

# Seasons change everything!

First grade unit by Megan Bucher

EDUC 327

12/7/10



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**Grade level and typical learner**

A typical first grader is very energetic and active. They love to play and explore and are easily entertained. Their physical growth is slow but steady and their fine motor skills are still being fine tuned. Socially, they interact well with others but are still egotistic. First graders love to tell stories and draw pictures. They need a lot of movement in a classroom in order to stay on task—sitting at a desk or table for long periods of time is not ideal. Hands-on activities are great for this age group. They are eager to learn and are able to listen and follow simple directions.

Feldman R. (2007). *Child Development Fourth Edition*. Pearson Prentice Hall.

### **Rationale**

It is important for first graders to understand the affect that seasonal changes have on people, plants, and animals. They need to understand why it is hot or cold outside and why the leaves are changing colors. Simply knowing that it is hot or cold outside or noticing that the leaves are changing or certain flowers are growing is not enough. They need to be able to understand why the leaves are changing and why they have to put on a coat when it is snowing. They also need to understand why they do not see or hear birds or other animals very much in the winter. First graders are at the age when they are asking “why does this happen?” The seasons change every year and students should be able to anticipate what is coming and plan ahead.

### **Goals**

- Students will be excited about growing lima beans and doing other projects.
- Students will want to share their knowledge and experiences with friends and family.
- Students will ask “why” questions because they are interested.
- Students will experiment because they are curious.
- Students will have fun.
- Students will learn valuable lessons that they will remember forever.

### **Learning objectives and Standards**

- Social studies 1.3.6: Explain the effects of seasonal changes on plants, animals, and people.
  - Using the data from the water temperatures, students will verbally describe how temperature changes affect plants, animals, and people scoring at least 4 points on the remainder of the worksheet.
  - Students will make a picture wheel collage by cutting pictures from magazines and pasting them to a circle poster board with 100% accuracy.
  - By using different recipes, students will do cooking projects in order to illustrate how certain foods are used during different seasons with 100% accuracy.
- Science 1.1.3—Recognize and demonstrate how people can learn much about plants and animals by observing them closely over a period of time. Recognize also that care must be taken to know the needs of living things and how to provide for them.

- After reading The Tiny Seed, students will learn what it takes to care for plants by planting lima beans in paper cups with 100% accuracy.
  - Students will learn how plants grow by observing the lima beans they planted over a period of time getting at least 2 of the 4 questions correct on the quiz (see below).
- Math 1.1.10: Represent, compare, and interpret data using pictures and picture graphs.
  - Using thermometers and different temperatures of water, students will compare the different temperatures of the water and record their findings getting at least 3 out of the first 4 questions correct on the worksheet (10 questions, 1 point each).
- P.E. 1.5.2: Demonstrate and apply an understanding of rules and directions for an active class.
  - Students will demonstrate different seasonal activities that people do by playing Season Charades and acting out different activities correctly at least one out of two times.
- P.E. 1.6.4: Express enthusiasm for participating in physical activity.
  - Students will actively participate and follow the rules of the Season Charades game at least 15 of the 20 minutes the game is being played.
- Fine Arts Theater 1.6.2: Collaborate to create and present original stories.
  - After being given an animal to act out, students in groups of four will create a short play about their animal describing what it does in different seasons and scoring at least 4 points on the rubric.

- Music 1.9.1: Identify various uses of music in the community and examples of music used for special occasions.
  - By using a familiar tune, students will sing a season song with 100% participation.
- E.L.A. 1.4.2: Write simple rhymes.
  - After learning a season song, students will use rhyming words to create their own song or poem with at least four lines of text.
- E.L.A. 1.3.4: Distinguish fantasy from reality.
  - After reading Hannah and the Talking Tree by Elke Weiss, students will distinguish fantasy and realistic features of the book answering at least three out of five verbal questions correctly.
- Visual arts 1.6.1: Demonstrate skills of perception in production of artwork.
  - Students will draw or paint pictures of a tree in each of the four seasons using paints, markers, or crayons showing distinct features of each season in three out of four pictures.
- Visual arts 1.7.1: Identify and apply elements (line, shape, color, texture, and space) and principles (repetition and variety) in artwork. \*Not assessed.
- Visual arts: 1.7.4: Identify visual and tactile characteristics of a medium.
  - Using leaves, paper, and crayons, students will participate in a leaf rubbing activity with 100% accuracy.
- P. E. 1.6.2: Respond to and apply basic skill elements, given by the teacher, for learning and developing motor skills.

- Using leaves, paper, and crayons, students will participate in a leaf rubbing activity with 100% accuracy.
- E. L. A. 1.5.1: Write brief narratives (stories) describing an experience.
  - Using information learned from previous lessons about how seasons affect people, students will write a story about themselves during a season scoring at least 6 points on the rubric.

Unit Web



**Letter to parents**

Dear Parent/Guardian,

My name is Megan Bucher and I am from Manchester College. I will be student teaching in your child's classroom this spring. I am very excited to get to know your student and teach him/her a variety of fun and interesting things.

One thing I will be teaching in the spring semester is a unit over the four seasons. We will be discussing how the changing of the seasons affects people, animals, and plants. The main focus is social studies, but all other academic areas are included as well, including cooking, art, and physical education.

The reason for teaching this unit is because it is important for students to understand the world around them. They need to be aware of the reasons why they do not see as many animals around in the winter and why the leaves fall in autumn. Some activities we will be doing in order for students to get a better understanding of how the seasons operate include planting lima beans, writing stories, and learning about temperature differences.

I hope that by doing this unit with your child s/he will have a better understanding of how the seasons work and be able to anticipate what will happen as the seasons change. I am very excited to introduce this topic with your child and I hope that s/he will be as energetic as I am about doing the fun activities I have planned. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Megan Bucher  
[mabucher@spartans.manchester.edu](mailto:mabucher@spartans.manchester.edu)  
(260) 504-2425

### **Annotated List of Trade books for Seasons Change Everything!**

1. Carle, Eric. (1987). The tiny seed. New York, NY: Scholastic Publishing Co.

This book is about one seed's journey to the sun, mountains, and beyond.

