

Autumn

5

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Name the four seasons in cyclical order, as experienced in the United States
- ✓ Name at least one month in autumn while referring to a calendar
- ✓ Describe a few characteristics of autumn (days become shorter, temperature is cooler, leaves on some trees change color and fall, harvest, etc.)
- ✓ Describe any unique seasonal differences during autumn that are characteristic of their own locality (leaves changing color and falling, cooler weather, etc.)
- ✓ Name Thanksgiving Day as an important holiday that occurs during autumn
- ✓ Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow)

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “Autumn” (RI.K.2)
- ✓ With prompting and support, describe the characteristics of autumn and make the connection between the autumn season and the autumn months (RI.K.3)

- ✓ With prompting and support, contrast the summer season with the autumn season (RI.K.9)
- ✓ Use a combination of drawing and dictating to present an autumn scene based on information from the read-aloud “Autumn” (W.K.2)
- ✓ With guidance and support from adults, respond to questions and suggestions from peers and edit drawing of autumn scene (W.K.5)
- ✓ Participate in class research project to chart daily weather conditions onto the *Class Weather Journal* (W.K.7)
- ✓ With assistance, categorize and organize information about the unique characteristics of summer onto a *Seasons Comparison Chart* (W.K.8)
- ✓ Describe their favorite season of the year (SL.K.4)
- ✓ Add drawing to description of holiday celebrated by students (SL.K.5)
- ✓ Create a drawing with sufficient detail of the season of summer (SL.K.5)
- ✓ Ask and answer questions beginning with *who*, *what*, *when*, and *why* (L.K.1d)
- ✓ Produce and expand complete interrogative sentences in shared language activities (L.K.1f)
- ✓ Identify multiple meanings of *fall* and use them in appropriate contexts (L.K.4a)
- ✓ Identify real-life connections between words—*chill/chilly*, *shed*, *bare*, *fall*, and *holiday*—and their use (L.K.5c)

Core Vocabulary

bare, adj. Not covered

Example: The trees are bare because they have lost all their leaves.

Variation(s): barer, barest

chill, n. A cold feeling

Example: In the evening there was a chill in the air, and I was glad I had brought a sweater with me.

Variation(s): chills

progresses, v. Moves forward or continues

Example: The students learn more and more as the school year progresses.

Variation(s): progress, progressed, progressing

shed, v. Drop off; fall off; take off

Example: The trees shed their leaves in the fall.

Variation(s): shed, sheds, shedding

Vocabulary Chart for Autumn			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	deciduous evergreen harvest	<i>chilly</i> holidays* progresses	autumn begin/end cold farmers pumpkin September/ October/November shorter trees summer
Multiple Meaning	season	bare* change chill crops fair shed	color cool/cooler <u>fall</u> leaves rake skin warm
Phrases	Thanksgiving Day Washington, D.C.		
Cognates		prograsa	Septiembre/ Octubre/Noviembre color

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 5A-1: Annie in autumn
2. 5A-3: Blue Ridge in autumn
3. 5A-4: Raking leaves
4. 5A-5: Harvest time in the fields
5. 5A-6: Pumpkins at the county fair
6. 5A-7: County fair rides and booths

7. 5A-8: Fall in the city
8. 5A-9: Thanksgiving dinner
9. 5A-10: Bare trees
10. 5A-11: Seasons diagram

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	Image Cards 1, 4; Instructional Masters 5A-1, 5A-2; drawing tools; Seasons Comparison Chart	15
	Introducing “Autumn”	large monthly calendar	
	Vocabulary Preview: Chill/Chilly, Shed		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Autumn	large monthly calendar; cut out of the sun	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Bare	Drawing paper, drawing tools	
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Fall	Poster 4M (Fall)	15
	Syntactic Awareness Activity: Expanding Sentences		
	Vocabulary Instructional Activity: Holidays	Drawing paper, drawing tools	
	End-of-Lesson Check-In: My Four Seasons Drawing Book	Instructional Master 5B-1; drawing tools	

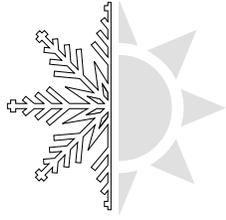
Advance Preparation

Prepare copies of Instructional Masters 5A-1 (Summer Chart) and 5A-2 (Summer Image Sheet) for each student. Students can draw or cut and paste images from their Summer Image Sheet onto their Summer Chart.

