



EXPLORING Seasons



TEACHER TOOLKIT



Seasons

TEACHER TOOLKIT

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Getting the Most out of the SEASONS Teacher Toolkit

Welcome to the World of Words! The SEASONS Teacher Toolkit was developed to facilitate children's natural instincts to learn about the world around them while building vocabulary and developing language, comprehension, and self-learning skills.

The Teacher Toolkit contains engaging lessons and activities that easily integrate into your classroom day.

How do the lessons work?

Each lesson is divided into a three-part conversation between you and your class. The Teacher Toolkit provides conversation prompts for you to follow through each section of the lesson.



PART 1: Talk Together

Talk Together:

The conversations during this time are designed to introduce and review concepts and vocabulary, pique children's interest in learning new information, and introduce the shared book.



PART 2: Read Together

Read Together:

The conversations during this time are focused around the shared reading book.



PART 3: Reflect Together

Reflect Together:

The conversations during this time are designed to reflect on what was read, develop background knowledge, and build understanding of the Big Ideas.

Getting the Most out of the SEASONS Teacher Toolkit

Where can I find the Big Ideas, Learning Outcomes, and Vocabulary Words?

The At a Glance section is the foundation for the lessons in the unit. It starts by identifying the BIG IDEAS of science that children will be developing an understanding of during the unit. These cross-cutting themes of science focus on learning about life science, biology, physical science, and earth science. This learning builds the background knowledge and foundation for children's future learning.

Following the BIG IDEAS are the LEARNING OUTCOMES for the unit. These are specific concepts related to the topic that children will learn during the unit. The LEARNING OUTCOMES come from the BIG IDEAS.

The last part of the At a Glance section is the VOCABULARY section. The vocabulary words include words that are specific to the LEARNING OUTCOMES, as well as words that develop children's understanding of the BIG IDEAS. The vocabulary words have picture cards are featured with cameras.

What is the Curriculum Notes section on each lesson for?

The Curriculum Notes section holds additional information to guide and enrich lessons. These sections highlight the relevant book and picture cards for each lesson. There are also teaching strategies and tips included to further support implementation.

Exploring SEASONS ANIMALS Teacher Toolkit

- Teacher Guide with lessons, hands-on activities, and family engagement activities
- A set of Picture Cards with definitions and teacher talk prompts on the back
- A learning poster featuring the Learning Outcomes for the unit
- 5 Books about SEASONS
- Extension activities for the classroom
- A note and activity for families

What books come with the SEASONS Teacher Toolkit?

A title list of the five books that come in the Teacher Toolkit is provided with the materials. The list identifies the type of text structure for each book as predictable (PB), narrative informational (NB), or informational (IB). Each lesson also has extension activities that teachers can incorporate throughout the unit and information and activities that can be sent to families.



Predictable

A predictable book repeats words, phrases, rhymes, or patterns that help children guess what will happen or be said next in the story.



Narrative Informational

A narrative informational book teaches real facts and information while also telling a story.



Informational

An informational book teaches children real facts and information about a topic.

Getting the Most out of the SEASONS Teacher Toolkit

How do I use the Picture Cards?

Picture cards are used during every lesson. They are used to teach new information, as discussion prompts, and for activities. Using picture cards is an excellent Dual Language Learner strategy that builds the connections between verbal and visual skills.

The picture card words are selected from the vocabulary words for the unit. To identify which vocabulary words have picture cards, look for the camera icon beside the word.

The following information is given on the back of each picture card:

- The word and pronunciation guide in English and Spanish (Spanish words are in red)
- A child-friendly definition
- *Talking About* discussion prompts



How do I use the Learning Outcomes Poster?

The Learning Outcomes Poster should be displayed in the area where the children gather for lessons. During the unit, the poster is used for different lessons. The poster serves as an important visual cue for children to remember the science concepts that they are learning.

How long does it take to complete all of the lessons in the Teacher Toolkit?

The lessons in the unit are designed to be completed over a 2-3 week period. During this time, the children are engaged in whole group lessons led by the teacher. These lessons build background knowledge and vocabulary while teaching the unit's Learning Outcomes and Big Ideas.

During the unit and in the weeks following, we encourage teachers to engage children in the suggested independent and small group Discover More! Extension Activities. These activities promote children's development of self-learning skills as they apply and extend what they learned during the lessons.



