

Kindergarten Listening and Learning Domain: Seasons and Weather

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Trade Book List

1. *Angels Ride Bikes and Other Fall Poems/Los ángeles andan en bicicleta y otros poemas de otoño*, by Francisco X. Alarcón (Lee and Low, 2005) ISBN 0892397987
2. *Animals in Winter (Let's-Read-and-Find-Out Science 1)*, by Henrietta Bancroft and Richard G. Van Gelder (HarperTrophy, 1996) ISBN 0064451658
3. *The Boy Who Didn't Believe in Spring*, by Lucille Clifton (Puffin, 1992) ISBN 0140547398
4. *Brave Irene*, by William Stieg (Square Fish, 2011) ISBN 0312564228
5. *Bring Me Some Apples and I'll Make You a Pie: A Story About Edna Lewis*, by Robin Gourley (Houghton Mifflin Harcourt, 2009) ISBN 0618158362
6. *Can You See the Wind? (Rookie Read-About Science)*, by Allan Fowler (Children's Press, 1999) ISBN 0516264796
7. *The Cloud Book*, by Tomie de Paola (Holiday House, 1984) ISBN 0823405311
8. *Cloudy with a Chance of Meatballs*, by Judi Barrett (Atheneum, 1978) ISBN 0140547398
9. *Cold Snap*, by Eileen Spinelli (Knopf Books for Young Readers, 2012) ISBN 0375957006
10. *Energy from the Sun (Rookie Read-About Science)*, by Allan Fowler (Children's Press, 1998) ISBN 0516262556
11. *Fall (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publications, 2011) ISBN 1597712590
12. *Frederick*, by Leo Lionni (Dragonfly Books, 1973) ISBN 0394826140
13. *Frog and Toad All Year*, by Arnold Lobel (HarperFestival, 1990) ISBN 1559942282
14. *From the Bellybutton of the Moon and Other Summer Poems/Del ombligo de la luna y otros poemas de verano*, by Francisco X. Alarcón (Lee and Low, 2005) ISBN 0892392010
15. *Four Seasons Make a Year*, by Anne Rockwell (Walker & Company, 2004) ISBN 0802788831
16. *If It's Really Cold. . . and Other Weather Predictions*, by Blake A. Hoena (Capstone Press, 2012) ISBN 1429687193
17. *Iguanas in the Snow and Other Winter Poems/Iguanas en la nieve y otros poemas de invierno*, by Francisco X. Alarcón (Children's Book Press, 2001) ISBN 0892391685
18. *Laughing Tomatoes and Other Spring Poems/Jitomates risueños y otros poemas de primavera*, by Francisco X. Alarcón (Children's Book Press, 2005) ISBN 0892391995
19. *Little Cloud and Lady Wind*, by Toni Morrison and Slade Morrison (Simon and Schuster, 2010) ISBN 1416985239
20. *On the Same Day in March: A Tour of the World's Weather*, by Marilyn Singer (HarperCollins, 2000) ISBN 0060281871

21. *The Rainbow and You*, by E.C. Krupp (HarperCollins, 2000) ISBN 0688156010
22. *The Reasons for Seasons*, by Gail Gibbons (Holiday House, 1996) ISBN 0590907352
23. *The Seasons of Arnold's Apple Tree*, by Gail Gibbons (Voyager Books, 1988) ISBN 0152712453
24. *Snow Is Falling (Let's-Read-and-Find-Out-Science, Stage 1)*, by Franklyn Branley and Holly Keller (HarperTrophy, 2000) ISBN 0064451860
25. *Snowflake Bentley*, by Jacqueline Briggs Martin (Houghton Mifflin, 1998) ISBN 0395861624
26. *Spring (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publications, 2011) ISBN 1597712606
27. *Spring With Rabbit (Animal Seasons)*, by Anita Loughrey (Qed Publishing, 2012) ISBN 1848358164
28. *Step-By-Step Weather*, by Paul Humphrey (Children's Press, 1996) ISBN 0749645423
29. *Summer (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publications, 2011) ISBN 1597712613
30. *Thunder Cake*, by Patricia Polacco (Puffin, 1997) ISBN 0698115813
31. *Tornado Alert (Let's-Read-and-Find-Out Science 2)*, by Franklyn M. Branley and Giulio Maestro (HarperTrophy, 1999) ISBN 0064450945
32. *Weather Forecasting*, by Gail Gibbons (Aladdin Library, 1993) ISBN 0689716834
33. *Weather (I Know That!)*, by Claire Llewellyn (Sea-to-Sea Publications, 2007) ISBN 1597710206
34. *Weather Words and What They Mean*, by Gail Gibbons (Holiday House, 1992) ISBN 082340952X
35. *Weather: Rain or Shine (Science Starters)*, by Jim Pipe (Stargazer Books, 2008) ISBN 1596041301
36. *What Will the Weather Be?*, by Linda DeWitt (HarperTrophy, 1993) ISBN 0064451135
37. *What's the Weather Today?*, by Allan Fowler (Children's Press, 1991) ISBN 0516449184
38. *When a Storm Comes Up (Rookie Read-About Science)*, by Allan Fowler (Children's Press, 1995) ISBN 0516460358
39. *When Spring Comes*, by Solomon Gordon (National Geographic Society, 2006) ISBN 0792242742
40. *Why Do Leaves Change Color? (Let's-Read-and-Find-Out Science, Stage 2)*, by Betsy Maestro and Loretta Krupinski (Harper Trophy, 1994) ISBN 0064451267
41. *Winter (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publishing, 2011) ISBN 1597712620
42. *Winter Is Here*, by Sid Webb (National Geographic Society, 2003) ISBN 0792242920