Prepare a copy of Instructional Master 5B-1 for each student. This will be the page for autumn in their *My Four Seasons Drawing Book*.

Note to Teacher

Please continue to fill in the *Class Weather Diary* (Day 4).



Autumn

5_A

Introducing the Read-Aloud

What Have We Learned?

- Remind students that they have been learning about the cycle of the seasons.
- Show Image Card 1 and ask students what the cycle of the seasons is. Have them answer in a complete sentence: “The cycle of seasons is winter, spring, summer, autumn.”
- Have the class sing the seasons song from Lesson 2. Point to each season on Image Card 1 as it is mentioned in the song.
- Remind students that in yesterday’s letter from their imaginary pen pal, Annie, they learned about the season of summer. Call on three volunteers to name different characteristics of summer.

Seasons Comparison Chart

- Give each student Instructional Masters 5A-1 and 5A-2. Tell them that this is their chart for summer. Point to the sun on their chart and tell them that the sun is a symbol for summer. Point to the first row and tell them that they will put a picture of a thermometer to show the temperature for summer. Students may also wish to draw what the weather is like during the summer. Point to the middle row and tell them that they can draw or cut and paste images of clothing worn during the summer. Point to the last row and tell them that they can draw or cut and paste images of activities and holidays that happen during the summer.

	Winter	Spring	Summer	Autumn
Months	December January February	March April May	June July August	
Temperature/ Thermometer	cold	warm	hot	
Clothing People Wear	Heavy jacket, scarf, mittens, boots	(clothing for warmer weather)	Sunglasses, swimming suit, shorts, tank top	
Special Activities/ Holidays	New Year's; sledding; making snowmen	Easter; Holi; Memorial Day	Fourth of July; swimming	

- Reintroduce the *Seasons Comparisons Chart*. One by one, discuss each item listed in the left-hand column as it relates to Annie's description of summer. As you discuss each item, refer to the corresponding images from the read-aloud "Summer." Write a one-word description for each item.

Note: Tell students that you are going to write down what they say, so that you will all remember important facts about each season. Tell them you will read the written words to them whenever you are working on the chart because they still have not learned all of the sounds that different letters and combinations of letters represent.

- Take this opportunity to also talk about whether there are any unique seasonal differences in the summer that are characteristic of your own locality.
- Add Image Card 4 (Summer) to the top of the chart above the summer heading.

Introducing "Autumn"

- Show students a large monthly calendar and assist them in identifying today's month and date.
- Tell students that in today's read-aloud, Annie is going to tell them about the season that comes after summer in the cycle of the seasons—autumn.
- Explain that in the United States, the season of autumn begins in the month of September and also includes the months of October and

November. Show these months on the calendar as you name the autumn months.

- Remind students of the current date and ask if they are presently in the season of autumn.

Note: At this point students may be able to identify the current season.

Vocabulary Preview

Chill/Chilly

1. When autumn begins, we begin to feel a *chill* in the air. It becomes *chilly* outside.
2. Say the word *chill* with me three times.
Say the word *chilly* with me three times.
[Act out being chilly and have students do the same.]
3. A chill is a cold feeling that you get all of a sudden.
If something is chilly, it is noticeably cold.
4. I felt a chill when I came out of the pool because the air temperature was colder than the water temperature.
It's chilly outside, so I'm going to wear my jacket when I go out.
5. Tell your partner about something that gives you a chill, or cold feeling. Use the word *chill* when you tell about it.
Tell your partner what you wear when it is chilly outside. Use the word *chilly* when you tell about it.

Shed

1. In today's letter from Annie, you will hear, "Some trees *shed* their leaves in autumn."
2. Say the word *shed* with me three times.
3. *Shed* means to take off or fall off.
4. My dog sheds his hair every summer.
5. Tell your partner about something that sheds.
[You may wish to prompt students with suggestions: trees shed leaves; chickens shed feathers; snakes and lizards shed skin; dogs shed fur; people shed tears.]

