

SEASONS ON THE FARM



In Illinois we have a climate that is made up of four very different seasons. The earth moving around the sun makes the seasons.

Each season is special in its' own way. When thinking of winter, most people will think of cold and snow. Springtime is the warm, rainy part of the year when the earth seems to be born again. Summer is just the opposite of winter, being hot and perfect for water sports and play. Fall is the time of the year when the leaves of the deciduous trees burst into color and then fall to the ground.

Farmers in Illinois do different types of work during each of the seasons. In the winter, farmers order their seeds, work on their equipment, and keep their animals safe from the cold. In spring, many farm animals are born and this is when farmers will plant their crops. Summertime is perfect for plants and farm animals to grow. The farmer cares for the livestock by providing feed and water to them and tends to the crops. Fall is when the farmer uses machinery like, a combine, to harvest many crops.

We wear coats in the winter and swimming suits in the summer. Even the foods we eat change with the seasons. Summer gives us fresh fruits and vegetables—straight from the garden, while in winter we eat more frozen and canned foods.

The lessons and materials in this kit will help students understand how agriculture revolves around the seasons and how the farm brings us many lessons about winter, spring, summer and fall. Students will learn that while we go to the store to purchase our food, it begins with plants or animals raised on farms. Different seasons provide us with a variety of foods and other products. From the farm, products are transported, processed, marketed and distributed, involving a multitude of agricultural careers in this chain of events. Through this kit, students will discover that they all depend on agriculture every day of their lives.



Seasons on the Farm

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- Reproducible
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 2. Seasons on the F-A-R-M
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- More – List of websites, videos, books and posters (not found in kit)
 1. Ideas for Teaching Seasons
 2. AITC Season's Activities

Seasons on the Farm Kit Inventory

Quantity	Item	Source	Price	Other Notes
1	The Reasons for the Seasons by Gail Gibbons	Holiday House Publishing	\$6.95	ISBN 0-8234-1238-5
1	Sunshine Makes the Seasons by Franklyn M. Branley	Harper Collins Publishing	\$5.99	ISBN 0-06-445019-8
1	Sun up, Sun down by Gail Gibbons	Harcourt Brace Publishing	\$7.00	ISBN 978-0-15-282782-3
1	It's Summer! by Linda Glaser	Lerner Publishing	\$7.95	ISBN 0-7613-1735-x
1	It's Spring! by Linda Glaser	Lerner Publishing	\$7.95	ISBN 0-7613-1345-1
1	It's Fall! by Linda Glaser	Lerner Publishing	\$7.95	ISBN 0-7613-1342-7
1	It's Winter! by Linda Glaser	Lerner Publishing	\$7.95	ISBN-10: 0761316809
1	Discover the Seasons by Diane Iverson	DAWN Publications	\$9.95	ISBN 1-883220-43-2
1	Pumpkin Jack by Will Hubbell	Albert Whitman Company	\$6.95	ISBN 0-8075-6666-7
1	Seasons of Arnolds Apple Tree by Gail Gibbons	Harcourt Brace Publishing	\$7.00	ISBN 0-15-271245-3
1	Farming by Gail Gibbons	Holiday House Publishing	\$6.99	ISBN-10: 0823407977
1	Thirteen Moons on Turtle's Back by Joseph Bruchac	Putnam Juvenile	\$6.99	Paperback, ISBN-10: 0698115848

1	Summer, I and II and Winter DVD	FESKO	\$45.00	
1 set	Seasons stamps (14 assorted designs 3")	Discount School Supplies	\$9.49	http://www.discountschoolsupply.com/Product/ProductDetail.aspx
1	Agriculture is Every Day	IFB AITC	\$4.00	
1 set	Fall Nature stencils (12 assorted designs 5")	Oriental Trading (800)875-8480 www.orientaltrading.com	\$4.95	Item IN-56/6011
			\$153.06	

***Note: These prices and sources are current at time of assembly only. Prices and availability are subject to change.*

Seasons on the Farm Inventory

Books

The Reasons for the Seasons by Gail Gibbons
Sunshine Makes the Seasons by Franklyn M. Branley
Sun up, Sun down by Gail Gibbons
It's Summer! by Linda Glaser
It's Spring! by Linda Glaser
It's Winter! by Linda Glaser
It's Fall! by Linda Glaser
Discover the Seasons by Diane Iverson
Pumpkin Jack by Will Hubbell
Seasons of Arnolds Apple Tree by Gail Gibbons
Farming by Gail Gibbons
Harvest Year by Chris Peterson
Thirteen Moons on a Turtle's Back by Joseph Bruchac

Videos/DVDs

Summer, I and II and Winter DVD
Agriculture is Every Day From IFB AITC

Posters

Other Resources

Seasons Stamps – set of 14
Fall Nature Stencils – set of 12

Seasons on the Farm

Kit Objectives

1. To promote the incorporation of agricultural concepts into the classroom curriculum.
2. To provide an easy-to-use collection of valuable resource materials in order to help pre-kindergarten through 3rd grade teachers create or enhance an agricultural unit on a topic or theme such farming or seasons.
3. To provide a selection of activities and necessary supplies to teach about the chosen topic or theme while addressing Illinois Learning Standards across all subject areas.

Some Notes on Using the Kits:

Kit Contents - The kits are intended to be “resource materials” kits. Due to the number of activities included in the various books and guides only a limited number of hands on supplies are provided.

Illinois Learning Standards – Illinois Learning Standards have been identified and are listed in each subject area.

Web sites - To further assist teachers and students seeking information on agricultural topics, a list of related web site addresses has been provided in each kit in the More section of the notebook.

Teacher Input - Please feel free to add your own favorite activities that relate to this kit to the **More** section of this binder.

Each Kit also includes:

- **Cover Page for each discipline addressing Illinois Learning Standards**
- **Prices and Inventory Page of the kit and materials**
- **Student reading page in Language Arts/Poetry**
- **Vocabulary Cloze Activity in Language Arts/Poetry**
- **Logic Puzzles in Math**
- **Glyphs in Math** - *What is a glyph?* According to the 1992 Webster's College Dictionary a glyph is a pictograph or hieroglyph; any symbol bearing information non-verbally such as a handicap accessible symbol in the restroom. *Why use glyphs?* Glyphs allow students to collect, display, and interpret data about themselves and other meaningful topics. This activity will also allow the student to practice using a legend in the creation of the glyph.

Seasons on the Farm

Vocabulary List

axis - a real or imaginary straight line about which something turns

cold - the absence of heat, or low temperature

equinox - time of equal day and night periods, marking the beginning of spring and fall

fall - season between summer and winter, another name for autumn

hot - the absence of cold or high temperature

moon - heavenly body that revolves around the earth

moon phases - stages of the moon throughout the month; shape of the moon

orbit - the path followed by a heavenly body going around another

rotation - to turn around a center point or axis (spinning)

season - quarter of a year beginning at a solstice or an equinox

snow - a type of precipitation, consisting of a multitude of snowflakes that fall from clouds

spring - season between winter and summer beginning with the vernal equinox

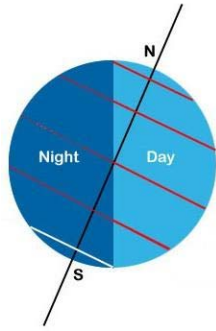
summer - hot season between spring and fall, beginning with the summer solstice

sun - star at the middle of the solar system

winter - cold season between fall and spring

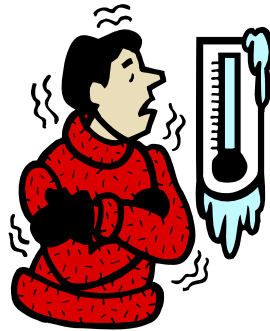
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axis



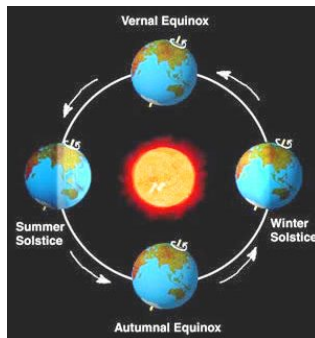
a real or imaginary straight line about which something turns

cold



the absence of heat, or low temperature

equinox



time of equal day and night periods, marking the beginning of spring and fall

fall



season between summer and winter (also called autumn)

hot



the absence of cold or high temperature

moon



heavenly body that
revolves around the earth

**moon
phase**



stages of the moon
throughout the month;
shape of the moon

orbit



the path followed by a
heavenly body going
around another

rotation



to turn around a center
point or axis (spinning)

season



quarter of a year
beginning at a solstice
or an equinox

snow



a type of precipitation, consisting of a multitude of snowflakes that fall from clouds

spring



season between winter and summer beginning with the vernal equinox

summer



hot season between spring and fall, beginning with the summer solstice

sun



star in the middle of the solar system

winter



cold season between fall and spring

Name_____

Seasons On The Farm
Cloze Activity

Use the word bank to complete each sentence.

Word Bank

Axis
Cold
Equinox

Moon
Moon phases
Season
Sun

Orbit
Rotation
Winter

1. Sally said her favorite _____ was fall.
2. In the winter, when the sun is farther away from earth, we have _____ temperatures.
3. March 21st is the date of the beginning of spring because of the _____.
4. Sometimes the _____ is shaped like a circle and other times as a crescent.
5. The _____ of the earth causes the day and night.
6. The earth rotates on its' _____.
7. Building a snowman and sledding are my favorite activities to do in the _____.
8. The _____ gives us warmth.
9. All planets have their own _____ to follow in space.
10. I made a booklet that showed the different shapes of the moon, I called it _____.

Name_____

**Seasons On The Farm
Cloze Activity**

ANSWER KEY

Use the word bank to complete each sentence.

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1. Sally said her favorite season was fall.
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9. All planets have their own orbit to follow in space.
10. I made a booklet that showed the different shapes of the moon, I called it moon phases.

Winter Art

<http://www.perpetualpreschool.com/>

Igloo:

Materials:

- ✓ Small Styrofoam cup
 - ✓ small white paper plate
 - ✓ mini marshmallows
 - ✓ sugar cubes
 - ✓ glue
 - ✓ shaving cream* (*if desired)
1. For the 3's I cut the top half of the cup off and glued the bottom half onto the center of the paper plate. When dry we started the project. The kids were instructed to put glue all over the cup. sides, top, etc.
 2. 2 sugar cubes were placed on top of each other then glued onto the paper plate touching the cup to form a door/entry way.
 3. Then they covered the cup with mini-marshmallows.
 4. When done they used popsicle sticks to put a mixture of shaving cream and glue onto their igloo's and paper plates (this makes a puffy snow that dries puffy).
 5. Also I pre cut little strips out of colored construction paper and glued them around the top of a tooth pick to resemble a flag. I put the child's name "Tommy's Igloo" on the flag and when they were all done the stuck the flag into a marshmallow on the top of their igloo.
 6. Mix shaving cream and glue together to make snow that will be 3 dimensional on paper. Use your fingers to apply to houses, make snowballs or create a puffy polar bear. This dries quickly and forms a hard coat over the top.

Snowstorm:

After a snowstorm, bring in a large amount of snow in big tubs. Have the children help you fill the tubs outside and carry them in. When inside, give the children watercolor painting sets and let them have fun, fun, fun. As they paint the snow, the colors will blend together. It really is lovely. We always take pictures of this activity for the parents.

Pasta Snowflakes:

(Quick tip before you start: The easiest way to paint the pasta white is to add a small amount of white paint and some uncooked pasta to a Ziploc baggie and shake.) Draw a Medium sized circle on a piece of sturdy paper. This will be used as a guideline. The children glue the white pasta inside the circle and can even extend outside the circle if they wish. Stress that all snowflakes are different.

Ice Painting:

Using an ordinary ice tray, freeze colored ice cubes. Fill with water and add food coloring in any colors that you choose. Lay toothpicks or Popsicles sticks in the water, and freeze overnight. Next day, have the children hold the colored ice cube by the stick and swipe over white construction paper. The ice slowly melts leaving the beautiful colors behind. The children love swirling the ice and watching the colors blend. Enjoy!

Glittering Snowballs:

Blow up a small round balloon for each child. Dip lengths of white yarn into a mixture of white glue and water, and have children wrap around the balloon in interesting patterns. Try to cover most of the balloon, but you don't have to cover the whole thing. While the ball is still wet, sprinkle with silver glitter. Allow to dry, then pop and remove the balloon from in the center. Beautiful snowballs to hang from your ceiling!

Spring Art

<http://www.perpetualpreschool.com>

Buds to blossoms:

Cut out two identical tree shapes from brown construction paper and glue onto larger sheet. Glue on puffed rice for buds on one tree and popped popcorn on the other for blossoms.

April Flowers Bring May Showers:

Each age group had a special part in the creation of the bulletin board. The one year olds made a sun out of their handprints, the two year olds made rain drops with their finger prints and blue finger paints, the three year olds made flowers. Our young fours made caterpillars and our older fours made butterflies out of tissue paper and clothes pins. The children loved it because they could show off their creations and we kept it up for 2 months.

Cherry Blossoms:

I have used this idea with kids of all ages and it is a lot of fun. Supplies: bright pink const. paper, green food dye, straws, glue, different shades of pink and fuchsia tissue paper cut in small squares. Put a few small drops of green food dye at bottom of pink paper. Have children blow with a straw up and over a little left and right to create a pretty shaped branch with lots of twigs. Then take the tissue squares and pinch in the middle and glue on like a blossom along the green stems, remembering to get some on the ends of the twigs.

Celery stalk roses:

Cut off the top part of a stalk of celery leaving about 3-4 inches of stalk. Use the cut side of the stalk to make a "stamp" for paint. It will make the most incredible "rose" you have ever seen. The children used the stalks of celery to make the stems and then added the "roses". They are beautiful!!

Butterflies:

Take a sheet of white paper fold it down the center put a drop of paint in the center. Then put a different color in next to it on one half fold and smash make sure to really spread the paint all over the paper. They make really neat butterflies!

Spring Kites:

Give each child two same-size pieces of square paper and allow them to fingerpaint. After the paint has dried, staple the papers together with painted sides to the outside. Punch a hole in one corner and attach thread for hanging. Punch a hole in the opposite corner to attach a "tail" made from either knotted fabric strips or crepe paper. We hung these from the ceiling and they were a beautiful, colorful way to bring Spring inside!

Nature Bracelets:

Fall or in the spring or whenever! Take some masking tape and make a bracelet for each child sticky side up. As you have your nature walk, encourage children to gather leaves, flowers, acorns, twigs or whatever to stick on their wrists to create a wonderful bracelet! The children will love to compare their creations while enjoying the outdoors!

Summer Art

<http://www.perpetualpreschool.com>

Ping-Pong Painting:

I did this with the handicapped pre-school class, and they thought it was great! Collect all sorts of round containers and get a bunch of ping-pong balls. Have different colors of paint in different bowls. Give the children a container and have them place a piece of paper inside so that it conforms to the shape of the container. Then, give each child a plastic cup with about 5 balls in it. Have the children dip the balls, one at a time, in the different colors of paint. Put the top back on the container. Now the children can work on their motor movements by rolling the containers back, forth, sideways, and by giving them a good shaking! Makes neat noises, too! I have found the big, dry oatmeal containers to be the perfect size. This can be done as a group project as well. Enjoy!

Outside painting:

When it is very hot out we give out paint brushes (the kind that you really paint a house with) and a bucket of water and the children will paint for hours. The only rules are they can't paint windows and they can not empty their buckets on anyone. I got 5 paint brushes for a dollar at the dollar store

Sun Catchers:

Materials:

- ✓ wire clothes hangers
- ✓ food coloring
- ✓ cling wrap
- ✓ watered-down glue

Lay the cling wrap flat on the table. Position the hanger on top of the cling wrap. Spread glue onto area inside hanger. Place drops of food coloring in area as well. Fold cling wrap to completely cover both sides of hanger. Let the children use their finger to spread the colors through the cling wrap. They love to see the colors mix and swirl!

Bubble Prints:

In a margarine container mix 1/3 tempera paint, or food coloring with 2/3 liquid dishwashing detergent and a small amount of water. Have the children blow with a straw in the solution until the bubbles rise over the top of the container (don't forget to poke a pin hole in the straw so the kids won't suck up the solution) then have them place a piece of paper over the top of the solution and move it around until they have bubble prints on paper.

Blueberry painting:

July is National Blueberry Month! I had my kids look at blueberries and taste them. Then, I added a little water and heated them up in the microwave. (1 min) Then I mashed them up in front of the kids. Lastly, we used the mashed up blueberry juice as paint. They painted a white sheet of paper and I cut them into circles...Our Own Blueberry Bunch!

KOOL PAINTING:

Try giving the children an ice cube and dry tempera paint or unsweetened Kool-Aid on a piece of paper...let them create a "KOOL PAINTING!" All they have to do is drag the ice through the dry mixture and paint away. Put the paper into a flat box from sodas and let them rotate the box and let the ice move on its own on the colored dry "stuff". I have also used paint by water pages from books and let the children make "magic" paintings using the ice cubes instead of a brush and water.

Summer Collage:

Talk to your students about things they like to do in the summer. Then, guide the children to look through magazines and travel brochures and cut out pictures of their favorite summer things. Provide glue and paper to make a collage. Ask the children to tell you about their collage and write down their words on their paper.

Sun Prints:

Objects from your classroom such as paint brushes, blocks, or anything that would make an interesting print and dark colored construction paper.

Have the children place the objects on their construction paper. Take their creations out into the direct sunlight and leave them outside all day. At the end of the day, go outside and check to see what happened to the construction paper!

Fall Art

Pumpkin Pie Play Dough:

Materials:

- ✓ 5 ½ cups of flour
- ✓ 2 cups of salt
- ✓ 8 teaspoons of cream of tartar
- ✓ ¾ cup of oil
- ✓ 1 ½ ounces container of pumpkin pie spice
- ✓ Orange food coloring (*2 parts yellow to 1 part red*)
- ✓ 4 cups of water

Mix all of the ingredients together. Cook and stir over medium heat until all lumps disappear. Knead the dough on a floured surface until it is smooth.

This smells good, but. **NO TASTING PLEASE!**

Rake Handprint:

Trace the child's hand on a piece of paper. The traced hand becomes the rake. Let them draw a rectangle for the stick. The child can then draw leaves, or use real leaves from outside.

Seed Mosaic:

Give the students many different types of seeds. Let them glue them onto a piece of paper to make a design or you could have them fill in a simple shape with the seeds.

Harvest Moons:

Read the book - [Opossum's Harvest Moon](#)

Discussion points: The moon can take several shapes from a sliver to a full moon. A Harvest Moon is always a full Moon. Harvest/fall are soon followed by winter. In the winter the animals sleep and don't see each other until spring - that's why the opossum wants to have a party! Tell the children that opossums hang upside down by their tails.

Make the Harvest Moons:

Materials:

- ✓ Yellow construction paper
- ✓ Wax paper
- ✓ Yellow and Orange crayon shavings
- ✓ Small amount of gold or silver glitter
- ✓ Wheat stalks
- ✓ Scissors
- ✓ Glue

(Teachers may want to have circles and wax paper pre-cut before project time.)

1. Cut circles out of the yellow construction paper.
2. Cut the middle out of the circle - leaving an edge about $\frac{1}{4}$ " wide
3. Cut pieces of wax paper just a little bit bigger than the circles
4. Gently scatter crayon shavings and a dash of glitter on one side of the wax paper.
5. **Teacher** - put a piece of wax paper on top of the shavings. Place a dish cloth on top of the wax paper and with a cool iron, press the wax paper together - melting the crayon shavings.
6. Glue the wax paper between the construction paper circles.
7. Put short stalks of wheat in the bottom edge of the construction paper - so they come up through the moon. Glue them down securely.
8. Put a light small weight (such as a book) on the wheat and allow the glue to dry until the next day.
9. Using a paper punch put a small hole near the top of the moon.
10. Hang the harvest moons in your classroom.

Songs for All Seasons

Seasons of the Year (Sung to "Here We Go Round the Mulberry Bush")

CHORUS:

*Here we go round the year again,
The year again, the year again.
Here we go round the year again,
To greet the different seasons.*

*Wintertime is time for snow.
To the south, the birds will go.
It's too cold for plants to grow
Because it is the winter.*

CHORUS

*In the springtime, days grow warm.
On the plants, the new buds form.
Bees and bugs come out to swarm
Because it is the spring.*

CHORUS

*In summertime, the days are hot.
Ice cold drinks I drink a lot!
At the beach, I've got a spot
Because it is the summer.*

CHORUS

*Fall is here, the air is cool.
Days are short, it's back to school.
Raking leaves is now the rule
Because it is autumn.*

CHORUS

Winter, Spring, Summer, Fall (Sung to the "This Old Man")

*Winter, Spring, Summer, Fall
There are seasons, four in all.*

*Weather changes, sun and rain and snow,
Leaves fall down and flowers grow.*

*Winter, Spring, Summer, Fall
There are seasons, four in all.*

*Look outside and you will see
Just what season it will be!*

The Tilt of the Earth (Sung to “Mary Had a Little Lamb”)

*Earth's tilt makes the seasons change,
Seasons change, seasons change,
Earth's tilt makes the seasons change,
They change all through the year.*

*Near the sun it's summertime,
Summertime, summertime,
Near the sun it's summertime,
The days are hot and bright*

*Far away it's wintertime,
Wintertime, wintertime,
Far away its wintertime,
The days are cold and gray.*

*Spring and fall are in-between,
In-between, in-between,
Spring and fall are in-between,
The days are cool or warm.*

Making Rain



Arrange the children so they are all facing you. Ask if anyone has ever made a rainstorm before. Then say they are going to work together to make a storm. Tell them to imitate what you are doing whenever you walk in front of them, and have them keep doing it until you come by again doing something else. Each time you begin making a different sound, you will start on one side and then return to the starting point to start the next sound. Tell the children that they will first hear the wind, then drizzle, hard rain, thunder and then the storm as it gradually blows away. Your sequence of sound-making activities should go like this:

1. Rub your hands gently
2. Snap your fingers
3. Slap your hands on your thighs
4. Keep slapping your hands on thighs and stamp feet
5. Return to just slapping hands on thighs
6. Snap fingers
7. Rub hands
8. Stop all movements

Winter Songs

The Winter Song (Sung to “Farmer in the Dell”)

Let's sing a winter song,

Let's sing a winter song,

The days are short, the nights are long.

Let's sing a winter song.

The winter wind is cold,

The winter wind is cold,

It freezes noses, ears, and toes.

The winter wind is cold.

Winter now is here,

Winter now is here,

Put on your coat, your hat, your gloves, Winter now is here.

Winter (Sung to “Ring Around the Rosie”)

Winter, Winter, Wonderland

Pockets Full of Mittens

Snowflakes, Snowflakes

We All Fall Down!

Snowflakes (Sung to “Frere Jacques”)

Snowflakes falling, snowflakes falling

To the ground, to the ground,

I am bundled to my chin. See my footsteps where I've been.

Snowflakes falling, snowflakes falling.

Snowball (Sung to "Are You Sleeping, Brother John")

Make a snowball, make a snowball.

Throw it now, throw it now.

Make a snowball, make a snowball.

Throw it now, throw it now! (pretend to throw a snowball)

Winter Hokey Pokey

You put your right mitten in,

You take your right mitten out.

You put your right mitten in,

And you shake it all about.

You do the winter pokey, [shiver]

And you turn yourself around.

