word they know. Write the word *spring* on the board. Have students brainstorm all the words they know that rhyme with *spring*. Have students come out and write the new words on the board under *spring*. Read the list back and discuss the *-ing* ending.

Oral Language

- Have students work in pairs. Have one choose a season to give clues about. They must explain to their partner how they dress, and name some things they like to do in this season. The partner must guess which season the clues are about.

Writing

- Have students write a sentence about something they like to do in each season.

Creative Extension Activities

- Have students choose a picture out of a book or magazine. Have them draw or paint this scene four times, to show what it looks like in each season.
- Have students draw themselves doing something fun in each season.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Choose a season. Write the word in the spaces.
Then draw the pictures.

<p>_____ looks like:</p>	<p>_____ feels like:</p>
<p>In _____ I like to:</p>	

Name: _____

Draw and label the clothes you wear each season.

Summer	Autumn
Winter	Spring