



About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 81

Book Summary

Who wouldn't like to play in the rain during a spring shower? Or swim at the beach on a hot summer's day? In this informational book, students will learn the seasons that these activities are usually associated with, as well as some of the characteristics of each season. Photographs of children enjoying seasonal activities such as carving a pumpkin and building a snowman will help students make text-to-self connections.

About the Lesson

Targeted Reading Strategy

- Connect life experiences and use prior knowledge

Objectives

- Connect life experiences and use prior knowledge to understand informational text
- Understand the main idea and identify details
- Identify and produce rhyme
- Identify short vowel *i*
- Identify and use verbs
- Understand and categorize seasonal content vocabulary words

Materials

Green text indicates resources available on the website

- Book—*The Four Seasons* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, short vowel *i*, verbs worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *are, in, the*
- Content words:
 - Story critical: *fall* (n.), *snow* (n.), *spring* (n.), *summer* (n.), *winds* (n.), *winter* (n.)
 - Enrichment: *colder* (adj.), *comes* (v.), *longer* (adj.), *seasons* (n.), *shorter* (adj.)

Before Reading

Build Background

- Have students brainstorm a list of activities they like to do outside. Record the activities in a list on the board.
- Have students tell their favorite time of the year. Discuss which of the activities on the board they can do during their favorite season. Discuss those they can't do and have them tell why.
- Make sure students are familiar with the terms *summer, winter, fall, and spring*.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title. Ask students what they think this book will be about based on the cover information. Have them tell whether the things shown in the pictures are familiar to them.
- Show them the title page and have them talk about anything familiar that they see in the picture.

Introduce the Reading Strategy: **Connect to prior knowledge**

- Model how good readers use prior knowledge to help them read and understand books.
Think-aloud: When I read a new book, I try to think about what I already know about the topic in the book. When I look at the pictures on the covers, I see things that make me think of fall, which is my favorite time of the year. Since I know something about the seasons, I know it will be easier to read the book since I already have some of the information in my head. Good readers always try to make a connection between the book they are reading and what they already know from their own experiences.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Turn the pages in the book so students can see the pictures. Where appropriate, model for students how you draw on your personal knowledge to make connections to the book. Encourage them to relate what they see in the pictures to their own experience.
- Reinforce new vocabulary by incorporating it into a discussion of the pictures. For example, on page 3, you might ask: *When might be a good time to walk in puddles?*
- Have students find the word *falls* on page 4. Have them read the sentence and tell what the word *falls* means. Then have students find the word *Fall* on page 7. Have them read the sentence. Explain that in one sentence the word is an action word; it tells what rain does. In the sentence on page 7, the word is a naming word; it is the name for a certain time of the year.

Set the Purpose

- Have students read the book to see how the description of the different seasons is like what they already know about the seasons.

During Reading

Student Reading

- **Guide the Reading:** Give students their book and a sticky note. Tell them to put the sticky note on page 7 and to read to the end of the page. Tell students to reread the pages if they finish before everyone else.
- When they have finished reading, ask students what words in the text match the pictures. Ask students to tell the names of the seasons they have read about. Have them tell what the children in the book have done so far that are like things they have done in spring, summer, and fall. Have them tell how this helped them understand what they read.
- **Model making connections:** *As I've been reading, I've been thinking about things I like to do during each season. For example, I like to plant flowers in the fall that will come up in spring. Connecting to my own experience helps me understand what I'm reading.*
- Continue the discussion by asking students to find the sentence that tells the name of the season when children play in the rain. Have students find the sentence that tells what happens to the days when summer comes. Have students find the word that tells where children like to play on hot summer days.
- Encourage students to continue to think about things they know about the seasons as they read the remainder of the book.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Reinforce that making connections with things they already know about the seasons helps them understand and remember what they read. For example, say: *Thinking about things I already knew about in the book helped me understand what I read. Now that I've finished reading, I remember what the book was about. Do you?*