Getting the Most out of the SEASONS Teacher Toolkit

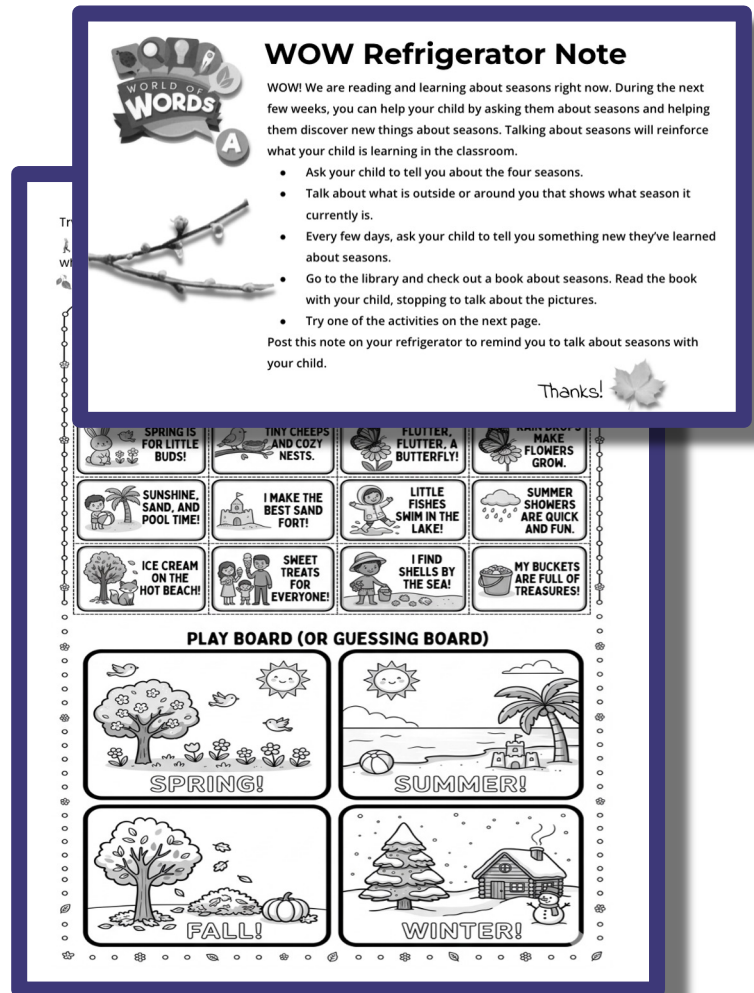
How much time do I need to schedule for a lesson?

Each lesson takes about 12-15 minutes.

Are there take-home activities?

The Teacher Toolkit has two Family Engagement components. There is a Family WOW Refrigerator Note that tells families what topic their child will be reading about, provides the learning outcomes for the unit, and gives suggestions for ways they can support their child's learning.

There is also a family extension activity sheet that should be sent home at the end of the unit. These activities are for families to do together as a learning extension. During the activities, your children will share and celebrate what they have learned about the topic with their families. The refrigerator note and family extension activities are available in English and Spanish.



What other resources do I need?

Your Teacher Toolkit includes all of the essential instructional tools for successful lessons. Some additional resources that can enhance instruction include:

- **Books:** Make a resource library of books about SEASONS by gathering any books that you have in your classroom library and/or checking out additional books from the library. Use these books throughout the day to read aloud and for independent reading.
- **Videos:** Find websites and videos about SEASONS. PBS LearningMedia has a great video for children called About the Seasons in their Everyday Learning Collection.
- **Music:** Put together a collection of songs and poems about SEASONS. Singing a song or saying a poem about SEASONS is a great way to start a lesson. Consider showing the children in your class *The Seasons Song* on Supersimple.com to start one lesson.
- **Art:** Print pictures from the Internet or cut out pictures from old magazines relating to different SEASONS. Have these pictures available for children to use at different centers. Education.com also has many activities that you can print and cut out for preschoolers.

SEASONS Teacher Toolkit AT A GLANCE



BIG IDEAS

The overarching science concepts children will learn:

- SEASONS influence the behavior of living things.
- SEASONS have predictable patterns.



LEARNING OUTCOMES

In these lessons, children will learn that:

- Fall, winter, spring, and summer are the four SEASONS of the year.
- SEASONS have different types of weather.
- The types of clothes people wear change with the SEASONS.

ABC

In the lessons, children will build vocabulary for:

(Vocabulary words with a camera icon have a picture card)

Words that relate to
SEASONS:

spring 
rain 
summer 
sun 
winter 
snow 
equator 
revolve 
fall 
leaves 

Words that help us
talk about SEASONS:

Earth
hibernation
migration
weather
year
rainy season
dry season
Autumn

Challenge Words:

at the beach 
birds migrating 
budding tree 
shoveling snow 



Getting the Most out of the SEASONS Teacher Toolkit

Lesson Planner

Lesson 1

Week 1

Predictable



Skip through the Seasons
by Stella Blackstone

Key Vocabulary:
spring, rain

Lesson 2

Week 1

Narrative Informational



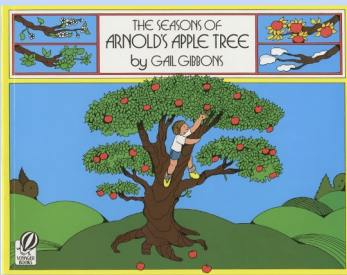
Hello, Fall!
by Deborah Diesen

Key Vocabulary:
fall, leaves

Lesson 3

Week 2

Narrative Informational



The Seasons of Arnold's Apple Tree
by Gail Gibbons

Key Vocabulary:
summer, sun

Lesson 4

Week 2

Narrative Informational



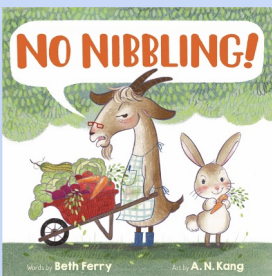
Goodbye Autumn, Hello Winter
by Kenard Pak

Key Vocabulary:
winter, snow, challenge cards

Lesson 5

Week 2/3

Narrative Informational



No Nibbling
by Beth Ferry

Key Vocabulary:
equator, revolve, challenge cards, all SEASONS vocabulary

Lesson 6

Week 3



Select three favorite SEASONS books to reread this week with the children.

