

Grade 1	Lesson: Seasons – Part 1	Reference to English Interconnections Lesson Season Quilt pg. 48
Science Standard(s): Standard 2.3 Earth and Space Science		
Content Objective(s):	Language Objective(s):	
Students will identify the 4 seasons through physical actions in groups of 4. <i>I can identify the 4 season by acting them out in my group.</i>	Students will say their favorite season during whole group to their neighbors. <i>I can say my favorite season during whole group to my neighbors.</i>	
Essential Questions: How do we investigate the natural world at school?	Required Academic Vocabulary for Word Wall: Listen: seasons, winter, spring, summer, fall Speak: favorite, season, winter, spring, summer, fall Read: Write: Sentence Frames: The weather is _____. My favorite season is _____.	
Materials: <ul style="list-style-type: none"> • Big pictures of the spring, summer, fall, winter • Small picture cards of the 4 seasons for games • Big pictures of 4 seasonal activities • Small picture cards of 4 seasonal activities for games 	Additional Lesson Vocabulary: building a snowman, raking leaves, swimming, planting flowers, rainy, snowy, sunny, cloudy, windy	
Lesson: Seasons		Instructional Time: 35 minutes
Opening (Warm Up/Review): (5 minutes) <ul style="list-style-type: none"> • Review the weather words from the “Weather” lesson by holding up the pictures of each type of weather. T: “What is the weather?” <i>S: will respond with the type of weather.</i> T: “You are right, it is _____. What is the weather?” <ul style="list-style-type: none"> • Continue until all the types of weather have been reviewed 2 times. T: “Who can tell me when it snows? Think about it for 5 seconds. Now, turn to the person sitting next to you- your neighbor. Tell them when it snows.” <i>S: will turn to their neighbor and tell them when it snows, “I don’t know” or “cold” or “winter”</i> T: “5,4,3,2,1 eyes on me. Thank you for looking at me so quickly. Raise your hand, when does it snow?” <i>S: will raise their hand if they know when it snows and respond.</i> <ul style="list-style-type: none"> • Students should already know the seasons because they are reviewed every day during Everyday Counts Math at the beginning of class. T: “Awesome! When does it rain? Tell your neighbor in 3,2,1.” <i>S: will tell their neighbor when it rains.</i> T: “5,4,3,2,1 eyes on me. Raise your hand, when does it rain?” <i>S: will raise their hand if they know when it rains and respond.</i> Introduction to New Material: (12 minutes) T: “The weather changes according to the season. Look at these pictures on the board. Each picture represents a different season.” <ul style="list-style-type: none"> • Point at the 1st pictures, describe it and name the season. T: “This is a picture of the summer. The sun is shining. There are no clouds. The grass is green... It looks really hot! This is summer. What season is this?” <i>S: will respond with the teacher, “summer”</i> T: “Look at this picture. What is the weather like in this picture? Tell your neighbor, ‘the weather is _____’ (rainy, snowy, sunny, windy, cloudy).” <i>S: will turn to their neighbor and tell them “the weather is _____.”</i> T: “Raise your hand and tell me what the weather is like in this picture.” <i>S: will raise their hand and tell the teacher the type of weather in the picture.</i> T: “The weather is _____. What season do you think it is? Is it winter, spring, summer, or fall? Put your hands on your head like this if you think it is winter.” <i>S: will put their hands on their head if they think the picture represents winter.</i>		

- Wait for the students to put their hands on their head.

T: "Put your hands down. Put your hands on your head if you think it is spring."

S: will put their hands on their head if they think the picture represents spring.

- Wait for the students to put their hands on their head if they think it is spring.

T: "Put your hands down. Put your hands on your head if you think it is summer."

S: will put their hands on their head if they think the picture represents summer.

- Wait for the students to put their hands on their head if they think it is summer.

T: "Put your hands down. Put your hands on your head if you think it is fall."

S: will put their hands on their head if they think the picture represents fall.

- Wait for the students to put their hands on their head if they think it is fall.

T: "Good job, you showed me, that this picture is a picture of _____ (the season showed in the picture).

T: "The first picture was _____ (the picture you 1st pointed at), the second picture was _____ (the picture you pointed at 2nd). We still have 2 more pictures. Raise your hand if you know what the third picture is."