That's what it's all about!

You put your left mitten in....

You put your right boot....

You put your left boot....

You put your winter hat in....

You put your snowsuit (whole body) in....

Snowflake Song (Sung to "I'm a Little Teapot")

I'm a little snowflake, fat and round

Falling softly to the ground.

When enough of me fall, hear me shout,

"Here's a snowball, better watch out!" (pretend to throw a snowball)

Spring Songs

Raindrop Song

Sing the song in a quiet voice, fingers wiggling in the air for rain falling, flat palm towards the floor in a circular motion for a puddle, when the children come slap the floor as you loudly say splash, splash, splash.

First I was a raindrop, falling, falling. First I was a raindrop, drop, drop, drop.

Next I was a puddle, puddle, puddle. Next I was a puddle with my friends.

Then there came some children, children, children. Then there came some children, SPLASH! SPLASH! SPLASH!

Spring Song (Sung to "Are You Sleeping?")

It is spring time

It is spring time

Winter's gone

Winter's gone

Summer time is coming

Summer time is coming

It won't be long

It won't be long

Spring is Here (Sung to "Farmer in the Dell")

*The days of Spring are here,
Warm, sunny days are near,
Flowers and bees, and birds in trees.
The days of spring are here.*

Plant a Little Seed (Sung to "I'm a Little Teapot")

*I plant a little seed in the cold, cold ground.
Out comes the yellow sun, big and round.
Down come the raindrops soft and slow(ly)
Up comes the flower grow, grow, grow!*

Action: pretend to plant in cupped hand round arms over head for sun raindrops with dancing fingers have right hand push through left hand and emerge as a flower with fingers spread wide!

I See Robins (Sung to "Are You Sleeping")

*I see robins, I see bird's nests,
Butterflies too, flowers too.
Everything is growing, The wind is gently blowing.
Spring is here, spring is here.*

Summer Songs

Summer Bugs (Sung to “Do You Know the Muffin Man?”)

Do you know a butterfly, a butterfly, a butterfly?

Do you know a butterfly who loves a summer’s day!

Yes, we know a butterfly, a butterfly, a butterfly.

Yes, we know a butterfly who loves a summer’s day!

(continue changing butterfly to other summer bugs, i.e. caterpillar, house fly, lady bug, spider, moth, glow bug, etc.)

Fall Songs

Pumpkin Song (Sung to “Ring Around the Rosie”)

Have the children make a circle around a large pumpkin. While holding hands start singing:

Ring around the pumpkin

Orange, big and round.

Pumpkin seeds, Pumpkin seeds

We all fall down!

Leaves activity (Sung to “London Bridges”)

For thanksgiving/fall theme, gather leaves and bring inside in a common area. Give a few of the kids small brooms/rakes and sing:

Autumn leaves are falling down, falling down, falling down, Autumn leaves are falling down welcome Autumn.

Sweep the leaves and put them here ,put them put here, put them here, Sweep the leaves and put them here, welcome Autumn.

Jump right in and have some fun, have some fun, have some fun, Jump right in and have some fun-welcome autumn.

Children participate in the activity in a circle and follow the cues for the activity.

Pumpkins are Growing (Sung to “Are You Sleeping?”)

Pumpkins are growing. Pumpkins are growing.

In the patch. In the patch.

Look at all the pumpkins. Look at all the pumpkins.

Orange and Round. Orange and Round.

Harvest Song: (Sung to the tune - The Wheels on the Bus)

The leaves on the trees

Turn orange and brown

Orange and brown

Orange and brown

The leaves on the trees turn orange and brown all through the town.

The leaves on the tree

Come falling down

Falling down, falling down

The leaves on the tree come falling down all through the town.

The leaves on the ground go swish, swish, swish.

Swish, swish, swish.

Swish, swish, swish.

The leaves on the ground go swish, swish, swish all through the town

This is the Way We

This is the way we pick up the leaves, pick up the leaves, pick up the leaves. This is the way we pick up the leaves, because they've fallen down!

(Each child picks up a leaf in the middle of the circle)

This is the way we throw the leaves, Throw the leaves, throw the leaves. This is the way we throw the leaves, because they've fallen down!

(Each child throws their leaf into the middle of the circle)

This is the way we jump on the leaves, jump on the leaves, jump on the leaves This is the way we jump on the leaves, because they've fallen down.

(Each child jumps forward into the circle)

This is the Way We

This is the way we rake the leaves rake the leaves, rake the leaves This is the way we rake the leaves in the middle of Autumn.

This is the way we jump on the leaves, jump on the leaves, jump on the leaves This is the way we jump on the leaves in the middle of Autumn.

This is the way we throw the leaves Throw the leaves, throw the leaves This is the way we throw the leaves in the middle of Autumn.

This is the way we rake the leaves rake the leaves, rake the leaves This is the way we rake the leaves in the middle of autumn.

I'm a Little Corn Stalk (Sung to "I'm a Little Tea Pot")

I'm a little corn stalk straight and tall,

Yellow is my color, I grow in the fall,

Go to the farmer's market to pick me out,

Yummy in my tummy is what you'll shout.

Leaves are Falling (Sung to "Row, Row Your Boat")

The movement is simple swaying of both hands falling down.

Leaves, leaves falling down

Falling on the ground,

Red, yellow, orange, and brown

Falling on the ground.

I'm a Little Chipmunk (Sung to "I'm a Little Teapot")

I am a little chipmunk sitting high up in a tree.

Autumn leaves are falling all around me.

Winter will be here soon so I'm busy all the day,

Finding nuts and acorns to store away.

It Is Autumn (Sung to "If You're Happy And You Know It")

It is autumn and it's time to rake the leaves!

It is autumn and it's time to rake the leaves!

It is autumn, that's the season!

We don't need a better reason!

It is autumn and it's time to rake the leaves!

Leaves (Sung to "Frere Jaque")

This is an echo song. You sing and then the children repeat.

Leaves are changing. (Children repeat pretending to change their shirt like the leaves change their colors)

All around. (Children repeat turning around)

Red, yellow and orange. (Children repeat making a rainbow arch)

Some are brown. (Children repeat)

Leaves are falling. (Children repeat wiggling finger from high to low)

To the ground. (Children repeat bringing fingers to touch the ground)

Floating on the breeze. (Children repeat lifting up arms and toes)

Down, down, down. (Children repeat falling down to the ground) .

All the Leaves are Falling Down (Sung to "Twinkle, Twinkle Little Star")

*All the leaves are falling down,
Orange, yellow, red, and brown.
Falling softly as they do,
Over me and over you.
All the leaves are falling down,
Orange, yellow, red, and brown.*

As you sing this, you can have the children slowly turn and twirl as they lower to the ground.

"Oh, When The Leaves" (Sung to "Oh, When The Saints Come Marching In")

*Oh, when the leaves, fall off the trees.
Oh, when the leaves fall off the tree.
We know that it must be Autumn,
When the leaves fall off the tree.*

Leaves are Falling (Sung to "Are You Sleeping?")

*Leaves are falling. Leaves are falling
To the ground. To the ground
Look at all the leaves. Look at all the leaves
Red, Yellow, and Brown. Red, yellow and brown*



Circle Time Activities For Young Children

**Deya Brashears
and
Sharron Werlin Krull**

Dedicated To The Orinda Pre-School

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the seasons

To help introduce each season, here are some clever ideas which will enhance your curriculum and describe each season.

1. Autumn

a. Ten Red Apples

Ten red apples grow on a tree.

(Both hands high)

Five for you and five for me.

(Dangle one hand and then the other)

Let us shake the tree just so.

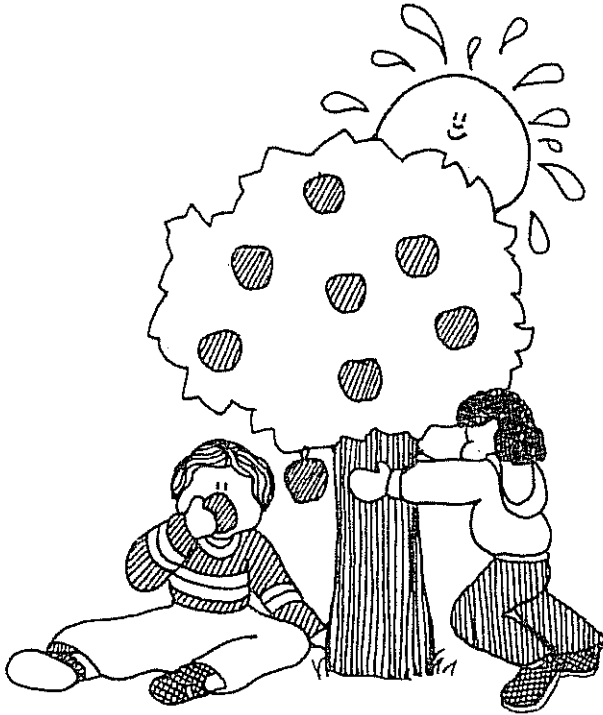
(Shake body)

And ten red apples will fall below.

(Hands fall)

1,2,3,4,5,6,7,8,9,10.

(Count each finger)



b. Ten Rosy Apples

Ten rosy apples high in a tree.

(Arms above head, fingers separated)

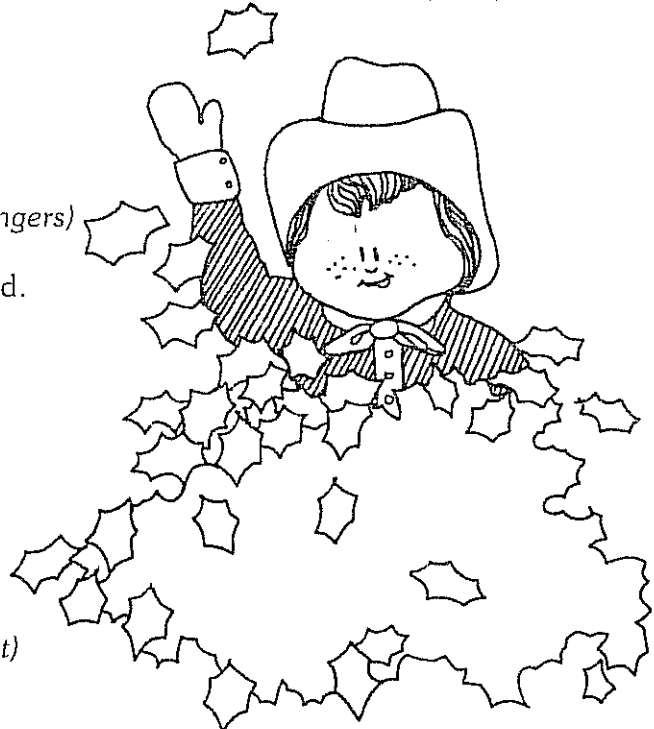
Safely hiding where no one can see.

When the wind comes rocking to and fro.

(Arms sway above head)

Ten rosy apples to the ground must go.

(Apples tumble down to the floor).



c. In The Apple Tree

Away up high in an apple tree. *(Point up)*

Two red apples smiled at me. *(Form circles with fingers)*

I shook that tree as hard as I could. *(Shake tree)*

Down came the apples and m-m-m-they were good.

(Rub stomach)

d. When The Leaves Are On The Ground

When the leaves are on the ground. *(Point to floor)*

Instead of on the trees. *(Hands clasped over head)*

I like to make a great big pile of them.

Way up to my knees. *(Hands on knees)*

I like to run and jump in them. *(Jump once)*

And kick them all around. *(Kicking motion with foot)*

I like the prickly feel of them.

And the crickly, crackly sound. *(Click fingernails)*

The leaves are green, the nuts are brown. *(Raise arms sideward, wiggle fingers, make circles for nuts)*

They hang so high they will never fall down. *(Stretch arms)*

Leave them alone 'til the bright fall weather. *(Move hands as if wind blows softly)*

And then they will all come down together. *(Bring arms down to side quickly)*

e. Leaves Are Floating Down

Leaves are floating softly down.
(Flutter fingers)
They make a carpet on the ground.
Then, swish! The wind comes whirling by.
(Bring hand around rapidly)
And sends them dancing to the sky.
(Flutter fingers upward)

f. Little Leaves

Little leaves fall gently down.
Red and yellow and orange and brown.
(Flutter fingers)
Whirling, whirling 'round and 'round.
Quietly without a sound.
Falling softly to the ground.
(Lower bodies gradually to floor)
Down, down, down, and down.

g. Five Red Apples

Five red apples in a grocery store. (Hold up five fingers)
Bobby bought one, and then there were four. (Bend down one finger)
Four red apples on an apple tree.
Susie ate one, and then there were three. (Bend down one finger)
Three red apples. What did Alice do?
Why, she ate one, and there were two. (Bend down one finger)
Two red apples ripening in the sun.
Timmy ate one, and then there was one. (Bend down one finger)
One red apple and now we are done.
I ate the last one, and now there are none. (Bend down last finger)

2. Winter

a. Mr. Snowman

Mr. Snowman so big and fat.
All dressed up in your Sunday hat.
A stick for a nose and coal for eyes.
My you look so proud and wise.
Mr. Snowman the sun is hot.
You will melt as likely as not.
When you are little, ya know what then?
We will build you up again.



b. I'm So Glad It's Snowing

I'm so glad it's snowing, tra la la la.
I'll shovel the snow in the front yard.
I'll shovel the snow in the back yard.
(Make shoveling motions)
I'm so glad it's snowing, tra la la la la.



c. Little Pig

(With pointer finger of right hand, touch fingers and thumb of left hand, starting with little finger)

This little pig lost his sweater.
This little pig lost her muff.
Said this little pig, "Jack Frost will catch you."
Said this little pig, "Sure enough."
Said this little pig, "Br-r-r-r wee, wee, wee."
This nice warm house is the place for me.
(Put thumb in fist)

d. Jack Frost

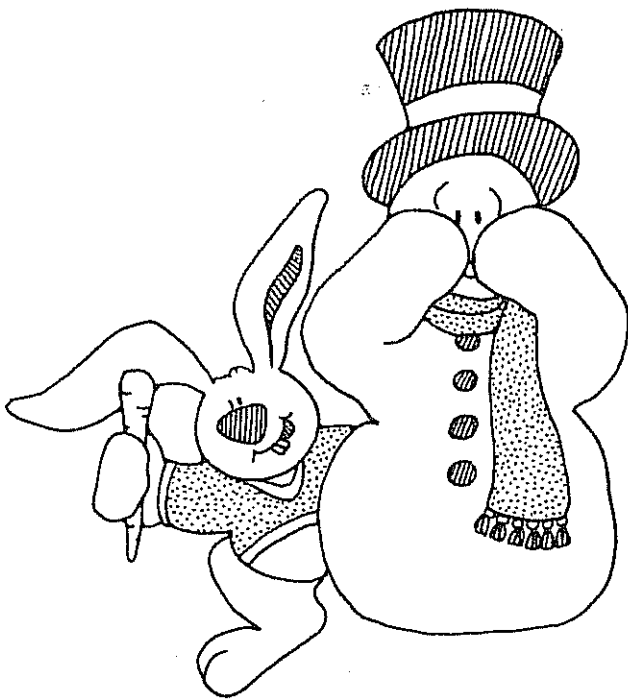
Jack Frost is a fairy small.
(Show smallness with thumb and pointer)
I'm sure he is out today.
He nipped my nose.
(Point to nose)
And pinched my toes.
(Point to toes)
When I went out to play.

e. I Am A Snowman

Now I am a snowman.
(Stand with arms out)
Standing on the lawn.
I melt and melt and melt.
And pretty soon I'm gone.
(Body slumps and voice fades)

f. Gather Snow

Gather snow and make a ball. (Hands in ball formation)
Make a snowman round and tall. (Indicate with hands)
Coal for buttons. (Pretend to place buttons)
Coal for eyes. (Pretend to place eyes)
There he stands and looks so wise. (Stand like a snowman)



g. Chubby Little Snowman

A chubby little snowman.
Had a carrot nose.
(Point to nose)
Along came a bunny.
And what do you suppose?
(Hold up two fingers on right hand to make bunny)
That hungry little bunny
Looking for his lunch.
Ate that little snowman's nose.
(Pretend to grab nose)
Nibble, nibble, crunch.

h. Snowman In Our Yard

We made a snowman in our yard.
Jolly and round and fat.
(Hold hands under stomach and jiggle it)
We gave him Father's pipe to smoke.
(Pretend to hold pipe)
And Father's battered hat.
(Tap top of head)
We tied a scarf around his neck.
(Pretend to tie scarf)
And in his buttonhole.

We stuck a holly sprag.
(Pretend to put holly in buttonhole)
We had black buttons of coal.
(Indicate buttons)
He had black eyes, a turned up nose.
(Indicate eyes and nose)
A wide and cheerful grin.
And there he stood in our front yard.
(Stand tall)
Inviting company in!
(Make motion with hand)

i. One Little, Two Little, Three Little Snowmen

One little, two little, three little snowmen.

(Hold up one finger for each snowman)

Four little, five little, six little snowmen.

Seven little, eight little, nine little snowmen.

Ten little snowmen bright.

Reverse.

j. I'm A Little Snowman (Tune: "I'm A Little Teapot")



I'm a little snowman, short and fat.

Here is my broomstick, here is my hat

When the sun comes out, I melt away.

Down, down, down, down, whoops....

I'm a puddle.

k. Snowman

Roll a snowball large.

(Arms make circle)

Then one middle size.

(Two pointer fingers and two thumbs make a circle)

Roll a snowball small.

(One pointer and thumb)

Use lumps of coal for eyes.

(Point to eyes)

An old hat upon his head.

(Place both hands on top of head)

And for his necktie, tie around

(Motion of tying ribbon)

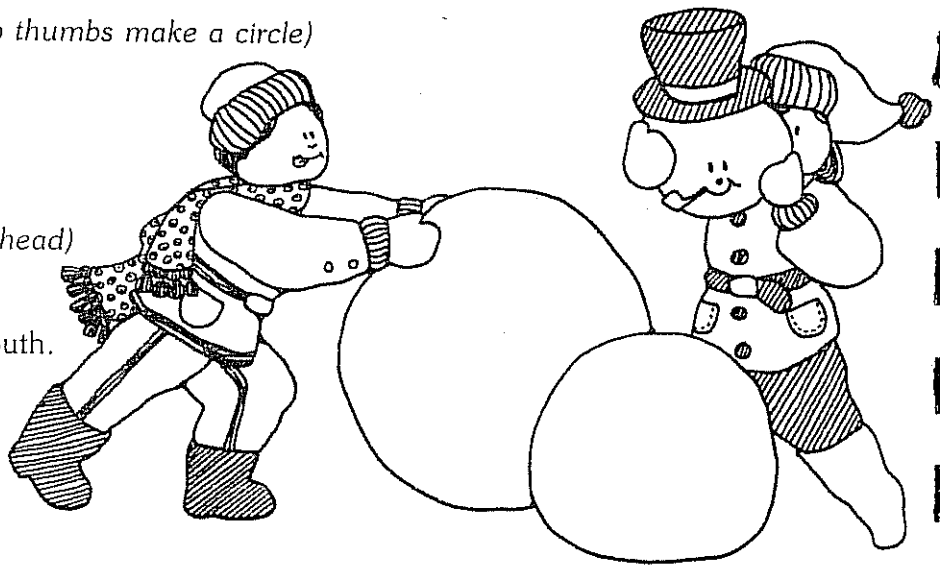
A corn cob pipe goes in his mouth.

(Point to mouth)

Some buttons on his vest.

(Point to buttons down front)

Of snowmen, he's the best!



l. Little Snowman

I make a little snowman.

With hat and cane complete. *(Hold out hand to indicate little snowman)*

With shiny buttons on his coat.

And shoes upon his feet. *(Indicate buttons and shoes)*

But I know when the sun comes out

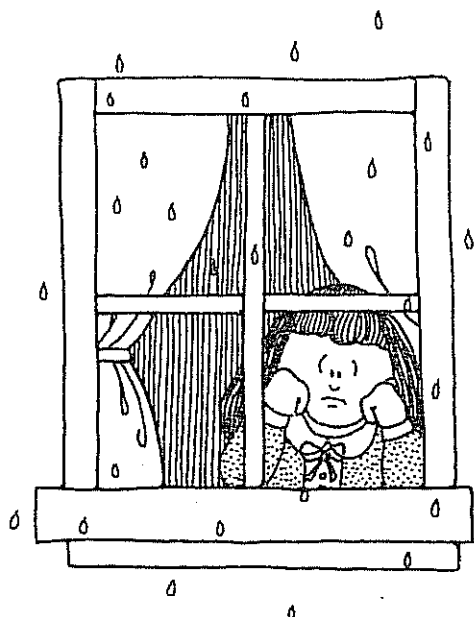
My snowman will go away. *(Make circle with arms)*

So I'll put him in our big deep freeze.

And he'll be sure to stay.

m. I Am A Snowman

I am a snowman, cold and white.
 I stand so still through all the night. *(Stand still)*
 With a carrot nose. *(Point to nose)*
 And head held high
 And a lump of coal to make each eye. *(Point to eye)*
 I have a muffler made of red.
 And a stovepipe hat upon my head. *(Place hands on top of head)*
 The sun is coming out! Oh my!
 I think that I am going to cry. *(Start sinking to the floor)*
 Yesterday, I was so plump and round.
 Now I'm just a river on the ground. *(Sink to the floor)*



3. Spring

a. Rain, Rain, Go Away (Traditional Tune)



Rain, rain, go away.
 Come again another day.
 Little Suzie wants to play.
 Rain, rain, go away.

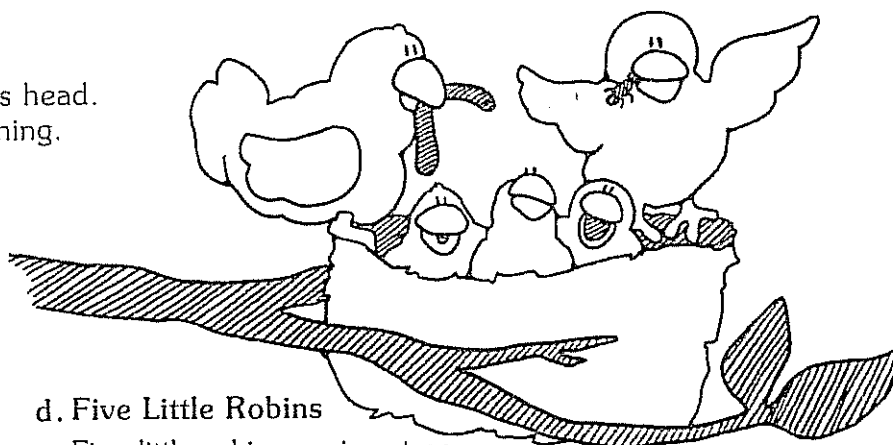
b. There is Thunder (Tune: "Are You Sleeping")



There is thunder. There is thunder.
 Hear it roar. Hear it roar.
 Pitter, patter, rain drops.
 Pitter, patter, rain drops.
 I'm all wet! I'm all wet!

c. It's Raining (Tune: "Rain, Rain, Go Away")

It's raining, it's pouring,
 The old man is snoring.
 He went to bed and bumped his head.
 And couldn't get up in the morning.



d. Five Little Robins

Five little robins up in a tree.
 Father, mother *(Thumb, pointer)*
 And babies three. *(Middle, ring and little fingers)*
 Father caught a bug. *(Point to thumb)*
 Mother caught a worm. *(Point to pointer)*
 This one got the bug. *(Middle finger)*
 This one got the worm. *(Ring finger)*
 This one said, "Now it's my turn". *(Little finger)*

Winter Games

Winter Dressing Relay

In a large area have two adults with their own gloves, hats, coats, scarves, and boots laying next to them. The children will line up in front of one of the adults and one at a time run up and place an item of winter on the adult. The first team done wins.