Core Knowledge Language Arts®

New York Edition

Listening & Learning Strand



Tell It Again! Read-Aloud Anthology
Seasons and Weather

Kindergarten

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Core Knowledge Language Arts®

New York Edition

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Alignment Chart for Seasons and Weather

The following chart contains both core content and language arts objectives. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Core Content Objectives									
	Lesson								
	1	2	3	4	5	6	7	8	9
Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year	✓								
Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season	✓	✓	✓	✓	✓	✓	✓		
Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons	✓								
Draw pictures that show an understanding of each season	✓		✓	✓	✓				
Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and most of the United States as having four seasons	✓								
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		✓		✓					
Explain the lesson the grasshopper learns at the end of the fable “The Grasshopper and the Ants”						✓			
Name activities that are associated with the four seasons							✓		
Identify the following characteristics of thunderstorms: heavy rain, thunder, lightning, and strong winds								✓	
Identify and describe different types of severe weather								✓	
Describe safe and unsafe behaviors during severe weather								✓	
Explain why weather prediction is important in their daily lives									✓

Reading Standards for Literature: Kindergarten

Key Ideas and Details		Lesson								
		1	2	3	4	5	6	7	8	9
STD RL.K.1	With prompting and support, ask and answer questions about key details in a text.									
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a fiction read-aloud						✓			
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships						✓			
Craft and Structure		Lesson								
		1	2	3	4	5	6	7	8	9
STD RL.K.4	Ask and answer questions about unknown words in a text.									
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in fiction read-alouds and discussions						✓			

STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).									
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems						✓			
Integration of Knowledge and Ideas		Lesson								
		1	2	3	4	5	6	7	8	9
STD RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).									
CKLA Goal(s)	With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read-aloud						✓			
Range of Reading and Level of Text Complexity		Lesson								
		1	2	3	4	5	6	7	8	9
STD RL.K.10	Actively engage in group reading activities with purpose and understanding.									
CKLA Goal(s)	Actively engage in fiction read-alouds						✓			
Reading Standards for Informational Text: Kindergarten										
Key Ideas and Details		Lesson								
		1	2	3	4	5	6	7	8	9
STD RI.K.1	With prompting and support, ask and answer questions about key details in a text.									
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who, what, where, when</i>) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud	✓	✓	✓	✓	✓		✓	✓	✓
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	✓	✓	✓	✓	✓		✓	✓	✓

STD RI.K.2	With prompting and support, identify the main topic and retell key details of a text.									
CKLA Goal(s)	With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-alouds		✓	✓	✓	✓				
Craft and Structure		Lesson								
		1	2	3	4	5	6	7	8	9
STD RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.									
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions	✓	✓	✓	✓	✓		✓	✓	✓
Integration of Knowledge and Ideas		Lesson								
		1	2	3	4	5	6	7	8	9
STD RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).									
CKLA Goal(s)	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud	✓	✓	✓	✓	✓		✓	✓	✓
STD RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).									
CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds							✓		
Range of Reading and Level of Text Complexity		Lesson								
		1	2	3	4	5	6	7	8	9
STD RI.K.10	Actively engage in group reading activities with purpose and understanding.									
CKLA Goal(s)	Actively engage in nonfiction/informational read-alouds	✓	✓	✓	✓	✓		✓	✓	✓

Writing Standards: Kindergarten

Text Types and Purposes		Lesson								
		1	2	3	4	5	6	7	8	9
STD W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.									
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details	✓	✓	✓	✓	✓			✓	✓
STD W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.									
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened						✓			
Production and Distribution of Writing		Lesson								
		1	2	3	4	5	6	7	8	9
STD W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.									
CKLA Goal(s)	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers								✓	
STD W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).									
CKLA Goal(s)	Participate in shared research and writing projects (e.g., group scientific research and writing)	✓								✓
STD W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.									
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions		✓	✓	✓	✓				