Revisit all SEASONS vocabulary as you relate vocabulary to Big Ideas.

SHARED READING:



PICTURE CARDS:

- spring, rain

CURRICULUM NOTES

Read together

Children benefit from hearing new words in a variety of natural settings and in different ways. To support your DLL children, provide them with physical access to the text. Invite students to come up and interact with texts when responding to questions.



Talk Together

Start today's lesson by saying: *Today we'll begin learning about SEASONS. There are four SEASONS: spring, summer, fall, and winter.*

Point to the picture card of the **SPRING**. *Today we'll focus on a SEASON of the year. This SEASON is spring. Spring is the time of year when it begins to get warmer. Trees begin to grow their leaves and plants start to flower during this SEASON.*

Point to the picture card of the **RAIN**. *You also might notice more rain in the spring. Do you like to play in the rain in spring?*

Introduce today's book by saying: *Today's book skips us through the four SEASONS of the year. There are hidden pictures that we need to find on each page, relating to our different SEASONS. Let's see if we can find them!*

Read Together

Read together the predictable book: ***Skip Through the Seasons***. Try not to stop too often during the initial reading, since the predictable book has a cadence that will help children learn words. Encourage the children to join in on the repeating phrases, "...come along with me!" and "...what can you see?"

Reflect Together

Reread together ***Skip Through the Seasons*** and discuss differences between spring and winter. Have the children look for pictures that relate to the different SEASONS.

Say: *Do our SEASONS match the SEASONS in the book? What do you like to do during the spring?*



SHARED READING:



PICTURE CARDS:

- spring, rain, fall, leaves

CURRICULUM NOTES

Think time

Pause for at least three extra seconds between asking a question and receiving student responses. This provides ample time for children to consider their response and is especially helpful for DLLs.

Reflect together

Why do it this way? Comparing and contrasting provides children with opportunities to discuss features of different seasons. Encourage children to make direct comparisons by discussing characteristics of each season.

Talk Together

Start today's lesson by saying: *Today, we're going to learn more about SEASONS. Let's see what you remember from what we've explored so far. What are the four main SEASONS? Let's say them together.*

[Cue children; "Spring, summer, fall, and winter"]

Point to the picture card of the **FALL** and **LEAVES**. *This SEASON is fall when leaves on the trees turn bright orange and yellow. In the fall, people harvest their crops, gathering the food that grew during the summer. Also, in the fall, animals start preparing for the colder months. Some animals migrate, which is going to another area to meet their needs. Some animals prepare to hibernate, which is sleeping during the cold winter. Also, another word for fall is autumn.*

Introduce today's book by saying: *Today's book is about fall. Let's look at all the changes that happen during this SEASON.*

Read Together

Read together the narrative informational book: **Hello, Fall!** Have the children discuss changes during different seasons. After reading the book talk about what the children learned about the seasons from the story.

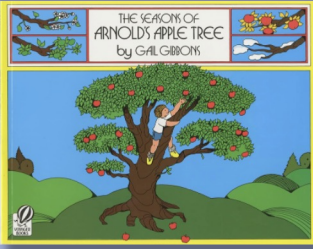
Reflect Together

Say: *Let's talk about what happened in the book during the fall.*

Reread the book: **Hello, Fall!** Have the children recall some of the things they've learned about seasons.



SHARED READING:



PICTURE CARDS:

- spring, rain, fall, leaves, summer, sun

CURRICULUM NOTES

Talk together

During class interactions, frequently use the key words highlighted in the lesson such as **spring**, **rain**, **summer**, and **sun**. Children benefit from hearing new words in a variety of natural settings and in different ways.



Talk Together

Start today's lesson by saying: *We're learning all about SEASONS. We have talked about spring and summer. Today we will focus on winter, the coldest time of the year. Can you name the four SEASONS?*

Point to the picture card of the **SUMMER** and **SUN**. *This SEASON is called summer. Summer comes after spring. Many of us look forward to summer because the sun is out the most in this SEASON. We can do lots of different activities, like swimming and hiking. This is a time when it's great to play outside.*

Introduce today's book by saying: *Our book today is about a boy with an apple tree. Let's watch to see how the apple tree changes through the SEASONS.*

Read Together

Read together the narrative informational book: **The Seasons of Arnold's Apple Tree**. As you read, point to the pictures and stop and ask questions: *What SEASON is good for planting?* [Spring] *What SEASON is good for swimming?* [Summer] *What SEASON is best for pumpkin picking?* [Fall] *What SEASON is best for sledding?* (Winter)

Reflect Together

Make comparisons and contrasts. Show the picture cards and ask:

How are spring and summer alike?

[They are both SEASONS. They are both warmer SEASONS when plants grow.]

How are winter and summer different?

[Winter is colder, and summer is warmer.]

How are fall and spring alike?

[They are both SEASONS that have mild temperatures.]

Continue to compare and contrast the SEASONS as time allows.



