

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- ✓ Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold); cloud cover (sunny, cloudy); and precipitation (rain, snow, or sleet)
- ✓ Name at least one month in a specific season while referring to a calendar
- ✓ Name at least one holiday in a specific season
- ✓ Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain, and/or flooding in spring, etc.)
- ✓ Identify ways in which weather affects daily routines, such as dress, activities, etc.
- ✓ Identify a thermometer as an instrument used to measure temperature and describe how it works: when it is hotter outside, the liquid in the thermometer rises; when it is cooler, the liquid descends.

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, recall facts from “Winter” and accurately answer questions such as *who*, *what*, *where*, and *when* (RI.K.1)
- ✓ With prompting and support, interpret information to answer questions and express opinions about “Winter” (RI.K.1)
- ✓ With prompting and support, identify the main topic and retell key details from “Winter” (RI.K.2)
- ✓ With prompting and support, define and use new words, such as *frigid*, from the read-aloud and the discussion about “Winter” (RI.K.4)
- ✓ With prompting and support, describe an illustration of a thermometer in “Winter,” using the illustration to check and support comprehension of the read-aloud (RI.K.7)
- ✓ Actively engage in the nonfiction/informational read-aloud “Winter” (RI.K.10)
- ✓ Draw a picture of a winter scene showing the seasonally appropriate colors, plants, and animals described in the read-aloud “Winter” (W.K.2)
- ✓ As a group, create a chart to discuss the unique characteristics of each season (W.K.8)
- ✓ Create a drawing with sufficient detail of the season of winter (SL.K.5)
- ✓ Demonstrate understanding of the adjective *frigid* by relating it to its opposite, *very hot* (L.K.5b)
- ✓ Listen to a variety of texts, including informational narratives such as “Winter”
- ✓ Prior to listening to “Winter,” identify orally what they know about the four seasons, what they have learned about winter, and how winter is different from the other seasons
- ✓ Discuss personal responses to what they wear for winter and what their favorite wintertime activity/holiday is and connect to the information in the read-aloud

Core Vocabulary

blizzards, n. Severe snowstorms with lots of wind and snow

Example: We often stayed indoors this winter because of the many blizzards.

Variation(s): blizzard

cautiously, adv. Carefully avoiding danger or risk

Example: I cautiously looked for cars in both directions before I crossed the street.

Variation(s): none

freezing point, n. The temperature at which a liquid will turn into a solid

Example: Water turns to ice at its freezing point of 32 degrees Fahrenheit.

Variation(s): freezing points

frigid, adj. Very cold


Example: The frigid temperature outside makes me want to stay inside where it's warm.

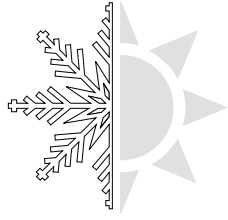
Variation(s): none

halt, n. Stop

Example: The traffic light was not working, so the policeman held up his hand when he wanted to bring the traffic to a halt.

Variation(s): halts

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Calendar Review	large monthly calendar	
	Interactive Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Winter	thermometer	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Frigid		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Seasons Comparison Chart	Image Card 2; chart paper, chalkboard, or whiteboard [This exercise requires advance preparation.]	15
	My Four Seasons Drawing Book	Instructional Master 2B-1; drawing tools	



Winter

2_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review with students that different parts of the earth experience different types of weather. Also remind them that, in most of the United States, there are four seasons and that each season has distinct characteristics, or clearly different ways to describe them. Have students identify in proper sequence the four seasons of the year as experienced in most of the United States: winter, spring, summer, and autumn.

Discuss with students what they learned about winter in the last read-aloud. Talk with students about how winter is different from the other seasons: it is the coldest season, and some areas of the United States have snow and ice. Remind students that in the first read-aloud in this domain, they learned that some animals seek shelter from the cold in winter, much like people do. Many animals sleep during the winter season.

Calendar Review

Tell students that in the next read-aloud, they will hear about the first season in the cycle of the seasons—winter. Show students the monthly calendar and assist them in identifying today's month and date. Then, explain that in the United States, the season of winter begins in the month of December and includes the months of January and February, flipping to these pages in the calendar. Remind students of the current date, especially the month, and ask if they are presently in the winter season. (Note: Do not expect students to identify the current season if it is not winter.)

Interactive Read-Aloud

Tell students that you will need their help during the read-aloud. Demonstrate a shivering motion for students. Tell them that you would like them to repeat this shivering motion whenever they hear the word *winter* in the read-aloud.