Speaking and Listening Standards: Kindergarten

Comprehension and Collaboration		Lesson								
		1	2	3	4	5	6	7	8	9
STD SL.K.1	Participate in collaborative conversations with diverse partners about <i>Kindergarten topics and texts</i> with peers and adults in small and large groups									
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).									
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.									
STD SL.K.1b	Continue a conversation through multiple exchanges.									
CKLA Goal(s)	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age									
Presentation of Knowledge and Ideas		Lesson								
		1	2	3	4	5	6	7	8	9
STD SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.									
CKLA Goal(s)	Add drawings or other visual displays to descriptions as desired to provide additional detail									
	✓		✓	✓						
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.									
CKLA Goal(s)	Speak audibly and express thoughts, feelings, and ideas clearly									

Language Standards: Kindergarten

Conventions of Standard English		Lesson								
		1	2	3	4	5	6	7	8	9
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.									
STD L.K.1b	Use frequently occurring nouns and verbs.									
CKLA Goal(s)	Use frequently occurring nouns and verbs in oral language									

STD L.K.1d	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).									
CKLA Goal(s)	Ask questions beginning with <i>who, what, where, when, why, or how</i>								✓	
STD L.K.1f	Produce and expand complete sentences in shared language									
CKLA Goal(s)	Answer questions orally in complete sentences								✓	
	Produce and expand complete sentences in shared language								✓	
Vocabulary Acquisition and Use		Lesson								
		1	2	3	4	5	6	7	8	9
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.									
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).									
CKLA Goal(s)	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)	✓							✓	
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.									
STD L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).									
CKLA Goal(s)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		✓	✓						✓
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).									
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).								✓	
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.									
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts								✓	
	Learn the meaning of common sayings and phrases			✓						

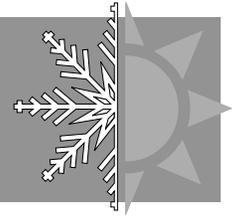
Additional CKLA Goals

	Lesson								
	1	2	3	4	5	6	7	8	9
Listen to a variety of texts, including informational narratives	✓	✓	✓	✓	✓		✓	✓	✓
Prior to listening to a read-aloud, identify orally what they know and have learned about a given topic		✓		✓					
Discuss personal responses to a given topic in a read-aloud		✓							✓
While listening to a read-aloud, orally explain information about a given topic based on text heard thus far						✓			
Explain that a read-aloud is fantasy because animals cannot really talk, sing, and dance like people						✓			
Evaluate and select read-alouds on the basis of personal choice for rereading							✓		



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

Introduction to Seasons and Weather



This introduction includes the necessary background information to be used in teaching the *Seasons and Weather* domain. The *Tell It Again! Read-Aloud Anthology for Seasons and Weather* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 5, after the seasons have been introduced. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than thirteen days total on this domain.**

WEEK ONE	Min.	Day 1	Day 2	#	Day 3	Day 4	Day 5
Introducing, Presenting, and Discussing the Read-Aloud	35	Lesson 1A: "What's the Weather Like?"	Lesson 2A: "Winter"		Lesson 3A: "Spring"	Lesson 4A: "Summer"	Lesson 5A: "Autumn"
Extensions	15	Lesson 1B: Extensions	Lesson 2B: Extensions		Lesson 3B: Extensions	Lesson 4B: Extensions	Lesson 5B: Extensions

WEEK TWO	Min.	Day 6	Day 7	Day 8	Day 9	#	Day 10
Introducing, Presenting, and Discussing the Read-Aloud	35	Pausing Point	Lesson 6A: "The Grasshopper and the Ants"	Lesson 7A: "Seasonal Activities and Sports"	Lesson 8A: "Storms and Severe Weather"		Lesson 9A: "Meteorology"
Extensions	15	Pausing Point	Lesson 6B: Extensions	Lesson 7B: Extensions	Lesson 8B: Extensions		Lesson 9B: Extensions

WEEK THREE	Min.	Day 11	Day 12	Day 13
Introducing, Presenting, and Discussing the Read-Aloud	35	Domain Review	Domain Assessment	Culminating Activities
Extensions	15	Domain Review	Domain Assessment	Culminating Activities

⑩ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book for Seasons and Weather*
- *Tell It Again! Image Cards for Seasons and Weather*
- *Tell It Again! Supplemental Guide for Seasons and Weather*
- *Tell It Again! Workbook for Seasons and Weather*

Why Seasons and Weather Are Important

This domain will introduce students to the concept of weather. Students will learn that different regions of the Earth experience different characteristic weather patterns throughout the year. They will also learn that we can think about a year and the related weather patterns in terms of four seasons: winter, spring, summer, and autumn. Students will also learn why knowing about the weather is important, and how weather affects our day-to-day lives and activities.

