

# Summer

4<sub>A</sub>

## ***Introducing the Read-Aloud***

**15** minutes

### **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 spring. Call on three volunteers to name different characteristics of spring.

### ***Seasons Comparison Chart***

- Give each student Instructional Masters 4A-1 and 4A-2. Tell them that this is their chart for spring. Point to the flower on their chart and tell them that the flower is a symbol for spring. Point to the first row and tell them that they will put a picture of a thermometer to show the temperature for spring. Students may also wish to draw what the weather is like during the spring. Point to the middle row and tell them that they can draw or cut and paste images of clothing worn during the spring. 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 spring.

	Winter	Spring	Summer	Autumn
<b>Months</b>	December January February	March April May		
<b>Temperature/ Thermometer</b>	cold	warm		
<b>Clothing People Wear</b>	Heavy jacket, scarf, mittens, boots	(clothing for warmer weather)		
<b>Special Activities/ Holidays</b>	New Year's; sledding; making snowmen	Easter; Holi; Memorial Day		

- 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 spring. As you discuss each item, refer to the corresponding images from the read-aloud "Spring." 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 spring that are characteristic of your own locality.
- Add Image Card 3 (Spring) to the top of the chart above the spring heading.

## Introducing Summer

- 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 of summer.
- Explain that in the United States, the season of summer begins in the month of June and also includes the months of July and August. Show these months on the calendar as you name the summer months.

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

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

## Vocabulary Preview

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### *Temperature*

1. The *temperature* outside is usually very different in different seasons. In summer the *temperature* is warmer and in winter the *temperature* is colder.
2. Say the word *temperature* with me three times.
3. Temperature is how hot or cold something is.
4. If the temperature outside is freezing, it will snow instead of rain.
5. [You may wish to pass around the outdoor thermometers and point out whether the temperature is warm or cold. You may wish to show different kinds of clinical thermometers and explain that they are used to take people's temperature.]

### *Sunscreen/Sunburned*

1. In Annie's letter today, you will hear, "Everyone at the pool is wearing plenty of *sunscreen* so they do not get *sunburned*."
2. Say the word *sunscreen* with me three times.  
Say the word *sunburned* with me three times.
3. *Sunscreen* is a lotion or spray that protects a person's skin from the sun's rays. [Show examples of sunscreen.]  
*Sunburned* is when a person's skin becomes red and painful from being in the sun for too long.
4. When I go to the beach, I wear sunscreen to protect my skin so I don't get sunburned.
5. Tell your partner about times when you wear sunscreen. Use the word *sunscreen* when you tell about it.  
Have you ever been sunburned before? If so, tell your partner about it.

## Purpose for Listening

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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 summer.

Tell them that their job is to listen carefully for the type of weather that is characteristic of summer and for things that people do in the summer.

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

- ✓ Correctly name a few characteristics of summer (the hottest season, longer days)
- ✓ Describe any unique seasonal differences during summer that are characteristic of their own locality



## Summer

### ◀ Show image 4A-1: Seasons

[Have a student point to the picture of each season as you refer to it.]

Dear Kindergartners,

Hi from your pen pal, Annie! So far in my letters, I've told you about the seasons of winter and spring. Today I'm going to tell you about the season that comes after spring in the cycle of the seasons.

[Pause for student responses.]

Do you know what season comes after spring?

Summer comes after spring.

Tell your partner what kinds of things you think of when I say *summer*.

[Allow fifteen seconds for students to talk. Call on three volunteers to share.]

Summer begins in the month of June and includes the months of July and August.

[Show the beginning and duration of summer 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 summer now?

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

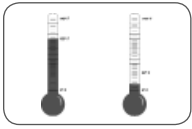


### ◀ Show image 4A-2: Annie in Summer

Summer is my favorite season of the year because I love the warm weather and sunshine. Summertime means summer vacation because I don't have school during the summer months. And summer days are the longest days of the year. Do you know what that means? More time to play! My family likes to go to the beach during the summer.

No matter where you live in the United States, summertime will bring the warmest weather of the year because during summer we receive the most sunlight.

[Remind students that Annie lives in Washington, D.C. Point to Washington, D.C., on a map. Then point to your state and city on the map. Reinforce that in both places, summer has the warmest weather.]



### ◀ Show image 4A-3: Thermometers

One way to tell how warm it is outside is to look at a thermometer. Do you remember what a thermometer is?

[Call on two students to answer.]

A thermometer is a tool that measures the temperature, or how hot or cold it is outside.

[Point to each thermometer as you describe it.]

When it is cool outside, the liquid in the thermometer stays down in the lower part of the thermometer. When it is warm outside, the liquid rises in the thermometer and comes close to the top. Which thermometer shows what the temperature might be like in the summertime?

[Invite two or three students to come up to the image and point to the thermometer they chose and tell why they chose it. Correct student responses as needed.]



### ◀ Show image 4A-4: Summer clothes

Because summer weather is the warmest weather of the year, people wear certain clothes during the summer to help keep cool. All of these people are dressed for warm summer weather.

With your partner, take turns talking about what the people in these pictures are wearing. Tell why you think they are wearing these things in summer.

[Allow thirty seconds for students to talk. Then call on two partner pairs to share their answers. You may wish to point out the sunglasses, swimming suits, snorkeling goggles, and fins or flippers.]