S: will raise their hands and respond.

T: "Great, you are right. We have 1 more season to decide on. We have already said, _____, _____, _____.

This last picture is the last season. Tell your neighbor what the final season is. Is it spring, summer, winter, or fall?"

S: will tell their neighbor "spring" or "summer" or "winter" or "fall"

T: "5,4,3,2,1 eye on me. The final season is _____. You guys are awesome. Raise your hand if you know what season it is right now.

S: will raise their hands and respond.

T: "You're right. Right now it is _____ (the season it is at the time of the lesson).

Guided Practice: (10 minutes)

- Charades game (four season activity cards)

Use the modeling cycle:

Teacher Does:

- Show one of the four seasonal activities pictures (e.g., building a snowman, planting flowers, swimming, raking leaves).

T: "What season is this? Think about it...this is a picture of _____. This picture must take place in spring, summer, winter or fall?"

- Point at pictures as you question students.

S: will respond.

T: "You are right, this is a picture of _____ (the season). Let's look at the next picture. When does this picture take place? Spring? Summer? Winter? Fall? Tell your neighbor what season this picture takes place in."

S: will turn to their neighbor and say, "summer" or "winter" or "fall" or "spring"

T: "Now I am going to choose a season and act it out. Raise your hand when you think you know which season I am acting out."

- Teacher will choose one of the seasonal activities and act it out until most of the students raise their hands.

T: "Which season do you think it is, spring, winter, fall or summer?"

S: will raise their hand and respond.

Teacher Does with Student:

T: "Raise your hand if you want to come up and help me."

S: will raise their hands and 1 will come up to help the teacher.

T: "Look at the 4 seasonal pictures. Choose one but don't tell anyone. Then you can act it out."

S: will act out the season.

T: "Raise your hand if you know what season they are acting out."

S: will raise their hands and guess what season the student is acting out.

T: "Were they right? Were you acting out _____? Please sit down."

- Wait for the student to sit down before you move on to the next part.

Two Students Do:

T: "Now I need two of you to come up and help me. Put your finger on your nose if you want to help."

S: will put their finger on their nose.

- Teacher will choose two students to come up to demonstrate the activity.

T: "Student #1 (use their name), you will need to pick a season (don't tell anyone), and act it out. Student #2 (use their name), you will guess."

S: *will act out the season and guess what the season is.*

T: **“Good job, switch!”**

- Let both students act out a season and guess.

All Students Practice:

- Divide the students into pairs or small groups. Give each pair/group a set of small activity cards. One student chooses a picture and acts out an activity and the other partner or group members call out the season. Have the students switch roles.

T: **“Now it is your turn! I am going to break you up into groups of 4, each of you will act out one season. No repeats!”**

- Separate the students into small groups of 4. Walk around as the students do the activity.

Independent Interactive Practice: (8 minutes)

Use the modeling cycle:

- Gather the students back together to have them draw their favorite season.

T: **“Good job with the activity. Raise your hand and tell me your favorite season. Is it spring? Is it summer? Is it fall? Is it winter?”**

- Point at the season pictures as you ask which seasons are the students’ favorites.

S: *will raise their hand and say their favorite season, “My favorite season is _____.”*

T: **“You will now need to draw your favorite season. When I call your name, go to your desk and start drawing.”**

S: *will go to their desk and draw their favorite season.*

Closing: (5 minutes)

- Bring the students back together.

T: **“Please turn to your neighbor and tell them what your favorite season is. I want you to say ‘My favorite season is _____’. Say it with me. My favorite season is _____.”**

S: *will say, “My favorite is _____” with the teacher.*

T: **“Now, turn to your neighbor and say, ‘My favorite season is _____.’”**

S: *will turn to their neighbor and say, “My favorite season is _____.”*

T: **“Now switch neighbors and say it again, ‘My favorite season is _____.’”**

S: *will turn to their neighbor and say, “My favorite season is _____.”*

T: **“Last time, tell one more person, ‘My favorite season is _____.’”**

S: *will turn to their neighbor and say, “My favorite season is _____.”*

Assessment:

Observe if the students can accurately say the terms for the seasons during the guided practice.

Extra Ideas:

Picture activity cards for the four seasons.



