

**Science Standard 2**

**Objective 3**

**Indicator 1**

**Content Objective(s):**

1. Identify characteristics of the seasons of the year.

**Language Objective(s):**

1. Students can say the names of the seasons when observing another student doing an action from that season.

**Essential Questions:**

How do we investigate the natural world at school?

**Academic Vocabulary:**

季节, 春天, 夏天, 秋天, 冬天

**Materials:**

- Big pictures of the four seasons (i.e., spring, summer, winter, fall) for TPR instruction.
- Small picture cards of the four seasons for games.
- Big pictures of four seasonal activities (i.e., building snowman, picking apples, planting flowers) for TPR.
- Small picture cards of four seasonal activities for games.

**Language References and Word Wall:**

四季, 春天, 夏天, 秋天, 冬天, 做学人, 摘苹果, 游泳, 种花

**Sentence Frames:**

这是什么季节?  
下一个是什么季节?

**Lesson:**

**Instructional time:**  
**About 45 minutes**

**Opening (Warm Up/Review): (5-10 minutes)**

Using pictures, review the weather words from the “Weather” lesson. Ask the students, “When does it snow?” or “When does it rain.”

**Introduction to New Material: (10-15 minutes)**

- Use pictures (big season pictures), TPR, and oral drill (yes/no, either/or and WH questions) to teach the names of the four seasons (i.e., winter, spring, summer, fall, four seasons).
- Ask the students what season it currently is and what season comes next.

**Guided Practice: Charades game (four season activity cards)**

**Use the modeling cycle: (15-20 minutes)**

**Teacher Does:** Show one of the four seasonal activities pictures (e.g., building a snowman, planting flowers, swimming, picking apples) and ask, “What season.” Repeat with each of the pictures. Next act out an activity in one of the pictures, (e.g. swimming) and ask, “What season?”

**Teacher Does with Student:** Call a student up and show them an activity picture (don’t show the picture to the class) and have them act it out. Have them ask the students, “What season?”

**Two Students Do:** Have two new students come up. One student looks at a picture (don’t show the class) and acts out the activity and asks, “What season?” The other student guesses the season.

**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.

**Independent Interactive Practice: (10 minutes)**

**Use the modeling cycle:**

Have the students draw their favorite season. Next have them tell their partner or their group about their picture. Encourage them to describe their picture if they can.