There are a number of songs about four seasons available on the Internet. You may choose to teach students one of these songs to help them remember the cycle of seasons. An option is the following song, sung to the tune of “Oh My Darling, Clementine”:

There are four seasons,

There are four seasons,

There are four seasons in the year.

Winter, spring, then

Summer and autumn.

There are four seasons in the year.

Purpose for Listening

Tell students that today they will listen to a new letter from their pen pal, Annie, about the season of winter. Tell students that the main topic, or the main idea, of today’s lesson is winter. Tell them to listen carefully so that they can tell you about the characteristics of, or ways to describe, winter.



Winter

← Show image 2A-1: Annie in winter

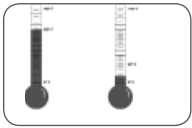
Dear Kindergartners,

Hi from your pen pal, Annie! In my last letter, I told you about the four seasons that occur in many parts of the United States—winter, spring, summer, and autumn. Today I’m going to tell you about winter. What kinds of things do you think of when I say *winter*? Snowmen? Icicles? I’ll tell you what I think of: cold! ¹

Winter is the coldest season of the year in most of the United States. The shortest day of the year is on December 21. ² It marks the beginning of winter. Winter also includes the months of January and February.

1 [Demonstrate a shivering motion for students and prompt them to repeat the motion whenever they hear the word *winter*.]

2 It’s called the shortest day of the year because it is the day with the least amount of daylight.



← Show image 2A-2: Thermometers

It can get very cold in the winter in most of the United States. We can tell just how cold it is by using a tool called a thermometer. A thermometer measures temperature, which is a number we use to talk about how hot or cold it is. When it is hot outside, the liquid in the thermometer rises towards the top. When it is cold outside, the liquid in the thermometer stays down near the bottom. ³

3 [Show students an actual thermometer, then talk about the thermometers in the image.] Is it hot or cold when the liquid rises up in the thermometer? Is it hot or cold when the liquid stays low down in the thermometer? Think of “warm up” and “cool down” to help you remember. Which thermometer shows what the temperature might be like in the winter?



← Show image 2A-3: Winter clothing

Another way that you can tell it is wintertime is by the way people are dressed. What are the people in the picture wearing that helps them stay warm in the winter? ⁴ Winter clothing is made to protect you from the cold and to keep your body nice and warm while you spend time outside. Hats, mittens, and scarves help you stay warm in the winter.

4 [Pause for students’ responses.]



← **Show image 2A-4: Snowy Washington, D.C.**

5 Remember, the freezing point is the temperature at which a liquid turns into a solid, or rain turns into snow and ice. The word *point* can have other meanings. The word *point* also means to show someone something by moving your finger in a particular direction.

6 or to a stop

7 Blizzards are snowstorms with lots of snow and lots of wind. They make it difficult for people to walk and drive.

It is usually cold during the winter where I live in Washington, D.C. Sometimes it even gets cold enough to snow! I wish it would snow every day, but the temperature must fall below freezing—below 32 degrees Fahrenheit—in order for it to snow. If the air between the clouds and the ground is below the **freezing point**, then, instead of rain, snowflakes will probably fall.⁵

Some years, Washington, D.C., gets heavy snowstorms known as **blizzards** that bring city traffic to a **halt**⁶ and force the schools to close.⁷ There are other years when it only snows once or twice. This means that some winters are colder and snowier than others in Washington, D.C. What is it like during the winter where you live? Does it ever snow?



← **Show image 2A-5: Shoveling snow**

When it snows, everyone works together to clear the snow. People use snow shovels to shovel snow off walkways so that others do not slip and get hurt.



← **Show image 2A-6: Snowplow**

In many places where it snows, snowplows get to work clearing the streets. The big plow on the front of the truck scrapes the snow and ice from the streets. These trucks also carry salt or other chemicals, which they spread on the roads as they pass.⁸ The salt and chemicals melt the remaining ice and keep new ice from forming, which makes the roads safer for people to drive their cars.

8 Have you ever seen a truck like this before? [Pause for responses.]

People should always drive and walk slowly and **cautiously**, or carefully, in the snow. Snow and ice are slippery, and whether you are walking or driving, you should use extra caution when the ground is covered with snow or ice.



← **Show image 2A-7: Snowman**

I always cheer up when it starts to snow because I love to play in the snow. I like to build snowmen and have snowball fights with my friends.



← **Show image 2A-8: Sledding**

Another way to have fun in the snow is to go sledding! After a big snow, all you need is a nice steep hill, warm clothes, and something to ride on to go sledding.