Snowball forts and "fights"

Have the secretary save all her "oops" white copies. Then put the children to work rolling the white scrap paper into balls. These are then saved in large black plastic bags to be divided for the game.

The children are divided into two groups. Each group is then given a set of large cardboard blocks, enough to build a fairly good sized wall. Encourage them to work together as a group and build a wall that will shield them from their opponents. After the wall is built they get to the "snowballs" and have a wonderful time having a snowball fight. The side that finishes their snowballs first and their wall is still standing, is the winner.

Cover some cardboard blocks with white paper to use as blocks of ice to build forts. Purchase some of the extra large pom - poms these are about 3 -4" inches. Have students put on their mittens and hats to have snowball fights! The rules to follow are: No throwing above the waist. No throwing at someone who is not in the block area. And no throwing outside of the block area.

Pass the Ice Game

If you have snow, make a snowball or two ahead of time and freeze them till they are very hard. Have the children put on their mittens.

Then play the wonder ball game.

"The wonder ball goes round and round. To pass it quickly, you are bound. If you're the one to hold it last, the game for you has quickly passed. Out goes Y-O-U!"

The child holding the snowballs at the end of the rhyme, have to sit out the rest of that round.

SNOWSTORM

Materials - a bag of cotton balls

In a circle lead the children in a game of make believe. Pretend it is snowing. Pretend to put on winter outdoor clothes. Pretend the snow is deep, lead children quietly stepping high in the deep snow. Pretend to build a snowman. Have children toss the cotton balls up and "listen" to them fall. Ask children what they heard.

Freeze Game

The children dance to music and I say "freeze". The children freeze until the music starts again

Sensory Table Snow

Use two to three boxes of instant potatoes in your sensory table. This is your "snow". You can add mittens, gloves, and winter hats.

Creative Snow

Give each student a roll of toilet paper and let them do what they want to make it be like snow. They can unroll it, dance in it, toss it up and over to each other, and even bury each other in it. Make sure you allow clean up time.

Ice Skating to Music

Each child is given 2 pieces of 8 1/2" x 11" paper to stand on while listening to waltzing music. They are told to move around the room sliding on the paper as if they are skating. You can suggest different types of skating, even skiing, i.e., hockey, figure skating, cross country skiing, down hill skiing, speed skating etc.

Another way to ice-skate indoors is to give each child two paper plates. They place each foot, shoes and all, on a paper plate and slide around. I play some fun skating music. After we have the hang of it, we try partner skating too. They should be able to use their "skates" for at least two or three skating sessions before needing to recycle them.

The Zipper Game

Teaching little ones to "zipper" is a trying task especially when winter comes and you're getting ready to go out to play in the snow. During circle, choose a child's coat. Show them the two parts of the zipper, the insert (the baby's feet) and the zipper (the Bed), and practice zippering using this poem.

"Put the baby's feet in the bottom of the bed and pull the covers right over his head."

This usually takes a few times for them to catch on but you will find them repeating the poem to you or parents.

Spring Games

Spring

What's Missing?

Use a small basket and put small items like a chick, egg, bunny, butterfly, basket all signs of spring. Introduce the items to the children by laying them out and taking time to discuss them. Make the children hide their eyes and take one item away then they have to guess which item is missing. (This game can be changed to reflect any season)

Watch out for the puddles

Take out individual rugs (children use for story telling to define their own space). Place them about 2ft. apart in a large area. Have children jump over the puddles and/or jump into the puddles.

Adapted from <http://www.perpetualpreschool.com/>

Summer Games

Drip-Drip-Drop

This game is wonderful for those hot summer days outside. It is very similar to duck-duck-goose. The "it" child gets a small cup full of water. As they pass each child they "drip" a small amount of water on their head saying "drip". They drop the whole glass of water on a child who is the next person to be "it".

Wet Ball Play

In the summer heat take the spongy balls (that usually come with the bats) and soak them in water to play catch, just to throw in the air, or just to fill and squish.

Adapted from <http://www.perpetualpreschool.com/>

Fall Games

Leaves Activity (Sung to "London Bridges")

For thanksgiving/fall theme, gather leaves and bring inside in a common area. Give a few of the kids small brooms/rakes and sing:

Autumn leaves are falling down, falling down, falling down, Autumn leaves are falling down welcome Autumn.

Sweep the leaves and put them here ,put them put here, put them here, Sweep the leaves and put them here, welcome Autumn.

Jump right in and have some fun, have some fun, have some fun, Jump right in and have some fun-welcome autumn.

Children participate in the activity in a circle and follow the cues for the activity.

Fall Harvest Activity

Buy enough pumpkins for each child in the school,(plus extra) and place them in a large circle on the lawn. In small groups the children run around the entire circle then walk back around and choose a pumpkin of their own. Write their names on them and put them in a garden cart. Together the group pushes the cart back to their classroom. The pumpkins are then used for counting and measuring activities. You can also hide small treat bags in several bales of hay and the children take turns finding their prize. Or make a Fall obstacle course; doing activities such as to climb over a bale of hay, jump over small pumpkins, throw a hula hoop over a large pumpkin and such.

In your sand/water table for our fall theme, buy a bale of hay \$6.00 app. and some assorted gourds. Let the children play with the gourds in the haystack.

Pretend to be a squirrel

Talk about what sounds squirrels make --try to go on a nature walk outside and see some squirrels --let the children observe them and see how they act-- then you talk about what foods squirrels like to eat Pre-make some foil wrapped surprises for your "squirrels" to find and eat--if you don't want to use real nuts you can use marshmallow "circus" peanuts or any other treat you think that the children may like --hide these treats around the room and tell the children its time to put on their imagination caps and pretend to be squirrels--let them scamper around finding the treats--unwrapping them from the tin-foil is like a squirrel getting the nut out of its shell-- for their fine motor development,

Weighing Fall Items

In the science center, have a balancing scale. Let the children weigh small gourds, pumpkins and ears of corn. Talk about which side has more and which side has less and why one side of the balance goes down and one side is up, etc.

Corn Exploration

Bring some field corn to the classroom.

1. Let the children shuck the corn, which was like unwrapping a present.
2. Let the children push the kernels off with their thumbs.
3. Let children fill containers with corn and empty them.
4. Hide a few farm animals in the kernels and let the children hunt for them,.
5. Use the cobs to paint pictures. Put finger paint (acrylic would do) on paper plates, each with its own corn cob (with the corn removed.) The children roll the cobs in the paint, then roll them on their finger-paint paper.
6. Finally, sprout some of the corn kernels. Give each child two corn kernels, a square of plastic wrap, and a dampened paper towel, which each child waters by themselves. Put the wet paper towel on top of the plastic. Place the corn seeds on the damp paper towel, and roll the whole thing up, fold over, and place all in a large Ziploc bag. Tape the Ziploc bag to a window (no additional watering necessary) and a few days later, all the corn will sprout. Show the students the sprouts and let them explore the parts of the seed.

Harvest Day

There are many stations set up and each parent is assigned two or three children for the next approximate 40 minutes. The stations include:

1. Milk the cow (Warm milk in a latex glove hanging from a stick between two chairs (or warm water). Pinholes are placed in the glove, a bucket is underneath, and a cows head and tail are placed on the two chairs.
2. Hand print turkeys. Children's hands are traced ahead of time and glued down on a small piece of mat board. Seed, corn, beans, etc. are available to be glued down on the handprint. A red piece of tissue paper is there for the waddle. Children draw the legs and feet on it.

3. Butter making. Put small amount of cream into small jar. Add just a little bit of salt (if you prefer, this is not necessary). Shake cream and salt until you get butter. Serve on crackers.

4. Ice cream making. (Children roll coffee container back and forth to each other or a parent.) Cream, vanilla, and sugar are placed in a small inner coffee can. Duct tape the lid on, so no rock salt can get into the ice cream. Place in larger coffee can, which has the rock salt and ice in it. Place lid on and duct tape again. Roll and roll and roll. It takes about half hour or so. Check occasionally to add additional ice as it melts. At snack time everyone gets a sample of the ice cream.

5. Cornucopia Snacks. Take a soft flour tortilla rolled into a horn or cornucopia shape and let child choose between cheese chunks, pretzels, raisins, grapes, etc. and fill the tortilla. Only taking what they can eat is a good idea.

6. Children have made a placemat ahead of time that has been laminated. As the children finish their cornucopia it is taken over to the table and set on the placemat.

7. Bean Bags. (Really they are corn bags.) Ahead of time, mothers sew beanbags with denim on one side and a fabric of farm or harvest on the other side. A two-inch opening is left so the children can fill with popcorn kernels. Each child's name is put on their particular beanbag with fabric paint.

8. Fruit Turkeys. Apples and oranges are set out and children thread raisins and marshmallows on to 4 toothpicks that are the back fan-like feather tail of the turkey. A neck is also made the same way. They are stuck into either the apple or orange. The head of the turkey is a green olive with the pimento hanging down out of it. This turkey needs three legs (toothpicks) to stand on though.

Seasonal Snacks

WINTER

Marshmallow Snowman *Original Author Unknown*

Three large marshmallows
Tube of white icing with small tip
Miniature M&M's
Red skinny licorice
1 toothpick
1 pretzel stick
1 Hershey kiss

Directions:

Place three marshmallows together with icing and toothpicks. Count out M&M's (your choice of number). Add dots of icing to glue on candy. Break the pretzel stick in half for arms. The kiss becomes the hat and wrap the licorice around neck for scarf.

Snowflake Snack *Original Author Unknown*

Need: Miniature Marshmallows and toothpicks

Directions: Makes snowflakes with toothpicks and miniature marshmallows connected to each other.

Jello in the Snow *Original Author Unknown*

Mix jello as per directions on package. Pour into clean baby food jars; one per student. Place containers in a large tub. Together, fill tub with snow. Watch to see when jello sets.

Seasonal Snacks

SPRING

Caterpillar Cookies *Original Author Unknown*

Get a box of sugar cookie mix. To prepare the dough add 3 drops of yellow food coloring to the liquid ingredients. Follow directions on the package for making drop cookies. Using a permanent marker, personalize a section of aluminum foil for each child. To make the cookie, child rolls 4 small balls of dough, arranges dough on his piece of foil, so that they touch. Press 2 miniature chocolate chips in the ball on one end so that they resemble eyes. Place child's foil on baking pan, and bake as directed. makes about 15 cookies.

My Favorite Bug Snack *Adapted from the National Dairy Council*

Put string cheese on a plate. Take 8 pretzel sticks. Add legs and feelers to your bug. You could also use Chow Mein Noodles for the antennae.

Caterpillars *Adapted from National Dairy Council*

Tear up a lettuce leaf and put onto your plate. Take 4 round crackers and spread cream cheese or a cheese spread on the crackers. Lay them in a row on your plate on top of the lettuce. (This makes the body of the caterpillar.) Add raisin eyes and 2 chow mein noodles, or licorice sticks, as the feelers.

Seasonal Snacks

SUMMER

Fruit Kabobs *Original Author Unknown*

Put fresh pineapple, melon, and berries stacked on skewers.

Making Lemonade *Original Author Unknown*

Need: lemons, sugar, water, plastic pitcher, long spoon, knife (adult cuts the lemons in half)

Invite the children to each squeeze half of a lemon into the plastic pitcher. Add sugar and water to taste.

Sunshine Shake *Original Author Unknown*

In a blender combine one 6 oz. can of unsweetened frozen orange juice concentrate, 3/4 c. milk, 3/4 c. cold water, 1 tsp. vanilla, & 6 ice cubes.

Serve!

Makes 4 servings.

Sunny Snacks *Original Author Unknown*

Need: 1 English muffin half, 1 slice American cheese (cut into triangles) 2 pineapple chunks, yellow tinted cream cheese (mix cream cheese with yellow food coloring.), 1 half pineapple ring, plastic butter knife, and a plate

Place the English Muffin on the plate. Have the children spread cream cheese on muffin. Arrange cheese slices around it to resemble sun rays. Use pineapple chunks & half ring to create a face!

Seasonal Snacks

FALL

Pumpkin Seeds *Original Author Unknown*

2 cups pumpkin seeds

1 teaspoon salt

1 1/2 tablespoon butter (melted)

Clean seeds well. Mix the above ingredients and spread onto a cookie sheet.

Bake at 275 degrees F until golden brown, about 35 minutes.

Eating Leaves *Original Author Unknown*

Discuss the food that we eat that are leaves, like lettuce, or cabbage. Have the children try these food items.

Leaf Piles *Original Author Unknown*

6 cups cornflakes

1 cup Karo syrup

1 cup peanut butter.

You will also need some Wax paper to lay your leaf piles on.

Directions: In a microwave melt the Karo and peanut butter together. Pour over the cornflakes and place them in piles on wax paper. Let them cool and dry.

AITC pumpkin Pie in the Bag found at

<http://www.agintheclassroom.org/060605/Teachers/Make%20&%20Takes/umpkin.pdf>

Squirrel Food *Adapted from National Dairy Council*

Put 1/3 cup of cereal in a cup. Add ¼ cup of peanuts. Add a tablespoon of sunflower seeds. Cover the cup with your hands and shake. Eat the squirrel food.

NOTE: Be sure to check that none of the children have peanut allergies. You can substitute other nuts if necessary

Maple Syrup Candy *Adapted from National Dairy Council*

Fill a large baking pan with water and freeze. Boil ½ cup of maple syrup for about 8 minutes. Very slowly, pour the syrup in long strips over the ice. The soft syrup will harden almost instantly into brittle maple candy. Remove the candy from the ice and give the children a taste. Discuss the difference in how the candy looks and smells in hot and cold forms. (You might want to discuss the differences in states of matter...solid and liquid)

Seasons On the Farm

Language Arts and Poetry

Lessons with standard and brief synopsis

1. **Seasons on the Farm Student Reading Page** 1.A., 1. B., 1. C., 2. B.
Students read and discuss general information about the farm.
2. **Seasons Book** 3.A., 3. B., 5.A., 5.C.
The students will create seasons booklets after learning about the seasons.
3. **Seasons of Arnold's Apple Tree** 1.A., 1.B., 1.C., 3.A., 3.B., 5.A., 5.C.
Students will make a book about the changes of an apple tree as the seasons change.
4. **Tales of Changing Seasons** 1.A., 1.B., 1.C., 2.B., 3.A., 3.C., 5.A., 5.C.
Students will create original myths explaining why the seasons change.
5. **Summer on the Farm** 3.C., 4.A., 5.A., 5.C.
Students will watch a CD of what happens on the farm in the summer and answer questions about it.
6. **Winter on the Farm** 3.C., 4.A., 5.A., 5.C.
Students will watch a CD of what happens on the farm in the winter and answer questions about it.
7. **Reading Activities for Seasons** 1.A., 1. B., 1. C., 2. B.
A variety of reading activity suggestions.
8. **Poetry** 1.A., 1. B., 4. A., 4. B.
A variety of season related poems and activities are provided.

*****NOTE: Many of the lessons in other disciplines also align with the Language Arts and Poetry standards.**

Illinois State Goals

- 1: Read with understanding and fluency.
- 2: Read and understand literature representative of various societies, eras and ideas.
- 3: Write to communicate for a variety of purposes.
- 4: Listen and speak effectively in a variety of situations.
- 5: Use the language arts to acquire, assess and communicate information.

Illinois State Learning Standards

1. A. Apply word analysis and vocabulary skills to comprehend selections.
1. B. Apply reading strategies to improve understanding and fluency.
1. C. Comprehend a broad range of reading materials.

- 2. B. Read and interpret a variety of literary works.
- 3. A. Use correct grammar, spelling, punctuation, capitalization and structure.
- 3. B. Compose well-organized and coherent writing for specific purposes and audiences.
- 3. C. Communicate ideas in writing to accomplish a variety of purposes.
- 4. A. Listen and speak effectively in a variety of situations.
- 4. B. Speak effectively using language appropriate to the situation and audience.
- 5. A. Use the language arts to acquire, assess and communicate information.
- 5. C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

Seasons on the Farm

Student Reading



In Illinois we have four different seasons. The seasons change because the sun moves around the earth.

Each season has something different about it. Winter is cold with snow. Spring is warm with rain. Summer is hot. Some leaves change color in the fall.

Farmers do different work each season. In the winter, they order their seeds. They work on their machinery. They keep their animals safe from the cold.

In spring, many farm animals are born. It is also the time for farmers to plant their crops.

In summer, the farmer takes care of his animals and crops.

Fall is when the farmer harvests the crops. Machines help with the work. The combine is one of the machines.

We wear coats in the winter and swimming suits in the summer. Even the foods we eat change with the seasons. In the summer, we eat fresh fruits and vegetables. We eat more frozen and canned foods in the winter.

The four seasons are important to us in many ways. Learning about the seasons helps to understand the people and their work.



Seasons Book

Lesson Materials

- ✓ White paper
- ✓ Colored construction paper
- ✓ Colored pencils, crayons, glue, scissors
- ✓ Butcher paper
- ✓ Markers
- ✓ A seasons book
- ✓ Seasons words and pictures included or your own or magazines

Introduction

Tell students that today we will be learning about the four seasons. Explain to students that we have seasons because of the tilt of the Earth as it rotates on its axis. Tell students that today we will be reading about the four seasons. Then we will talk about the things that define the four seasons.

Some great book selections:

The Reasons for Seasons (Gail Gibbons)

Four Seasons Make a Year (Anne Rockwell)

The Four Seasons (Mary Rius)

Four Seasons Series (Nuria Roca)

Body

Create a large table with butcher paper. Write the four seasons (*summer, autumn, winter, spring*) across the top and the following words as rows on the left side of the table: *months, weather, holidays, and activities*.

Write "Seasons in _____ (name of location you are in)" as a title for the table.

Tell students that we will now brainstorm some facts about the four seasons. For each season, ask during which months does the season occur and the various holidays (include the dates) that fall in that season. Be sure to include multicultural holidays. Ask students what the weather is like and what activities they like to do during these seasons. Write down student ideas and prompt students for ideas read in the story.

Tell students that they will be making seasons books. Pass out 5 sheets of plain white paper and one colored sheet of construction paper to each student. Explain to students that they will be coloring and cutting out the season names and season pictures.

On one page of white paper, the student will glue one season name and two matching season pictures. Model for students how to do this with one season. For example, ask students what two pictures would go with spring (flowers and a baby chick). When students complete this process for each season, they can

draw a background and other relevant seasonal items on the picture, or finish the picture as a scene from the season. Students can refer to the class chart. They can write one to two sentences to describe the season at the bottom of each page.

The students will end up with four pages, one per season. They can create a cover page on white paper that includes a title, their name and a picture. This title page can be backed on colored construction paper. If possible, laminate the cover and bind the books with a heavy-duty stapler. Or students can simply bind their own books by hole-punching each page and using yarn to tie the pages together.

Be sure to place the finished books in the class library for students to read!

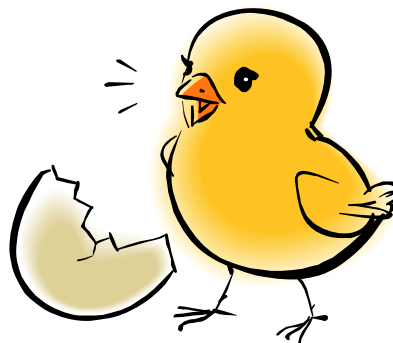
Closure

Ask students to tell a partner what their favorite season is and why. Give students time to read their books to a friend or share their season books with the class.

Winter



Spring



Summer



Fall



Seasons of An Apple Tree

In this lesson the seasons of the apple tree will be described through reading The Seasons of Arnold's Apple Tree by Gail Gibbons. Students will then make a booklet to illustrate the apple tree during each season.

NOTE: This lesson can also be considered an art lesson, as the students create the apple tree for each of the four seasons.

Primary Learning Outcomes

What are the four seasons?

Additional Learning Outcomes

What does an apple tree look like during each season?

Materials:

- ✓ The Seasons of Arnold's Apple Tree by Gail Gibbons on hand.
 - ✓ red and yellow construction paper
 - ✓ two pieces of white construction paper folded in half in booklet form per child
 - ✓ two pieces of brown construction paper folded in half in booklet form per child
 - ✓ green tempera paint
 - ✓ paper plates
 - ✓ small sponges
 - ✓ white tissue paper
 - ✓ a red stamp pad
-
- Read the book, The Seasons of Arnold's Apple Tree by Gail Gibbons to the class. Discuss with children each season and what the weather and plant life are like during each particular season. Ask children what type of dress is appropriate for each season.
 - Have the children recall what Arnold's apple tree looked like during each season. Write their responses on the board. For example: Winter-the tree had no leaves; Spring-the tree had leaves and apple blossoms, Summer-the tree had leaves and apples; Fall-the trees leaves are turning yellow and red and beginning to fall off of the tree.
 - Explain to the children that they are going to make a book like the one that was read. The title of their book will be: The Seasons of _____'s Apple Tree (write this on the board). They will fill their name in the blank as they copy this off of the board onto the front cover of their book. Pass out the white prefolded booklets to each child. Give them time to copy the title from the board.
 - After the children have finished copying the title, pass out brown construction paper booklets to each child. Have them trace their non-

dominant hand and part of the arm for apple tree trunks and cut them out. Since the brown paper is folded into booklets, the children will have four "trees." Assist when necessary. Have children glue one "tree" per page in their seasons of the apple tree booklet.

- Ask the children to recall what season occurred first, second, third, and fourth in the story. Explain that they will have their seasons in the same order in their booklet. Have them label the pages with season names and a sentence telling what happens to the tree in this season, i.e. "SPRING", "The apple tree has sweet smelling buds on the branches." (Labels and sentences are found at the end of this lesson if you'd like to use them, or you and your students can make up your own.)
- Allow students to decorate their trees for each season in the following ways: Winter-do nothing, the tree is bare; Spring-sponge paint the tree green and add white tissue paper for apple blossoms; Summer-sponge paint green and add red thumb prints for the apples; Fall-tear up red and yellow construction paper to make leaves on the tree and some falling to the ground. Have students share their books with you and recall the seasons

Assessment

The teacher will observe to see if the students can recall the four seasons of the year.

Extension

Ask students to make a booklet that demonstrates how life changes for animals in the various seasons. For example: Spring- babies born, Summer- eating and playing, Fall- gathering food and preparing for winter, Winter- hibernating or hiding from the cold.

Remediation

Students demonstrating difficulty recalling the season may need to work in small groups recalling the seasons and describing their apple tree during each season.

SPRING

The apple tree is full of sweet smelling blossoms.

SUMMER

The apple tree is full of big green leaves and small apples begin to grow where the blossoms used to be.

FALL

The apple tree has big, red, tasty apples and the leaves begin to turn golden and fall to the ground.

WINTER

The branches of the apple tree are bare.

Tales of Changing Seasons

Language Arts

Students will create original myths explaining why the seasons change.

