## Lesson: Seasons – Part 1

### Science Standard(s): Standard 2.3 Earth and Space Science

**Content Objective(s):**
Students will identify the 4 seasons through physical actions in groups of 4.

* I can identify the 4 season by acting them out in my group.

**Language Objective(s):**
Students will say their favorite season during whole group to their neighbors.

* I can say my favorite season during whole group to my neighbors.

### 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 __________.

### Additional Lesson Vocabulary:
- building a snowman, raking leaves, swimming, planting flowers, rainy, snowy, sunny, cloudy, windy

### Materials:
- 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

### Lesson: Seasons

**Opening (Warm Up/Review): (5 minutes)**
- Review the weather words from the “Weather” lesson by holding up the pictures of each type of weather.

**T:** “What is the weather?”
**S:** will respond with the type of weather.

**T:** “You are right, it is ______. What is the weather?”
- 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.”

**S:** will turn to their neighbor and tell them when it snows, “I don’t know” or “cold” or “winter”

**T:** “5,4,3,2,1 eyes on me. Thank you for looking at me so quickly. Raise your hand, when does it snow?”

**S:** will raise their hand if they know when it snows and respond.

- 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.”

**S:** will tell their neighbor when it rains.

**T:** “5,4,3,2,1 eyes on me. Raise your hand, when does it rain?”

**S:** will raise their hand if they know when it rains and respond.

### 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.”

- 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?”

**S:** will respond with the teacher, “summer”

**T:** “Look at this picture. What is the weather like in this picture? Tell your neighbor, ‘the weather is ______’ (rainy, snowy, sunny, windy, cloudy).”

**S:** will turn to their neighbor and tell them “the weather is ______.”

**T:** “Raise your hand and tell me what the weather is like in this picture.”

**S:** will raise their hand and tell the teacher the type of weather in the picture.

**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.”

**S:** will put their hands on their head if they think the picture represents winter.
Teacher will choose two students to come up to demonstrate the activity.

Teacher Does:

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.

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.

- 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.