**Closing: (2-5 minutes)**

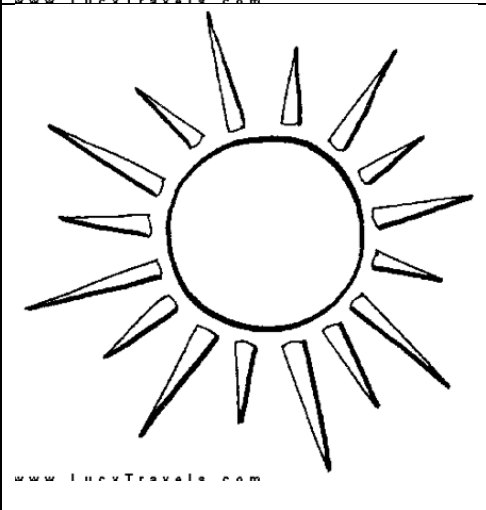
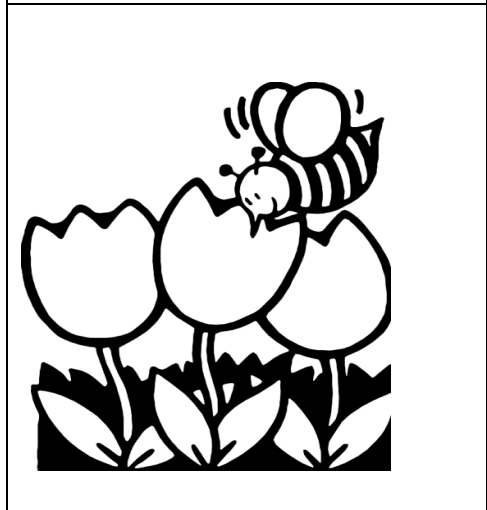
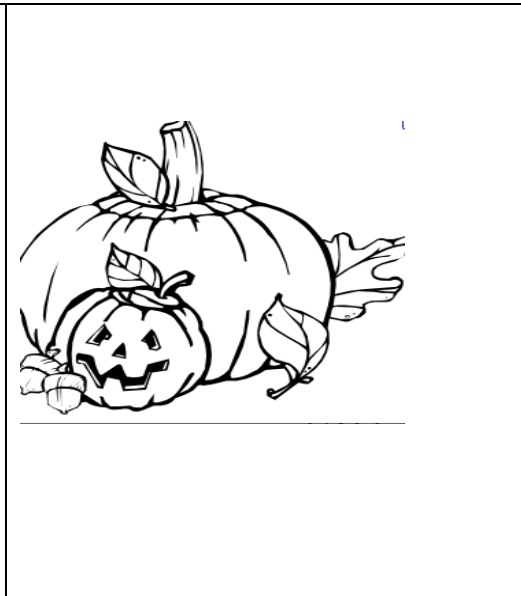
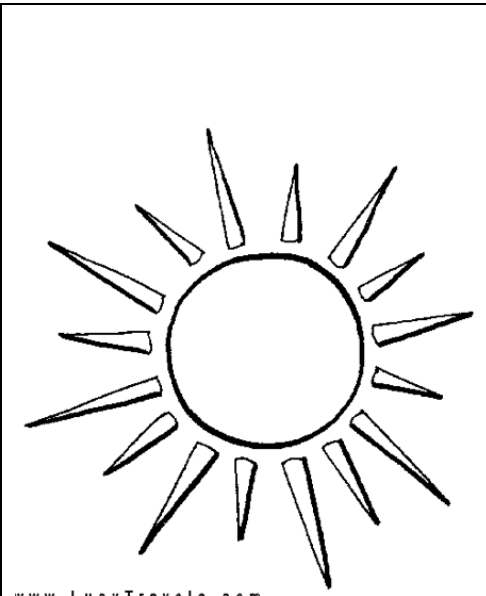
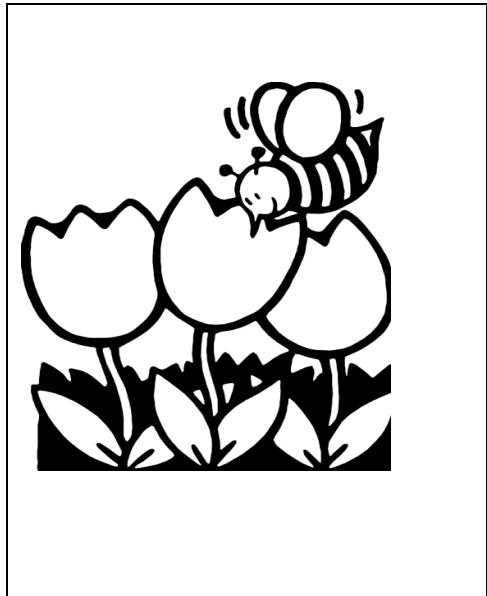
- Ask a few students to come to the front and describe and show the class their pictures.
- Ask the students what season it is during the class calendar time and ask what season comes next. Have the students name the four seasons in order.