Will the seed get eaten by a bird or a mouse? Or will it land and grow like it hopes to? Filled with colorful pictures and scientific facts, this book makes one seed's story unforgettable.

2. Glasser, L. (2001). It's fall! Millbrook Press.

A boy describes what happens to plants, animals, and people in autumn.

Different animals are described as migrating or hibernating species. The book also describes what people wear when the weather starts getting cooler.

3. Glasser, L. (2002). It's winter! Millbrook Press.

A girl's outside world is turned upside down when the first snow falls. She goes around her neighborhood to observe what different animals are doing now that it's winter. She also notices that the days are getting shorter but there is still time to go sledding.

4. Glasser, L. (2002). It's spring! Millbrook Press.

A boy talks about his environment and how it is changing now that spring has come. There are many birds around that sing sweet songs. Plants, like pussy willows, are growing again, too.

5. Glasser, L. (2003). It's summer! 21<sup>st</sup> Century.

While a girl plays outside in the warm summer weather, she notices birds, insects, and other animals around her. A thunderstorm interrupts her play

time outside, but it is worth it to see the beautiful rainbow! Summer activities are included in the story.

6. Hall, Z. (2001). Fall leaves, fall! Scholastic Trade.

Two siblings have waited all year for their favorite season—fall! There are so many things to do with the leaves: watch them, catch them, collect them, and more. The siblings make pictures out of them and figure out which leaves belong to which type of tree. With so many ideas and so little time, they'd better get to it!

7. Sidman, J. (2009). Red Sings from Treetops. Singapore: Houghton Mifflin Harcourt Publishing Company.

Looking at each of the four seasons according to the colors that represent them, this book is a colorful journey through a year. Features of each season are illustrated and described, such as summer picnics and spring rains. This book makes the seasons sound poetic and beautiful in their individual ways.

8. Updike, J. (1965). A Child's Calendar. Alfred A. Knopf, Inc.

This is a collection of twelve short poems that describe the seasons according to each month of the year. Each poem is from a child's point of view. Some of the things discussed in the poems are children's activities and the weather.

9. Weiss, E. (2010). Hannah and the Talking Tree. Free Focus Publishing.

Hannah has very big ears that help her hear everything around her outside. She uses her unique gift to help animals and plants survive. This is a good

book to teach students that being different is not a bad thing. In fact, it could be the best thing about you!

10. Zolotow, C. (2002). Seasons a book of poems. HarperCollins Publishers Inc.

This book is broken into four sections: Winter Bits, Spring Things, Summer Thoughts, and The Feel of Fall. Each season is represented by a collection of short poems that describe different occasions, such as Halloween and birthdays, as well as everyday things or objects, like cats and onion grass. Most of the poems make a connection to the weather or the season.

**Bulletin Board**

The bulletin board I will make for this unit will be divided into four sections—one for each season. Each season will have four other sections: weather, people, plants, and animals. The board will start out with just the terms, no pictures yet. There will be several “pin-ups” lying on a table in front of the board. These “pin-ups” will be pictures of different types of weather, people in different clothes, people doing different activities, animals, and plants in different stages (buds growing, leaves falling, etc.). The “pin-ups” will be laminated and placed on the board with push pins or staples. Throughout the unit, as students learn more about people, plants, and animals in different seasons, students will be able to match the “pin-ups” to their season. The following page shows what the board would look like at the end of the unit.

**Field trip/Guest speaker**

For a field trip to go along with this unit, I would take the students to a state park. It would be great to take a class to Brown County State Park to see all the trees, especially in the fall. Before we went on the trip, I would try to schedule a DNR person to talk to the class about different animals, plants, and trees in the area. We would also schedule a visit the nature center to learn more.

This field trip would be a great tie-in to my unit because the students would be able to take what they have learned so far about the seasons see it firsthand. We would discuss different activities people can do around the park in different seasons as well as different plants and animals in the area. I would take the students on a trail or two so we could get a better look at the trees, plants, and animals.

One thing I would need to consider before going on this field trip would be the cost. Not only would we need transportation to get to the park, we would also need to pay to get into the park for a day as well as food for lunch and possibly dinner. Another consideration would be parent volunteers or other teachers that would want to go. The other adults going on the trip would have to schedule that time off and be responsible for a small group of 3-5 students.

Overall I think visiting a state park would be a lot of fun for students. Not only would it allow them to witness one of the seasons and the different plants and animals around the area, it would also provide them an opportunity to see one of Indiana's treasures. Many students in first grade have not traveled very far outside of their county and this would give them an opportunity to go someplace they have probably never been before.

**Technology and Literature**

In this unit, I will incorporate literature by reading books that deal with the four seasons aloud to the students. Some of my lessons begin with reading a book and then taking the knowledge from it and applying it to the lesson, including lessons 1 and 6. I will also have books available for students to look at while they do activities like writing stories and making plays. As far as technology, there is not much of it in my lessons. However, I used the internet to find pictures, songs, and recipes that go with my lessons. Even though they are not in my lessons, I imagine I will have computer games relating to the seasons for students to do during their independent work.

**Pre-test assessment**

Name\_\_\_\_\_ Date\_\_\_\_\_

1. What is one thing people do in the spring?

\_\_\_\_\_

2. Name an animal that hibernates. \_\_\_\_\_

3. Do trees die in the winter? \_\_\_\_\_

4. What is the temperature like in the spring? \_\_\_\_\_

5. Are all leaves the same? \_\_\_\_\_

**Post-test assessment**

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Name one activity people do in each season:

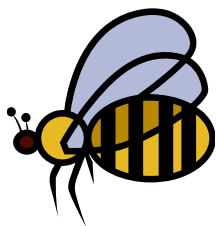
a. Spring \_\_\_\_\_

b. Summer \_\_\_\_\_

c. Fall \_\_\_\_\_

d. Winter \_\_\_\_\_

2. Circle the animals that hibernate in the winter:



3. Why do some trees lose their leaves in the fall?

\_\_\_\_\_

4. Circle the temperature that goes with summer.

80 degrees

40 degrees



## **Lesson Plans**

**Lesson 1:** How seasons affect plants

**Length:** 30-40 minutes

**Age/Grade Intended:** First grade

**Academic Standard(s):** Social Studies 1.3.6—Explain the effect of seasonal changes on plants, animals, and people.

Science 1.1.3—Recognize and demonstrate how people can learn much about plants and animals by observing them closely over a period of time. Recognize also that care must be taken to know the needs of living things and how to provide for them.