As the actual weather associated with each season varies depending upon where you live, students throughout the United States will have different experiences with regard to the four seasons. There are, however, certain common seasonal features that will be true for all children living within the continental United States; for example, summer is always a warmer season, in general, than winter. The lessons and read-alouds included in this domain have been carefully written to make these common seasonal features clear, while still encouraging you to customize the discussions and subsequent activities to make students aware of the specific weather patterns in your area.

Implicit in understanding the relationship between weather and seasons is having an understanding of time. Your students' grasp of the concepts discussed in this domain will be enhanced if they are already somewhat familiar with basic temporal concepts, such as day, week, month, and year. You will note that within the lessons that follow, we recommend frequent reference to a monthly calendar as a way of making this sense of time concrete.

The kinds of directed observations and hands-on activities associated with documenting the daily weather—such as looking at a thermometer, examining precipitation collected in a rain gauge, or observing the types of clouds in the sky—will help students more fully grasp the concepts that they will hear about in this domain.

Core Vocabulary for Seasons and Weather

The following list contains all of the core vocabulary words in *Seasons and Weather* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

characteristics

cycle
patterns
seasons
weather

Lesson 2

blizzards
cautiously
freezing point

frigid

halt

Lesson 3

blossoms
floods
gradually
seedlings
thaw

Lesson 4

distinct

indoors
sunscreen
thermometer

Lesson 5

chill

progresses

shed

Lesson 6

bare
future

last

personification
shivering

Lesson 7

outdoor
particular
refreshing

Lesson 8

evacuate
gear
severe
shelter
strike

Lesson 9

meteorologist
meteorology
record
satellites
warning

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Seasons and Weather*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as Think Pair Share and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: . There is also an end-of-domain summative assessment. Use the *Tens Conversion Chart* located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Seasons and Weather*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: .

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed specifically to assist educators who serve students with limited English oral language skills, which may include English Language Learners and students with special needs. The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-*

Aloud Anthology are underlined, indicating that they are multiple meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for Seasons and Weather

Trade Book List

If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce domain concepts.

1. *Angels Ride Bikes and Other Fall Poems/Los ángeles andan en bicicleta y otros poemas de otoño*, by Francisco X. Alarcón (Lee and Low, 2005) ISBN 0892397987
2. *Animals in Winter (Let's-Read-and-Find-Out Science 1)*, by Henrietta Bancroft and Richard G. Van Gelder (HarperTrophy, 1996) ISBN 0064451658
3. *The Boy Who Didn't Believe in Spring*, by Lucille Clifton (Puffin, 1992) ISBN 0140547398
4. *Brave Irene*, by William Stieg (Square Fish, 2011) ISBN 0312564228
5. *Bring Me Some Apples and I'll Make You a Pie: A Story About Edna Lewis*, by Robin Gourley (Houghton Mifflin Harcourt, 2009) ISBN 0618158362
6. *Can You See the Wind? (Rookie Read-About Science)*, by Allan Fowler (Children's Press, 1999) ISBN 0516264796
7. *The Cloud Book*, by Tomie de Paola (Holiday House, 1984) ISBN 0823405311
8. *Cloudy with a Chance of Meatballs*, by Judi Barrett (Atheneum, 1978) ISBN 0140547398
9. *Cold Snap*, by Eileen Spinelli (Knopf Books for Young Readers, 2012) ISBN 0375957006
10. *Energy from the Sun (Rookie Read-About Science)*, by Allan