**Assessment:**

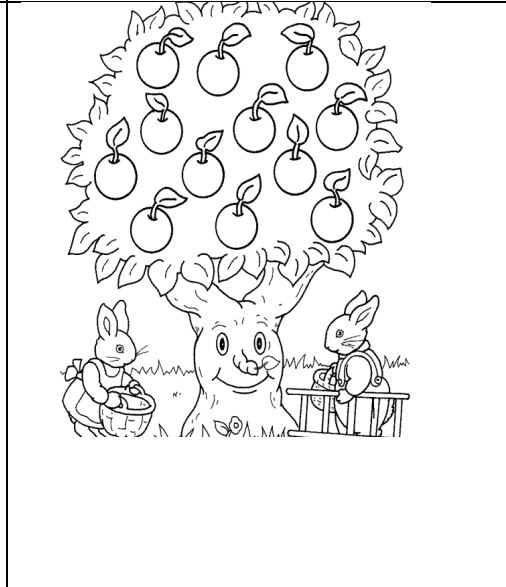
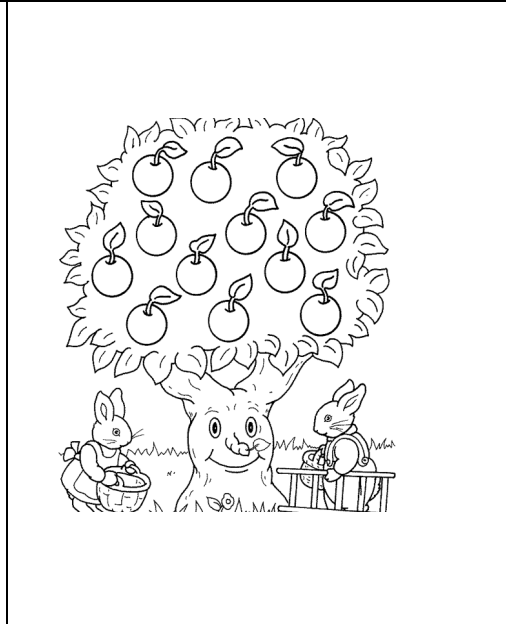
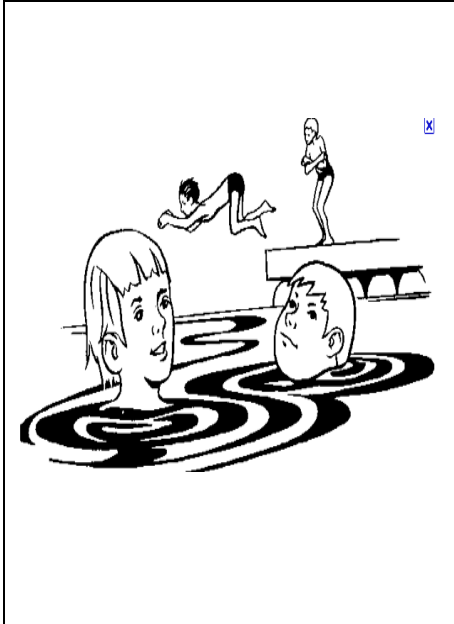
Observe if the students can accurately say the terms for the seasons during the guided practice.



Picture activity cards for the four seasons.









**Science Standard 2**  
**Objective 3**  
**Indicator 1**

**Content Objective(s):**

**Language Objective(s):**

1. Identify characteristics of the seasons of the year.

1. Students can say the appropriate season term when shown a seasonal picture or action.
2. Students will recognize  
\* season, winter, spring, summer, fall  
\*My favorite season is \_\_\_\_."
3. Students will write  
\* winter, spring, summer, fall

**Essential Questions:**

How do we investigate the natural world at school?

**Academic Vocabulary:**

季节, 春天, 夏天, 秋天, 冬天, 最喜欢

**Materials:**

- Optional: "Four Seasons" PowerPoint (see Immersion website)
- Optional: Step by Step book, "Spring Rain." Water, Phase 1, Story 1.
- Big pictures of the four seasons (winter, spring, summer, fall)
- Small activity cards of the four seasons.
- blank index cards for students to write words/characters on.

**Language References and Word Wall:**

季节, 春天, 夏天, 秋天, 冬天,

**Sentence Frames:**

我最喜欢的季节是:

**Lesson:**

**Instructional time:**

**About 45 minutes**

**Opening (Warm Up/Review): (5-15 minutes)**

- Show the "Four Seasons" PowerPoint and talk about the pictures  
-or-
- Read the Step by Step book, "Spring Rain." Point to the words when reading. Ask simple questions about the book (Yes/No, Either/Or, "Wh" etc.). If time permits have the students partner-read the book.  
-or-
- Review the seasonal pictures from the day before.

**Introduction to New Material: (5-15 minutes)**

Teach the words/characters for winter, spring, summer, and fall. Show the students the words/characters, model how to write them, and let the children practice. Give each student 6 index cards and have them write a word/character on each card. They must write each season at least once (some will be written twice because there are 6 cards).

**Guided Practice: Group card game (use season picture cards and word/character index cards)**

**Use the modeling cycle: (15 minutes)**

**(Teacher does):** Teacher places the small season picture cards in a pile on the table or floor, turns the top card over and calls out the season. Next she/he looks at her 6 word/character index cards and places the correct word/character card/s for that season over the picture card. Repeat with the other picture cards until the index cards are gone.

**(Teacher Does with two other Students):** Choose two students to come up front. Ask them to bring up their six character cards. The teacher again turns over a "four season" picture card and says the name of the season and the students both put down their correct word/character card/s on top of the four season picture card. Next a student draws a four season card, calls out the season and the teacher and other student place the correct word/ character card/s on top. The teacher should model the social language needed for this game such as, "Your turn." "Put down your card." "Turn over the card."