**Performance Objectives:** After reading The Tiny Seed, students will learn what it takes to care for plants by planting lima beans in paper cups with 100% accuracy.

Students will learn how plants grow by observing the lima beans they planted over a period of time getting at least 2 of the 4 questions correct on the quiz (see below).

**Assessment:** Students will keep a journal throughout the observation of the lima beans growing. Their beginning entry will talk about what they knew about plants, over time they will add entries about observations about the size, color, etc. of their lima beans, and they will end with an entry about what they have learned about plants by doing this activity.

**Advanced Preparation by Teacher:** The Tiny Seed by Eric Carle, journals for each of the students (if they do not have them already), lima beans, paper cups (labeled with students' names), soil, and water. An empty windowsill or light box will also be needed.

### **Procedure:**

**Introduction/Motivation:** Start by asking prompting questions about what students already know about plants: How would you describe the way a plant grows?

(Bloom's knowledge) Why do some plants only grow in the spring and summer? What happens to plants when the weather gets cold? Have students write their answers in their science journals along with questions they have about plants. When they are done writing in their journals, explain that the class is going to learn about plants and why they cannot grow all year long.

**Step-by-Step Plan:** Begin by reading The Tiny Seed by Eric Carle. While reading about the seed's travels, have the students infer why the seed cannot grow in places like a mountain top and the sun (Bloom's comprehension).

Once the story is read, explain to the students that as a class they are going to grow lima beans to see what it takes for them to grow, how long it takes them to sprout, and how big they get. Have students make predictions in their journals about how big they think they will get, how long it will take, and what they have to do to take care of the plants (Bloom's application). Make sure students know that the lima beans will be planted in paper cups and kept in the classroom because it will be too cold outside for them to grow otherwise.

Before actually planting the lima beans, talk to the students about how plants grow in the first place (refer to diagram below—and make sure students know that the diagram is of a green bean plant, not a lima bean, but that they are similar) (Gardner's visual-spatial). Describe how the seed has to be planted, the seed bursts open, and the stem begins to grow out of it. Also explain how in order for this to happen the seed must have water and sunlight.

Once the students have a general idea of how plants grow, distribute paper cups, lima beans, a small amount of soil and water. Instruct each student to fill up their cup

halfway with soil, drop the seed into the cup, and put more soil on top of it (Gardner's bodily-kinesthetic). Once their seeds are planted, have students put some water into the cups but warn them that they cannot put too much water in or it will drown. Next place all of the cups in a windowsill or a light box. Explain that over the next few weeks they will be checking their beans to watch them grow. Each time they observe their beans, especially after they have sprouted, have students illustrate, compare, and analyze what has happened since the week before in their science journals (Gardner's intrapersonal, Bloom's analysis). Have them measure the plants and compare their size, color, shape, etc. with each other (Gardner's logical-mathematical). Make sure students know that it will take some time for the seeds to sprout so they are not disappointed when they come to class the next day and nothing has changed.

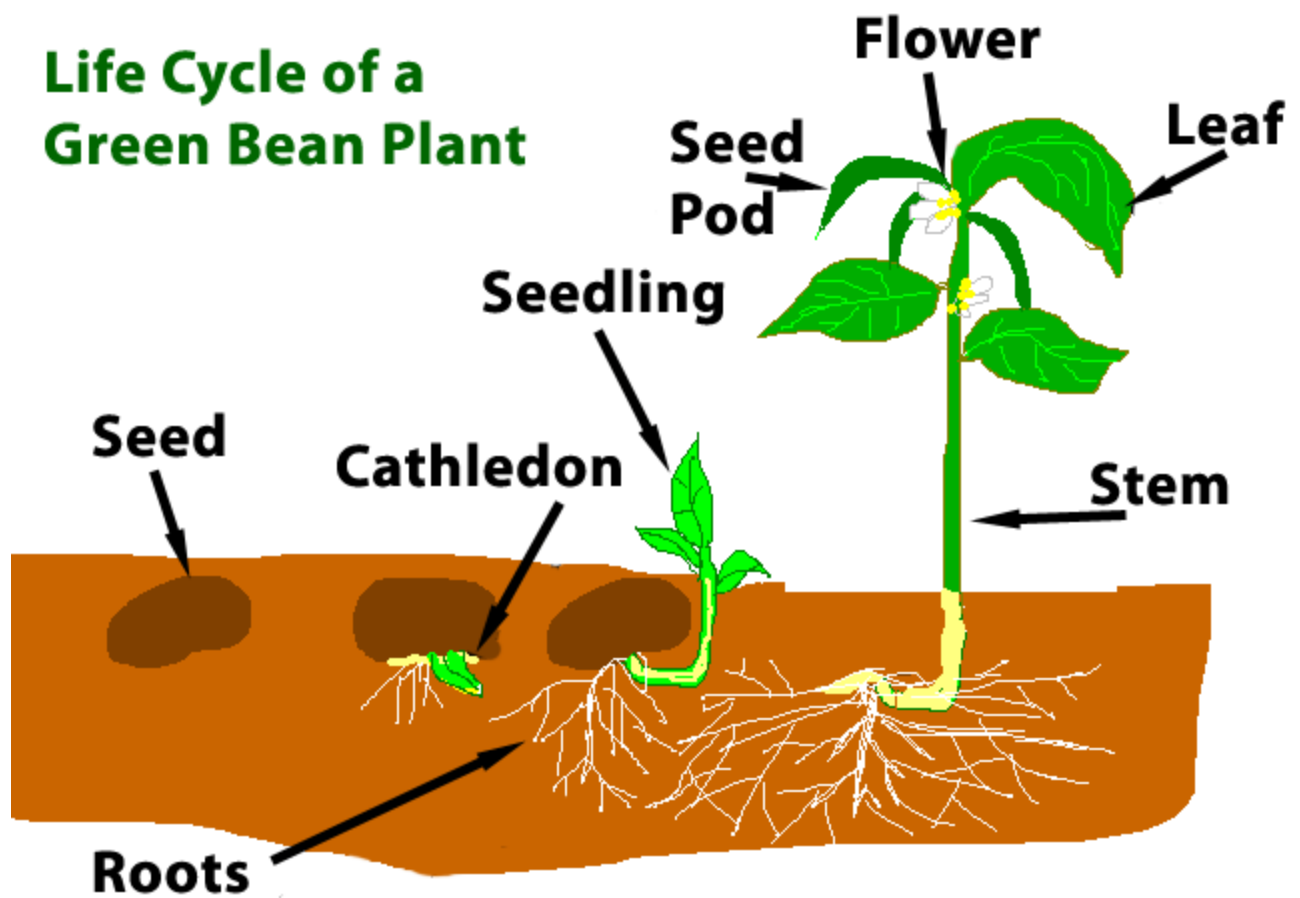
**Closure:** Now that the beans are planted, tomorrow we will start learning about plants and animals and the temperatures they need to survive.

