



Spring

3_A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Remind students that yesterday they practiced 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 the seasons is winter, spring, summer, autumn.”
- Have the class sing the seasons song from Lesson 2. Point to each season on the Image Card 1 as it is mentioned in the song.
- Remind students that yesterday they heard their second letter from their imaginary pen pal, Annie. Ask students what Annie’s letter was about. Call on three volunteers to name different characteristics of winter.

Seasons Comparison Chart

- Give each student Instructional Masters 3A-1 and 3A-2. Tell them that this is their chart for winter. Point to the snowflake on their chart and tell them that the snowflake is a symbol for winter. Point to the first row and tell them that they will put a picture of a thermometer to show the temperature for winter. Students may also wish to draw what the weather is like during the winter. Point to the middle row and tell them that they can draw or cut and paste images of clothing worn during the winter. 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 winter.

	Winter	Spring	Summer	Autumn
Months	December January February			
Temperature/ Thermometer	cold			
Clothing People Wear	Heavy jacket, scarf, mittens, boots			
Special Activities/ Holidays	New Year's; sledding; making snowmen			

- Explain to students that they will fill out a class *Seasons Comparison Chart* together.

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.

- One by one, discuss each item listed in the left-hand column as it relates to Annie's description of winter. As you discuss each item, refer to the corresponding images from the read-aloud "Winter" and write a one-word description for each item.
- Take this opportunity to also talk about whether there are any unique seasonal differences in the wintertime that are characteristic of your own locality.
- Add Image Card 2 (winter) to the top of the chart above the winter heading. Save the chart for future lessons.

Introducing Spring

- Show students a large monthly calendar and assist them in identifying today's month and date.
- Tell students that in today's read-aloud, their imaginary pen pal, Annie, is going to tell them about the season that comes after winter in the cycle of the seasons—spring.
- Explain that in the United States, the season of spring begins in the month of March and also includes the months of April and May. Show

these months on the calendar as you name the months of spring.

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

Note: Do not expect students to identify the current season if it is not spring.

Vocabulary Preview

Melt

1. One characteristic of spring is that the snow and ice begin to *melt*.
2. Say the word *melt* with me three times.
3. Something melts when heat or warmth causes it to change from a solid to a liquid.
[Use an ice cube and some warm water to demonstrate this.]
4. This ice cube is frozen solid. The ice cube melts and changes into a liquid when it is put into warm water.
5. Can you think of something that melts when it gets warm or hot? Tell your partner what it is. Use the word *melt* when you tell about it.

Blossoms

◀ Show image 3A-3: Washington, D.C. cherry blossoms

1. In Annie's letter today, she will tell us about the cherry *blossoms* in her hometown of Washington, D.C.
2. Say the word *blossoms* with me three times.
3. Blossoms are the flowers on trees or bushes.
4. Bumble bees like to buzz around the blossoms on the cherry tree.
5. Describe the blossoms in this picture to your partner. What color are they? How big are they? Where do they grow? Use the word *blossoms* when you describe them.

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 spring. Tell them that their job is to listen carefully for the type of weather that is characteristic of spring and for things that happen in spring.



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

- ✓ Correctly name a few characteristics of spring (rainy, windy, ice/snow melt, rivers full/flood, planting on the farm, baby animals born, holidays)
- ✓ Describe any unique seasonal differences during spring that are characteristic of their own locality (increased rain, flooding, blooming of trees, etc.)



Spring

◀ Show image 3A-1: Annie in Spring

Dear Kindergartners,

In my last letter I told you all about winter. In today's letter, I'm going to tell you about the next season in the cycle of the seasons. Do you know which season that is?

[Call on three students to answer.]

The next season is spring!

Spring doesn't arrive all of a sudden. Spring arrives **gradually**—spring comes slowly, or bit by bit. Spring begins in the middle of March, and it continues through the months of April and May. Let's look at the calendar to see the months in spring.

[On a large monthly calendar, show students the beginning and duration of spring. Show today's date on the calendar.]

Can you tell by looking at today's date on the calendar if it is spring now?

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

During spring, the days are longer than they are during winter. That means we have more sunlight each day. The sun causes the air to get warmer. Any snow or ice that is on the ground begins to melt and the ground begins to **thaw**. When something **thaws** that means it is not hard or frozen anymore.



◀ Show image 3A-6: Potomac River

When snow and ice melt, they turn into water. This water flows—or goes—into the rivers and streams, making them very full. Rivers usually reach their highest levels during the spring. Sometimes the river water becomes so high, it **floods**. When a river **floods**, that means the water comes over the sides of the river and goes onto the land.

[You may wish to show the concept of flood by pouring water into a cup or bowl until it overflows. Catch the water in the tray.]



◀ Show image 3A-2: Spring showers

Something else that causes some rivers to **flood** is the rain during spring. There are many rainy days in the spring, especially in March and April. Sometimes after the rain you can see a colorful rainbow in the sky.

[Ask students: “Who has seen a rainbow in the sky before?” Take a quick tally. You may wish to mention the order of colors in the rainbow: red, orange, yellow, green, blue, indigo, violet.]

There is a saying that tells us, “April showers bring May flowers.” This means that the rains of April help plants to grow big and healthy, so they produce beautiful flowers in May and throughout the summer.

Besides being rainy, spring is also a very windy season. In fact, the windy beginning of spring is a perfect time to fly a kite! Some people say, “March comes in like a lion and goes out like a lamb.”