**(Three Students Do):** Choose three students to come up front. One student will show the four season picture and call out the word, and the other students will put down the correct word/character card/s. Next, another student will turn over a four season card and say the name of the season and the other students will put down the correct word/character card/s. Continue until the students run out of cards.

**(All Students Practice):** Divide students up into pairs or small groups. Ask the students to bring their 6 word/character cards and give each group a set of season picture cards. Have the students take turns turning over the cards and saying the name of the season and the other students will put down the correct word/character card/s. The student who runs out of character cards first wins.

- You may want to make this game more interesting by only allowing the fastest student to leave his word/character card on the pile. The other students must keep their cards.

**Independent Interactive Practice:**

**Use the modeling cycle: (10 minutes)**

Teachers should use the modeling cycle (teacher demonstrates, student/s demonstrate, whole class does together) to model this activity.

- Have the students take out the pictures that they drew during part 1 of the Seasons lesson.
- Have the students write at the bottom of their picture, "My favorite season is \_\_\_\_\_." They should fill in the blank on the sentence according to the picture that they drew. (Teachers may want to print down the sentence, "My favorite season is \_\_\_\_\_" on a separate paper and have the students cut and paste it on their picture, filling in the correct season in the blank.)
- Next have each student show their picture to their partner or group and tell about their favorite season. Encourage the students to tell why this is their favorite season.

**Closing: ( 2 minutes)**

- Have a few students come up in front of the class to read and share their pictures. Ask students who can answer, "Why" this is their favorite season. Save the pictures to be used again.

**Assessment:**

Observe whether or not each student can correctly write the name of the season in their sentence for their picture.



# Lesson: Seasons, Part 3

**Science Standard 2**  
**Objective 3**  
**Indicator 1**

**Content Objective(s):**

- Identify characteristics of the seasons of the year.

**Language Objective(s):**

- Students can say the appropriate season term when shown a picture or action.
- Students will recognize
  - \* season, winter, spring, summer, fall
  - \*"My favorite season is \_\_\_\_\_.

**Essential Questions:**

How do we investigate the natural world at school?

**Academic Vocabulary:**

Seasons, winter, spring, summer, fall, favorite

**Math Extension vocabulary:** more, less, add, subtract, together

**Materials:**

- word/character index cards
- Writing journals (or paper)

**Language References and Word Wall:**

季节, 春天, 夏天, 秋天, 冬天, 最喜欢

**Sentence Frames:**

有几个人最喜欢 \_\_\_\_\_ (季节) ?

**Lesson:**

**Instructional time:**

**About 45 minutes**

**Opening (Warm Up/Review): (5-10 minutes)**

- Review the characters for the four seasons by flashing the character cards to the students.  
-and/or-
- Review the "Four Seasons" PowerPoint.

**Introduction to New Material: (15 minutes)**

- Put the characters for the four seasons in each of the four corners of the room or up on the walls.
- Have the children take out their pictures of their favorite season done in the last lesson. Next tell the students that they should go to the area in the room that is labeled with the character of their favorite season.
- Go to each group and ask the students why that season is their favorite. Get various answers.
- Next put the characters for each season on the board or on the carpet, and have the students in each group put their pictures under the appropriate character.
- Count up the number of pictures under each category. Determine which season the students like the best and which season the students like the least.
- Have students draw a picture of the graph.

**Guided Practice:**

**Use the modeling cycle: (15 minutes)**

**(Teacher does):** Teacher talks out loud, "How many people like "winter" the most?" or "How many people say "winter" is their favorite?" The teacher then counts the pictures and answers the questions modeling the language.

**(Teacher Does with Student):** Choose a student to come up front. The teacher asks the students, "How many people like "Summer" the most? The student counts the pictures and answers the question.

**(Two Students Do):** Choose two students to come up front. One student will ask the other student, "How many people like "Spring" the most. The other student will answer. Then have the students switch roles until they have asked about all four seasons.

**(All Students Practice):** Divide students up into pairs. Have one student ask the question and the other answer. Then have the students switch roles.

**Optional math extension:** If appropriate, have students add categories together (e.g, warm seasons vs. cold seasons) and talk about "more and "less" (How many more student like summer than winter?).