**Adaptations/Enrichment:** For the autistic child in this class, he may need help writing down his thoughts about what plants need to grow, etc. He may need assistance with planting his bean as well.

**Self-Reflection:** Did the students understand how seeds grow? Did they have enough time to plant their beans and write in their journals? Were there other children, besides the autistic child, who struggled with this activity? Were the directions for each part clear?

**Quiz:**

1. Plants need \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ to grow. (water, space, light) 3 pts.
2. How tall did your plant get? 1 pt.



**Lesson 2:** Temperature makes a difference

**Length:** 30-40 minutes

**Age or Grade Intended:** First grade

**Academic Standard(s):** Math 1.1.10: Represent, compare, and interpret data using pictures and picture graphs.

Social Studies 1.3.6: Explain the effect of seasonal change on plants, animals, and people.

**Performance Objectives:** Using thermometers and different temperatures of water, students will compare the different temperatures of the water and record their findings getting at least 3 out of the first 4 questions correct on the worksheet (10 questions, 1 point each).

Using the data from the water temperatures, students will verbally describe how temperature changes affect plants, animals, and people scoring at least 4 points on the remainder of the worksheet.

**Assessment:** Students will record temperatures on the worksheet below and be able to verbalize how temperature changes affect living things.

**Advanced Preparation by Teacher:** Prepare three glasses of water (one hot, one room temperature, and one cold) with three thermometers. Also, print off the worksheet below.

**Procedure:**

**Intro/Motivation:** The other day we planted lima beans to start observing how plants grow and what they need to survive. Let's recall: we said they need water, sunlight, and space to grow (Bloom's knowledge). They also need the right temperature or season to grow. Which season do most plants grow? (spring, summer) There aren't many plants that grow in the winter and a big reason for that is the temperature change.

Many plants cannot survive in cold temperatures. Today we are going to see the difference between the temperature of cold water, warm water, and hot water. Then we are going to make a graph so we can see how different the temperatures of the seasons are.

**Step-by-Step Plan:** We have talked briefly about different kinds of plants and how different ones can grow and survive in different temperatures, or climates. However, with today's activity we are going to focus mostly on plants in Indiana. Today we are going to be looking at different water temperatures since we can only get one temperature from the weather outside. We are going to use thermometers to measure the temperature of three different glasses of water (Gardner's logical-mathematical). \*Show students how to write temperatures. Also tell them today's outside temperature and what the temperatures for freezing and boiling are so they have an idea of how hot or cold these water glasses are.\* While you are identifying the different temperatures, think about the different seasons and different plants and animals that are around during those seasons (Bloom's analysis).

Divide the students into three different groups—one group for each glass of water (Gardner's interpersonal). The groups will have about 3 minutes at each glass to observe and write what the temperature of the water is at each station (Gardner's linguistic). \*Make sure that the thermometers are back to neutral before the next group comes around.

After the students have recorded the temperatures of the water, have them return to their seats and finish completing the worksheet. Give them about 5-10 minutes to finish the worksheet and then, as a class, discuss their findings and what they wrote on

their papers. As a class, create a bar graph on the board to compare the different temperatures (Gardner's visual-spatial, Bloom's synthesis). Ask students to give you the numbers of the different temperatures. Once the graph is made, have the students determine the difference between the hottest temperature and the coldest temperature (subtract the lowest from the highest to get the difference). Discuss how some plants, like pine trees, can survive in any temperature but others, like most flowers, do not grow in the winter because it's too cold. Trees do not die in the winter, but their leaves cannot survive the cold. Lastly, have some of the students explain what they wrote for their answers on which plants and animals live in different temperatures and what kind of clothing people wear in different seasons.

**Closure:** Now that we have learned about different temperatures and know what they look like for each season, next we are going to talk about what kind of activities people do in different seasons.

**Adaptations/Enrichment:** For the autistic child in this class, write down the temperatures for him and help him write the answers to the other questions on the worksheet. For students who finish this worksheet early, have them write other temperatures for the different seasons or draw pictures of what plants or animals are around for different seasons.

**Self-Reflection:** Did students have enough time to look at the temperature of the water at each station? Did they have enough time to complete the worksheet? Did the student with autism struggle with all of the writing that was involved? Did they understand temperature? Do they understand that temperature determines which living organisms can survive?

## Temperature

Name \_\_\_\_\_ Date \_\_\_\_\_

What was the temperature?