Fowler (Children's Press, 1998) ISBN 0516262556

11. *Fall (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publications, 2011) ISBN 1597712590
12. *Frederick*, by Leo Lionni (Dragonfly Books, 1973) ISBN 0394826140
13. *Frog and Toad All Year*, by Arnold Lobel (HarperFestival, 1990) ISBN 1559942282
14. *From the Bellybutton of the Moon and Other Summer Poems/Del ombligo de la luna y otros poemas de verano*, by Francisco X. Alarcón (Lee and Low, 2005) ISBN 0892392010
15. *Four Seasons Make a Year*, by Anne Rockwell (Walker & Company, 2004) ISBN 0802788831
16. *If It's Really Cold. . . and Other Weather Predictions*, by Blake A. Hoena (Capstone Press, 2012) ISBN 1429687193
17. *Iguanas in the Snow and Other Winter Poems/Iguanas en la nieve y otros poemas de invierno*, by Francisco X. Alarcón (Children's Book Press, 2001) ISBN 0892391685
18. *Laughing Tomatoes and Other Spring Poems/Jitomates risueños y otros poemas de primavera*, by Francisco X. Alarcón (Children's Book Press, 2005) ISBN 0892391995
19. *Little Cloud and Lady Wind*, by Toni Morrison and Slade Morrison (Simon and Schuster, 2010) ISBN 1416985239
20. *On the Same Day in March: A Tour of the World's Weather*, by Marilyn Singer (HarperCollins, 2000) ISBN 0060281871
21. *The Rainbow and You*, by E.C. Krupp (HarperCollins, 2000) ISBN 0688156010
22. *The Reasons for Seasons*, by Gail Gibbons (Holiday House, 1996) ISBN 0590907352
23. *The Seasons of Arnold's Apple Tree*, by Gail Gibbons (Voyager Books, 1988) ISBN 0152712453
24. *Snow Is Falling (Let's-Read-and-Find-Out-Science, Stage 1)*, by Franklyn Branley and Holly Keller (HarperTrophy, 2000) ISBN 0064451860

25. *Snowflake Bentley*, by Jacqueline Briggs Martin (Houghton Mifflin, 1998) ISBN 0395861624
26. *Spring (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publications, 2011) ISBN 1597712606
27. *Spring With Rabbit (Animal Seasons)*, by Anita Loughrey (Qed Publishing, 2012) ISBN 1848358164
28. *Step-By-Step Weather*, by Paul Humphrey (Children's Press, 1996) ISBN 0749645423
29. *Summer (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publications, 2011) ISBN 1597712613
30. *Thunder Cake*, by Patricia Polacco (Puffin, 1997) ISBN 0698115813
31. *Tornado Alert (Let's-Read-and-Find-Out Science 2)*, by Franklyn M. Branley and Giulio Maestro (HarperTrophy, 1999) ISBN 0064450945
32. *Weather Forecasting*, by Gail Gibbons (Aladdin Library, 1993) ISBN 0689716834
33. *Weather (I Know That!)*, by Claire Llewellyn (Sea-to-Sea Publications, 2007) ISBN 1597710206
34. *Weather Words and What They Mean*, by Gail Gibbons (Holiday House, 1992) ISBN 082340952X
35. *Weather: Rain or Shine (Science Starters)*, by Jim Pipe (Stargazer Books, 2008) ISBN 1596041301
36. *What Will the Weather Be?*, by Linda DeWitt (HarperTrophy, 1993) ISBN 0064451135
37. *What's the Weather Today?*, by Allan Fowler (Children's Press, 1991) ISBN 0516449184
38. *When a Storm Comes Up (Rookie Read-About Science)*, by Allan Fowler (Children's Press, 1995) ISBN 0516460358
39. *When Spring Comes*, by Solomon Gordon (National Geographic Society, 2006) ISBN 0792242742
40. *Why Do Leaves Change Color? (Let's-Read-and-Find-Out Science, Stage 2)*, by Betsy Maestro and Loretta Krupinski

(Harper Trophy, 1994) ISBN 0064451267

41. *Winter (Thinking About the Seasons)*, by Clare Collinson (Sea-to-Sea Publishing, 2011) ISBN 1597712620
42. *Winter Is Here*, by Sid Webb (National Geographic Society, 2003) ISBN 0792242920

Websites and Other Resources

Student Resources

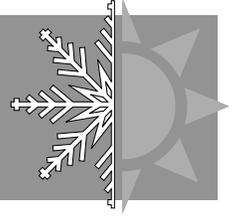
1. **Weather Word Search**
<http://www.weatherwizkids.com/weather-games-word-search.htm>
2. **Weather Safety Search and Find**
http://theweatherchannelkids.com/template/tem_popup_game.cfm?category=Seek%20and%20Find&med_id=30668
3. **Interactive Seasons**
<http://www.sheppardsoftware.com/scienceforkids/seasons/seasons.htm>
4. **Seasons Game**
<http://www.cookie.com/kids/games/seasons.html>

Teacher Resources

1. **Weather Photos**
http://www.ussartf.org/predicting_weather.htm
2. **Weather Predictions**
<http://www.mythweb.com/today/today04.html>
3. **Severe Weather**
<http://www.theweatherchannelkids.com/weather-ed/weather-encyclopedia/severe-thunderstorms/severe-thunderstorms/>

1

What's the Weather Like?



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year
- Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons
- Draw pictures that show an understanding of each season
- Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and most of the United States as having four seasons
- Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow, sleet)

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 in the Introduction for additional standards addressed in all lessons in this domain.