SHARED READING:



PICTURE CARDS:

- winter, snow, all picture cards used in prior lessons, and challenge cards

CURRICULUM NOTES

Reflect together

Why do it this way? The purpose of this activity is to encourage children to participate in discussion and work on categorization. The important part is not that the child correctly notes if it does or does not belong in the category but how the child explains why it does or does not belong. Support children in sharing their rationale or justification for their response.

Talk Together

Show the picture cards from prior lessons and say: *We've been learning about different SEASONS. Tell me what you remember about SEASONS.*

Make sure all the key concepts listed on pg. 7 are covered.

Say: *Describe the different activities you do during the SEASONS.*

Point to the picture card of the **WINTER** and **SNOW**. *This is winter, which is another SEASON of the year. Winter comes right after fall, and the weather starts getting colder. When it is cold enough and the conditions are right, snow can fall during the winter SEASON. What do you like to do when it snows?*

Introduce today's book by saying: *In the book you'll hear about different SEASONS. Let's explore!*

Read Together

Read together the narrative informational book: **Goodbye Autumn, Hello Winter**. Have the children discuss changes during different seasons. After reading the book talk about what the children learned about the seasons from the story.

Reflect Together

Time for a challenge: Mix and display all the picture cards (including the challenge cards) and say: *Let's play a game. I'm going to hold up a picture, and you will need to tell me whether you would see this in the winter, spring, summer, or fall. You'll have to think hard about what you've learned about SEASONS. Ready? Let's go.*

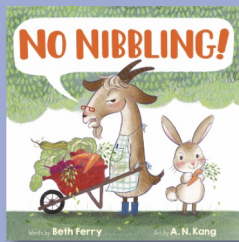
Hold up the picture card for shoveling **SNOW**. *In what SEASON might you see someone shoveling snow?*

Elicit responses and encourage children to give you a rationale using the key concepts listed earlier.

Continue using the challenge cards - **AT THE BEACH, BIRDS MIGRATING, BUDDING TREE** - as well as picture cards from past lessons.



SHARED READING:



PICTURE CARDS:

- equator, revolve, all picture cards used in prior lessons, and challenge cards

CURRICULUM NOTES

Reflect together

At this age, children begin to understand that writing is made up of lines and patterns. Their drawings may include elements of letters and their attempts at writing may feel like drawing pictures to them. Support these early stages of writing and drawing together by asking them about their work and helping reinforce what they may be attempting to write.

DID YOU KNOW?

The Equator

The equator is an imaginary line drawn around the Earth that is the same distance from the top of the Earth, the North Pole, and the bottom of the Earth, the South Pole. The line divides the Earth into two parts, the top half, the northern hemisphere, and the bottom half, the southern hemisphere.

Talk Together

Start today's lesson by displaying picture cards from prior lessons, and saying: *We've been learning about SEASONS. Fall, winter, spring, and summer are the four SEASONS of the year. Tell me what else you remember about SEASONS.*

Show the picture cards of **REVOLVE** and the **EQUATOR**. *The Earth revolved around the sun every year. Its distance from the sun causes the changes in SEASONS. This is a picture of the equator, which is the boundary of the northern part of the Earth.*

Point to the **EQUATOR** on the card. *SEASONS would be quite different if you lived near the equator, The temperatures would stay warm throughout the year, and you would experience dry and rainy SEASONS. Do you think it would snow?*

Introduce today's book by saying: *Today's book is about the four SEASONS of the year. Each SEASON has new surprises and discoveries!*

Read Together

Read together the narrative informational book: **No Nibbling!** Throughout the reading, make sure to emphasize where the different seasons are mentioned. Stop and ask the children questions about the text: *What does our sun have to do with our SEASONS? Why is there more daylight for us in the summer? What would your SEASONS be like if you lived near the equator? What would daylight and darkness be like near the equator?*

Reflect Together

Say: *Let's talk about what we have learned about SEASONS. Describe the four main SEASONS. Describe the SEASONS for those living near the equator. How does the sun affect the SEASONS on Earth? How are the SEASONS you want to learn more about? similar and how are they different? Can you describe your favorite SEASON? Why is it your favorite? What might you want to know more about?*

Say: *On your paper, draw a picture that shows something you have learned about SEASONS.*

Encourage the children to share to summarize what they know by drawing a picture or writing ('driting') about their favorite SEASON. Allow the children to share their drawings with others and talk about what they have learned.

Have all the books from this unit available for the children to view independently if they desire.

Review all of the SEASON picture cards as time allows.

SHARED READING:



CURRICULUM NOTES

Reflect together

Turn-and-Talk: A great strategy to get more children's voices involved in the lesson is to ask a question, provide think time, and then have children discuss their opinions in pairs. This provides all children with an opportunity to use the vocabulary and the teacher with the opportunity to move around and check for understanding.

Consider showing the children in your class one of SciShow's videos: *Why Leaves Change Color*, *Why Are There Seasons?* or *The Science of Spring!* which are available on Youtube. Providing children with diverse ways of interacting with content allows them more opportunities to internalize the material. You may incorporate this into the lesson or use the video as an extension activity.



Talk Together

Keep the books, the picture cards, and the students' writings/drawings about SEASONS on display in the classroom.

Say: ***Let's revisit what we've learned about SEASONS.***

What can you tell me about SEASONS?