Hot water



\_\_\_\_\_

Warm water



\_\_\_\_\_

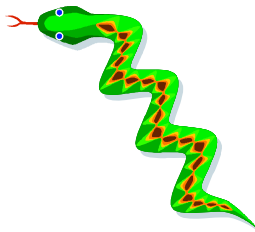
Cold water



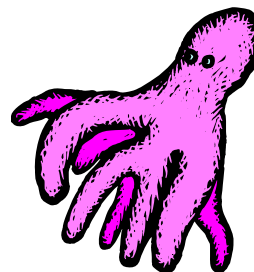
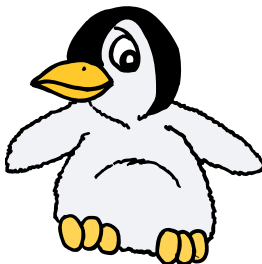
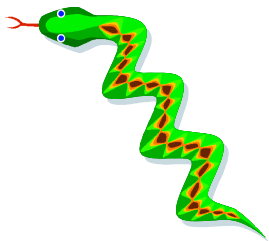
\_\_\_\_\_

Hottest temperature - Coldest temperature = \_\_\_\_\_

Which one of us lives in cold temperatures?



Which one of us lives in warm temperatures?

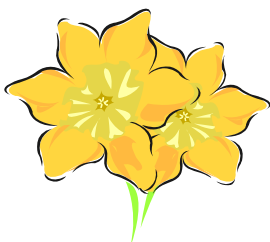
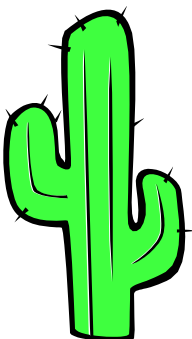




Which one of us can live in cold temperatures?



Which one of us can live in warm temperatures?



What do people wear in warm temperatures?



What do people wear in cold temperatures?



**Lesson 3:** Season Charades**Length:** 20-30 minutes**Age or Grade Intended:** First Grade

**Academic Standard(s):** P.E. 1.5.2: Demonstrate and apply an understanding of rules and directions for an active class.

P.E. 1.6.4: Express enthusiasm for participating in physical activity.

Social Studies 1.3.6: Explain the effect of seasonal change on plants, animals, and people.

**Performance Objective(s):** Students will demonstrate different seasonal activities that people do by playing Season Charades and acting out different activities correctly at least one out of two times.

Students will actively participate and follow the rules of the Season Charades game at least 15 of the 20 minutes the game is being played.

**Assessment:** (see rubric)

**Advanced Preparation by Teacher:** Make charades cards (see below) with different activities for each season. Spring: planting flowers, picking flowers, walking in the rain, mowing the lawn. Summer: playing baseball, swimming, camping, catching lightning bugs. Autumn: raking leaves, jumping in piles of leaves, picking apples, trick-or-treating. Winter: shoveling snow, snowball fights, building snowmen, baking cookies.

**Procedure:**

**Intro/Motivation:** The other day we talked about different temperatures that are associated with seasons. What is the temperature like in the summer? What is it like in the fall? How about the winter? You may recall that we made a bar graph and saw how there is a big difference in the temperature between summer and winter (Bloom's Knowledge). Today we are still going to talk about seasons, but we are going to talk

about the different activities people do in those seasons. We are going to read the book A Child's Calendar by J. Updike (Gardner's Linguistic). \*After the book is read, ask students: "Who has played charades before?" If someone says they have, ask them to explain how it works (Bloom's Comprehension). Otherwise, explain yourself that charades is a game where you act something out without using any words, only gestures.

**Step-by-Step Plan:** First we need to talk about some of the different things people do in different seasons and why. \*Start by asking: "What season are we in right now?" (Winter) "What kinds of things do people do in the winter?" Write the answers on the board under the word "winter" (Gardner's Visual-Spatial). Then ask students: "What season comes after winter?" (Spring) "What are some activities people do in spring?" Then ask about summer and fall and do the same thing. If students struggle with thinking of activities, give them a clue to spark their thoughts. For example, suggest the type of food that is eaten in that season or remind them what the weather is like. Once the list is made, have students analyze why people can only do certain things in some seasons (Bloom's Analysis). Also have them specify whether or not people can do some activities in more than one season.

Next is the game. Explain to students that they will be playing Season Charades. There are cards with different activities on them, similar to the ones they just came up with on the board. One at a time, students will get a card from the teacher and act out what is on the card (Gardner's Bodily-Kinesthetic). While they are acting, they cannot say anything—they can only use gestures. The rest of the students will have to guess what activity their classmate is acting out. If students need help figuring out what the

student is doing or if the student acting out the activity needs help, give clues, but don't tell them what to do or what the answer is.

Once everyone has had at least one turn, come back together and refer again to the chart. Have the students modify their lists to see if things should be added (Bloom's Evaluation). Make sure they realize why some things can only be done in certain seasons and why others can be done in multiple seasons or even year-round.

**Closure:** Now that we have a better idea of what people do in different seasons, next we will learn about what animals do in different seasons.

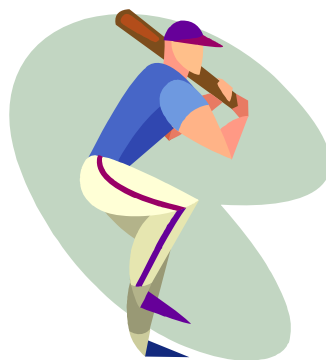
**Adaptations/Enrichment:** For the student with autism, give him one of the easier activities to act out and help him figure out how to act it out. For the more advanced students, give them activities that are harder to act out, like jumping in a pile of leaves or walking in the rain.

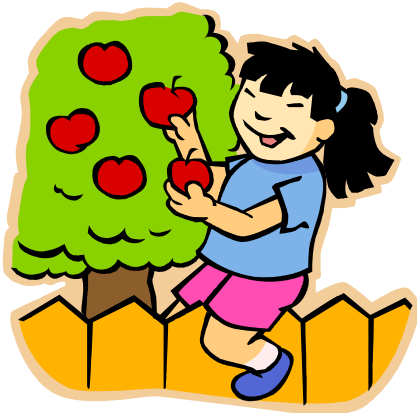
**Self-Reflection:** Were the students able to act out all of the activities on the charades cards? Did they understand why certain activities are only for certain seasons, like swimming? Were the advanced students challenged enough? Did everyone participate?