Students will:

- With prompting and support, recall facts from “What’s the Weather Like?” 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 “What’s the Weather Like?” (RI.K.1)
- With prompting and support, define and use new words, such as *characteristics*, from the read-aloud and the discussion about “What’s the Weather Like?” (RI.K.4)
- With prompting and support, describe an image of Annie writing a letter in “What’s the Weather Like?”, using the image to check and support comprehension of the read-aloud (RI.K.7)
- Actively engage in the nonfiction/informational read-aloud “What’s the Weather Like?” (RI.K.10)
- Draw a picture of the weather outside (W.K.2)
- Participate in a class research project by creating a daily weather diary (W.K.7)
- Create a drawing with sufficient detail of today’s weather (SL.K.5)
- Identify multiple meanings of *seasons* and use them in appropriate contexts (L.K.4a)
- Listen to a variety of texts, including informational narratives such as “What’s the Weather Like?”

Core Vocabulary

characteristics, n. Special qualities or traits that make a person, thing, or group different from others

Example: Two of Yesenia’s characteristics are her curly hair and her kindness.

Variation(s): characteristic

cycle, n. A series of events that occur again and again in the same order

Example: The cycle of the seasons happens every year and includes winter, spring, summer, and autumn.

Variation(s): cycles

patterns, n. The regular and repeated ways in which something happens

Example: The patterns on her shirt were made up of repeating heart shapes.

Variation(s): pattern

seasons, n. The different times of the year—winter, spring, summer, and autumn

Example: My favorite seasons are spring and summer because the weather is warmer and there is more time to play outside.

Variation(s): season

weather, n. The temperature and other outside conditions at a particular time and place

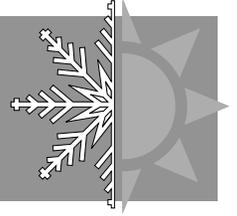
Example: Tomorrow the weather will be cold and rainy.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction	monthly calendar	10
	Where Are We?	map of the United States	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	What's the Weather Like?		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Characteristics		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Weather Diary	Instructional Master 1B-1, drawing paper, and drawing tools	10
	Multiple Meaning Word Activity: Seasons	Poster 1M: Seasons	5
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-2 and 1B-3	*

1A

What's the Weather Like?



Introducing the Read-Aloud

10 minutes

Domain Introduction

Note to Teacher: This introduction assumes that students already have some experience using a monthly calendar. The discussion below constitutes a review of the basic units of time, such as day, week, month, and year. If students have had little or no prior experience with the use of a monthly calendar, it is strongly recommended that such a calendar be introduced and used on a daily basis as this domain is taught, in order to solidify students' knowledge of the basic units of time.

Briefly review different units of time as they relate to one another. Using a large monthly calendar, point to the current date and explain that today is one day. Then point to the entire week, Sunday through Saturday, explaining that this time period is called one week. Ask students to count the number of days in a week. Next, explain that all of the weeks shown on this single page of the calendar represent a time period called a month. Ask students to count the number of weeks in a month, pointing to the calendar. Explain that about four weeks make up a month, and twelve months make up a year.

Now explain that within the twelve months, there are four different seasons. Tell students that the seasons—winter, spring, summer, and autumn (or fall)—occur at different times of year. Tell them that over the next couple of weeks, they are going to learn about the different seasons in a year.

Where Are We?

Prepare students for the stylistic use of a pen pal as a narrator in this domain by asking, “Do you ever get letters from a friend or relative who lives somewhere else? If you do get letters written by a friend or relative, we might call that person your pen pal.”

Explain that a pen pal is a friend with whom you exchange written letters but who you may only see occasionally, if at all. Ask students to guess why someone who writes and exchanges letters might be called a “pen pal.”



← **Show image 1A-1: Annie in Washington, D.C.**

Tell students that in the next several read-alouds they will be hearing from a pretend pen pal named Annie. Explain that Annie, who lives in Washington, D.C., will be sending them letters about the weather and seasons where she lives.

Show students a map of the United States. Point to Washington, D.C. Explain that this city is the capital of our country, the United States of America. Tell students that Washington, D.C., is where the president of our country lives and works.

Have students look out the window and describe the weather. Next, point to the students’ hometown on the map and discuss whether their hometown is near or far from where Annie lives. Explain that not everyone in the United States has the same weather on any given day. Go on to explain that the weather where Annie lives may be very different right now from the weather in their hometown (unless they live in Washington, D.C., of course). Tell students that Annie’s letters will tell them about the seasons and weather in her hometown of Washington, D.C.

Purpose for Listening

Tell students to listen carefully to learn about three very different places on Earth that have different types of weather. Tell students to also listen to learn the names of the four seasons of the year.