### ◀ Show image 4A-5: Washington Monument

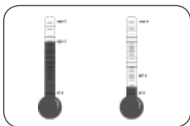
As I've told you before, I live in Washington, D.C., the capital of the United States. My teacher says that Washington, D.C., is a good city for learning about the seasons. In Washington, D.C., the four seasons are **distinct**—or very different—from each other. The weather is different during each season. The trees and plants look different in each season, too. So it's easy to tell by walking outside or looking out the window whether it is winter, spring, summer, or autumn.



← **Show image 4A-6: Summer in the city**

Summer is the busiest time of year in Washington, D.C., because each year millions of people come to visit our country's capital. They come to see the famous monuments and statues, museums, and buildings during their summer vacations.

[You may wish to point out the Capitol and mention that many leaders of America work there and make decisions for the country. Students will learn more about Washington, D.C., later in the school year in the *Presidents and American Symbols* domain.]



← **Show image 4A-7: Thermometers**

During the summer, the weather can be very hot in Washington, D.C.

[Point to the corresponding thermometer as you describe it.]

See how high the liquid is in this thermometer to the left? It says it is 100 degrees Fahrenheit; that means it is really hot outside! When it is this hot outside, people should find a way to stay cool and safe from the hot summer sun.



← **Show image 4A-9: Crowded pool**

One way to stay cool during the hot summer is to go swimming. Some people go to a lake or to the ocean to go swimming. I like to go to the swimming pool to keep cool in the summer. And as you can see, lots of other people have the same idea. Everyone at the pool is wearing plenty of **sunscreen**—or lotion or spray to protect their skin—so they do not get sunburned. Nothing ruins summer fun like a bad sunburn!



← **Show image 4A-10: Shady tree in the park**

Sometimes you can rest under shady trees to protect yourself from the hot sun and to stay cool. Some people prefer to stay **indoors**—or inside their house or inside a building. It is best to stay **indoors**, especially on the hottest days. Tell your partner how you stay cool in the summer and how you protect yourself from the hot summer sun.

[Allow fifteen seconds for students to talk. Call on two volunteers to share.]



← **Show image 4A-11: Fourth of July fireworks**

The Fourth of July is the biggest summer holiday. It is an especially important day in Washington, D.C., because the Fourth of July is the birthday of the United States. Many people celebrate the day with

family and friends. Lots of my friends have picnics or barbecues. I like to go to the parades and eat lots of watermelon on the Fourth of July. But my favorite thing to do on the Fourth of July is to watch the big, colorful fireworks in the night sky.

[Say to students: “Tell your partner whether your family does something special on the Fourth of July. Tell about what you like to do on the Fourth of July, or tell about what special things your family does during the summer.” Allow thirty seconds for students to talk. Call on two partner pairs to share.]

With vacation from school, swimming in the pool, and the Fourth of July fireworks, summer can be lots of fun! It’s my favorite season of all!

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 summer.
2. *Literal* Name the summer months.
  - The summer months are June, July, and August.

[Show June, July, and August on the calendar.]
3. *Inferential* What is the weather like in summer?
  - The weather in summer is sunny and hot.
4. *Inferential* What makes the summer days long and warm?
  - The sun makes the summer days long and warm.
5. *Evaluative* How are the clothes people wear during the winter different



from the clothes people wear in the summer?

- In the winter, people wear warm clothes like coats, scarves, boots, mittens, etc. In the summer people wear shorts, T-shirts, bathing suits, sunglasses, etc.

6. *Inferential* Why do you think people go swimming, rest under the shade of trees, or stay indoors on hot summer days?

- People go swimming, rest under the shade, or stay indoors to keep cool.

[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 it hot in the summer? (Yes/No)

Where I live, the  
weather in summer is \_\_\_\_\_  
and \_\_\_\_\_.

In the summer I like to \_\_\_\_\_  
and \_\_\_\_\_.

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

1. In the read-aloud you heard, "In Washington, D.C., the four seasons are *distinct*—or very different—from one another."
2. Say the word *distinct* with me three times.
3. If something is distinct, it is noticeably different from other things.
4. Tamara's puppy makes a distinct sound every time it is excited. Instead of a normal barking sound, "woof woof," the puppy goes, "yi, yi, yi!"
5. Tell about something that makes you distinct from your classmates. Try to use the word *distinct* when you tell about what makes you different.

[Ask two or three students. If necessary, guide and/or rephrase students' responses: "One thing that makes me distinct is \_\_\_\_\_.]"  
You may wish to give suggestions. Make sure that students are aware that being distinct is not negative or bad.]

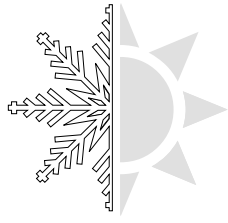
6. What's the word we've been talking about?

Use a *Discussion* activity for follow-up.

Directions: [Show Image Card 1.] With your partner, discuss how winter, spring, and summer are distinct seasons. You may wish to begin your sentence: “ \_\_\_\_\_ is a distinct season because . . .”



**Complete Remainder of the Lesson Later in the Day**



# Summer

4<sub>B</sub>

## Extensions

15 minutes

### My Four Seasons Drawing Booklet (Instructional Master 4B-1)

- Tell students that they are going to add summer to their *My Four Seasons Drawing Booklet*.
- Distribute drawing tools and Instructional Master 4B-1 to students. Have students draw a summer 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 summer. 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, “Summer is \_\_\_\_\_ and \_\_\_\_\_,” and “In the summer, 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 summer 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.]

### Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction and choose a book about the seasons to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.