### Assessment Rubric

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Score</b>
Enthusiasm	Student did not show enthusiasm for the activity.	Student showed little enthusiasm for the activity.	Student showed enthusiasm for the activity.	Student showed great enthusiasm for the activity.	
Participation	Student did not participate in the activity or chart making	Student participated in either the activity or chart making, but not both.	Student participated in the activity and the chart making.	Student actively participated in the activity and the chart making.	
Following Rules	Student did not follow the rules of the game.	<b>X</b>	<b>X</b>	Student followed the rules of the game.	

**Charades Cards:** see below





**Lesson 4:** An animal's story

**Length:** 60 minutes

**Age or Grade Intended:** First grade

**Academic Standard(s):** Fine Arts Theater 1.6.2: Collaborate to create and present original stories.

Social studies 1.3.6: Explain the effect of seasonal change on plants, animals, and people.

**Performance Objective(s):** After being given an animal to act out, students in groups of four will create a short play about their animal describing what it does in different seasons and scoring at least 4 points on the rubric.

**Assessment:** see rubric

**Advanced Preparation by Teacher:** Choose one animal for each group of students to act out. Make sure there are a variety of animals, including ones that hibernate or go elsewhere for certain seasons (bear, birds, bees, squirrel, etc.). After animals are chosen, make some research pages for students to use when they make their stories. This will make it easier for students to find the information they need to make their stories.

**Procedure:**

**Intro/Motivation:** The other day we talked about some different activities people do in different seasons. Can you recall some things we talked about (Bloom's knowledge)? Today we are going to learn what animals do in different seasons. I'm going to start by reading *In November* by Cynthia Rylant so we can all get an idea about what a few animals do once it starts getting cold outside (Gardner's linguistic).

**Step-by-Step Plan:** \*Once the story is read, tell students that they are going to be learning about different animals and what they do in different seasons. Animals have different jobs to do in different seasons. For example, some animals hibernate in the



winter. Can anyone identify an animal that hibernates? (Bloom's knowledge) (Listen for answers like bears, squirrels, etc.) When those animals wake up after the long winter, they are hungry. Therefore, their job in the springtime is to start looking for food. Not all animals hibernate, though; some go away when it gets cold. Who remembers an animal from the story that hibernated? (Bees) Some animals like bees hibernate because their bodies can't survive in cold weather. Other animals, like bears, hibernate too. Other animals go somewhere where they can find food, like birds. Many birds eat worms and seeds and those aren't found very easily in the winter. So they migrate and fly south for the winter where it's warmer and they can find food and stay warm.

Now that we have learned about some animals and what they have to do to get ready for winter, we are going to get into groups and create short plays about certain animals and present them to the class (Bloom's synthesis, Gardner's bodily-kinesthetic).

\*Divide the class into groups of four. Give each group an animal and have each student in the group act out that animal in one of the seasons. Your group will need to describe the animal in your story, including what it eats and where it lives. Each member needs to act out what that animal would be doing in their season. For example, if I was in a group whose animal was a bear and the season I was acting out was winter, I know that bears hibernate in the winter so all I would have to do is lie down and pretend like I was sleeping! If you need help figuring out what your animals eat, where they live, or what they do in different seasons, you can look in the books on the back table or ask me and I will help you.

Follow up/discussion questions: What can you compare about different animals?  
(Bloom's analysis) How were some animals the same? What was one thing you learned today about an animal that you did not know before?

**Closure:** Now that we have learned about animals in different seasons, tomorrow we are going to learn a season song and talk about rhyming words.

**Adaptations/Enrichment:** For the autistic student in this class, give him a familiar animal to act out, like a bear. Help him organize his thoughts and what he will act out. For the gifted student, assign him an animal that may not be as familiar, such as a fox or an owl. This student will enjoy learning more about something he knows little about.

**Self-Reflection:** Did students have enough time to create their plays? Were they uncomfortable acting in front of the class? Was this too challenging for the autistic student? Was it too simple for the gifted student? Did they all learn something new today?

### Rubric

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Score</b>
Cooperation in Group	Student did not cooperate well with group members.	<b>X</b>	<b>X</b>	Student cooperated well with group members.	
Presentation	Student did not present his/her part of the play to the class.	<b>X</b>	Student presented his/her part of the play to the class.	Student presented his/her part of the play to the class with enthusiasm.	
Participation	Student did not participate in this activity.	Student participated only in the planning part of the play.	Student participated in the play.	Student actively and enthusiastically participated in the play.	

**Lesson 5:** Season songs and rhymes

**Length:** 40 minutes

**Age or Grade Intended:** First grade

**Academic Standard(s):** Music 1.9.1: Identify various uses of music in the community and examples of music used for special occasions.

E.L.A. 1.4.2: Write simple rhymes.

Social studies 1.3.6: Explain the effect of seasonal change on plants, animals, and people.

**Performance Objective(s):** By using a familiar tune, students will sing a season song with 100% participation.

After learning the season song, students will use rhyming words to create their own song or poem with at least four lines of text.

**Assessment:** Students will participate in learning the season song. Students will also use rhyming words to write at least four lines of a song or poem they have created about the seasons.

**Advanced Preparation by Teacher:** Print off lyrics to the season song and the season poem found on [www.canteach.ca/elementary/songspoems64.html](http://www.canteach.ca/elementary/songspoems64.html).

**Procedure:**

**Intro/Motivation:** Yesterday we learned about different animals and what they do in the different seasons. We have also talked about what happens with plants in different seasons and what people do in different seasons. Who can tell me what happens to plants in the winter? What is something people do in the summer? Today I have a song and a poem about the four seasons for us to learn. I think these will help you remember what order the seasons go in and what each season features, like summer is hot and winter is snowy. By memorizing this song and reciting this poem, we will have a better

understanding about the seasons themselves (Bloom’s knowledge, Gardner’s musical and linguistic).

**Step-by-Step Plan:** We are going to start by singing the song. Who knows how the song “This Old Man” goes? \*If students don’t know the song, do a brief introduction of the tune. Song lyrics:

**“Winter, Spring, Summer, Fall”**

Winter, Spring, Summer, Fall  
There are seasons, four in all.