← **Show image 2A-9: Fireside**

After playing or working outside in the winter, it is always nice to come back inside to get warm again. Some homes have fireplaces, where people light logs on fire to help warm the house. I love reading a good book by the warm fire.

In places where it stays really cold in the winter, people also use gas furnaces and electric heaters to help keep the air inside their homes nice and warm. Of course, having a few extra blankets on the bed is always a good idea on those **frigid**⁹ winter nights.

9 or really cold



← **Show image 2A-10: Christmas, Hanukkah, and Kwanzaa**

Winter is also a time when some people from different religions celebrate holidays. Christmas, a Christian holiday, comes on December 25. Hanukkah, a Jewish holiday, also falls around this time, as does Kwanzaa, a week-long holiday celebrated by some African Americans.¹⁰

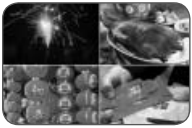
10 What winter holidays does your family celebrate?

To celebrate these and other holidays in wintertime, sometimes people string colorful lights around their homes and neighborhoods. You should see Washington, D.C., during the holiday season: all of the lights make it a magical place.



← **Show image 2A-11: New Year's Eve**

Another important winter holiday falls on December 31, which is the last day of the year. This day is called New Year's Eve. January 1, the day after December 31, marks the beginning of a new year. January 1 is called New Year's Day. On New Year's Day, many people make resolutions, or lists of things they would like to do better in the new year.



← **Show image 2A-12: Chinese New Year**

Luck and good fortune are common themes for the Lunar New Year, also known as Chinese New Year, which is a holiday that falls around the end of January and beginning of February. The color red, thought to be a sign of good fortune and happiness, is the color chosen to wear during the festivities. Homes are decorated with red paper cut into designs, and happy wishes written on red paper are also hung throughout the house. Children often receive red envelopes with money tucked inside; the people who receive these envelopes are also supposed to receive good fortune in the New Year. Feasting on fish, pork, poultry, tangerines, oranges, dumplings, and special cakes, families gather to wish each other good luck.

There are so many fun things to do during the winter! What's your favorite part of winter?¹¹

11 [Pause for student responses.]

Your friend,
Annie

Discussing the Read-Aloud

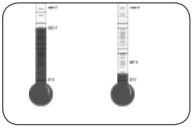
15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages 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 students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* What is the main topic, or main idea, of today's lesson? (The main topic of today's lesson is winter.)
2. *Literal* In the United States, during which months is the season of winter? (The season of winter occurs in December, January, and February.)



← **Show Image 2A-2: Thermometers**

3. *Literal* When it is cold outside, is the liquid in the thermometer close to the top or close to the bottom? (When it is cold outside, the liquid in the thermometer is close to the bottom.)
4. *Inferential* What are some characteristics of winter? (Some characteristics of winter are that it is very cold and can snow.)
5. *Inferential* How do you dress for winter? (During winter, I wear a hat, a coat, a scarf, and mittens.)
6. *Inferential* What happens to rain when the temperature drops below the freezing point? (When the temperature drops below the freezing point, rain may turn into snow or ice.)
7. *Evaluative* Name some good things and some bad things about lots of snow falling. (Some good things about lots of snow falling are that I can play and go sledding in the snow. Some bad things about lots of snow falling are that people need to drive and walk cautiously, and sometimes they can't walk or drive at all.)

[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 neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* What is your favorite wintertime activity or holiday? Why is it your favorite? (Answers may vary.)
9. 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: Frigid

5 minutes

1. In the read-aloud you heard, “Of course, having a few extra blankets on the bed is always a good idea on those *frigid* winter nights.”
2. Say the word *frigid* with me.
3. *Frigid* means very cold.
4. My hands were frigid because I was playing outside in the snow without gloves!
5. Tell about a time when the weather felt *frigid*. Try to use the word *frigid* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The weather felt frigid when . . .”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *frigid* is *very hot*. If any of the things I describe sound like they are frigid, say, “_____ is frigid.” If any of the things I describe sound like they are very hot, say, “_____ is very hot.”

1. the temperature during a blizzard (The temperature during a blizzard is frigid.)
2. a boiling pot of water (A boiling pot of water is very hot.)
3. the way your nose feels when you are outside in the snow (The way your nose feels when you are outside in the snow is frigid.)
4. a typical summer afternoon (A typical summer afternoon is very hot.)
5. popsicles in the freezer (Popsicles in the freezer are frigid.)



Complete Remainder of the Lesson Later in the Day