[Encourage the children to revisit the vocabulary and key concepts, relating them to the Big Ideas.]

Revisit the books by saying: ***Let's select three of our favorite SEASON books to reread this week. Which book would you like us to read today? What do you recall about SEASONS from this book?***

[Allow the children to select the daily books to reflect, recall, and reread].

Read Together

Read the selected book(s). Discuss the books together as you use the text to make connections to the Big Ideas listed on pg. 7.

Reflect Together

Compare/contrast the different SEASONS. Then ask the following questions to deepen children's understanding of SEASONS:

Behaviors of living things impacted by SEASONS: ***What plant or animal behaviors can be observed that correspond with different SEASONS?***

[Encourage the children to draw pictures/write about plant or animal behaviors based on SEASONS, such as trees budding, bears hibernating, squirrels storing nuts for winter, birds migrating, etc.]

Different ways that humans prepare for SEASONS based on tradition and culture: ***How do groups of people around the world prepare for the different SEASONS? Why do you think they do this?***

[Discuss SEASONAL rituals, traditions, and cultural preparations of various groups around the world e.g. planting a garden in the spring, raking leaves and jumping in leaf piles in the fall, finding boots for winter, going to the beach in summer, etc.]

Continue investigating SEASONS. Encourage further exploration of SEASONS with the activities in the Discover More! section.

Resources

Fun Facts About Seasons

Discover More! Extension Activities

- Circle Time
- Writing and Art Center
- Book Nook
- Dramatic Play
- Science and Discovery Center



Home Connection

- WOW! Refrigerator Note
- Family Extension Activity

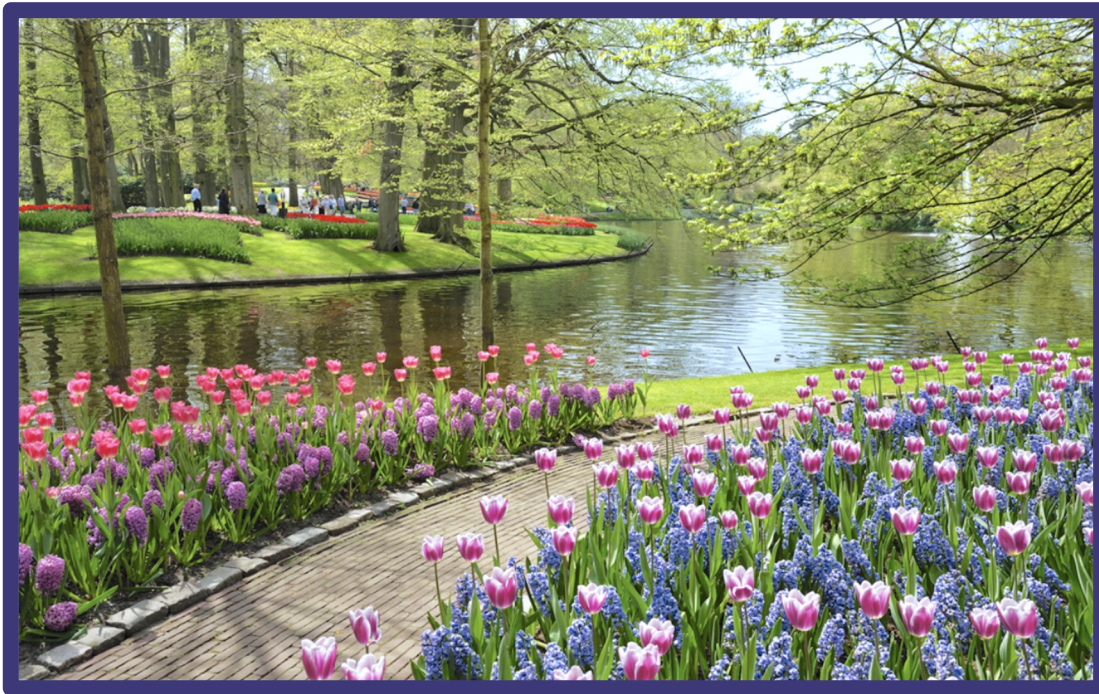


Fun Facts About Seasons

What is a season?

A season is a group of months which have the same kind of weather patterns.

There are four seasons, fall, winter, spring, and summer. Each season has different types of weather and influences the behavior of living things. Each season lasts three months. Summer is the warmest season and winter is the coldest. People wear different types of clothing during each season.



The impact of the seasons:

The seasons have a lot of impact on what happens on Earth. In spring, animals are born and plants come back to life. Summer is hot and is when most vacations are taken. Crops are harvested at the end of summer. In the fall, the leaves begin to change colors and fall off trees. Winter is cold, and it may snow in many places. Some animals, such as bears, hibernate in the winter, while other animals, like birds, migrate to the south in search of warmer climates.

Why do seasons occur?

Seasons are caused by the Earth's changing relationship to the sun. The Earth orbits the sun; it takes one year for the Earth to complete one orbit around the sun. As Earth orbits the sun, the amount of sunlight that each place on the planet receives daily changes slightly. This change causes the seasons. The Earth also spins in a circle every 24 hours. This is what we call a day. However, the Earth doesn't spin straight up and down on its axis relative to the sun. The Earth is slightly tilted.