Weather changes, sun and rain and snow,  
Leaves fall down and flowers grow.

Winter, Spring, Summer, Fall  
There are seasons, four in all.

Look outside and you will see  
Just what season it will be!

We will keep practicing this song for the next few days so we get really good at it. We may even teach it to the class next door if we get really good! Now let’s listen to the poem:

**Easy seasons by Alan Benjamin**

Spring's all buttercups  
and breezy.

Summer's hot and  
bumblebees-y.

Autumn's bright with

colored trees-y.

Winter's snowy,

sniffly, sneezy.

Can anyone specify a pattern with the song and the poem? (Answer: rhyming words) (Bloom's analysis). Each one had rhyming words. Why are rhyming words useful? (They can help us remember things).

What I want you all to do now is make your own song or poem using rhyming words (Bloom's application). First let's talk about rhyming words. Who can tell me a word that rhymes with "bee"? What about "look"? What rhymes with "snow"? When you think about what to write, you may want to start out by choosing a season you want to write about. Then think about whether you want to write about an animal in that season or what the weather is doing or something else you come up with. Your poem or song does not need to be huge, but needs to be at least four lines long. I'll write a quick example of a poem on the board. I want to write about spring:

"I hear the buzz of the bees,

And birds singing in the trees.

I see flowers all around,

But they don't make a sound!"

If you have any questions or need help with rhyming words, please let me know. If you get done with your song or poem early, you may also draw a picture to go with it (Gardner's visual-spatial). \*As students are writing, circle around the room and answer any questions they have. Once they have written their songs/poems, invite students to share their works with the class.

**Closure:** You have all done a wonderful job making your poems and songs.

Tomorrow we will read some different books about the seasons and talk about how they are similar and different.

**Adaptations/Enrichment:** The autistic student in this class may require help thinking of rhyming words that deal with the seasons. It may be easier for him to write about one of the seasons instead of all four. For the high ability student in this class, tell him that if he wants to write about all four seasons, he can do that and he can also write four lines for each season if he wants to. He may also be able to help his classmates come up with rhyming words for their songs/poems.

**Self-Reflection:** How easy or difficult was it for students to create the songs/poems using rhyming words? Did they have enough time to create their works? Did the gifted student feel like he was doing twice as much as everyone else? Did the students benefit from hearing the song and the poem?

## **Lesson 6:** Talking trees??

**Standards:** Social studies 1.3.6: Explain the effect of seasonal change on plants, animals, and people.

E.L.A. 1.3.4: Distinguish fantasy from reality.

**Objective:** After reading Hannah and the Talking Tree by Elke Weiss, students will distinguish fantasy and realistic features of the book answering at least three of the five questions (see below) correctly.

**Materials needed:** Hannah and the Talking Tree by Elke Weiss and the assessment questions (see below).

**Steps:** -Talk to students about difference between fantasy and reality. Describe fantasy as something that is highly unlikely to happen (ex: Jack and the Beanstalk) and reality is something that has happened or could happen (ex: someone planting a seed and a plant grew out of it).

-Read Hannah and the Talking Tree. Tell students to be listening for characteristics that are real and fantasy.

-Give students assessment questions to see if they understand the difference between fantasy and reality.

-Ask students why we use fantasy in stories.

**Assessment:** Orally ask students these questions to check for comprehension:

1. Trees can talk. Fantasy or reality?
2. Children can help trees and animals. Fantasy or reality?
3. Trees are alive. Fantasy or reality?
4. Children can have large ears. Fantasy or reality?
5. Animals can talk. Fantasy or reality?



## **Lesson 7:** Four seasons, one tree

**Standards:** Social studies 1.3.6: Explain the effect of seasonal change on plants, animals, and people.

Visual arts 1.6.1: Demonstrate skills of perception in production of artwork.

Visual arts 1.7.1: Identify and apply elements (line, shape, color, texture, and space) and principles (repetition and variety) in artwork. \*Not assessed.

**Objective:** Students will draw or paint pictures of a tree in each of the four seasons using paints, markers, or crayons showing distinct features of each season in three out of four pictures.

**Materials:** Large pieces of white paper, paints, markers, crayons.

**Steps:** -Read Red Sings From Treetops by J. Sidman.

-Ask students what they notice about the differences they see in each of the seasons, especially when looking at the trees. What happens to the color of the leaves? When do the colors change?

-After reading, give each student one piece of paper and tell them to divide it into four sections--one for each season—by drawing a line down the middle of the paper horizontally and vertically. Tell them they are going to draw/paint a tree in each section and represent each season by how the tree looks (ex: the fall tree will have orange/yellow/red leaves).

-Display pictures around room so students can compare them.

**Assessment:** See if students were able to represent what a tree looks like in each of the four seasons. Particularly look for differences between spring and summer.

## **Lesson 8:** Leaf rubbing

**Standards:** Social studies 1.3.6: Explain the effect of seasonal change on plants, animals, and people.

Visual arts: 1.7.4: Identify visual and tactile characteristics of a medium. Physical

Education: 1.6.2: Respond to and apply basic skill elements, given by the teacher, for learning and developing motor skills.

**Objective:** Using leaves, paper, and crayons, students will participate in a leaf rubbing activity with 100% accuracy.

**Materials:** Leaves, paper, crayons

**Steps:** -Read the book Fall Leaves, Fall! by Zoe Hall.

-Discuss how leaves all have different shapes depending on what tree they come from.

Hold up leaves and tell which trees they come from. What do students notice about similarities between the different leaves?

-Tell students that they are going to be doing leaf rubbing. In doing this, they can create a pretty picture as well as see the similarities of the leaves.

-Give instructions for how to do leaf rubbing: put leaves between two pieces of paper and rub crayons over the leaves.

-Suggest that students use different colored crayons or try to make a picture by placing the leaves a certain way between the papers. Example: use a big leaf with smaller ones around it like a flower.

-Display the pictures around the room and challenge students to find out who used the same leaves as they did.