Purpose for Listening

Tell students that today they will hear another letter from their pen pal, Annie, and that the main topic—or the main idea—of Annie’s letter is autumn. Tell them that their job is to listen carefully for details about how the weather changes from summer to autumn and for other characteristics of autumn.

By the end of the lesson, students should be able to:

- ✓ Correctly describe a few characteristics of autumn
- ✓ Describe any unique seasonal differences during autumn that are characteristic of their own locality



Autumn

← Show image 5A-1: Annie in autumn

Dear Kindergartners,

I wish summer could last forever, but it can't. Eventually the warm weather of summer ends and autumn begins. In autumn, kids are back in school. The air becomes cooler than it was during the hot summer months. It might still feel warm during the daytime, but there's a slight **chill**—or cold feeling—in the air at night. By the end of autumn, it can be really chilly during the day and at night! As autumn **progresses**—or continues—the days get shorter and shorter. That's because the sun rises just a little bit later and sets just a little bit earlier each day.

[Using a picture or cut-out of the sun, show the sun rising and setting. Have students say “*The sun rises*” and “*The sun sets*” with you as you show the motions.]

Autumn begins in the middle of September and includes the months of October and November.

[Show the beginning and duration of autumn on a large monthly calendar. Show students today's date on the calendar.]

Can you tell by looking at today's date if it is autumn now?

[Pause for students to respond. Correct responses as needed.]



← Show image 5A-3: Blue Ridge in autumn

During autumn, the leaves on many trees change colors. They turn from green to bright yellow, orange, red, or brown. It's so beautiful! Last autumn, my family took a trip to the mountains near Washington, D.C., to enjoy the autumn colors. The air was so cool and crisp up in the mountains. Look at this picture from our trip: the forests are full of bright autumn colors!

What colors do you see on the trees?

[Call on three students to respond.]



← **Show image 5A-4: Raking leaves**

Some trees shed their leaves in autumn—this means that their leaves begin to fall to the ground.

Do you remember what type of tree sheds its leaves?

[Remind students about the differences between deciduous trees and evergreen trees, which they learned in the *Plants* domain.]

That’s why another name for autumn is fall, because autumn is when the leaves of deciduous trees fall to the ground. The grass is soon covered with a blanket of brown leaves. Many people rake the crunchy leaves into piles and then take them away. My friends and I always try to jump in them for fun, before they’re all gone.

Do the leaves change color and fall off the trees where you live?

[Call on three students to respond.]



← **Show image 5A-5: Harvest time in the fields**

There are some farms a few hours outside of Washington, D.C. Autumn means harvest time for farmers. Harvest time is when farmers gather their crops. Farmers pick the fruits and vegetables from the field when they are ripe or ready to be eaten.

[Remind students of the *Farms* domain and ask if they remember the names of some crops that farmers harvest—corn, wheat, carrots, etc.]

When farmers finish harvesting their crops, they all get together for a really fun event: the county fair. The farmers all bring their best vegetables and animals to show off so everyone can see how good they are at growing vegetables and raising farm animals.



← **Show image 5A-6: Pumpkins at the county fair**

Last year, I went to the county fair. I took this picture of the pumpkins that the farmers harvested and brought to the fair. The pumpkins with a ribbon on them won a prize.

[Invite a few students to come up and point to a pumpkin that won a prize.]



← **Show image 5A-7: County fair rides and booths**

I love seeing all the big, healthy vegetables and the beautiful farm animals at the fair. But there’s something I love even more—the rides! There are lots of fun rides, like the Ferris wheel, at the county fair.

There are also fun games to play and fun food to eat, like corn dogs and cotton candy.



← **Show image 5A-8: Fall in the city**

By early November, the air outside gets chilly in Washington, D.C. Sometimes the skies are clear and sunny, while other days are gray and cloudy. The wind blows more than it did during the summer. The autumn wind sends dry, crunchy leaves whirling and twirling through the streets and parks. The autumn wind whispers that winter is coming soon!