What's the Weather Like?

← Show image 1A-1: Annie in Washington, D.C.

Dear Kindergartners,

Hello! My name is Annie, and I'm a fifth-grader in a big city called Washington, D.C.¹ You've probably seen kids my age and thought it would be nice to be older, but I'll tell you a secret—sometimes I wish I were still in kindergarten. It was so much fun.

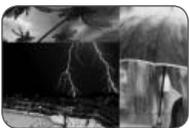
Maybe you think it's kind of strange to get a letter from a kid you don't even know, but I'll tell you why I'm writing. In school, my class is learning about **seasons** and **weather** right now.² I'm doing a special project: I'm going to be your weather pen pal!³ I'm going to teach you what the weather is like where I live and what it's like in different areas on Earth.

You can help me with my project by answering all my questions, so I can learn about the weather and what the seasons are like in your hometown. On the day when I don't get a chance to write to you, your teacher will read a story about weather and seasons to keep you thinking about them. By the time we're done, I bet we'll all know a lot more about seasons and weather. So let's get started!

1 [Remind students that Washington, D.C., is the capital of the United States.]

2 Annie's class is learning about what it is like outside at different times of the year.

3 What is Annie doing in the picture? Remember, a pen pal is a friend with whom you exchange letters.



← Show image 1A-2: Kinds of weather

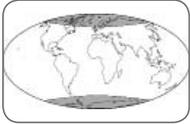
Can you tell me what the weather⁴ is like outside today where you live?⁵ Is it warm outside, or is it cool? Is it rainy or sunny? Is it cloudy or clear? Is the weather where you live always the same, or does it change? Was yesterday's weather exactly the same as the weather today? How about the day before?

My teacher says that no matter where you live on Earth, the weather is always changing, hour by hour, and day by day. Just yesterday, when I left for school in the morning, it was sunny, but it started raining before lunchtime!

4 Weather is the temperature and other outside conditions at a particular time and place.

5 [Pause after each question to give students a chance to respond.]

6 Patterns are things that repeat. Weather patterns are types of weather that repeat, or happen over and over again.



← **Show image 1A-3: Earth with northern and southern polar regions colored blue**

But no matter where you live, you will probably still notice weather **patterns** during certain times of the year.⁶ For example, you may notice that the weather pattern in the summer is mostly sunny and warm. Weather patterns may change a lot in some places, and very little in other places. It all depends on where you live on Earth.

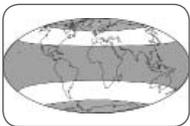
7 [Point to the blue areas of the map.]



← **Show image 1A-4: Antarctica**

Different areas of the earth have different types of weather. I've colored two areas, near the North and South Poles, on this picture blue.⁷ As you can see, the North and South Poles are at opposite ends of the earth from each other, but they share the same weather patterns. At the North and South Poles, it is always cold, and the land is usually covered by ice.

This is the South Pole, which is located on the continent of Antarctica. It is one of the coldest places on Earth. The ground is covered by ice all year long, though it almost never rains or snows here. The wind can be strong, and the temperature can be cold enough to freeze a person's skin if he or she is not wearing the right kind of clothing!



← **Show image 1A-5: Middle section of the earth colored red with blue polar regions**

8 [Point to the red area of the map.]

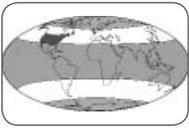


← **Show image 1A-6: Rainforest⁹**

The middle of the earth, where it's usually very warm, is colored red on this map.⁸ Most places in this red area stay warm all year long. The biggest change in the weather during different times of the year is the amount of rain.

During certain months in the rainforest, the day may start off warm and sunny, but by afternoon it may rain very, very hard. This weather pattern may occur almost every day! All the rain and sun this area gets almost all year-round keep the plants and trees green and healthy.

9 Does this place look like it would have the same weather as the North or South Pole?



← **Show image 1A-7: The earth with colored areas, the U.S. in green**

10 [Point to the United States on the image. You may even wish to point to where Washington, D.C., is roughly located.]

As you can see, on this map, most of the United States, the country where we live, is colored green.¹⁰ Most of the United States is on the continent of North America, although the state of Hawaii is made up of islands located in the Pacific Ocean. In the United States, it's not always cold, like at the North and South Poles, and it's not always hot, like at the middle section of the earth. The weather in the United States changes with every season, so we get cold weather, hot weather, and everything in between.



11 [Point to the image as you read the corresponding season.]

← **Show image 1A-8: Seasons**

12 The word *seasons* can have other meanings. The word *seasons* also means to add spice to food to give it more flavor.