Longest and shortest days:

In the Northern Hemisphere the longest day is June 21st, while the longest night is December 21st. It's just the opposite in the Southern Hemisphere, where the longest day is December 21st and the longest night is June 21st. There are two days each year where the day and night are exactly the same length. They are March 21st and September 22nd.

Discover More! Seasons Extension Activities

The WOW vocabulary lessons introduce children to new concepts, build vocabulary, and develop background knowledge. Throughout the unit, use these activities with children in small groups during center times to further engage with the topic and synthesize their learning. The open-ended activities provided in this section encourage children to personalize their learning and make it their own. Circle time provides a great opportunity to extend children's learning about seasons in the whole group with some short and fun activities.

Circle Time



Circle Time Activities

Seasons Guessing Game: Give clues ("this is the season where leaves change colors...") and have children guess what season you are talking about. Use vocabulary from the cards to help children connect to their learning.

Weather Conversation and Chart: Start talking about the weather outside each morning at circle time and how it connects to the season. For an additional extension, create a weather chart or use a calendar where one child each day can draw a simple picture so the class can keep track of weather patterns (ex: a sun, a cloud, rain drops, snow, etc.).

Weather Songs: Depending on the weather, you can sing songs like "Mr. Golden Sun" or "Rain, Rain go Away." Preschoolers love learning new songs or singing old favorites!

Discover More! Seasons Extension Activities

Writing and Art Center

Art helps preschoolers learn by engaging their hands and minds at the same time. Perhaps most importantly, art gives young children a powerful way to express their feelings and tell their stories, supporting both emotional development and early literacy. Teachers can record children's words about their art so even the youngest children can write stories.



Writing and Art Center Activities

Class Season Book: Have paper available with the words winter, spring, summer, and fall on the top. Allow each child to pick a season to draw. Children interested in letters can trace the words. Pictures can be put together into a special class seasons book.

Hand Trees: Have students trace their hand and half of their lower arm onto brown paper four times. Cut them out and glue them to light blue paper. Use these cut outs to create a bare tree for each season. Have students discuss what a tree looks like in each season, and color or paint their cutouts accordingly.

- *Winter:* children can draw white puffs of snow in the air and on the tree.
- *Spring:* children can use green crayon or paint to add leaves and some bright colors to add blossoms.
- *Summer:* children can add green leaves and a few growing red apples.
- *Fall:* children can use yellow, orange, and red to represent the leaves changing color.

Seasons Collages: Have children look for items outside that represent the season (flower petals, colorful leaves, small twigs, etc.) or teachers can gather materials and allow children to create a collage with the items.

Discover More! Seasons Extension Activities

Book Nook

Books are essential for preschoolers because they build vocabulary, spark imagination, and lay the foundation for reading success. Books, furthermore, create meaningful moments of connection between children and the adults who read with them. Make a special book basket filled with books about the unit's topic to keep in your book nook that children can look at throughout the unit.



Book Nook Activities

Book Guessing Game: A teacher can hold up a picture from one of the books and have children guess what season the picture is representing. Ask children what gave them a clue to guess the season.

Season Charades: After reading a book about seasons, have children take turns acting out different seasons (ex: pretending to be cold for winter or swimming in the summer) while the rest of the group can be guessers.

Discover More!