Background

According to an ancient Greek myth, Persephone was the daughter of Demeter, the goddess of the harvest. Hades, the god of the underworld, fell in love with Persephone and carried her off to his kingdom to be his wife. Demeter searched everywhere for her daughter. Finally, Zeus, the king of the gods, told Demeter where Persephone was. It was decided that Persephone would live with Hades for half the year and with her mother for the other half. During the time that Persephone lived in the underworld, Demeter was so unhappy that all the plants withered and died. But when Persephone returned each year, Demeter rejoiced and plants could grow again. According to the myth, this is the reason for summer, fall, winter, and spring.

Materials:

- ✓ books about mythology
- ✓ Internet access (optional)

What to Do

1. Ask students why the seasons change. (Earth is tilted away from the Sun, and as it moves around the Sun different regions receive more or less heat and sunlight.)
2. Tell students that before people had the science and technology to understand the relationship between the Sun and Earth, they created stories to explain why the seasons change.
3. Ask students if they know the Greek story of Hades and Persephone. If some of them know it, help them tell the story to the rest of the class. Otherwise, relate the story yourself.
4. Tell students that they are going to create their own myths about changing seasons. Their stories can be funny or serious. Students can set their stories in a mythological setting or in the present day.
5. You can give your students a story map graphic organizer to help plan their stories.
6. When the stories are finished, have students take turns reading them to the class.
7. If you like, you can have students illustrate their myths and place the illustrations around the room.

Extension

- Students can write myths explaining other natural phenomena.

Internet Resources

Demeter

Here you will find a brief version of the story of Persephone.

<http://www.mythweb.com/gods/Demeter.html>

Persephone

This website provides a more detailed version of the story of Demeter and Persephone.

http://www.windows.ucar.edu/tour/link=/mythology/persephone_seasons.html&edu=high

Summer on the Farm

Objectives: Students will learn about summer activities on the farm.

Materials needed:

- ✓ “Summer on the Farm” DVD *****Live birth is shown in this DVD.**
- ✓ TV/DVD player
- ✓ Writing surface (blackboard/whiteboard)
- ✓ Questions for students

Procedure: The teacher may begin the lesson by using either of the following activities:

KWL activity

Question: What do animals and people on farms do in summer?

Venn Diagram: Difference between city and rural children’s summer activities

Once the children have completed the awareness activities, the teacher can show the students the CD of Summer on the Farm. If the teacher chooses, the students can be asked to watch for certain details for discussion after the showing. Questions are found in the parent/teacher manual which accompanies the DVD, or you may use the following to check for student understanding.

Questions:

1. What steps did the farmer take to make his fields ready for planting?
Plowed to turn over the soil, smoothed the fields with disk and packer, removed the rocks and then planted the fields.
2. Describe how corn is planted.
It is planted with a row planter that drops seeds and fertilizer onto the field.
3. Describe how grains are planted.
With a grain drill that drops the seeds and then covers them with soil.
4. Where did the combine get its name?
It does the work of many different machines.
5. Hay gets harvested in different shapes and stored in different places, can you name them?
Square, stored in the barn, round, stored in the field, and chopped, stored in silos.

6. What are the different ways that corn is harvested?

Corn and stalks chopped for animal feed and stored in silo. Corn is combined where the corn is taken off the cob with cob and stalk left on the field for the winter. It can be ground for animal feed or dried and then processed for human consumption.

7. What part does nature play in the farmer's life?

The bounty of his crop depends upon the rain and sunshine, as well as the soil.

8. Throughout the video safety is stressed, why?

The farmer works with many different machines, which can cause bodily harm if not used correctly.

Extension Activity: One or more of these questions could also be used as a writing prompt.

Winter on the Farm

Objectives: Students will learn about winter activities on the farm.

Materials:

- ✓ “*Winter on the Farm*” DVD
- ✓ TV/DVD player
- ✓ Writing surface (blackboard/whiteboard)
- ✓ Questions for students

Procedure: The teacher may begin the lesson by using either of the following activities:

KWL activity

Question: What do animals and people on farms do in winter?

Venn Diagram: Difference between city and rural children’s winter activities

Once the children have completed the awareness activities, the teacher can show the students the DVD of “*Winter on the Farm*”. If the teacher chooses, the students can be asked to watch for certain details for discussion after the showing. Questions are found in the parent/teacher manual which accompanies the DVD, or you may use the following to check for student understanding.

Questions:

1. Why would the wild animals come to the farm fields in the winter?

To eat corn that wasn’t harvested or corn kernels left on the field after the harvest.

2. What differences are mentioned with the cows in the warm and cold weather?

They use more energy to keep warm in the winter, so they eat more and sometimes give less milk.

3. The narrator says that cutting wood warms you twice. What does she mean by this statement?

You get warm cutting down the tree, due to your exercise and then you get warmed again when you sit by the fire.

4. Name some of the fun activities the children do on the farm in the winter.

Ice skating, sledding, cross country skiing, horse riding, sleigh rides, and drinking hot cocoa.

5. What work did the children do in the winter?

Fed the animals, shoveled the snow, and did their normal chores.

6. Would you like to live on the farm in the winter? Why or why not?

Answers will vary.

7. Listed below are some of the special people that come to the farm in the winter, as well as those who live on the farm. Put some of the jobs they do during the winter next to them.

Farrier: **shoes the horses and works on their hoofs**

Vet: **Gives animals shots and checkups**

Grandma: **Sews and mends clothes**

Farmer: **Fixes machinery, plans which crops to plant next spring, and sells crops.**

8. Why does the farmer cut the branches that are growing straight up from the apple trees in the winter?

These branches do not produce fruit and when cut allow more sunshine to reach the other limbs with the apples.

9. Why do you think the farmer spread manure over his fields?

It is a fertilizer.

10. Explain the process of making maple syrup.

Answer should include tapping the trees, collecting the sap, boiling down the sap to make the syrup.

Extension Activity: One or more of these questions could also be used as a writing prompt.

Reading Activities for Seasons

- **Prereading Activity:** Show the students a pair of mittens, discuss in which season/weather someone would wear mittens.
- **Activity:** Read **The Mitten** by Alvin Tresselt or any other book that has mittens in it. After reading the story, provide each child with a construction paper mitten. Cut the mittens on the fold and punch holes along the edges of the mitten. Tie one end of a piece of yarn to a bobby pin and the other end to the first hole in the mitten. Show the children how they sew the edges together, using the bobby pin as a needle. When the children have finished, have them decorate their mittens with markers or by gluing on assorted collage materials (buttons, glitter, pieces of cloth, etc.).

- **Prereading Activity:** Ask students which season they think this book is about after hearing the title. Ask them why they guessed the season which they used as a answer to your first question.
- **Activity:** Read **Red Leaf, Yellow Leaf** by Lois Ehlert, Harcourt Brace Jovanovich, 1991. After reading the story, your students can make beautiful fall leaves from hand prints. provide the children with tempera paint that is mixed with a little liquid detergent for easy cleanup, brushes, and white construction paper. Show them how to paint the palms and fingers of their hands and carefully press them onto the paper. When the hand prints are dry, let the children use markers to add stems. Older children might want to add veins and ribs also. You can make an attractive class bulletin board display by arranging the cutout hand prints on and around a brown paper tree trunk.

- **CULMINATING ACTIVITY:** Have students brainstorm sounds associated with each season. Next, divide students into four groups, assign a season to each group, and have students use classroom items or their bodies to make sounds that resemble the following: Sleigh bells in winter, crackling leaves in fall, singing birds in spring, and bouncing balls in summer (e.g., Students might crumple paper for leaves, or whistle for birds.). Next, have students sit in a large circle, with group members together. Tell students that they are going to hear a year pass. Point to the winter group. They should make their sound. Next, point to spring, then summer, then fall, and allow those groups to make their sounds. As a fun variation, call out seasons in random order and have students start and stop their sounds appropriately.

- **EVALUATION:** Have students use magazines and their own individual art work to create a book with a section for each season. Include poems, webs, sentences in the book that describe each season; or write a story that includes the passing of the seasons. Put books on display for other students to read. Evaluate the student's level of understanding of the seasons and their ability to communicate this understanding.

Seasonal Poetry

All Seasons

My Calendar by Jane W. Krows

My calendar is fresh and new
And you will have a new one too
For a brand new year has just arrived,
And each month will bring a new surprise.

Take **January**; it comes first
And sometimes is the very worst.
For we up North have fun and woe
With sleet and ice and heavy snow.

And **February**, short and sweet,
Brings valentines and candy sweet.
And then we take days off to praise
Dear George and Abe on their birthdays.

March brings us wind with which to fly
Our homemade kites across the sky.
With fickle March, you're never sure
If spring or winter will endure.

April, what a happy sound.
Spring rains and sunshine all around.
New flowers are holding up their faces
While birds are nesting in their places.

In **May**, the sun is really booming
And everywhere the flowers are blooming,
Around the maypoles children spin
And May baskets are carried to our kin.

In **June** vacation time comes around,
And also brides in bridal gowns.
You play and picnic in the park,
But hurry home when it is dark.

July's the month that really rates
With July Fourth to celebrate.
But July comes along so fast,
Amid half the year is already past.

August means school and fall are near.
Enjoy those days that are left, my dear,
And although the sun is very hot,
Just tan and swim and dive a lot.

September, school time once again,
So grab those books and just dig in.
The days are warm, the nights are fine,
And football is the big pastime.

October, month of gold-red trees;
Of wiener roasts and falling leaves.
We're getting out our warmer wraps,
And sometimes even wear our caps.

November, we can hardly wait
Thanksgiving Day to celebrate.
At Grandma's house we eat and cry,
"More turkey, dressing, and pumpkin pie."

December, wintry month with snow
Christmas lights and menorahs all aglow.
These holidays make a happy season
Peace and goodwill must be the reason.

And so the year has sped away,
And something new appeared each day.
So we prepare to watch again
The Old Year out, the New Year in.

What Makes Weather? By Helen H. Moore
What makes the weather?

Do you know?

What makes rain, and sleet, and snow?

What makes summer warm and breezy?

What makes winter cold and sneezy?

What makes autumn crisp and keen?

What makes spring so warm and green?

I know, I know what makes weather!

Lots of things that work together:

Wind and water, earth's rotation,

Bring the seasons to each nation.

So now we all know what makes weather –

Lots of things that work together!

Four Seasons Author unknown

Spring is showery, flowery, and bowery,
Summer: hoppy, croppy, poppy
Autumn: wheezy, sneezy, freezy,
Winter: slippery, drippy, nippy.

January Starts the Year by Risa Jordan

January, February, March, April, May.
The first five months are A – OK.
June and July, August, September,
How many summers can you remember?
October, November, December's the end,
Any month's a good time to make a new friend.
Fifty-two weeks or twelve months in a year,
As each month ends, a new one is here.
Winter and fall, summer and spring.
These are the seasons that each year brings.
The days in a year come to three hundred sixty-five.
Isn't it great to be alive?

Months and Seasons by Meish Goldish

January, February, middle of March,
Brr! In the cold I'm stiff as starch!
Let's make a snowball, sled down a hill.
Wintertime, wintertime, time to chill!

April, May to the middle of June,
Ahh! What a nice, cool afternoon!
Let's fly a kite, and plant pretty flowers.
Springtime, springtime, time for showers!

July and August, middle of September,
Ouch! Got a sunburn I'll always remember!
Let's go swimming, let's eat a peach.
Summertime, summertime, time for the beach!

October, November, middle of December,
Hey! Each day grows shorter than September.
Let's see the leaves fall, let's bake a cake.
Autumn time, autumn time, time for a rake!

Hooray for the seasons all through the year.
One just left and another one's here!
I love the seasons, each is a ball
Wintertime, springtime, summertime, fall.

WINTER

Winter

I made myself a snowball
Just as perfect as could be.
I thought I'd keep it as a pet
And let it sleep with me
I gave it some pajamas
And a pillow for its head.
Then, last night it ran away,
But first –it wet the bed! Gotcha!

Winter Night by Claude Weimer

Winter winds are blowing,
Snow is drifting deep;
Cuddled under cover,
Earth has gone to sleep.

Cozy in their houses
Little children stay,
Where bright fires are burning
To keep the cold away.

Snug in caves and burrows
Wild things safe re curled,
While the feet of winter
Tramp across the world.

SPRING

Springtime Fingerplay All words should be pantomimed by teacher and kids:

"First you take the seed and you plant it in the ground." (Mime taking a seed and planting it in your other hand, balled up in a fist.)

"Next a rain cloud comes and waters all around." (Keep fist with seed same, use other hand to simulate a rain cloud raining down on seed.)

"Next the sun shines brightly, without a sound." (Keep fist with seed same, use other hand to shine down by moving fingers over seed.)

"And in just a few days... a flower is found!" (Move fist with seed up through other hand and open like a flower. This is actually the sign for "new" or "flower.")

After kids are familiar with this poem, I have THEM be the seeds that I plant and water and shine on. When I tap them on the heads the first time as I say the first line, they drop to the floor as if they have been planted. I tap them on the heads again as I recite the last line, and they grow into beautiful flowers. I make sure to smell each one, just like a flower, and tell them how wonderful they smell and beautiful they are.

Maytime Magic by Mabel Watts

A little seed for me to sow....
A little earth to make it grow...
A little hole, a little pat...
A little wish, and that is that.
A little sun, a little shower...
A little while, and then – a flower!

Little Seeds We Sow in Spring by Else Holmelund Minarik

Little seeds we sow in spring
Growing while the robins sing,
Give us carrots, peas and beans,
Tomatoes, pumpkins, squash and greens.

And we pick them,
One and all,
Through the summer,
Through the fall.

Winter comes, then spring, and then
Little seeds we sow again.

Spring Comes to the City by Eva Grant

Winter-shut windows are now agape,
Geraniums bloom on a fire escape,
A sidewalk is chalked with hopscotch frame,
Boys in the street play a baseball game;
Girls jump rope to a chanting tune,
The ice-cream man will come out soon.
The scent of spring is in the air,
The signs of spring are everywhere.

SUMMER

Smells of Summer by Vivian Gouled

There are certain things in summer
That smell real nice to me.
The moss and ferns and woodsy things
I like especially.

The grassy lawn just freshly cut,
The fragrant stacks of hay,
The clean outdoors when it has rained,
The salty ocean spray—

Pine needles warming in the sun,
Fresh corn, and berries, too,
Bright flowers in a big bouquet—
I like these smells, don't you?

FALL

Fall is Here by Helen H. Moore

Fall is here.

Another year is coming to an end.

Summer's finished, summer's gone, winter's round the bend.

Fall is piles of crunchy leaves, orange, gold, and red.

Fall is sweaters with long sleeves and blankets on the bed.

Fall is football, fall is pumpkins, fall's where summer ends.

And fall is coming back to school, and seeing all my friends.

In Autumn by Winifred C. Marshall

They're coming down in showers,

The leaves all gold and red;

They're covering the little flowers,

And tucking them in bed.

They've spread a fairy carpet

All up and down the street;

And when we skip along to school,

They rustle 'neath our feet.

A Pumpkin Seed by Alice Crowell Hoffman

A pumpkin seed's a little thing,

When it is planted in the spring,

But, oh, the fun it can bring!

At Halloween it turns into

A pumpkin pie for me and you,

Or jack-o'-lantern that says "Boo!"

Pumpkins by Nona Keen Duffy

A farmer grew pumpkins;

So, late in the fall,

He went out one day

And he gathered them all!

The biggest and roundest

He sent to the fair

In hopes of its winning

A blue ribbon there.

The rest went to market,

Except for a few;

His wife made some pies

Of all except two.

And what of the two?

Oh, they're a surprise

With long, jagged teeth

And a light in their eyes!

Name_____

Seasons On The Farm
Cloze Activity

Use the word bank to complete each sentence.

Word Bank

Axis
Cold
Equinox

Moon
Moon phases
Season
Sun

Orbit
Rotation
Winter

1. Sally said her favorite _____ was fall.
2. In the winter, when the sun is farther away from earth, we have _____ temperatures.
3. March 21st is the date of the beginning of spring because of the _____.
4. Sometimes the _____ is shaped like a circle and other times as a crescent.
5. The _____ of the earth causes the day and night.
6. The earth rotates on its' _____.
7. Building a snowman and sledding are my favorite activities to do in the _____.
8. The _____ gives us warmth.
9. All planets have their own _____ to follow in space.
10. I made a booklet that showed the different shapes of the moon, I called it _____.

Name_____

**Seasons On The Farm
Cloze Activity**

ANSWER KEY

Use the word bank to complete each sentence.

Word Bank

Axis
Cold
Equinox

Moon
Moon phases
Season
Sun

Orbit
Rotation
Winter

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3. March 21st is the date of the beginning of spring because of the equinox.
4. Sometimes the moon is shaped like a circle and other times as a crescent.
5. The rotation of the earth causes the day and night.
6. The earth rotates on its' axis.
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Seasons On the Farm

Math

Lessons with standard and brief synopsis

- **Seasons Logic Puzzle:** 10. A. Students will use clues to decide which student correlates with a season.
- **Framing the Seasons:** 10. A., 10. B., Students will create a class chart showing what they are wearing. They will also become "season watchers" to help them understand the seasons.
- **Measuring Temperatures:** 6. A., 6. B., 7. A., 7. B., 10. B., Allow students to begin a basic comprehension of temperature, seasons, and graphing. More specifically, the students will be allowed to see how a range of temperatures fit into each of the seasons.
- **Seasonal Glyphs:** 6. A., 6. B., 10. A., 10. B., Students collect, display, and interpret data about themselves and other meaningful topics. These activities will also allow the student to practice using a legend in the creation of the glyph

*****NOTE: Many of the lessons in other disciplines also align with the Math standards.**

Illinois State Goals

6. Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.
7. Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.
8. Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.
10. Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

Illinois State Learning Standards

6. A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.
6. D. Solve problems using comparison of quantities, ratios, proportions and percents.
7. A. Measure and compare quantities using appropriate units, instruments and methods.
7. B. Estimate measurements and determine acceptable levels of accuracy.
8. B. Interpret and describe numerical relationships using tables, graphs and symbols.
10. A. Organize, describe and make predictions from existing data
10. B. Formulate questions, design data collection methods, gather and analyze data and communicate findings.

Name: _____

Seasons Logic Puzzle

Mrs. Conant asked her students to draw a picture showing what was happening on the farm in a season. She asked each child to pick one season and illustrate it so that the other children in the class could know which season it was by the farm activities it showed. Can you tell which child picked which season by thinking about the clues below?

Directions: Read each clue. Use the clues to find the answers. Cut and paste the correct season by the student's name.

Rick chose a season when many new animals are born on the farm and corn and soybeans are planted.

Kerri picked a season where she wouldn't have to draw any crops growing, but she did have to draw pictures of people working inside.

Jessica wanted to draw pictures of a combine harvesting corn and soybeans being taken to the elevator by truck.

Suzi didn't care which season she drew, so she waited till the other children had chosen and made her picture of the season not picked by anyone.

Rick	Kerri
Jessica	Suzi



Name: _____

Seasons Logic Puzzle

Answer Key

Mrs. Conant asked her students to draw a picture showing what was happening on the farm in a season. She asked each child to pick one season and illustrate it so that the other children in the class could know which season it was by the farm activities it showed. Can you tell which child picked which season by thinking about the clues below?





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Rick 	Kerri 
Jessica 	Suzi 

Seasons

Curriculum Tie:

- **Kindergarten**
Language Arts
Standard 8
Objective 2
- **Kindergarten**
Mathematics
Standard 3
Objective 3

Summary:

Students will create a class chart showing what they are wearing. They will also become "season watchers" to help them understand the seasons.

Main Curriculum Tie:

Kindergarten - Content
Standard 3 Objective 1
Investigate changes in the seasons.

Materials:

One per class:

- Butcher paper 2' x 3' with graph titled "What are you wearing?"
- Divide the graph into sections, i.e. sweatert, shorts, long pants
- *Circle of Seasons* or any other book on seasons

For each student:

- 3" x 3" Post-it® note
- File folder
- Scissors
- Clipboard
- Plastic bag
- Glue stick
- Crayons
- Piece of white construction paper

Additional Resources

- *Circle of Seasons*, by Gerda Muller; ISBN 0525453946
- *Caps, Hats, Socks and Mittens*, by Louise Border; ISBN 0-590-72429-0
- *The Season's of Arnold's Apple Tree*, by Gail Gibbons; ISBN 0152712453
- *Animal Seasons*, by Brian Wildsmith; ISBN 0192721755
- *See the Seasons*, by Rozanne Lanczak Williams; ISBN 0153148454

Background For Teachers:

There are four seasons: winter, spring, summer, and fall. Changes in weather occur from day to day and over seasons, affecting Earth, people, animals, and plants. Each season has different characteristics that makes it different, helping us identify each season.

Intended Learning Outcomes:

1. Demonstrate a positive learning attitude.
5. Understand and use basic concepts and skills.

6. Communicate clearly in oral, artistic, written, and nonverbal form.

Instructional Procedures:

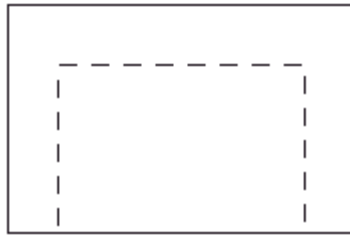
Invitation to Learn

Ask the students a few of the following questions:

- What was the weather like yesterday?
- How did you know what to wear today?
- What time of year does it usually snow?
- What time of year do we have falling leaves?

Instructional Procedures

1. Explain to the class that they are all going to become season watchers to help us understand the seasons.
2. Read Circle of Seasons.
3. Before going outside, discuss what students are wearing today.
4. Give each student a Post-it® note to write his/her name on.
5. Have each student place his/her name on the graph in the appropriate place according to what s/he is wearing.
6. Discuss the results of the graph.
7. Pass out a file folder to every child. Demonstrate how to cut a window.



8. Give each student a clipboard, glue stick, plastic bag, piece of white construction paper, and crayons.
9. Plan a season walk on a day that is typical of the current season. Invite the children to pick things that are typical of the season and place the different items in their bags (e.g., fall-colored leaves, sticks, summer-green leaves, grass, dandelions, etc.).
10. After several minutes of collecting, have the students sit in a place where they can observe either a tree or the mountains. Have students open up their folders to use as a frame and hold it up to "frame" the tree or mountain they are observing. Encourage students to observe how their "picture" looks at this time of year.
11. Place the white construction paper under the frame and clip the frame and paper to the clipboard. Have each student use crayons to draw the picture s/he is observing. When finished, have him/her decorate the folder frame with the items s/he collected and placed in his/her bag. Be sure each artist adds his/her name to his/her creation.

Extensions:

Language Arts

- Have the class work together to create an acrostic poem that goes with the name of the season. Hang the poem with the framed season artwork.

Acrostic poem

Write descriptive words or phrases beginning with the accompanying letter from the name of a season (i.e., spring, summer, autumn, winter).

For example:

Falling leaves
All over the ground
Leaves of every color
Lovely sight to see

- Take pictures of the same tree or area during different seasons. As a class, create text to describe the changes in the seasons.
- Make a class book entitled What Happens in (name of season). Each student writes and fills in the sentence, "In (name of season) _____" on a separate piece of construction paper. Have students illustrate their sentence. Create a cover and bind all the pages together.

Family Connections

- Encourage students to observe the changes in the seasons in their backyard. Have them bring signs of the season you are studying to put on the Discovery Table set up in the classroom. Leaves, flowers, acorns, blossoms, pumpkins, etc. may all be part of the table. Include magnifying glasses for closer observations.
- Send the class book What Happens in Seasons home each night for a different student to read with his/her family.