**Assessment:** Students participated in the leaf rubbing with enthusiasm and creativity.

They were also able to understand that leaves may come from different trees but still have similarities.

**Lesson 9:** Clothing collage

**Standard:** Social studies 1.3.6: Explain the effect of seasonal change on plants, animals, and people.

**Objective:** Students will make a picture wheel collage by cutting pictures from magazines and pasting them to a circle poster board with 100% accuracy.

**Materials:** large poster board cut into a circle, magazines (age-appropriate) with pictures of people doing different seasonal activities with seasonal clothes

**Steps:**-Introduce lesson by referring to previous lessons on what people do in different seasons and how the temperature varies in different seasons. Explain that this time we're going to talk about what people wear in different temperatures.

-Discuss why we wear certain clothes in certain seasons.

-Display the wheel, divide it into four sections (one for each season), and explain that students are to find pictures of clothing that would be appropriate for each season.

-Once the students have found several pictures, have them glue the pictures under the appropriate season.

-After wheel collage is done, talk with students about how our clothing choices compare with animals and how they adapt to colder/warmer weather.

**Assessment:** Check wheel to see that the pictures the students found are in the appropriate place. For example, make sure a picture of a coat is not in the summer section.

**Lesson 10:** Cooking throughout the year

\*May want assistance from another teacher with this lesson!

**Standard:** Social studies 1.3.6: Explain the effect of seasonal change on plants, animals, and people.

**Objective:** By using different recipes, students will do cooking projects in order to illustrate how certain foods are used during different seasons with 100% accuracy.

**Materials:** Apples (sliced), peanut butter, marshmallows, plastic knives and spoons, graham crackers, wax paper, chocolate (to be melted), sprinkles (festive, Christmas), pear halves, cottage cheese, raisins, red candies (M&M's, red hots), plates, plastic cups, strawberries (sliced), blueberry yogurt, corn flakes, and cool whip.

**Steps:** -Introduce lesson by describing why certain foods, like apples and strawberries, are typically eaten around certain seasons because that is when they grow. Explain that those foods are available year round, but they are more plentiful at certain times of the year.

-Split class into four groups, one for each season.

-Tell each group to follow their recipe card (see below). Circle the room to make sure students understand the recipes.

-Come back together as a group to share the snacks and discuss other foods that are eaten for certain holidays, seasons, etc.

**Assessment:** Observation—did students follow the recipes? Did they understand why certain foods are available during certain times of the year?

**Source:** <http://www.kids-cooking-activities.com/seasonal-cooking.html>

Autumn—Apple Smiles

- Take 2 apple slices (these are the lips).
- Spread peanut butter on one side of each apple slice (this is the gums).
- On one of the apple slices, put marshmallows on the peanut butter (these are the teeth).
- Put the other apple slice on top of the teeth to make a mouth.



#### Winter—Graham Cookies

- Spread peanut butter on a graham cracker and top with another cracker to make a sandwich.
- Melt chocolate in microwave for 30 seconds.
- Dip graham crackers into the chocolate and place them on waxed paper.
- Sprinkle the crackers with sprinkles.
- Let them dry until the chocolate is cool.

#### Spring—Bunny Pears

- To make one bunny place a pear on a plate with the small end at the top (this will be its head).
- Press two raisins into the head for eyes and a red candy for a nose.
- Press almonds into the top of the head for ears.
- Put a small ball of cottage cheese for the tail on the big end of the pear.



### Summer—Patriotic Parfait

- In plastic cups, put a layer of blueberry yogurt
- Next put in some sliced strawberries.
- Sprinkle cereal on top of the strawberries.
- Top the parfait with cool whip.

**Lesson 11:** True stories

**Standard:** Social studies 1.3.6: Explain the effect of seasonal change on plants, animals, and people.

E. L. A. 1.5.1: Write brief narratives (stories) describing an experience.

**Objective:** Using information learned from previous lessons about how seasons affect people, students will write a story about themselves during a season scoring at least 6 points on the rubric.

**Materials:** pencils, paper, and books/materials about people in different seasons

**Steps:** -Review what has already been learned about people in different seasons: what people wear, what activities they do (swimming, ice skating, etc.).

-Talk about narrative stories—they are from the writer’s point of view. So, if they write about a time they went sledding in the park, they need to use sentences like “I took my favorite sled” and “I could hardly feel my toes!”

-Tell students to make sure they mention something about the season they are writing about. Even if they just say “It was really hot and sunny” they need to mention something about it.

-Share stories in an author’s circle.

**Assessment:** Rubric:



	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Score</b>
Narrative	Story was not written in first person	Story went back and forth between first person and third person.	Story started in first person, but student did not follow through with it.	Story was written in first person throughout the story.	
Details	Student did not use any details to describe their story.	Student used a couple of details to describe the story.	Student used details about the season(s) and experience(s) when writing his/her story.	Student used several good details about season(s) and experience(s) when writing his/her story.	
Participation	Student did not participate in this writing activity.	<b>X</b>	<b>X</b>	Student actively participated in this writing activity.	

**Lesson 12:** Read aloud

**Standards:** Social studies 1.3.6: Explain the effects of seasonal changes on plants, animals, and people.

E.L.A. 1.1.15: Read aloud smoothly and easily in familiar text.

E.L.A. 1.3.5: Understand what is read by responding to questions (*who, what, when, where, why, how*).

**Objective:** Students will read aloud to their peers from a favorite season book or personal writing sample with 100% participation.

After listening to their peers read a text aloud, students will orally answer questions (who, what, when, why, where, how) about the story with 100% participation.

**Materials:** Students' stories and writing samples from the lessons in the unit and trade books about seasons.

**Steps:** -Tell students that today is the last day for learning about the seasons. After all this time learning about them, ask them what they know about seasons.

-For the last lesson, students will need to choose their favorite season book or personal writing to read aloud to their peers.

-After each student reads their text aloud, ask the students about who, what, when, where, why, and how of story. Also, ask the reader why they chose to read that story.

**Assessment:** Make sure students participated both in reading their stories and responding to the questions asked.