Exploring Wild Animals Extension Activities

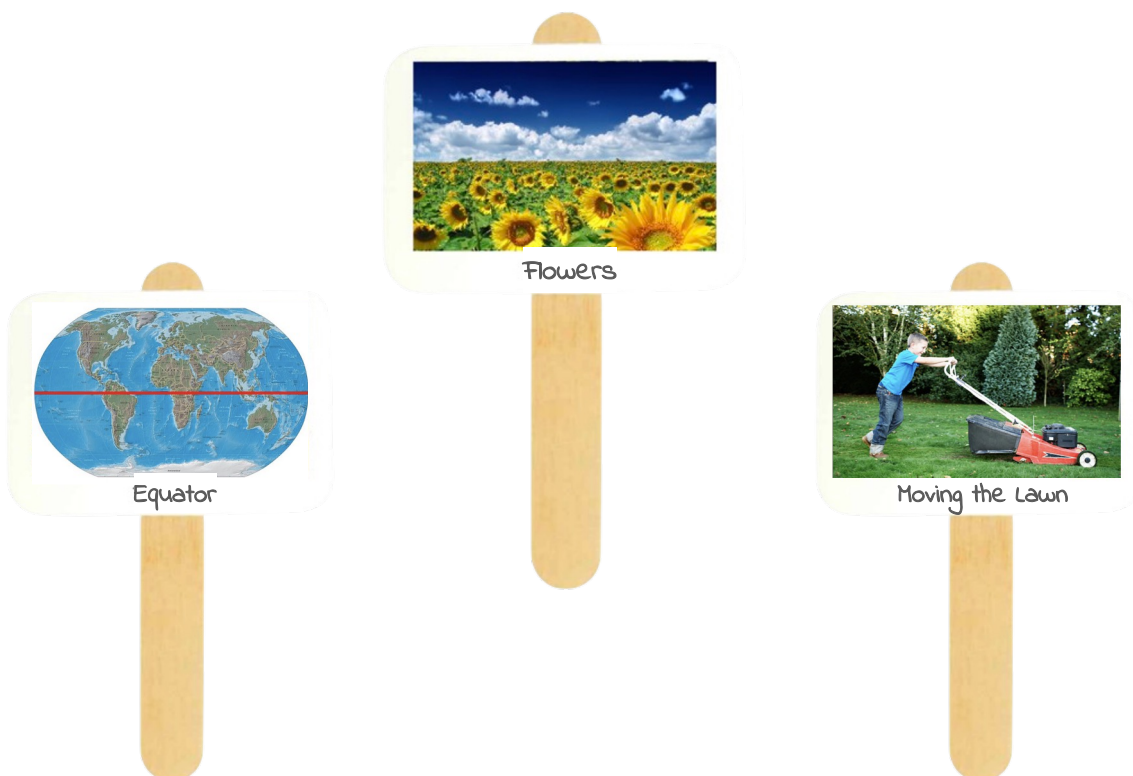
Dramatic Play

Dramatic Play Activities

Dramatic play is one of the most powerful learning tools for preschoolers, as it allows children to explore real-world roles and situations in a safe, imaginative way, building language, social skills, and creative thinking all at once. When children pretend, they practice cooperation, problem-solving, and empathy — skills that form the foundation for success both in school and in life. Here are some dramatic play activities for this unit:

Popsicle Stick Puppets: Create Popsicle stick puppets (like the ones below) or have children create the puppets (using index cards for children to draw their picture, glue, and sticks) to provide an opportunity for children to use them for pretend play and strengthen their vocabulary about seasons. Teacher-made puppets can model ideas and support lessons, while puppets created by the children can provide a more hands-on learning experience that promotes imagination, independence, and engagement.

Pretend Weather Report: Set up a "weather desk" with a microphone. Teachers can hold up pictures of different weather and children can take turns pretending to be the news anchor reporting about the weather.



Discover More! Seasons Extension Activities

Science and Discovery Center

Science is vital for preschoolers because it nurtures their natural curiosity about the world, teaching them to observe, question, and explore in ways that build critical thinking skills they will use throughout their lives. Putting activities and materials in your Science and Discovery Center that relate to the unit gives children the chance to work independently and discover more about what they have been reading about.



Science and Discovery Activities

Seasons Discovery Walk: Take a walk around the school yard or to a local park and have children be detectives to find clues for the season. Remind children about their new vocabulary words from the cards in this “real-world” context. Teachers can ask questions along the way to help gather clues like: “Are flowers blooming or leaves falling?” “Are there puddles?” “Is it sunny?” “Is it cold or hot?”

Seasons Planting Project: To discover why planting is done in spring, plant a bean or something that easily sprouts in spring-like conditions near a window where it is not too cold or hot. Then put the same plant by the heater (to simulate summer) and in the refrigerator (to simulate winter). See which plant grows the best.

Melting Ice Exploration: Freeze small “winter treasures” like pinecones or plastic animals inside ice. Provide warm water, salt, and droppers. As children work to “rescue” the items, they learn about temperature and the transition from “frozen ponds” to spring.



WOW Refrigerator Note

WOW! We are reading and learning about seasons right now. During the next few weeks, you can help your child by asking them about seasons and helping them discover new things about seasons. Talking about seasons will reinforce what your child is learning in the classroom.

- Ask your child to tell you about the four seasons.
- Talk about what is outside or around you that shows what season it currently is.
- Every few days, ask your child to tell you something new they've learned about seasons.
- Go to the library and check out a book about seasons. Read the book with your child, stopping to talk about the pictures.
- Try one of the activities on the next page.

Post this note on your refrigerator to remind you to talk about seasons with your child.

Thanks!



WOW Refrigerator Note

WOW! We are reading and learning about seasons right now. During the next few weeks, you can help your child by asking them about seasons and helping them discover new things about seasons. Talking about seasons will reinforce what your child is learning in the classroom.

- Ask your child to tell you about the four seasons.
- Talk about what is outside or around you that shows what season it currently is.
- Every few days, ask your child to tell you something new they've learned about seasons.
- Go to the library and check out a book about seasons. Read the book with your child, stopping to talk about the pictures.
- Try one of the activities on the next page.

Post this note on your refrigerator to remind you to talk about seasons with your child.

Thanks!





WOW Notas para el Refrigerador

WOW! En este momento, estamos leyendo y aprendiendo sobre las estaciones. Durante las próximas semanas, usted puede ayudar a su hijo preguntándole sobre las estaciones y ayudándole a descubrir cosas nuevas acerca de ellas. Conversar sobre las estaciones reforzará lo que su hijo está aprendiendo en el aula.

- Pídale a su hijo que le cuente sobre las cuatro estaciones.
- Habla sobre lo que hay fuera o a tu alrededor que indique qué estación es actualmente.
- Cada ciertos días, pídele a tu hijo que te cuente algo nuevo que haya aprendido sobre las estaciones.
- Ve a la biblioteca y saca un libro sobre las estaciones. Lee el libro con tu hijo, deteniéndote para hablar sobre las ilustraciones.
- Prueba las actividades de la página siguiente.