[Show the month of March. Point to the beginning of March and say, “in like a lion.” Ask students to describe a lion or tell you what they think of when they hear *lion*. Point to the end of March and say, “out like a lamb.” Ask students to describe a lamb or tell you what they think of when they hear *lamb*.]

The weather in March starts out stormy and windy, like a strong and powerful lion. Then, by the end of spring the weather is calm and mild, like a soft, gentle lamb.



◀ Show image 3A-3: Washington, D.C. cherry blossoms

The world outside changes during spring. Flowers are one of the most important signs of spring because they tell you that the plant world has come to life once again. Soon, bees will be buzzing among the flowers, and birds will be chirping in the leafy trees. The days will become longer and the weather will become warm and pleasant.

[Point to the blossoms in the image as you talk about them.]

My hometown of Washington, D.C., is famous for the cherry **blossoms** that bloom here each spring. Do you remember what **blossoms** are?

[Call on two students to answer.]

- Blossoms are the flowers on trees or bushes.

In April, the cherry trees throughout the city burst into bloom, and millions of brilliant pink and white flowers tell us that spring is here! Many

other kinds of trees have pretty, colorful **blossoms** in spring, too.
Do you see pretty **blossoms** in spring where you live?

[Call on three students to respond.]



◀ **Show image 3A-4: Farmer in spring**

Spring is an important time on farms.

Turn to your partner and tell them something you remember learning about farms with Old MacDonald.

[Remind students of the *Farms* domain. Allow students to talk for thirty seconds. Call on two partner pairs to share.]

For the farmer, it is time to get back out in the fields. The farmer must plow his soil and prepare it for planting. He plows the field in order to bring up the nutrients—or healthy parts—in the soil. Then the farmer will go through his plowed fields and plant his seeds in neat rows. A couple of weeks later, the field will be full of little green **seedlings**—or young, baby plants. By summer the **seedlings** will have grown into big, green plants.



◀ **Show image 3A-5: Collage of farm animals**

Spring is also an important time for the animals on the farm. Many animals give birth to new baby animals in the springtime. The barnyard and fields are full of baby animals.

[Point to each animal as you read about it.]

Baby horses—called foals—play in the fields. Lambs nuzzle close to the mother sheep. Ducklings line up and follow their mother duck to the pond.



◀ **Show image 3A-7: Easter, Passover, and Holi**

[Point to each holiday as you describe it.]

Spring is also a time to celebrate more holidays. Several holidays are celebrated during the springtime. During the Christian holiday of Easter, some people decorate eggs and go on Easter egg hunts. During the Jewish holiday of Passover, special food is served to family and friends at the Passover Seder. The Hindu holiday of Holi is a festival of colors, during which people celebrate the colors of springtime by dancing, singing, and sprinkling colored water on each other.

[You may wish to ask students which holidays they celebrate during spring, or have partner pairs talk about the holidays they celebrate during spring.]



◀ **Show image 3A-8: Iwo Jima Memorial**

Another important holiday in spring is called Memorial Day. Memorial Day is celebrated on the last Monday in May. On this day, we honor the American men and women who have fought in different wars to protect the United States. Many people celebrate Memorial Day with parades, picnics, barbecues, and family gatherings.



◀ **Show image 3A-9: Seasons diagram**

[Point to the symbol for spring in the cycle of the seasons.]

I hope you enjoyed hearing about spring.

Discuss with your partner what spring is like where you live. What's the weather like? Do you have **flooding**? Do many trees have **blossoms**?

[Allow thirty seconds for students to talk. Call on three partner pairs to share their answers.]

Thanks for answering my questions about spring. Now I know what spring is like where you live!

Your friend,
Annie

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 spring.

2. *Literal* In which month does spring begin?

- Spring begins in March.

[Show March on the calendar.]

What are the other months in spring?

- The other months in spring are April and May.

[Show April and May on the calendar.]

3. *Inferential* What is the weather like in spring?

- The weather in spring is rainy and windy. The sun warms the air and snow and ice begin to melt.

4. *Inferential* What are some things that happen during spring?

- During spring, rivers flood, farmers prepare the soil for planting and plant seeds, baby animals are born, and blossoms come out on the trees.

5. *Inferential* Why do the rivers flood?

- The rivers flood because they are full from the melting snow and rainy weather.

6. *Literal* What are some holidays in spring?

- Some holidays in spring are Easter, Passover, Holi, and Memorial Day.

[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

Does it rain more in spring than in the winter? (Yes/No)

Can you see the blossoms in the spring? (Yes/No)

The weather in spring is _____ and _____ where we live.

In the spring, I can see _____ and _____.

7. *Evaluative Think Pair Share:* What are some characteristics, or ways to describe spring 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.]

Sayings and Phrases: April Showers Bring May Flowers.

- Remind students that in today's letter from Annie they heard, "April showers bring May flowers."
- Have students repeat, "April showers bring May flowers." [You may wish to have the class come up with motions for *showers* and *flowers*.]
- Ask students how the saying "April showers bring May flowers" is used in the read-aloud.
 - The rain in April causes the flowers to bloom in May.
- Tell students that people may also say, "April showers bring May flowers" to mean that an unpleasant, or not-so-fun situation will later turn into a pleasant, or fun situation.
- Say to students: "Tell your partner about a time you experienced 'April showers bring May flowers,' or a time that may have been hard work or not so fun at first, but later turned out to be fun." Allow thirty seconds for partners to talk. Help partners initiate their conversation and encourage them to ask questions to get more information. Call on a few volunteers to share.



Complete Remainder of the Lesson Later in the Day