**Independent Interactive Practice: Pattern Writing**

**Use the modeling cycle: (10-15 minutes)**

- As a class write about the season graph. Ask the class, "How many students like (a season)?" and then write the answer on the board or chart. Continue asking questions and writing answers For example:

13 students like Summer.

7 students like Spring.

3 students like winter.

5 students like Fall.

(Add or change the pattern writing as appropriate for the students. You may want to introduce or review the words/characters for “like” or “students”.

- If time permits, have the students copy the pattern writing about the graph in their journal and have each student read their journal entry to a partner.

**Closing: (2 minutes)**

- Have a few students or groups of students come up in front of the class to read the pattern writing.
- Review suggestions: Each time the calendar is done in the classroom, the seasons should be reviewed.

**Assessment:**

- Observe whether the students can ask and answer questions about the graph.
- Observe whether or not each student can correctly read the pattern writing.

**Science Standard 2**

**Objective 3**

**Indicator 1**

**Content Objective(s):**

3. Identify characteristics of the seasons of the year.

**Language Objective(s):**

1. Students can describe their "Seasons" picture for the quilt using the 5 senses.
2. Students will recognize  
\*Season, winter, spring, summer, fall or other appropriate words (e.g, hot, cold, sun, snow, etc.)
3. Students will write  
\*Season, winter, spring, summer, fall or other appropriate words (e.g., hot, cold, sun, snow, etc.)

**Essential Questions:**

How do we investigate the natural world at school?

**Academic Vocabulary:**

季节, 春天, 夏天, 秋天, 冬天,

**Materials:**

- One per class:  
-Four 24" x 24" butcher paper squares, one in green, yellow, blue, and orange  
- One per student: 8" x 8" square of white construction paper  
-crayons  
-glue

**Language References and Word Wall:**

季节, 春天, 夏天, 秋天, 冬天, 五种感官, 看, 听, 触摸, 尝, 闻

**Sentence Frames:**

写下在 \_\_\_\_\_ (季节) 里看 / 听 / 触摸 / 尝 / 闻的东西。

**Lesson:**

**Instructional time:**  
**About 45 minutes**

**Opening (Warm Up/Review): (5-10 minutes)**

- Review the characters for the four seasons by flashing the character cards to the students.
- As a class reread the pattern writing done from the day before.

**Introduction to New Material: (5-10 minutes)**

- Tell the students that they are going to make a paper seasons quilt (show them an example of a real quilt if possible).
- Divide the class into four different seasonal groups (Summer, Spring, Winter, Fall). Divide the students into groups of 4-8 students (if you have more than four students in each group, you can fill in more of the squares on the paper quilt).

**Guided Practice:**

**Use the modeling cycle: (15 minutes)**

- Give each student an 8" x 8" piece of white construction paper and have each child draw something he/she can see, hear, taste, smell, or touch about that season. Have each student color their paper to make it as nice as possible because it will be a square on the chart. After the students have finished drawing, they should tell their group about their picture.
- Next, give the group the center square of white paper and have each of the students write some words/characters (in different colors if they wish) describing their picture in the square. The students could write the word/characters for the seasons 春天, 夏天, 秋天, 冬天 or for colors, temperatures, or weather 热, 冷, 雪, 雨, 花, 树, 红, 蓝 etc. The teacher could also write word/characters up on the board for students to copy, or print a variety of words/characters on papers and have the students choose to cut out and paste the characters describing their pictures in the square.
- Glue each of the five squares (four pictures and the square with the characters) onto the colored butcher paper square that matches the season: blue for winter, green for spring, yellow for summer, and orange for fall.

**Independent Interactive Practice:**

**Use the modeling cycle: (10-15 minutes)**

- Have each group present their Season Block to the class. Each student should talk about their pictures to the class.
- Next, glue each 24" square onto the black paper leaving a 3" border around each block.

**Example:**

Season Block			4 blocks put together						
Picture		Picture	Picture		Picture		Picture		Picture
	Characters			Characters			Characters		
Picture		Picture	Picture		Picture		Picture		Picture
Picture		Picture	Picture		Picture		Picture		Picture
	Characters			Characters			Characters		
Picture		Picture	Picture		Picture		Picture		Picture

**Closing: (2 minutes)**

Hang the "Seasons Quilt" on the classroom wall and review for the students the various pictures and characters.

**Assessment:**

The students can be observed as they share their pictures to see if they can accurately communicate how they use their senses in each season.