Pega esta nota en tu refrigerador para recordarte hablar sobre las estaciones con tu hijo.



¡Gracias!

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¡Gracias!

Seasons Family Extension Activities

Try these activities at home to deepen your child's learning about seasons!

 **Neighborhood Seasons Walk:** Go on a neighborhood walk and look for clues of what season you are in.

 **Cut out and play this seasons guessing game:**

WHAT SEASON IS IT?



GUESS THE CARD GAME!



CAN YOU USE THE CLUES TO GUESS THE SEASON?

1. Read a clue card with a grown-up.
2. Cut out the clue card.

3. Guess which season it is!

4. Find the season on the play board!

CLUE CARDS (PRINT & CUT)



**SPRING IS
FOR LITTLE
BUDS!**

**TINY CHEEPS
AND COZY
NESTS.**



**FLUTTER,
FLUTTER, A
BUTTERFLY!**



**RAIN DROPS
MAKE
FLOWERS
GROW.**



**SUNSHINE,
SAND, AND
POOL TIME!**

**I MAKE THE
BEST SAND
FORT!**



**LITTLE
FISHES
SWIM IN THE
LAKE!**



**SUMMER
SHOWERS
ARE QUICK
AND FUN.**



**ICE CREAM
ON THE
HOT BEACH!**



**SWEET
TREATS
FOR
EVERYONE!**



**I FIND
SHELLS BY
THE SEA!**



**MY BUCKETS
ARE FULL OF
TREASURES!**

PLAY BOARD (OR GUESSING BOARD)



SPRING!



SUMMER!



FALL!



WINTER!

Actividades Familiares Complementarias Sobre Las Estaciones

¡Prueba estas actividades en casa para profundizar el aprendizaje de tu hijo sobre las estaciones!

 **Paseo por el vecindario para observar las estaciones:** Salgan a dar un paseo por el vecindario y busquen pistas que indiquen en qué estación se encuentran.

 **Recorta y juega a este juego de adivinanzas sobre las estaciones:**

¿QUÉ ESTACIÓN ES?



JUEGO DE ADIVINAR LA TARJETA



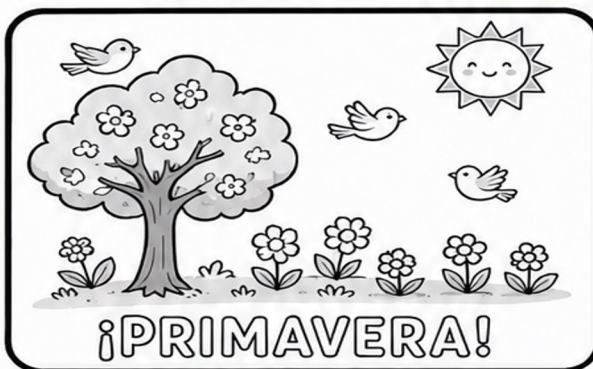
¿PUEDES USAR LAS PISTAS PARA ADIVINAR LA ESTACIÓN?

1. Lee una tarjeta de pista en voz alta.
2. Recorta la tarjeta de pista.
3. Adivina qué estación es.
4. ¡Encuentra la estación en el tablero de juego!

TARJETAS DE PISTA (IMPRIME Y RECORTA)

 ¡LA PRIMAVERA ES PARA PEQUEÑOS BROTES!	 POLLUELOS PEQUEÑOS Y NIDOS ACOGEDORES.	 REVUELA, REVUELA, ¡MARIPOSA!	 LA LLUVIA HACE QUE LAS FLORES CREZCAN.
 SOL, ARENA Y PISCINA. ¡QUÉ DIVERTIDO!	 ¡YO CONSTRUYO EL MEJOR CASTILLO DE ARENA!	 PECECITOS NADAN EN EL LAGO.	 EN VERANO CAEN CHUBASCOS RÁPIDOS Y DIVERTIDOS.
 ¡HELADO EN LA PLAYA EN DÍAS CALUROSOS!	 DULCES DELICIOSOS PARA TODOS.	 YO ENCUENTRO CONCHAS EN LA PLAYA.	 ¡MI CUBETA ESTÁ LLENA DE TESOROS!

TABLERO DE JUEGO (O TABLERO DE ADIVINAR)





WoW Topics

Pre-Kindergarten

Wild Animals

Marine Animals

Seasons

Pets

Healthy Foods

Exercise

Susan B. Neuman is a Professor of Teaching and Learning at New York University, specializing in teacher education and early literacy development. Previously, she was a Professor at the University of Michigan and has served as the U.S. Assistant Secretary for Elementary and Secondary Education.



In her role as Assistant Secretary, she established the Early Reading First Program and the Early Childhood Educator Professional Development Program, and she was responsible for all activities in Title I of the Elementary and Secondary Act. She has served on the IRA Board of Directors (2001 - 2003) and numerous boards of nonprofit organizations. She is past Editor of Reading Research Quarterly, the most prestigious journal in reading research. Her research and teaching interests include early childhood policy, curriculum, and early reading instruction, Pre-K - Grade 3 for children who live in poverty. Neuman has received two lifetime achievement awards for research in literacy development and is a Fellow of the American Educational Research Association. She has written over 100 articles and authored and edited 11 books.