Assessment Plan:

- Artwork is an excellent assessment tool. Date each art piece and place in the student's portfolio. Encourage students to add details and observe changes in the environment carefully. Look for progress in the student's ability to draw specific changes as the seasons change.

Author:

Utah LessonPlans

Created Date :

Sep 10 2004 11:03 AM



Measuring Temperature

By - Scott Dan

Subject - Math

Grade Level - K-1

TITLE: What is it like outside today?

GRADE: Kindergarten

GOALS:

1. Allow students to begin a basic comprehension of temperature, seasons, and graphing. More specifically, the students will be allowed to see how a range of temperatures fit into each of the seasons.

OBJECTIVES:

1. Students will learn how to read from an actual thermometer.
2. Students will learn how to record the temperature that they found on their thermometer.
 - a) First, by coloring the paper thermometer to a temperature close to what they see on the actual thermometer.
 - b) Secondly, by gluing the thermometer to the appropriate season.

MATERIALS:

- ✓ Big thermometer
- ✓ Seasons (pre-made with cardboard, cotton, carpet grass, silk flowers and leaves, paper bags for trees).
- ✓ 8 two liter pop bottles, (with scissors to cut them)
- ✓ 8 thermometers, (with tape)
- ✓ Paper thermometers (four for each child)
- ✓ season worksheets (one worksheet for each child)
- ✓ Glue sticks
- ✓ crayons

PROCEDURES:

- 1) Call children over for circle time and do some counting drills with the big thermometer. (by ones, by two's-the special way, by five's, and by tens.)
- 2) Move thermometer and have the children read it; introduce the word degrees.
- 3) Ask what temperatures are hot and which ones are cold.
- 4) Ask children to repeat the four seasons in order; do it continuously several times to help children comprehend the idea that the seasons cycle.
- 5) Explain that today we are going to investigate the different temperatures of water in the different seasons.
- 6) Teacher will explain that we are going to break off into groups and also explain at that time how we work in groups, and what the groups will be doing today. Furthermore, the teacher should explain how the groups will rotate, (may still need help from teacher).

- 7) Teacher will then break them off into groups by counting (and tapping).
"All number ones are at this station," and so forth. At this time tell them to pick up the season worksheet and the four paper thermometers on the counter before they go to their station.
- 8) When at the stations, allow students several minutes to complete their task and then have them rotate.
 - a) The students are to first look at the thermometer and find the temperature to the closest degree. (Remind students that they are allowed to look at the big thermometer for help on how to read the thermometer.)
 - b) Next, the students are to take their paper thermometers and color it so that it looks just like the real thermometers.
 - c) Finally, the children will glue their paper thermometer to the season worksheet.
 - d) Students will then color in the rest of the picture until teacher tells them to move to the next center.
 - e) Teacher will give signal for center time.
- 9) Call every one back to circle time once everyone has been to each of the four seasons.
- 10) Tell students to sit next to the people in their groups. Start out by asking one of the children to share something about what they found out about the Summer station. Ask the child to put up a "sun sticker" on the big thermometer so that it looks like their thermometer for the summer. Then go to another child within the same group and have that child share a different season, (each season will have a different sticker appropriate to the season). Do this until each person in the group has gone, (depending on group size, each group will not get to put up a full four seasons.) Continue doing this until each person in each group has gotten a turn at the big thermometer.
- 11) Now it is time for questions:
 - a) "How many suns are up on the big thermometer?"
 - b) "Are all of the suns on the same temperature?"
 - c) "What does this mean?"
 - d) "Where does the red stuff inside the thermometer like to go when it is summer? Winter? Fall/Spring?"
 - e) "What does it mean when the thermometer goes up high?"
 - f) "What does it mean when the thermometer goes down really low?"
 - g) "If I wore a hat, scarf, boots, a heavy coat, a pair of pants, and gloves, what do you think the thermometer would look like? What season would it be?"
 - h) "If I put the thermometer way up here, what kind of clothes would I wear?"
 - i) "If I put the thermometer right here (at 60 degrees), what season do you think it is? What would you wear?"
- 12) Count off children 1,2,3,4 and then assign them where to stand. Let children feel the water for each of the four seasons. Have them go back to their desk and finish coloring the seasons worksheet until everyone has gotten a turn to feel the water. Also tell them to put their names on their papers.

- 13) Finally, have them turn in their papers once everyone is finished feeling the water. They may finish coloring the paper once the teacher has had a chance to look them over.

EVALUATION:

1. Children will be evaluated on the following.
 - a) Did they put up a sensible answer for the graphing portion of circle time?
 - b) When we asked all of the questions at the end of circle time, was the child's answer sensible?
 - c) Did the child color a temperature that makes sense on their paper thermometer? Did they place it in the correct season?
 - d) How did they act in their groups? (not related to science, but is an important part of kindergarten; sharing, getting along with others)?

Directions: Color your thermometers so that each one would read an appropriate temperature for each one of the four seasons.

Name: _____

SUMMER



FALL



WINTER



SPRING



Name: _____

SEASONS ON THE FARM WINTER GLYPH

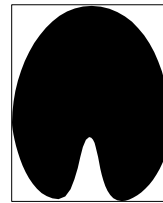
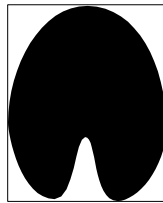
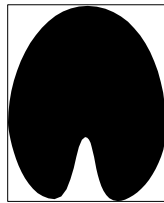


SEASONS ON THE FARM

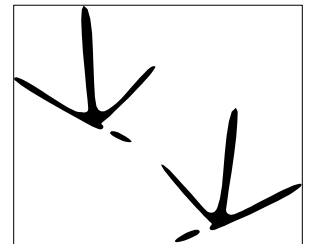
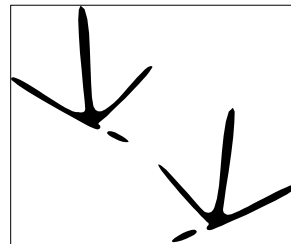
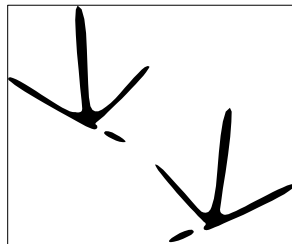
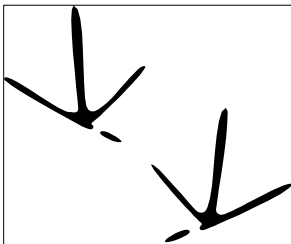
Winter Glyph Cutouts

You will need: Scissors, Glue Stick, Crayons, Markers, or Colored Pencils.

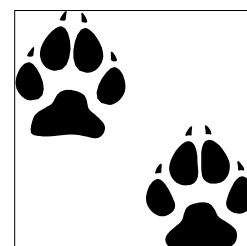
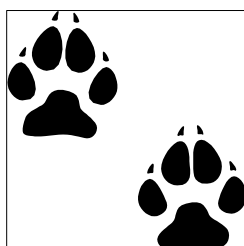
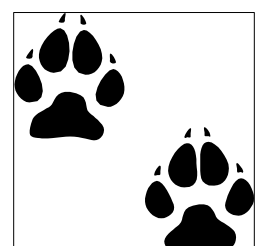
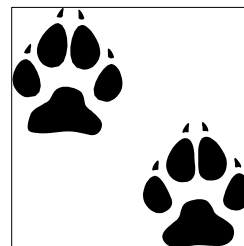
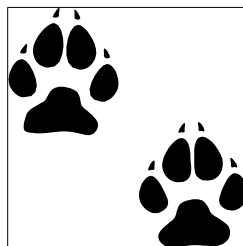
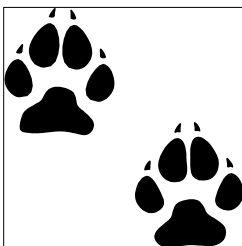
Horse footprints



Bird footprints



Dog footprints



SEASONS ON THE FARM

Winter Glyph Directions

Read and follow the directions for each question.

1. Farmers check their machinery in the winter and make sure it is ready for the spring planting. Have you ever fixed any of your bicycles or toys?

Yes	No
Color the roof of the barn black	Color the roof of the barn brown

2. In many places, it snows in the winter. Do you like the snow?

Yes	No	Don't know
Color the barn red	Do not color the barn	Color the barn gray

3. If you were a farmer, which of these winter chores would you like to do the best?

Shovel snow	Bring in firewood	Carry water to the animals	Plan for the spring planting
Color the silo yellow	Color the silo black	Color the silo red	Color the silo brown

4. What winter activity do you like to do the best?

Building snowmen	Making snowballs	Ice skating	Sledding
Glue one set of bird footprints in the picture	glue two sets of bird footprints in the picture	Glue three sets of bird footprints in the picture	glue four sets of bird footprints in the picture

5. On a horse farm, baby horses, called foals, are born all through the year. In what month is your birthday?

January – April	May – August	September - December
Glue one horse footprint to the picture	Glue two horse footprints to the picture	Glue three horse footprints to the picture

6. Many farm animals live inside during the winter, just like your family stays inside. How many sisters and brothers do you have in your family?

None	One	Two	Three	Four or more
Do not glue any dog footprints in the picture	Glue one set of dog footprints in the picture	Glue two sets of dog footprints in the picture	Glue three sets of dog footprints in the picture	Glue four sets of dog footprints in the picture

7. Animals, unlike people, don't have special clothing to wear in the snow. Which type of clothing do you think is most important for children to wear in the snow?

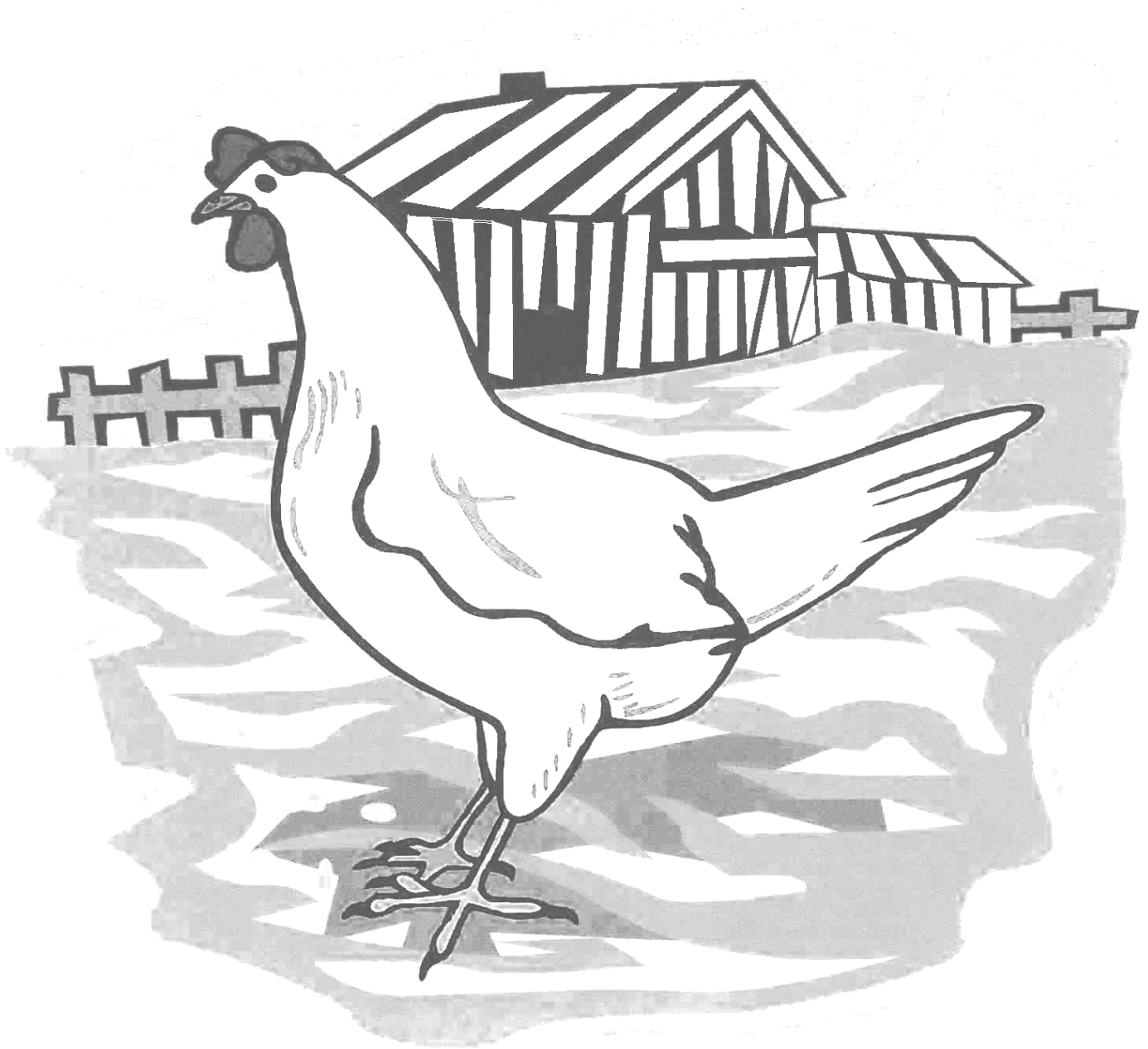
Boots	Hat	Mittens	Scarf	Coat
Draw a snowman in the picture	Draw a sun in the picture	Draw a snow covered tree in the picture	Draw a farmer in the picture	Draw snow falling in the picture

8. Have you ever seen footprints in the snow?

Yes	No
Draw a red border around the picture	Draw a blue border around the picture

Name: _____

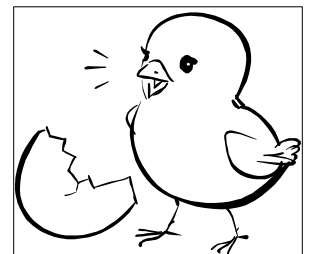
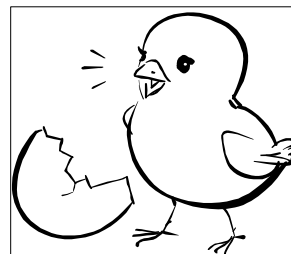
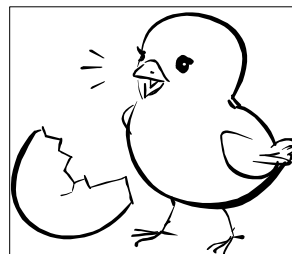
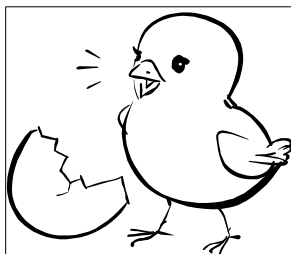
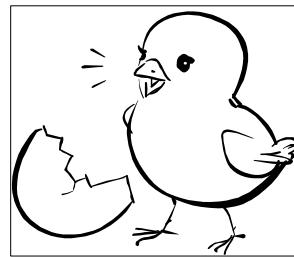
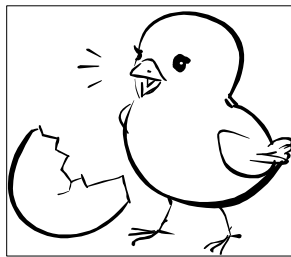
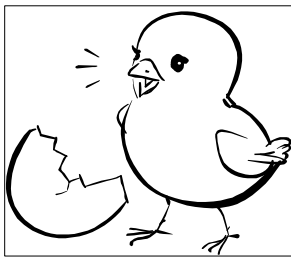
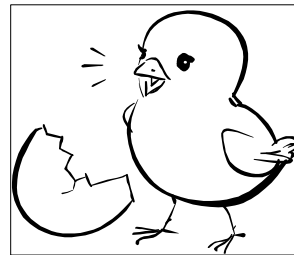
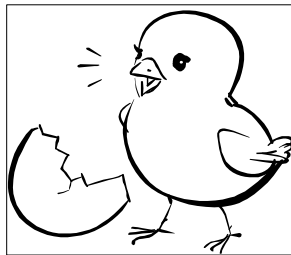
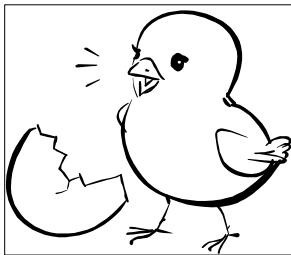
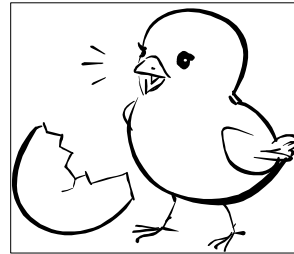
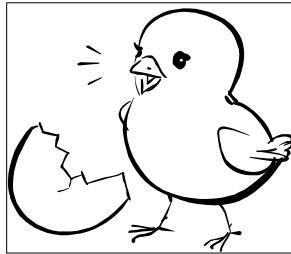
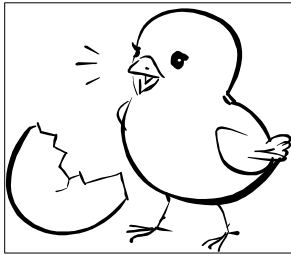
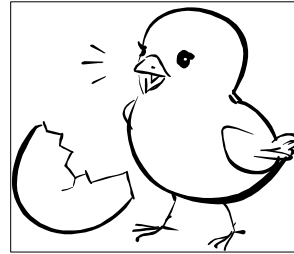
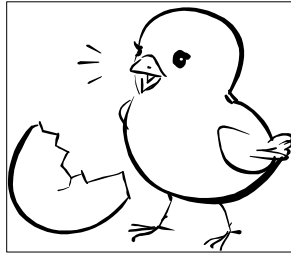
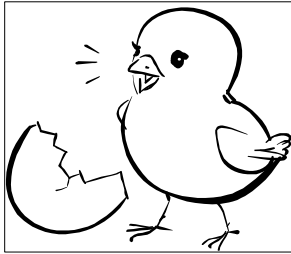
SEASONS ON THE FARM SPRING GLYPH



SEASONS ON THE FARM

Spring Glyph Cutouts

You will need: scissors, glue Stick, crayons, markers, or colored pencils.



SEASONS ON THE FARM

Spring Glyph Directions

Read and follow directions for each question.

1. It usually rains a lot during the spring. Do you like the rain?

Yes	No	Sometimes
Draw some clouds in the sky	Draw a sun in the sky	Color the sky blue

2. Many animals are born on the farm in the spring. Is the number of the day that you were born an odd or an even number?

Odd	Even
Color the hen tan	Color the hen black and white

3. The farmer has to prepare the fields for planting in the spring. Have you ever planted a garden?

Yes	No
Color the roof of the barn black	Color the roof of the barn brown

4. Maple syrup is made from the sap of a maple tree in the spring. What do you like to eat on your pancakes?

Maple syrup	Only butter	Strawberries	Nothing
Color the barn red	Color the barn brown	Color the barn black	Don't color the barn

5. Have you ever held or touched a baby chick?

Yes	No
Color green grass around the hen.	Color brown soil around the hen.

6. The farmer has different jobs for each season. What is your favorite season?

Summer	Fall	Winter	Spring
Color the chicks white	Color the chicks brown	Color the chicks yellow	Color the chicks black

7. The farmer plants a large number of seeds in his fields. What is the number of letters in your first name?

Number of letters
Glue one baby chick into the picture for each letter of your name

Name: _____

SEASONS ON THE FARM SUMMER GLYPH



SEASONS ON THE FARM

Summer Glyph Directions

Read and follow the directions for each question.

1. The bee keeper wears a hat and mask to protect him/her from the bees. Have you ever worn a mask?

Yes	No
Color the beekeeper's hat and mask yellow.	Color the beekeeper's hat and mask brown.

2. Worker bees use nectar from the flowers to make their honey. Do you like honey?

Yes	No	Don't know
Color one flower yellow.	Color both flowers purple.	Do not color any flowers in the picture.

3. The bees tell each other where the nectar is found by doing special dances. What is your favorite way of telling someone something?

Talking	Writing a note	Drawing a picture
Color the beekeeper's coveralls red.	Color the beekeeper's coveralls yellow.	Color the beekeeper's coveralls blue.

4. A hive has hundreds of bees. The beekeeper, with many hives has a lot of bees. Add the number of letters in your first and last name together. What is that number?

Less than 10 letters	Between 10 and 20 letters	More than 20 letters
Color the hive brown.	Color the hive purple.	Color the hive orange.

5. Most bees are born in the warm seasons. In which season were you born?

Summer	Fall	Winter	Spring
Color 1 bee in the picture yellow.	Color 2 bees in the picture yellow.	Color 3 bees in the picture yellow.	Color 4 bees in the picture yellow.

Name: _____

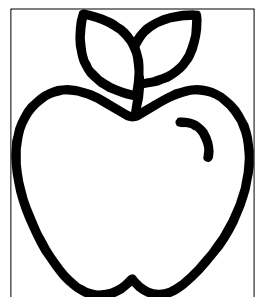
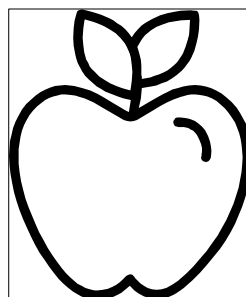
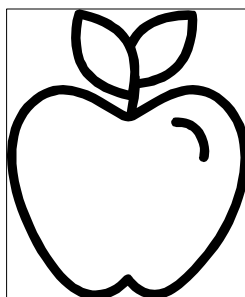
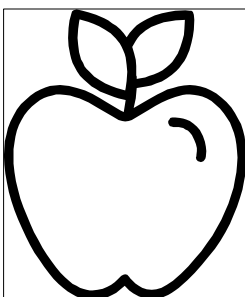
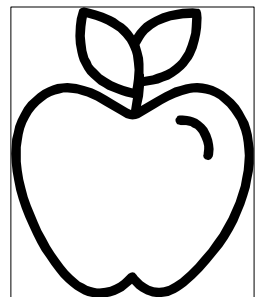
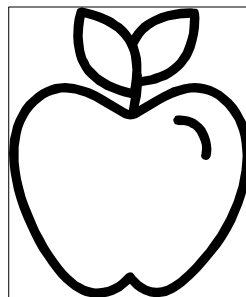
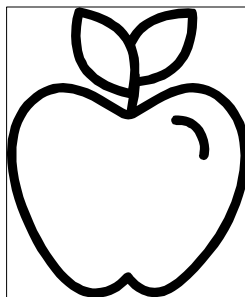
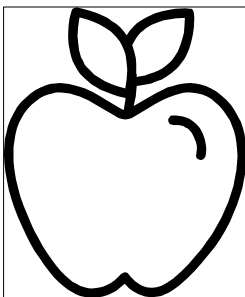
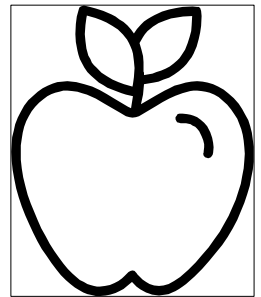
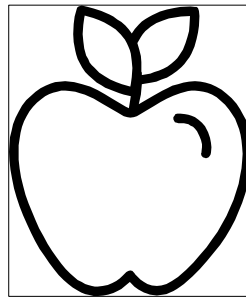
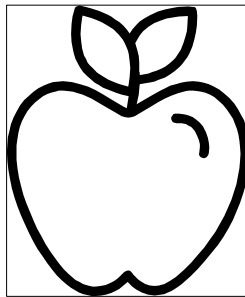
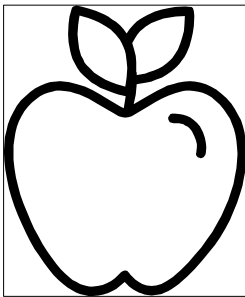
SEASONS ON THE FARM FALL GLYPH



SEASONS ON THE FARM

Fall Glyph Cutouts

You will need: scissors, glue Stick, crayons, markers, or colored pencils.