There are four seasons in a year:¹¹ winter, spring, summer, and autumn. The weather in the United States changes depending on where you live and which season it is. If you pay attention, you will also notice that changes occur in plants—including trees, grass, and flowers. Also, depending on the season, you will see different kinds of animals. In Washington, D.C., where I live, you can really tell the differences among all four seasons.¹²



← **Show image 1A-9: Winter**

Winter is the coldest season. In many places, the world outside becomes less colorful in winter because there are fewer green plants and no flowers. Birds, bugs, and other animals are hard to find. Some animals, like squirrels, sleep during the winter season. In some places, snow and ice cover the ground during wintertime.



← **Show image 1A-10: Spring**

Eventually, winter ends and springtime begins. The snow and ice melt, and the sun shines a little longer and warmer each day. Spring brings new life. New buds appear on the trees; these will soon grow into new green leaves. New plants grow up from the warming earth, and flowers bloom again. Often, baby animals are born during the spring. The season also brings farmers back out into their fields to put seeds in the ground.



← **Show image 1A-11: Summer**

Summer follows spring. Summer is the hottest season of the year in the United States. Summer is the season in which all the plants are at their greenest—full of leaves, flowers, and fruit. Birds, bugs, and other animals are easiest to spot in the summer.



← **Show image 1A-12: Autumn**

Finally, after summer comes autumn, which is also called “fall.” In most places in the United States, the leaves change colors and fall off certain types of trees in autumn. The air outside gets cooler and the sun shines a little less each day. Autumn is when farmers harvest their fruits and vegetables, birds fly south, and everyone gets ready for winter.



← **Show image 1A-13: Seasons diagram**

Do you know what season it is right now where you live? How do you know? ¹³ Each season has its own special **characteristics**. ¹⁴ For example, a characteristic of summer is hot weather, and a characteristic of winter is snow. Of course, the seasons are different depending on where you live. Not all places get snow in the winter, and not all places are steaming hot in the summer. But one thing is for sure: no matter where you live, the seasons always change in the same order, year after year.

When something happens over and over again in the same order, it’s called a **cycle**. Every year the cycle of the seasons begins in winter, followed by spring, summer, autumn, and back to winter.

I’ll be talking about my hometown, Washington, D.C., a lot in my letters, but the characteristics of the four seasons where you live might be a little different. You should pay close attention to see if your weather is different from mine!

I’ll say goodbye for now, so you can talk more about weather and seasons with your teacher. I will write again soon. Until then, I hope you are enjoying beautiful weather where you live!

Your friend,
Annie

13 [Pause for students to respond.]

14 Characteristics are qualities. Each season has its own special qualities that make each season different from the others.

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. *Literal* Where does Annie, our pen pal, live? (Annie lives in Washington, D.C.)
2. *Literal* Where on the earth is it always cold? (It is always cold in the North and South Poles.) Where on the earth is it usually warm? (It is usually warm in the middle of the earth.)
3. *Literal* In the United States, what is the cycle of the seasons in order, starting with winter? (The cycle of seasons is winter, spring, summer, autumn/fall.)
4. *Literal* Which season is the coldest? (Winter is the coldest season.) Which season is the hottest? (Summer is the hottest season.)
5. *Inferential* What are some characteristics, or qualities, of autumn/fall? (Some characteristics of autumn/fall are leaves changing colors and falling off certain types of trees. It also starts to get a little colder outside.)
6. *Inferential* What are some characteristics, or qualities, of spring? (It starts to get warmer outside. New leaves start to grow on trees, flowers bloom, and new plants grow.)

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.

7. *Evaluative* *Think Pair Share*: What were the most interesting facts that you learned from the read-aloud today? Why did you find them interesting? (Answers may vary.)

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: Characteristics

5 minutes

1. In the read-aloud you heard, “Each season has its own special *characteristics*.”
2. Say the word *characteristics* with me.
3. *Characteristics* are special qualities or traits that make a person, thing, or group different from others.
4. Characteristics of summer in the United States include hot temperatures and a lot of sunshine.
5. Describe some characteristics of the person sitting next to you. Try to use the word *characteristics* when you describe your neighbor. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Some characteristics of _____ are . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: If any of the things I say are examples of the characteristics of a good friend, say, “That is a characteristic of a good friend.” If they aren’t characteristics of a good friend, say, “That is not a characteristic of a good friend.”

1. being a good listener (Being a good listener is a characteristic of a good friend.)
2. sharing (Sharing is a characteristic of a good friend.)
3. always wanting to do things his or her way (Always wanting to do things his or her way is not a characteristic of a good friend.)
4. being fun to play with (Being fun to play with is a characteristic of a good friend.)



Complete Remainder of the Lesson Later in the Day