← **Show image 5A-9: Thanksgiving dinner**

In late November, near the end of the autumn season, is one of the most important holidays in the United States: Thanksgiving Day.

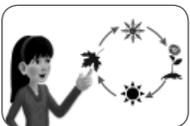
[Show Thanksgiving Day on the calendar. You may wish to adjust the following section to fit the circumstances of your class. You may wish to ask students if and how they celebrate Thanksgiving with their family.]

On Thanksgiving Day, people in the United States like to gather with their families and friends. In my family, my grandparents and cousins and uncles and aunts come to our house to have Thanksgiving dinner together. I always look forward to a big dinner of turkey, stuffing, potatoes, rolls, and cranberry sauce—with pumpkin pie for dessert. Then, my cousins and I play football in the yard!



← **Show image 5A-10: Bare trees**

Thanksgiving is very close to the end of autumn. By that time, the air starts to feel very cold, especially at night. The trees are **bare**—or empty, with no leaves on them. Once the trees look like this, you know that autumn is almost over, and that it will soon be winter. When winter comes, we are once again at the beginning of the cycle of the seasons!



← **Show image 5A-11: Seasons diagram**

Now we've talked about each of the four seasons and their different characteristics.

Can you say the seasons in order with me?

[Have students name the seasons in order as you point to the symbol for each season, starting with winter.]

Tell your partner which season you like the best and why.

[Allow one minute for students to talk. Call on three partner pairs to share what their partner said.]

Thanks for sharing!

Your friend,

Annie

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is the main topic, or main idea, of Annie's letter today?
 - The main idea of Annie's letter today is autumn.
2. *Literal* What are the autumn months?
 - The autumn months are September, October, and November.

[Show September, October, and November on the calendar.]
3. *Inferential* What are some characteristics of, or things that happen during autumn?
 - During autumn, the days become shorter, the temperature is cooler, leaves of some trees change color and fall to the ground.
4. *Inferential* What are some activities people do during autumn?
 - Children go back to school. Farmers harvest their crops. People go to the country fair. People rake leaves; children like to jump into the raked leaves.
5. *Literal* What is an important holiday in autumn?
 - Thanksgiving Day is an important holiday in autumn.
6. *Evaluative* How are the summer season and the autumn season different?

- In the summer the weather is hot, but in the autumn the weather becomes chilly. In the summer the leaves on trees are green, but in the autumn the leaves turn different colors. In the summer children are not in school, but in the autumn children go back to school. In the summer the days are longer, but in the autumn the days become shorter.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Is the weather colder in the autumn than it is in the summer?
(Yes/No)

Do the leaves change color on some of the trees in your city during the autumn? (Yes/No)

The weather in autumn is _____ and _____.

In the autumn, I see _____ and _____.

7. *Evaluative Think Pair Share*: What are some characteristics, or ways to describe autumn where we live?
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

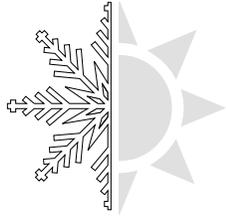
Word Work: Bare

1. In the read-aloud you heard, “The trees are *bare*, or empty, with no leaves on them.”
2. Say the word *bare* with me three times.
3. Bare means not covered.
4. I like to walk around barefoot, with no shoes or socks on.
5. If I take everything out of my desk, my desk will be bare. If I remove everything from the table, the table will be bare. Is your desk bare? [Call on three students to answer.]

Use a *Making Choices* activity for follow-up. Directions: I will say a sentence that describes something. If what I say describes something bare, say, “_____ is bare.” If what I say describes something that is not bare, say, “_____ is not bare.”

1. Lulu’s baby sister has some fuzzy hair on her head.
 - Lulu’s baby sister’s head is not bare.
2. Grandpa Mike has no hair on his head.
 - Grandpa Mike’s head is bare.
3. The way an evergreen tree looks in the winter.
 - An evergreen tree in the winter isn’t bare.
4. The way a deciduous tree looks in the winter.
 - A deciduous tree in the winter is bare.
5. A kitchen table that has nothing on it.
 - A kitchen table that has nothing on it is bare.
6. A cupboard with many snacks in it.
 - A cupboard with many snacks in it is not bare.