SEASONS ON THE FARM

Fall Glyph Directions

Read and follow directions for each question.

1. The farmers harvest many of their crops in the fall. What do you like to do best in the fall?

Play in the leaves	Carve a pumpkin	Bob for apples
Color the apples red	Color the apples yellow	Color the apples green

2. Corn is about 4 months old when it is harvested. How old are you?

Age
Glue the number of apples on the tree to match your age.

3. Children that live on the farm do chores like feeding the animals before going to school. What chores do you do before going to school? (Up to 3)

Make my bed	Feed the pets	Take out the trash	Other chores	No chores
Color a bird red	Color a bird blue	Color a bird yellow	Color a bird black	Color a bird purple

4. The farmer uses a combine to harvest the corn and soybeans in the fall. Have you ever seen a combine in the fields?

Yes	No	Don't know
Glue your birds in the tree from question #3	Glue your birds on the ground on the right side	Glue three birds in the sky

5. There are more than 2,500 varieties of apples grown in the United States. Some of these are used to make taffy apples in the fall. Have you ever eaten a taffy apple?

Yes	No
Glue the squirrel by the tree	Glue the squirrel in your tree

6. The food that the farm animals eat in the winter is stored in barns or silos. What is the first letter of your favorite food?

A - H	I - O	P - Z
Draw a full moon in the sky	Draw a sun in the sky	Draw clouds in the sky

7. Male cattle are called bulls. Female cattle are called cows and young females are called heifers. Are you a boy or a girl?

Boy	Girl
Draw grass under the tree	Draw soil and rocks under the tree

8. Have you ever visited a farm in the fall?

Yes	No
Color the squirrel brown	Color the squirrel black

Seasons On the Farm

Science

Lessons with standard and brief synopsis

House of Seasons: 12. B., 12. E., and 12. F. This activity will teach students about the seasons. Students will learn about the quantity and forms of precipitation associated with the different seasons.

Oreo Moon Phases: 12. E., 12. F. Students will use Oreo cookies to show the phases of the moon.

Seasons Through the Year: 12. B., 12. E., 12F, 13. B., To build awareness of seasonal change, students use their own birth dates, a comparison of seasons in different settings, and self-made book.

*****NOTE: Many of the lessons in other disciplines also align with the Science standards.**

Illinois State Goals

12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
13. Understand the relationships among science, technology and society in historical and contemporary contexts.

Illinois State Learning Standards

12. B. Know and apply concepts that describe how living things interact with each other and their environment.
12. E. Know and apply concepts that describe the features and processes of the Earth and its resources.
12. F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.
13. B. Know and apply concepts that describe the interaction between science, technology and society.

House of Seasons

Title - Science lesson on Seasons

By - Joanna Claire Rebone

Subject - Science, Multidisciplinary

Grade Level - Second

House of Seasons

Purpose: This activity will teach students about the seasons. They will learn about the quantity and forms of precipitation associated with the different seasons.

Materials: old children's or nature magazines, scissors, glue, construction paper, tape.

Focus: Read the book **Suzette and Nicholas and the Season's Clock** by Marie-France Mangin. Read this to start generating students thinking about the seasons.

Activity: Student get into small groups Pictures of seasons will be put on tables along with construction paper. Students arrange pictures into 4 piles, one for each season. Fold construction paper into 4 equal parts. Make a collage with the pictures, keeping each of the four season in their own part on the paper. Give the students another sheet of paper. Cut four shuttered windows in the paper. The cuts will correspond to the placement of the seasons in the collage. The students then lay the cut out paper over the collage and tape the edges to the collage.

Closure: Ask for volunteers to share their collages. Have them describe how water looks during each of their seasons.

Oreo Moon Phases

Materials for each child:









8 Oreo® cookies (4 for younger children)

Paper towel

A plastic spoon and/or a plastic knife

Marker (optional)

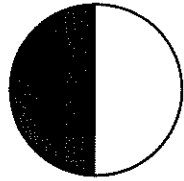

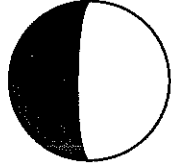
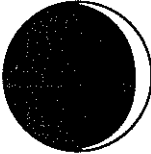
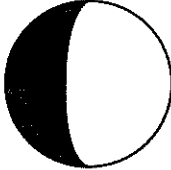

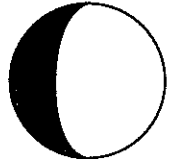
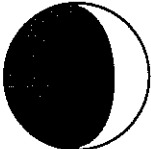
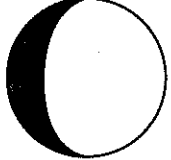
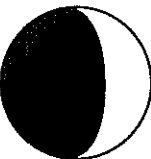


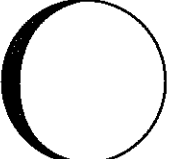
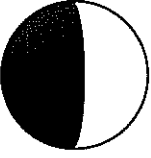
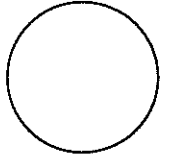
Halve and scrape Oreo® cookies to illustrate Moon phases. Then arrange cookies on the poster in linear fashion beginning with the New Moon and ending with the Waning Crescent Moon. You may be familiar with other activities that place the phases in a circular formation. We feel this could, however, confuse young children if they attempt to conceptualize the location of the Sun or Earth in relation to the Moon's orbit. We, therefore, recommend that *first* children simply learn to correctly match the names with the appearances of each phase. For children younger than 8, you may want to model only 4 Moon phases, i.e. New Moon (completely dark), Crescent Moon, first Quarter (or Half) Moon, and Full Moon. Older children should be able to model all 8 phases, as shown below:

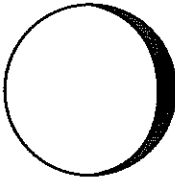
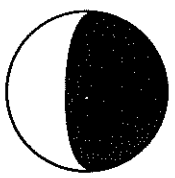
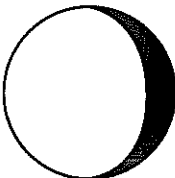
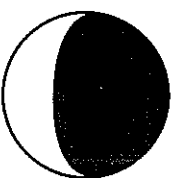
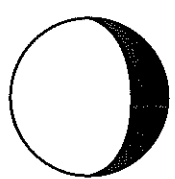
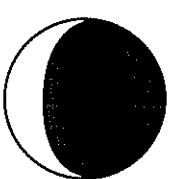
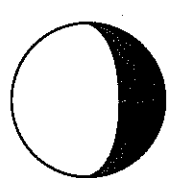
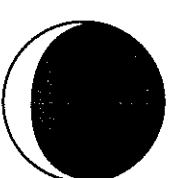
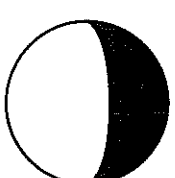
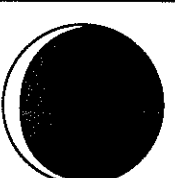
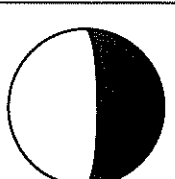
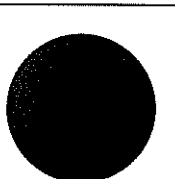
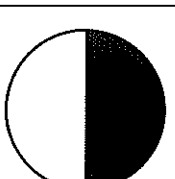
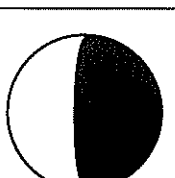
<p>1</p>  <p>New Moon Completely (or almost completely) dark.</p>	<p>2</p>  <p>Waxing Crescent A small sliver of light on the right.</p>	<p>3</p>  <p>First Quarter (or Half) Moon The right half of the Moon is light.</p>
<p>4</p>  <p>Waxing Gibbous Three quarters of the right side of the Moon is light. The light is in the shape of a humpback (which is what the word "gibbous" means!)</p>	<p>5</p>  <p>Full Moon The entire Moon is bright.</p>	<p>6</p>  <p>Waning Gibbous Three quarters of the <i>left</i> side of the Moon is light.</p>
<p>7</p>  <p>Third Quarter (also Half) Moon The <i>left</i> half of the Moon is now light.</p>	<p>8</p>  <p>Waning Crescent A small sliver of light now appears on the <i>left</i> side.</p>	<p>Modified from <u>Paper Plate Education</u> Copyright ©2006 <u>Chuck Bueter</u> All rights reserved.</p>

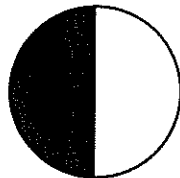
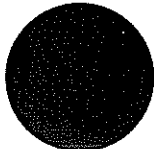
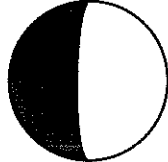
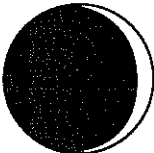
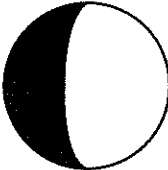

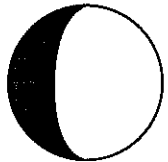

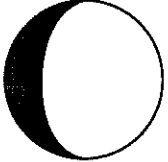
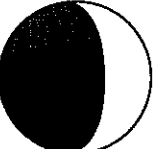
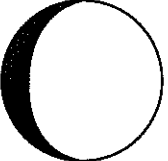

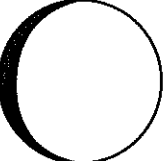
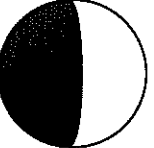
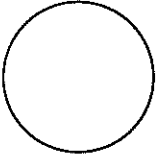
Moon Phases Ideas for Assessment

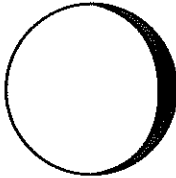
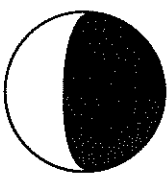
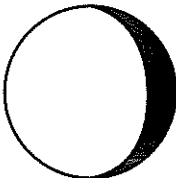
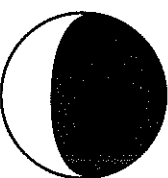
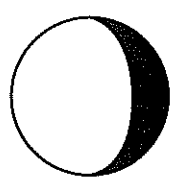
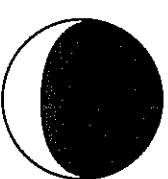
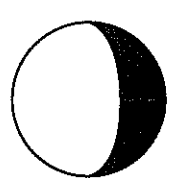
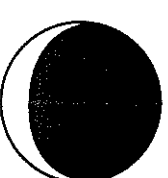
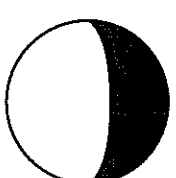
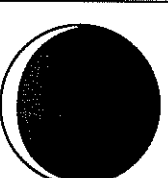
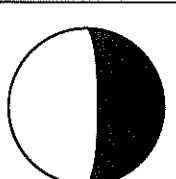
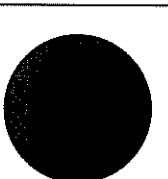
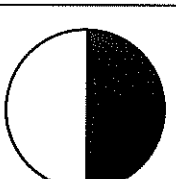
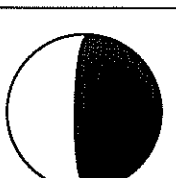
Assessment Plan:

1. Give each student four Oreo cookies and a plastic knife. Students make a chart showing New Moon, Waxing Crescent, First Quarter, Full Moon, Third Quarter, and Waning Crescent. With their knives they scrap away the frosting to represent each phase.
2. Have students write the phases of the moon on their *Phases of the Moon Animated Flip-books*. Found at http://www.uen.org/lessonplan/upload/10988-2-14754-flip_book.pdf
3. Make a miniature matchbook with pictures and vocabulary words.
 1. Fold a sheet of paper (8 1/2" x 11") in half like a hot dog.
 2. Cut the sheet in half along the fold line.
 3. Fold the two long strips in half like hot dogs, leaving one side 1/2" shorter than the other side.
 4. Fold 1/2" tab over the shorter side on each strip.
 5. Cut each of the two strips in half, forming four halves. Then cut each half into thirds making 12 miniature matchbooks.
 6. Glue the 12 small matchbooks inside a hamburger folded piece of construction paper.
 7. Draw pictures of each of phases of the moon and label them. Or you could use this booklet for vocabulary learned in the unit.

Phases of the Moon Animated Flip-book			8	_____	
1	_____		9	_____	
2	_____		10	_____	
3	_____		11	_____	
4	_____		12	_____	
5	_____		13	_____	
6	_____		14	_____	
7	_____		15	_____	

16	_____		24	_____	
17	_____		25	_____	
18	_____		26	_____	
19	_____		27	_____	
20	_____		28	_____	
21	_____		29	_____	
22	_____		Instructions: 1. Write the names of the moon phases on the correct cards. 2. Cut out numbered sections. 3. Put the cards in numerical order and staple book together. 4. Flip the pages with your thumb to see the moon shape change through each phase.		
23	_____				

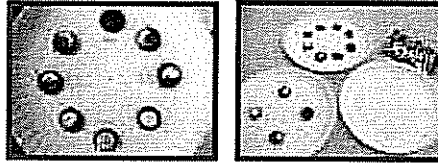
Phases of the Moon Animated Flip-book			8	First Quarter	
1	New Moon		9	Waxing Gibbous	
2	Waxing Crescent		10	Waxing Gibbous	
3	Waxing Crescent		11	Waxing Gibbous	
4	Waxing Crescent		12	Waxing Gibbous	
5	Waxing Crescent		13	Waxing Gibbous	
6	Waxing Crescent		14	Waxing Gibbous	
7	First Quarter		15	Full Moon	

16	Waning Gibbous		24	Waning Crescent	
17	Waning Gibbous		25	Waning Crescent	
18	Waning Gibbous		26	Waning Crescent	
19	Waning Gibbous		27	Waning Crescent	
20	Waning Gibbous		28	Waning Crescent	
21	Waning Gibbous		29	New Moon	
22	Third Quarter		Instructions: 1. Cut out numbered sections. 2. Put the cards in numerical order and staple book together. 3. Flip the pages with your thumb to see the moon shape change through each phase.		
23	Waning Crescent				

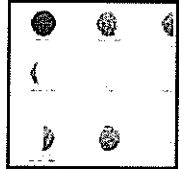
Paper Plate Education

"Serving the Universe on a Paper Plate"

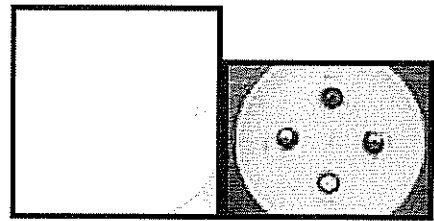
Activity: Oreo Moon Phases



Halve and scrape Oreo® cookies to illustrate moon phases. Then arrange cookies on plate's perimeter around a central Earth. Prior to the student project, the teacher can build a larger version, using regular-size cookies on a round cake tray. A useful instruction sheet (right) is at [oreo-template.doc](#), courtesy of Becky Nelson.



After twisting apart bite-size Oreo® cookies, students scrape off the cream to simulate the four primary moon phases.



Young students place the appropriate moon phases on pre-marked, labeled paper plates.



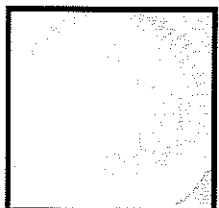
The rewards of studying science prove tasty.



A teacher uses cake frosting to "glue" the moon phases onto the paper plate. Peanut butter (as glue) works well for the short term, but in time it causes the plate to get greasy under the cookies.



How can you not smile when the only failed components are cookies to be eaten?



Older students can place additional components on their plates.



Of course, with the completion of a plate comes an array of scraps to be disposed...somehow.



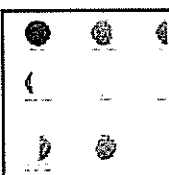
A successful plate yields a deserved smile of satisfaction.



Plates await the end of the school day to be taken home.

For techniques in using a more advanced version of this plate, see the [Moon Finder](#) activity.

Contributed by Chuck Bueter.



Check out this [instruction sheet](#) for practical tips, courtesy of Becky Nelson.

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Seasons Through the Year

LEVEL: Grades PreK-6

SUBJECTS: Language Arts, Science, Social Studies

SKILLS: Classifying, communicating, comparing similarities and differences, constructing media, cooperating, describing, developing vocabulary, discussing, drawing, identifying, listening, matching, observing, perceiving spatial relationships, reading, sequencing, sorting, writing

MATERIALS

List of birth dates of students; calendar (12 months); four skeins of yarn, each a different color; map of North America; world map; four different color cards, with a season name printed on each: spring, summer, fall, winter; drawing materials; scissors; stapler; butcher paper; library picture books about seasons in agricultural and urban areas.

Optional: a year's worth of magazines.

VOCABULARY

climate, cycle, depend, dormant, equinox, graze, harvest, hibernate, migration, season, solstice, weather

RELATED LESSONS

Let's Celebrate!

Gala Fiesta Jamboree

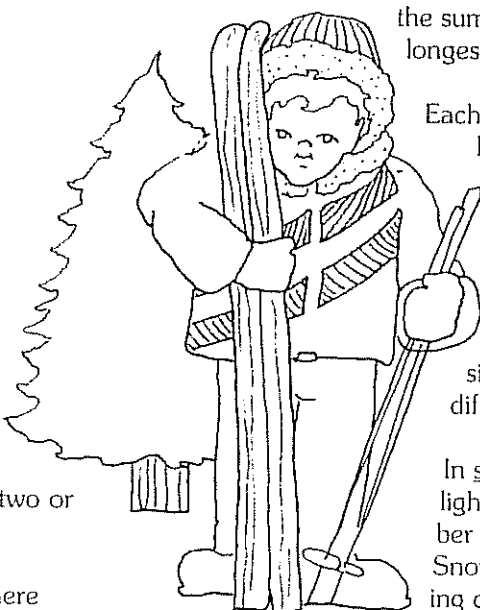
SUPPORTING INFORMATION

Each season brings changes for people, animals and plants. Officially, the beginning and end of each season is based on the tilt of Earth's axis in relation to the sun. The dates for the beginning of each season change yearly by two or three days.

In the Northern Hemisphere where the United States lies, spring begins at the spring (vernal) equinox (about March 21), summer at the summer solstice (about June 21), fall at the autumnal equinox (about September 21), and winter at the winter solstice (about December 21).

In the Southern Hemisphere, however, the seasons are reversed. In Australia, spring begins at what is our autumnal equinox (about September 21), summer at our winter solstice (about December 21), fall at our spring equinox (about March 21), and winter at our summer solstice (about June 21).

Equinoxes are the times at which the sun crosses the equator. Equinox comes from a Latin word meaning *equal night*. The hours of sunlight and darkness are equal throughout the world. Solstices are the points at which the sun is farthest from the equator. The winter solstice is the shortest day of the year, and the summer solstice is the longest day of the year.



Each area of the world has its own seasonal differences. The following information describes changes in areas of North America in which there are significant seasonal differences.

In spring, the hours of light begin to outnumber the hours of dark. Snow melts and flooding can occur. Days get warmer. The soil begins

to warm. Soon plants begin to grow. The world is fresh and green. Migrating birds either depart or return. Hibernating animals awake. Most trees grow new leaves. Insects appear and flowers bloom. Farmers prepare the fields and plant seeds. Many animals are born in the spring. Farm animals like cows and

BRIEF DESCRIPTION

To build awareness of seasonal change, students use their own birth dates, a comparison of seasons in different settings, and self-made books.

OBJECTIVES

(Note: All three objectives are appropriate for older students; younger students may accomplish only the first two objectives.)

The student will:

- name the seasons in "cycle" order;
- identify the season in which his or her birth date occurs and describe a seasonal characteristic of the day; and
- describe at least three things that occur in each season in an agricultural area, in their own community, and in an urban area.

ESTIMATED TEACHING TIME

Session One: 45 minutes.

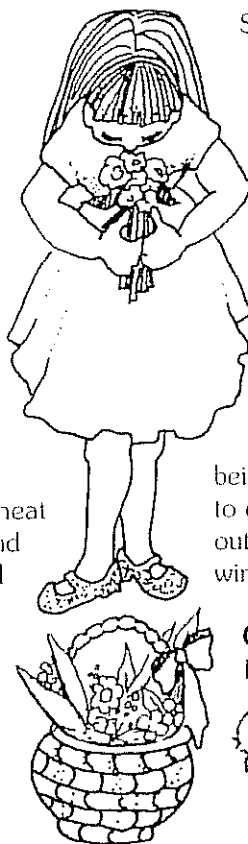
Sessions Two to Five: 30 to 45 minutes each. The most variable time will be when students make their books.

horses can graze outdoors. Spring brings strawberries, asparagus and leeks. Violets, tulips, daffodils, iris, and dandelions are blooming. People take off storm windows and get out their warm-weather clothes. Spring sports start.

Summer is a time of warmer temperatures and long days even though the nights are getting longer relative to the days. Crops are growing. Farmers begin to harvest some crops, such as fresh raspberries, watermelon, corn and tomatoes. Daisies, marigolds and roses are in full bloom. Farm animals graze outdoors. Young animals are growing. Animals and plants prepare for the heat of summer. As plants dry in the heat, grass and forest fires can start from lightning strikes and human carelessness. Food supplies are usually abundant for both animals and people. People dress to stay cool. They enjoy swimming, picnics, camping and other summer activities. Summer brings outdoor theater and concerts to many city parks.

Autumn is the season of warm days and cool nights. It can rain or snow. A hurricane or typhoon can occur. Gardeners plant spring bulbs, and mums bloom. Leaves change color and drop. People call this season fall because of the falling leaves. Farmers harvest apples, carrots, potatoes, pumpkins and many other foods. Some birds migrate. Some animals gather and store food for the winter months ahead. Many people harvest, can, freeze, dry, and store foods to eat during the winter. Some families cut wood to heat their homes during the cold months ahead. People put on storm windows and pull out sweaters, coats and hats. In cold climates, people get their vehicles ready for winter. Farm and wild animals grow heavy coats. The end of autumn is usually marked by the freezing of lakes and streams and prewinter storms.

In winter the daylight hours begin to get longer, but do not yet outnumber the hours of dark. It is the slowest, or "resting," season in the growing world. Snow covers the ground in some areas. Many plants die or lie dormant (rest) through the cold months. Winter squash, nuts, and turnips, as well as poinsettias and carnations, remind us of winter. Some wild animals hibernate. Farmers use stored hay, silage (chopped corn or hay), and ration (ground feed) to feed farm animals. Animals may need shelter from the weather. People dress warmly, heat their houses, and enjoy winter sports. In some areas they plow and shovel snow.



Some regions of Earth do not have all four seasons. In some parts of the tropics, for example, the temperature changes very little. The amount of rainfall varies greatly giving these regions wet and dry seasons. In polar regions, the sun shines almost all of the time in the summer, creating a light season. In the winter, there is very little sun, creating a dark season.