Teach the Comprehension Skill: **Main idea and details**

- Introduce and model:** Review or explain that every writer has a main idea in mind when he or she writes a book. Tell students that the main idea of a book is what most of the sentences are about. Give students the [main-idea-and-details worksheet](#). Point out the oval at the top of the page. Tell students that this is where they will write the words that tell the main idea. Model how to figure out that the main idea is "the four seasons" by looking at page 3. Tell students that the author of this book told the main idea on the first page of the book. Explain that when they look back through the book, they find that all of the sentences are about the seasons. Have students write "the four seasons" in the oval. Next, model how to go to page 4 to find the name of a season. For example, say: *This page tells about spring. The sentences tell me that it rains in the spring, and that children like to play in puddles. In the first square below the main idea, I'll write the word spring. Since I learned that it rains and that children like to play in puddles, I can write those words in the two smaller circles.* Model writing *rain* and *play in puddles* in the two smaller circles.
- Check for understanding:** Have students tell the next season, and write it on the worksheet. Then have them tell two things about it, and write those in the smaller circles (longer days, play at beach).
- Independent Practice:** Have students complete the main idea and details worksheet. Discuss their responses.



Extend the Discussion: Instruct students to use the last page of the book to draw a picture of themselves doing something they like to do during their favorite season. Have them share with the group.

Build Skills

Phonological Awareness: **Rhyme**

- Say the words *fall* and *wall* and have students say what is the same about the words. (They rhyme because they have the same ending.) Tell students you can think of other words that rhyme with *fall* and *wall* and say: *mall, call, wall, tall, ball.*
- Tell students that you are going to say some words one at a time. Tell them to say words that rhyme with each word. Ask students to list as many words as they can for each word you say. Use the following words: *day, hot, make.*

Phonics: **Short vowel i**

- Write the word *spring* on the board and say it aloud with students.
- Have students say the short /i/ sound aloud. Then run your finger under the letters of the word as students say the whole word aloud. Ask students to identify which letter represents the short /i/ sound in the word *spring*.

Lesson Plan *(continued)*

The Four Seasons

- **Check for understanding:** Write the following words on the board that have the short /i/ sound, leaving out the vowel: *pin, spin, dig, lip, stick*. Say each word, one at a time, and have volunteers come to the board and add the letter that represents the short /i/ sound.
- **Independent practice:** Introduce, explain, and have students complete the [short i worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Verbs**

- Remind students that some words name actions. Ask students to turn to page 4. Ask students to tell what the girl in the picture is doing in the puddle. Have them put a finger on the word that tells what children do in the spring (*play*). Ask students to look at page 8. Have students point to the verb on this page (*make*). Explain that *actions words* are called *verbs*.
- On the board write *winter*. Ask students what kinds of things they like to do in the winter and if they can name a verb that corresponds with this activity. Record all responses on the board.
- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, ask students to share their answers.

Word Work: **Content vocabulary**

- Have students tell what the book is about (the four seasons). Review what the weather is like and the kinds of activities people do in each season. Refer to the lists made in the Building Background section of the lesson. Reinforce that each season makes its own group.
- Tell students that many things can be grouped together by season. For example, have students tell what kinds of clothes they wear during winter and summer. Write the headings “winter clothes” and “summer clothes” on the board and list their responses.
- Tell students that you are going to say several words. Ask them to think about the season these things happen and name the group: *swim, picnic, water ski, kick-the-can, baseball, tennis* (summer sports); *Thanksgiving, Hanukkah, Christmas, New Year’s Day, Valentine’s Day* (winter holidays).

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Write the sentence *My favorite season is _____ because _____*. Ask students to write the sentence and fill in the blanks with their favorite season and tell why. Have them illustrate their sentences. Display on a bulletin board titled *Our Favorite Seasons*.

Math Connection

Introduce students to bar graphs by making a group bar graph. Write the names of the four seasons down the left side of the graph. Write the numbers 1 – 10 (or whatever is appropriate for the group) along the bottom. Have students raise their hand when you say the name of their favorite season. Ask a volunteer to count the number of students for each. Model how to fill in the bar graph for one season. Then have one volunteer count and one volunteer fill in the bar for the remaining seasons.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- make connections with experiences they have had with the four seasons to better understand the text
- understand the main idea of the book and identify details about each season in the text and on a worksheet
- listen to words and suggest words that rhyme
- recognize and read words in the text that have short vowel /i/ sound in discussion and on a worksheet
- identify and use verbs in text, discussion, and on a worksheet
- put pictures/words into seasonal categories

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**