Complete Remainder of the Lesson Later in the Day



Autumn

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Extensions

15 minutes

↔ Multiple Meaning Word Activity

Definition Detective: Fall

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. In the read-aloud you heard the word *fall*, as in “That’s why another name for autumn is *fall*, because autumn is when the leaves of deciduous trees *fall* to the ground.”
2. With your partner, think of as many meanings for *fall* as you can or discuss different ways you can use the word *fall*.
3. [Show Poster 4M (Fall).] Point to the picture on the poster that shows how the word *fall* is used in the lesson.
4. *Fall* can also mean other things. *Fall* can mean to drop from a higher place to a lower place. Which picture shows this?
 - 2
5. Did you and your partner think of both of these definitions, or meanings, for *fall*?
6. Now quiz your partner on the different meanings of *fall*. For example, you could say, “I love how the trees change colors in the fall. Which *fall* am I?” Then your partner should hold up one finger to indicate the picture of autumn to show you that you meant that kind of *fall*.

↔ Syntactic Awareness Activity

Expanding Sentences

Directions: I will show you a picture. Then I will ask one question at a time. Each time a question is answered, we will add it to our sentence to make our sentence expand.

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatically correct. If necessary, have students repeat the sentence.



← **Show image 5A-4: Raking leaves**

1. Who?

A family.

2. What are they wearing?

A family wearing hats, sweaters (jackets/sweatshirts), and jeans.

3. What are they doing?

A family wearing hats, sweaters (jackets/sweatshirts), and jeans is raking leaves.

4. When do they rake leaves?

A family wearing hats, sweaters (jackets/ sweatshirts), and jeans is raking leaves in autumn.

5. Why are they raking leaves?

A family wearing hats, sweaters (jackets/sweatshirts), and jeans is raking leaves in autumn because the leaves fell off the deciduous trees.

Extending the Activity

You can continue this activity by asking additional questions like: What color are the leaves? What time of day is it? How do you think the family feels about what they are doing?

Variations

- Students ask questions to the class.
- ↗ Above and Beyond: Students work with their partner to ask questions and expand their own sentence.

↔ **Vocabulary Instructional Activity**

Word Work: Holidays

1. In the read-aloud you heard, “In late November, towards the end of the autumn season, is one of the most important *holidays* in the United States: Thanksgiving Day.”
2. Say the word *holiday* with me three times.
3. A holiday is a special day to celebrate a special event.
4. On some holidays, we don’t come to school so we can celebrate the special day.

5. What are some holidays that your family celebrates? What do you do to celebrate them? Try to use the word *holiday* when you tell about it.

Note: You may choose to review the different holidays covered in the previous read-alouds using Flip Book images.

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "My family celebrates the holiday of _____ by . . .," or "One holiday my family celebrates is _____. We _____."]

6. What's the word we've been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of how you and your family celebrate your favorite holiday. Then tell your partner about your drawing. Use the word *holiday* when you tell about it. Try to use complete sentences. [You may wish to have home language peers discuss together.]

10 End-of-Lesson Check-In

My Four Seasons Drawing Booklet (Instructional Master 5B-1)

- Tell students that they are going to add autumn to their *My Four Seasons Drawing Booklet*.
- Distribute drawing tools and Instructional Master 5B-1 to students. Have students draw an autumn scene. If students have trouble thinking of what to draw, you may wish to show them images from the read-aloud. Have students include a depiction of what the weather is like during autumn. Also, have them try to include themselves and what they would be wearing and doing during this season.
- You may choose to have each student orally complete two sentence frames about their drawing as you write what the student says at the bottom of the page. For example, "Autumn is _____ and _____," and "In autumn, I _____."
- After students have finished their drawings, have them present their scenes to their partners, in small groups, or with home-language peers. Tell them to explain the characteristics of autumn they have chosen to draw. Encourage them to ask and answer questions about the pictures. Encourage them to make observations about how their pictures are the same and different. [If time permits, you may wish to have students edit their pictures for accuracy and detail.]