Part of the art of staying alive through the winter is knowing how to make food that grows in summer and fall last through the winter. To solve this challenge some living beings sleep through the winter (hibernate), move to other (usually warmer) places (migrate), or figure out a way to keep and store foods to eat during winter.

GETTING STARTED

Make four cards, each with a season name. Use a differently colored card for each season, such as green for spring or brown for autumn. Gather the four skeins of yarn (a different color for each season), calendar, seasonal literature



books, drawing materials, and butcher paper (select colors to represent the different seasons). In Session Five, Step 2, choose bookmaking option A or B and gather materials for students to make their books.

Optional: Gather a year's worth of magazines.

PROCEDURE

(Note: If there are students in the group who do not celebrate birthdays, explain that this lesson uses birth dates and seasons, but is not about celebrating birthdays.)

SESSION ONE

1. Holding up one calendar month at a time as a guide, help students arrange themselves side by side in a row according to their birth dates, January through December. Explain that this shows where each person's birth date comes in the calendar year: beginning, middle, end.
2. Students "close up" the ends of the row to make a circle and sit down. Walk around the circle. As you go, explain that the calendar year is just one way to arrange our birth dates in order. We can also arrange them by season. Ask:

- What is a season?
- How many seasons are there in a year?

- What are the four seasons of the year? (Have students name them, then say them in order.)
- Why is sitting in a circle a good way to show seasons? (*Seasons go through a cycle every year, then repeat in the next year: the cycle is a metaphor for a circle.*)

3. Hand one skein of yarn to the student with the birth date nearest (but on or following) the first day of spring. Have the student roll the yarn to the student nearest (but before) the first day of summer. Cut the yarn. Have the student tie the end of the yarn to a new color of yarn. Then have the student with the birth date on or after the first day of summer roll the new skein of yarn to someone with the birth date nearest (but before) the first day of fall. Cut the yarn and tie a new color to the end. The student with the birth date on or after the first day of fall rolls the yarn to the student whose birth date is nearest (but before) the first day of winter. Tie the end of the yarn to a different color of yarn. The student with the birth date on or after the first day of winter rolls the yarn to the first student. Tie the ends together. The circle is now divided into four sections.

With older students, discuss that the points where the yarn is tied together are the equinoxes and the solstices and identify them.

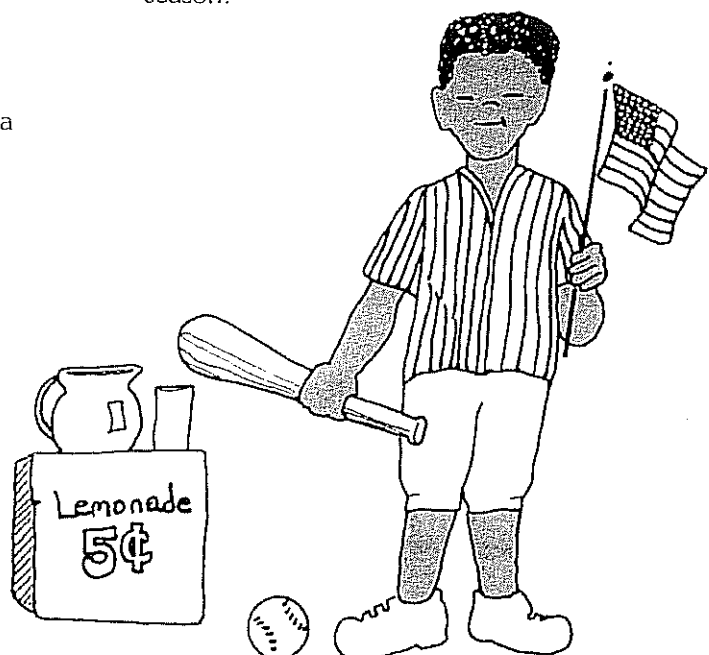
4. Hold up the four season signs, one at a time. Have students with birth dates in that season raise their hands. That should be one section, but some students may need clarification about the season of their birth dates. The sign is then placed in their section of the circle.

(Note: For this lesson, use the "official" season change dates of the current year to decide where a particular student belongs - generally March 21, June 21, September 21, and December 21. Consult a current calendar or almanac.) If a student's birth date falls on the 20 through 23 of these months, explain that the birth date shares two seasons! Some years it will be in one, some years another, depending on where the sun and Earth are in the season-changing positions.

5. Discuss the four seasons, one at a time, starting with the current season. Have students tell about the weather, plants, foods, flowers, and celebrations or holidays that appear near their birth dates. (For a partial list of celebrations and holidays see **World Calendar of Events and Holidays** located in the Appendixes.)

Direct the questions for each season to the students sitting in that section. Add to the information students contribute through sharing the Supporting Information and using your own community examples of seasonal change. Under the headings spring, summer, fall, and winter sketch or write key words in a visible place as students contribute ideas. Ask:

- What season is it now?
- What months on the calendar come in this season?
- What are some words you could use to describe this season? (*hot, muggy, windy, grass growing*)
- What is the weather usually like in this season? On your birth date?
- What kinds of clothes do people wear to be comfortable in this season?
- What colors do you think of for this season?
- What are some things people do in this season that they might not do other times of the year?
- What do you like to do in this season for fun?
- What are animals doing in this season?
- What is happening to plants in this season?
- What special foods do we have during this season?



6. Proceed through the entire seasonal circle in order, asking similar questions to each group. Refer to the North America map and discuss regions that have colder and warmer climates. Bring in the vocabulary words as they fit each season. Leave the seasonal words and notes in a visible place for the next session.

SESSION TWO

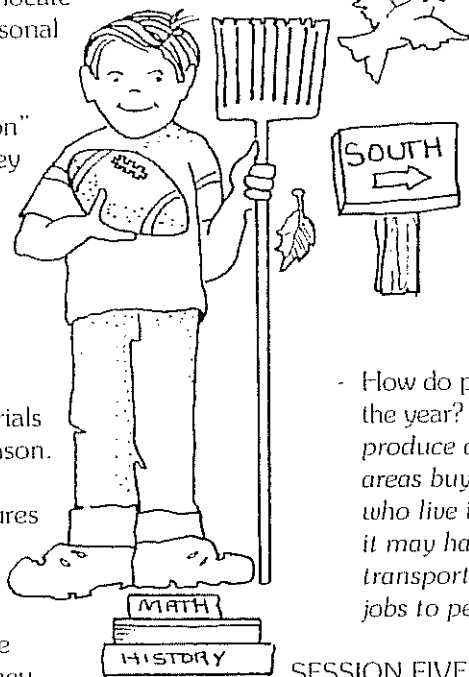
1. Review the words and notes from Session One. As a group, repeat the seasons of the year in order.

2. Visit the school media center or have books available. Have students locate and check out books about seasonal changes. As they return to the classroom, give them 15 to 20 minutes to meet in their "season" groups and share the books they have discovered.

SESSION THREE

Make seasonal murals. Using their own knowledge and that gained through the class activities, each "season" group works with a large section of butcher paper and materials to create a mural showing their season.

Optional: Students could cut pictures out of the year's magazines. What colors, plants, animals, activities, or celebrations do they see in their birth date season? What clothes are people wearing? What foods are they eating? What are people doing for fun? Anything the group would like to show about their season is encouraged. When the murals are complete, display them in seasonal order. Enjoy and discuss!



things people do each season in urban areas?
How are they different?

- What might happen if people in agricultural or urban areas did nothing to get ready for winter? For spring? For summer? For autumn?
- Is our neighborhood more like an agricultural or urban area to live? What are some special things we do in each season in our community?

2. People depend upon animals, animals depend on people, and people depend upon people to meet their needs. Ask:

- How do people depend on farm animals throughout the year? (*For meat, milk, eggs, leather, wool, sometimes help with work.*)
- How do animals and people depend on plants throughout the year? (*Animals and people depend on plants for food and more.*)
- How do people depend on each other throughout the year? (*People who live in agricultural areas produce and sell food; people who live in urban areas buy it, bringing income to the farm. People who live in agricultural areas buy food, too, and it may have been processed, packaged, transported, and so on in urban areas, giving jobs to people in urban areas.*)

SESSION FIVE

(Note: The "blank books" created in this session will hold students' writings and drawings. The books described have eight pages. If possible, arrange to have older students help younger students create their books or make a whole class book together.)

SESSION FOUR

1. Read *Seasons on the Farm* or another book that traces seasons through the year in an agricultural area. Brainstorm and list seasonal changes on farms, in your community, and in urban areas. Ask:

- How do the needs of farm animals change in the different seasons? Needs of your pets?
- What do people living in agricultural areas need to do each season to take care of animals? Plants? Themselves?
- Compare and contrast seasonal happenings in agricultural and urban areas. How are the things people do in agricultural areas the same as the

1. Tell students they will be authors of books about seasons in agricultural and urban areas.
2. Help them create blank books according to one of the following options.
 - A. Standard 5-1/2" x 8-1/2" book: Fold two 8-1/2" x 11" sheets of unlined paper in half the short way. Staple the folded edge to form eight pages.
 - B. Make a simple eight-page book out of a single sheet of 12" x 18" paper.
 - Fold paper in half the long way. You have two 6" x 18" sections, a "strip" shape.

- Fold the strip in half the short way, so you have four 6" x 9" sections. Then fold in half the same way again. You now have eight 6" x 4-1/2" sections.
 - Staple on the folded edge, holding all the sheets together. This is the "spine." Cut the fold opposite the spine to open the pages. You now have eight pages. They appear "double" because they are joined at one end; that's okay.
 - Encourage students to make a separate cover for their books.
2. Students research and describe the seasonal changes of just one crop or animal of their choice through writing or drawing. Put their work on display so everyone's knowledge can be shared.
 3. Investigate the seasons, people and plants in the Southern Hemisphere. Have students contrast the seasons of the Northern and the Southern hemispheres. Use maps and globes to locate the countries and continents. If you have access to a computer, have students contact students in another country in the Southern Hemisphere.
 4. Each student draws a picture that represents a season. They label each with the name of the season and show many activities and things that are appropriate to the season. To add interest by using the unexpected, the picture should also include three things that do not belong with that season. When all the pictures are finished, have students trade papers and identify what does not belong in their partners' pictures.

(Note: Another time, you may want to make a 16-page book. Now you know how: just cut open the folds connecting the pages.)

3. Students write and illustrate their books with pages representing each season's unique offerings. Two pages are available to show each season.
4. Ask students to imagine and draw in their books how they could spend their birth date in agricultural and urban areas.

EVALUATION OPTIONS

1. Use the student books for evaluation. Observe in which order the seasons are listed as well as how accurately students match ideas to the appropriate season.
2. Give students one season and have them name the following seasons in order. In what season is your birth date?
3. Have students divide a piece of paper into four sections. Label each section a different season. In each section, have them draw a person dressed in clothes appropriate for the season, list or draw three foods associated with the season, and list or draw one plant harvested in the season.
4. Have students write the four seasons and list three things they might see during each season in an agricultural area, their community, and an urban area.
5. Make Venn diagrams for each season out of four colored poster papers. Label the circles "agricultural area" and "urban area." Label the overlapping part of the circles "both." Students fill in the appropriate part of the Venn diagram with events and activities for each season. (See **Venn Diagram #1** in the Appendixes for information and an example.)
6. Students work in their season birth date groups to create *Seasons Around the World* books. Encourage them to gather information using books and computers.
7. Students cut out pictures of farm equipment and match them with the season during which they are used. For example, planter in spring, cultivator in summer, combine in fall.
8. Listen to *The Four Seasons* by Antonio Vivaldi. Discuss the environmental events suggested by the music. Choose one movement from the piece and dramatize things that animals, plants and/or people do during this season.
9. Students research the history of daylight savings time. Have them consider such things as when and why it began in the United States, why changes were made in 1942-1945 and again in 1974 and 1975, and why some states do not have daylight savings time.

EXTENSIONS AND VARIATIONS

1. Make one class season book together. The class writes the book as a group and various students illustrate the pages. Another option is to have students make posters. Start with a square, rectangle or circle divided into fourths. They use one fourth to illustrate each season.

Seasons On the Farm

Social Studies

Lessons with standard and brief synopsis

Bartering Through the Seasons: 15. A., 15. B., 15. C., 15. D., 15. E., 16. A., 16. C., 16. D., 16. E., 17. C., 18. C. As students read *A New Coat for Anna*, they discuss bartering, seasons, the production, processing, spinning and dyeing of wool to assist their understanding of a free market economy, the concept of supply and demand, the effect seasons have on our lives, and the importance of wool in both historical and modern times.

*****NOTE: Many of the lessons in other disciplines also align with the Social Studies standards.**

Illinois State Goals

15. Understand economic systems, with an emphasis on the United States.
16. Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.
17. Understand world geography and the effects of geography on society, with an emphasis on the United States.
18. Understand social systems, with an emphasis on the United States.

Illinois State Learning Standards

15. A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.
15. B. Understand that scarcity necessitates choices by consumers.
15. C. Understand that scarcity necessitates choices by producers.
15. D. Understand trade as an exchange of goods or services.
15. E. Understand the impact of government policies and decisions on production and consumption in the economy.
16. A. Apply the skills of historical analysis and interpretation.
16. C. Understand the development of economic systems.
16. D. Understand Illinois, United States and world social history.
16. E. Understand Illinois, United States and world environmental history.
17. C. Understand the relationships between geographic factors and society.
18. C. Understand how social systems form and develop over time.

Bartering Through the Seasons

Social Studies and Science Core Standards Grades K-5



Materials

Activity 1

- ◆ One set of HAVE/WANT cards (download cards from <https://extension.usu.edu/aic/teachers/pdf/lesson/bartering.pdf>)

Activity 2

- ◆ One copy of My Seasons Book for each student and one set of pictures, if used, for each student. Download masters from <https://extension.usu.edu/aic/teachers/pdf/lesson/bartering.pdf>. Print book pages back-to-back.
- ◆ Construction paper: red, yellow, orange, and green
- ◆ Glue

Activity 1, 2, 3 and Evaluation

- ◆ Copies of graphic organizers from <http://www.eduplace.com/graphicorganizer/> including: problem-solution chart, flow chart, sense chart, T-chart, story map and Venn diagram

Background

Fabric has influenced culture and history in America. Early colonists wore wool clothing spun by hand and weaved on a loom. Wool fabric was an important product during colonial times and is still a widely used fabric for the clothes we wear today. Wool is one of our most versatile fibers. However, not until sheep became a domesticated animal did wool become a viable fabric. After sheep became a domesticated animal, it was noticed that the wool on the underside of the sheep was not as thick and brittle and could more easily be prepared and spun into fiber. People began breeding the sheep together that had the best wool for producing a softer fleece, and after several thousands of years, the fleece became what is known as wool. Wool is a durable fabric that gives the wearer protection from heat, cold, wind, and rain. Wool keeps the wearer cool in the heat of day and warm in the cold of the night and absorbs moisture without feeling wet. Wool textiles are used in a variety of apparel, both lightweight and heavy. Examples include chenille, felt, flannel, gabardine, melton, serge, tweed, and worsted.

In *A New Coat for Anna* by Harriet Ziefert, set in post-World War II, Anna needs a new coat, but her mother has no money, and the stores are empty. Because of the lack of a monetary system, people had to “barter,” directly exchanging goods or services without the use of money. Anna’s mother decides to trade the few valuables she has left for the services of a sheep farmer, spinner, weaver, and tailor to produce the new coat. Today, bartering still exists throughout the world. Some people in developing countries of Africa, Asia, and Latin America barter to obtain items they need or want.

Another factor in creating Anna’s new coat was the production time required “from fiber to fabric.” The changing seasons in the book create the passing of time and help the reader understand the length of time needed to produce just one new red coat! Today, wool production occurs mainly in Australia, New Zealand, South Africa, and Argentina.

Producing wool takes four major steps. The first step is the shearing of the sheep. Sheep shearing usually occurs once a year in the early spring or early summer. Second is the step of grading and sorting where the best fleece is sorted out from the lesser quality, and then it is cleaned and carded. Carding the wool is the process of passing the wool through rollers with small thin wire teeth that straighten the fibers so they can be

Time: Each activity will take approximately 1 hour to complete.

Grade Levels: K-5

Grade K Standard 3:

Students will develop an understanding of their environment.

Objective 1

Investigate the changes in the seasons.

Grade 1 Standard 2:

Students will develop a sense of self in relation to families and community.

Objective 1

Describe behaviors that influence relationships with family and friends.

Grade 2 Standard 2:

Students will develop a sense of self in relation to families and community.

Objective 2

Describe important aspects of the community and culture that strengthen relationships.

Grade 3 Social Studies Standard 4:

Students examine how government and economics develop as the indigenous community develops.

Objective 2

Identify the factors that determine economic development.

Grade 4 Social Studies Standard 3:

Students summarize how a constitutional government and a free market economy developed in Utah.

Objective 2

Trace the development of a free market system in Utah.

Grade 5 Social Studies Standard 3:

Students analyze the emergence of the United States as a world influence from 1900 to the present.

Objective 2

Analyze the major causes and effects of World War II.

spun into yarn. Third is the process of spinning the carded wool into yarn that can be woven or knitted into the clothing we wear. However, most people do not want to wear clothing that is all the same color. So, after the wool is washed, it is dyed before it is carded. Carding wool gets the fibers all going in the same direction. Wool has microscopic scales on the fibers that interlock as they are spun, helping to make the yarn strong. Wool is very porous so when the fiber is dyed, the dye penetrates completely and doesn't fade. This is the origin behind the phrase "dyed in the wool."

As your students read *A New Coat for Anna*, have them discuss bartering; seasons; and the production, processing, spinning and dyeing of wool to assist their understanding of a free market economy, the concept of supply and demand, the effect seasons have on our lives, and the importance of wool in both historical and modern constructs.

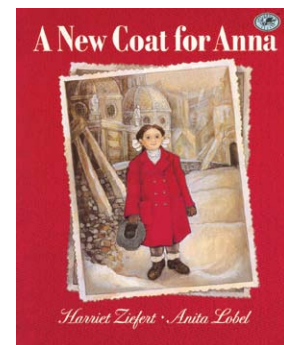
Activity 1: Procedures—Bartering/Economics

1. Discuss with the students what the word "bartering" means. Bartering is the direct trading of goods, services, and resources without using money. Remind the students that they barter for items all the time, such as movies, CDs, etc. Bartering can be a way of getting what we want, even though it may be an inefficient way. A successful barter occurs when both parties receive what they want. However, an exact match of wants does not always happen in a bartering situation. An obstacle to bartering occurs when the value of the goods, services, or resources does not match. Establishing a measurement of value is the difficult part when it comes to a successful barter.
2. Choose or ask five students to volunteer to come up and barter with the other students. Give each student a card that has a HAVE or a WANT listed on the card. Have the students share with each other and the class what is listed on their cards. Ask the students to start trading or bartering with the other students to see if they can accomplish a successful trade.
3. After the students complete the activity, create a problem-solution chart with the class to describe some of the problems and possible solutions to the bartering activity (e.g., nobody wanted what I had to trade; the person who had what I wanted did not want what I had to offer).
4. After reading *A New Coat for Anna*, create a flow chart to discuss the bartering that Anna's mother did to get the coat made for Anna. Discuss the first trade and to whom it was made, the second trade, the third trade, and the last trade. Discuss with the students if they feel the trades were successful and if both parties received what they wanted. Show the video clip at http://www.tech4learning.com/tie/innovators/spenniman/annas_new_coat.mov to guide your discussion about the current value of the items Anna's mother decided to barter for the coat.
5. Remind students that as economic systems developed throughout history, there became the need for a more efficient way to exchange goods, services, and resources. Ask the students what system began to replace the barter system. Discuss with the students the concept "medium of exchange" and ask what the medium of exchange is that we use today to exchange goods, services, or resources.

Anticipatory Set:

Prior to starting the activities, provide an opportunity for all the students to view the opening picture page (war-torn village) in the book *A New Coat for Anna*. Other post-war pictures can be shown to the students. Explain to the students that during the times of post-war, some people have to rebuild their communities and homes after the destruction. Explain that the story in *A New Coat for Anna* is based on a true story. Read the story, and then further the discussion with the following questions:

1. Do you think farmers still shear sheep the same way today?
2. Do you think that wool spinners still spin wool the same way today?
3. What people were needed to make the new coat? Can you name them and tell me the service they provided?
4. How long did it take for all the items to be collected before the coat could be made?



A New Coat for Anna **Grades K-5**

This story takes place after World War II. Anna needs a new coat, but her mother has no money and the stores are empty. Anna's mother decides to trade the few valuables she has left for a coat. The story takes the reader to a sheep farm, a spinner, a weaver and a tailor. When Anna finally gets her beautiful new red coat (which takes about one year), she has a celebration and invites all the people that helped to make it. A great book for teaching about raw products, production, economics, and seasons.

Author: Harriet Ziefert

Publisher: Dragonfly Books

ISBN: 0394898613

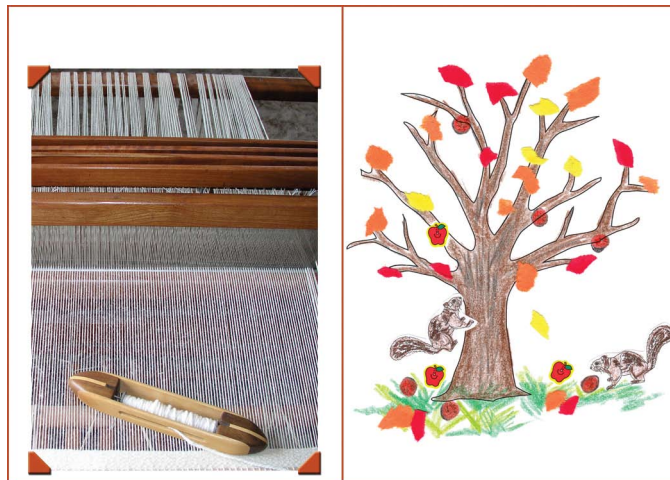
My Seasons Book



Spring



Summer



Fall



Winter

Activity adapted from Elementary CORE Academy 2007

The entire lesson plan and masters can be printed from this link: <https://extension.usu.edu/aitc/teachers/pdf/lesson/bartering.pdf>

1. Use the Show-Me Economics website (<http://www.columbia.k12.mo.us/showmeeconomics/>) activities for your grade level to help the students further understand the concepts of bartering, supply and demand, and mediums of exchange.

Activity 2: Seasons/Weather/Change Over Time

1. Read *I Can Read About Seasons* by Robyn Supraner, to introduce the students to the impact the seasons have on nature, why we have seasons, and how the seasons affect people, plants, and animals.
2. Read the story *A New Coat for Anna*, and discuss with the students the events that occur in the book, including the changing of seasons and how the different seasons affect the people, plants, and animals. Examples could include what happens to the sheep, what things happen with Anna and her mother, what is happening with the weather, or what is happening to the plants.
3. Distribute a sense chart to students and have them draw, write or use pictures to list items under each sense that they observe in the different seasons.
4. Have the students make a My Seasons Book that includes sections for winter, spring, summer, and fall. Under each heading on one side of the page, have the students draw, write, or use the included pictures to show the steps taken during each season for Anna to get her coat. The seasons that occur in the story can help you remember the steps: 1) traded a gold watch for the wool in spring; 2) traded a lamp for the spinning of the yarn in summer; 3) picked berries for red color in summer; 4) traded a garnet necklace for the weaving of the cloth in the fall; and 5) traded a teapot to the tailor to sew the coat for Anna in early winter. Also, see the tree map to help guide the students with these steps. In addition, on the second side of each season page, students could write, draw, or use the included pictures and construction paper to show what is happening during each season with the weather, people, plants, and animals.

Activity 3: Production/Processing

1. Read the book, *A New Coat for Anna*, and discuss with the students the steps it took for Anna to receive her new coat.
2. Use a T-chart to discuss with the students the process and time it took Anna to receive her new coat compared to the process and time involved in producing a new coat today. On one side of the T-chart, write "Long Ago," and on the other side write "Today."
3. With the students, go through the procedures for making a coat. First, list all of the steps that Anna and her mother went through to get her coat made.
4. Next, use websites and other resources to learn about how sheep are sheared; how the wool is graded, sorted, and carded; and the spinning, weaving, and dyeing of the wool. List on the "Today" side of the T-chart the newer processes used to make a coat. You could also discuss with your students how smaller countries may still use the steps used in the book, *A New Coat for Anna*, to create a coat (they may not have factories, and other modern equipment).

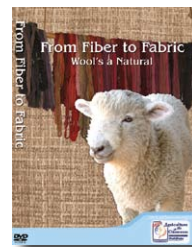
Additional Activities

1. Invite a guest with a spinning wheel or weaving machine to your class to discuss and demonstrate their processes with the class.
2. Take a field trip to a sheep farm or invite a sheep producer to your class to talk about the care and uses of sheep.
3. Bulletin board: How Long Does it Take to Make a Wool Coat? Have the students make their own bulletin board about how long it took Anna's new coat to be made and the processes and steps needed. Create a comparison bulletin board about today's processes and steps. A full-size bulletin board is available from <http://www.agclassroom.org/ut>.
4. Spinning and dyeing wool. See <https://www.extension.usu.edu/aic/teachers/pdf/lesson/spinningdyeing.pdf>
5. Paper weaving activity. See <https://www.extension.usu.edu/aic/teachers/pdf/lesson/paperweave.pdf>

Evaluation and Assessment

1. Students will be able to complete a story map that sequentially gives the details of the story, *A New Coat for Anna*.
2. By completing a Venn diagram, students will be able to list what methods were used long ago versus today to produce a wool coat.

Other Resources

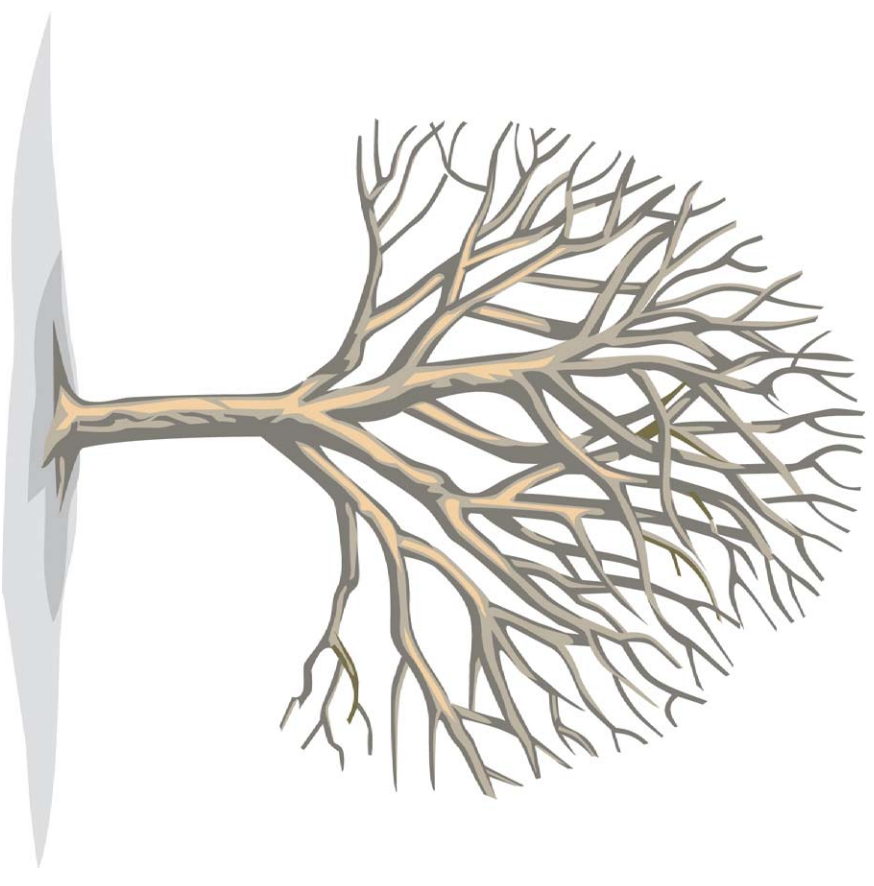


From Fiber to Fabric
Grades 3-11
(DVD 17 min.)
Available from
Utah AITC.



Wool Spinning Kit
Grades 3-6
Available from
Utah AITC.

A Book of Seasons



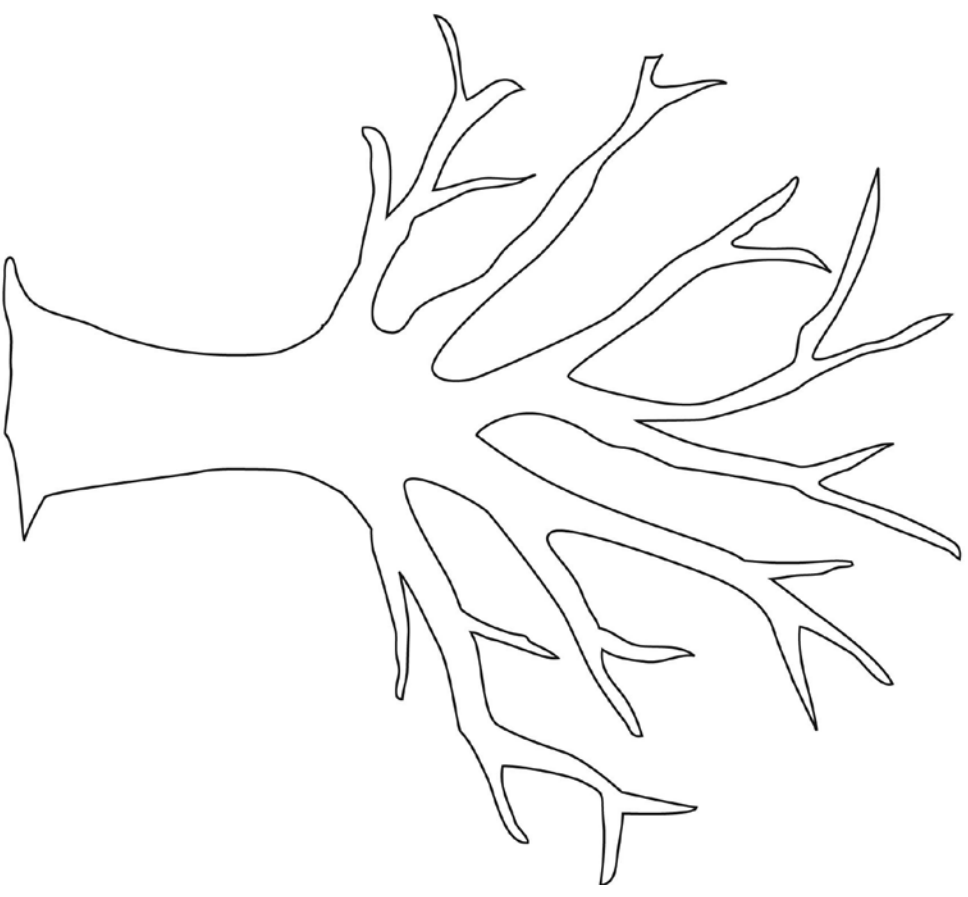
Spring

My Own Pictures

My Own Pictures



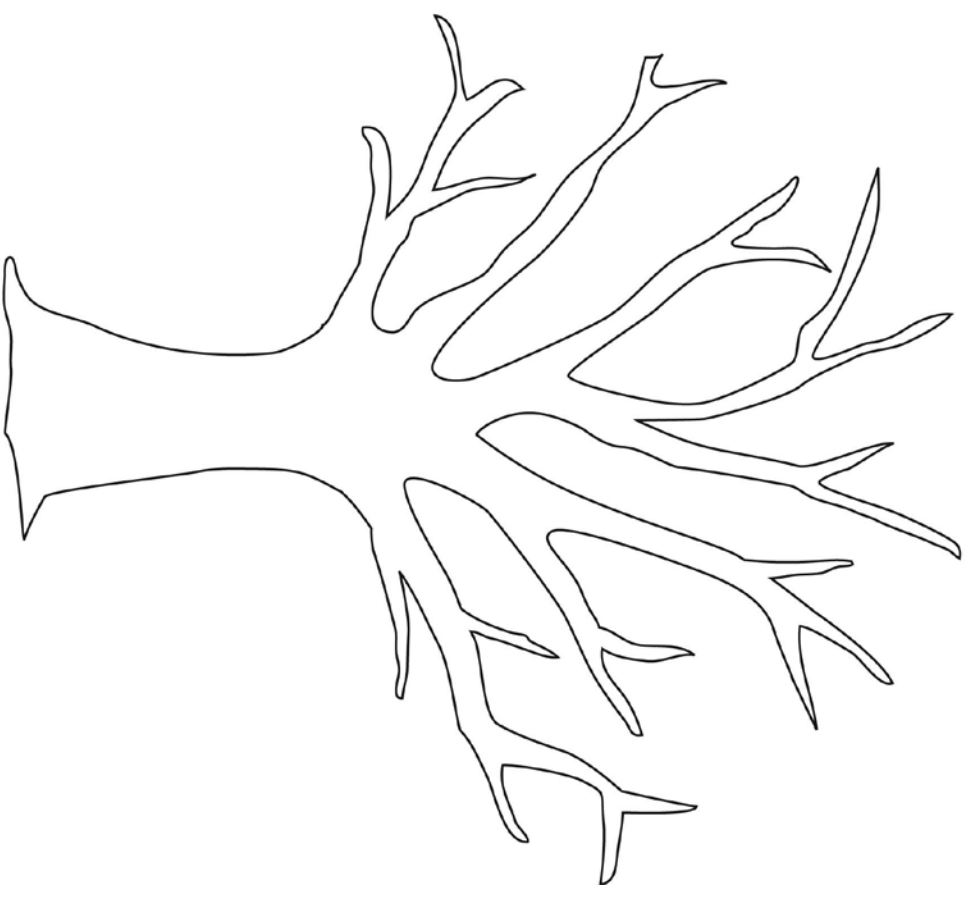
Summer



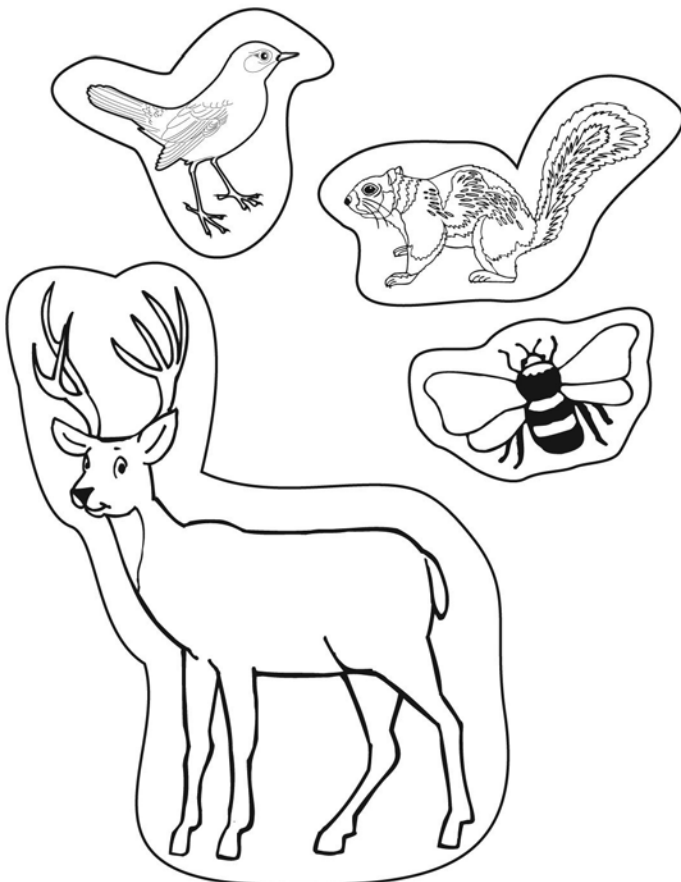
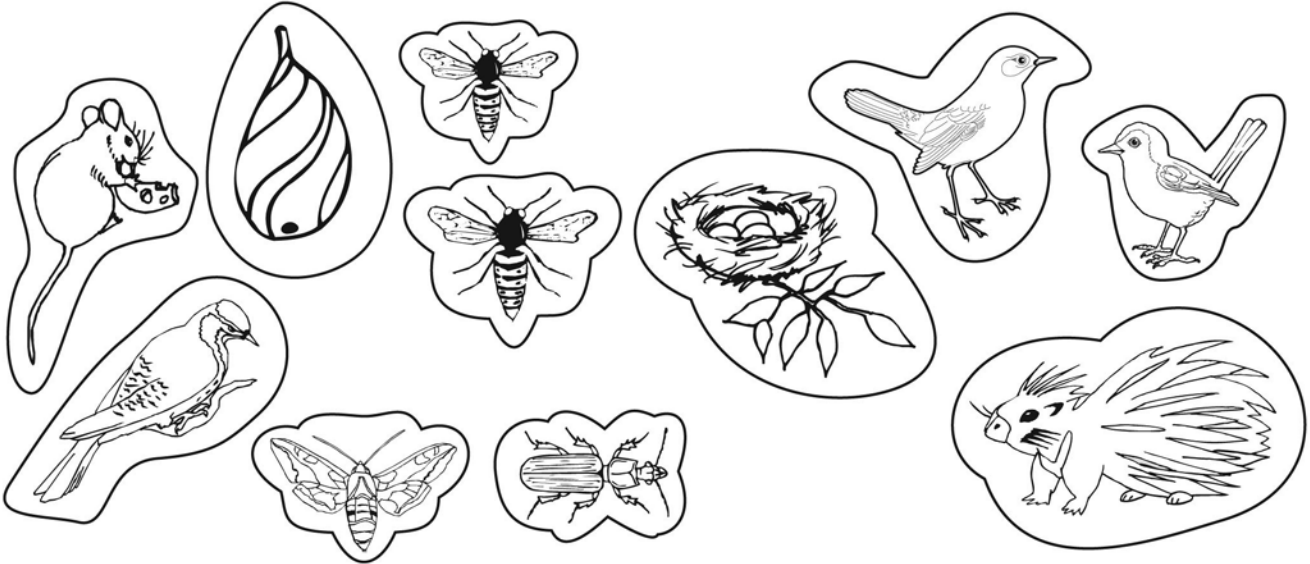
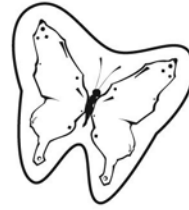
Winter

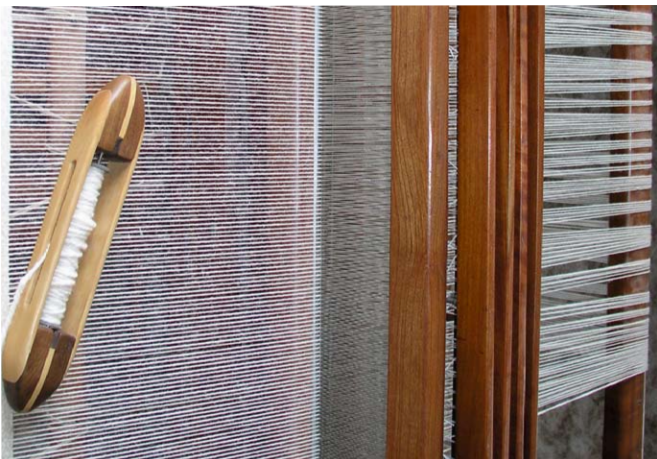
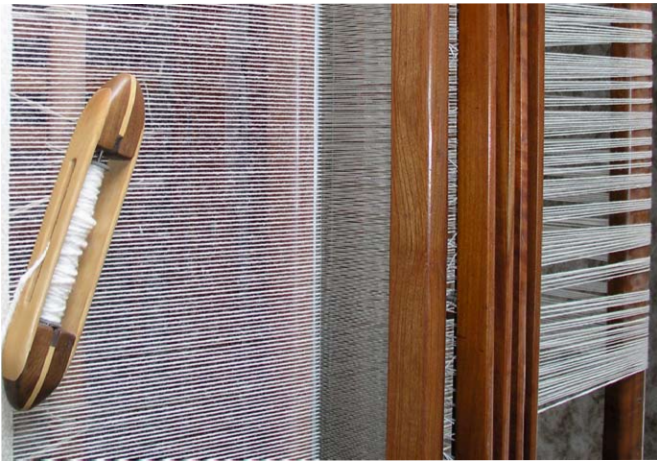


Fall



Seasons Book Cutouts





<p>Have</p> <p>I have a chicken</p>	<p>Want</p> <p>I want a cord of wood or a bag of oranges</p>
<p>Have</p> <p>I have a dozen eggs</p>	<p>Want</p> <p>I want a chicken or a bag of oranges</p>
<p>Have</p> <p>I have wool from a sheep</p>	<p>Want</p> <p>I want a bag of oranges or a bushel of corn</p>
<p>Have</p> <p>I have a cord of wood</p>	<p>Want</p> <p>I want a dozen eggs or wool from a sheep</p>
<p>Have</p> <p>I have a bushel of corn</p>	<p>Want</p> <p>I want a cord of wood or a dozen eggs</p>

<p>Have</p> <p>I have a video game</p>	<p>Want</p> <p>I want a pair of skate shoes or an iPod</p>
<p>Have</p> <p>I have a DVD movie</p>	<p>Want</p> <p>I want a video game or an iPod</p>
<p>Have</p> <p>I have a music CD</p>	<p>Want</p> <p>I want an iPod or a comic book</p>
<p>Have</p> <p>I have a pair of skate shoes</p>	<p>Want</p> <p>I want a DVD movie or a music CD</p>
<p>Have</p> <p>I have a comic book</p>	<p>Want</p> <p>I want a pair of skate shoes or a DVD movie</p>

Tree Map

Anna's Coat	Wool	Yarn	Red Yarn	Cloth	Coat
Who	Farmer	Old Woman	Mother and Anna	Weaver	Tailor
What	Sheep	Spinning Wheel	Lingonberries	Wove Cloth	Made a Pattern and Coat
Payment	Watch	Lamp	Free	Garnet Necklace	Porcelain Teapot
When	Spring	Summer	End of Summer	Fall	Early Winter

Ideas for Teaching Seasons

- Spring (March 21-June 21) Lasts 92 days, 20 hrs. Summer (June 21-Sept 23) Lasts 93 days, 15 hrs. Fall (Sept-23-Dec 21) 89 days, 19 hrs. Winter (Dec 21-March 21) 89 days, 1 hr.
- Discuss the uses of the five senses with your students. Write the following headings on the board: "See, Hear, Taste, Smell, Feel". Now have the class brainstorm summer sensations as you list their ideas under the appropriate headings (e.g., Hear--crickets; Taste--barbecue). Next, have each student choose one of the senses and write a poem called "What Summer (Looks, sounds, Tastes, Smells, Feels) Like to Me." This activity can also be done with the other three seasons.
- Fix a snack or lunch using seasonal food that is especially popular from each season. This could include (summer) snow cones, (fall) apples, (spring) fruit, or (winter) hot chocolate. Have students help plan and prepare the food.
- What are some of the phrases or sayings you know that describe a season, Like "March comes in like a lion and goes out like a lamb."? What other comparisons can you make to describe a season(s)?
- Why is the season of spring called spring? How do you think the other seasons got their names?

AITC Season's Activities

Harvest Mobile Directions:

<http://www.agintheclassroom.org/060605/Teachers/Make%20&%20Takes/Harvest%20Seasons%20Mobile.pdf>

Pumpkin Patch Pie Directions:

<http://www.agintheclassroom.org/060605/Teachers/Make%20&%20Takes/umpkin.pdf>

Beanie Baby:

http://www.agintheclassroom.org/060605/Teachers/Make%20&%20Takes/beany_baby.pdf

Soil Sam:

http://www.agintheclassroom.org/060605/Teachers/ag%20cam/soilsam_instructions.html

Season's booklet:

<http://www.agintheclassroom.org/060605/Teachers/Printable/AITC%20Through%20the%20Seasons%20Book.pdf>

Farmer's Almanac Booklet:

http://www.agintheclassroom.org/060605/Teachers/Ag_books/Thinking%20Like%20a%20Farmer-Almanac%20Activity%20Booklet.pdf

Length of Day Changes

The following chart can be used to show the daily differences in length of day. Students can also use newspapers to find the information.

Sunrise and Sunset February 2008

Date	Sunrise	Sunset
February 1	7:20	5:07
February 2	7:19	5:09
February 3	7:18	5:10
February 4	7:17	5:11
February 5	7:16	5:13
February 6	7:14	5:14
February 7	7:13	5:16
February 8	7:12	5:17
February 9	7:10	5:19
February 10	7:09	5:20
February 11	7:08	5:22
February 12	7:06	5:23
February 13	7:05	5:24
February 14	7:03	5:26
February 15	7:02	5:27
February 16	7:00	5:29
February 17	6:59	5:30
February 18	6:57	5:32
February 19	6:56	5:33
February 20	6:54	5:34
February 21	6:52	5:36
February 22	6:51	5:37
February 23	6:49	5:39
February 24	6:47	5:40
February 25	6:46	5:41
February 26	6:44	5:43
February 27	6:42	5:44
February 28	6:41	5:45
February 29	6:39	5:47

Educator's Instructions

March



Hardcover • 0-8234-1174-5

Paperback • 0-8234-1238-5

The Reasons for Seasons

by Gail Gibbons

ABOUT THE BOOK

Why is there winter in the Southern Hemisphere at the same time there is summer in the Northern Hemisphere? Here is an explanation of how the position of Earth in relation to the sun causes seasons, and the wonders that come with each one of them. Summer. Autumn. Winter. Spring comes again. Year after year the seasons repeat themselves.



LESSON IDEAS

Four Seasons: Cooperative Grouping

Hold a class discussion about the characteristics of each season. Ask students to talk about things associated with each season. Discuss and list on chart paper things to do, see, feel, hear, wear, etc. This is a good way to integrate lessons on the five senses. It's best to do one season at a time, perhaps one a day over the course of a week. On the fifth day divide students into four groups, each group representing a different season. Distribute large poster paper to each group, one per group. Each group will work together to illustrate each season, incorporating the results of the week's discussions. Display the posters on a bulletin board divided into four windowpanes. As an extension activity, have each student complete the following sentence: *My favorite season is* _____. *I like* _____ *because* _____. Once illustrated, collect and assemble into a class book.

Seasonal Calendar: Math

Use a calendar to group the months by seasons: spring (about March 21), summer (about June 21), autumn (about September 21), winter (about December 21). Photocopy calendar pages onto overhead transparencies. As a class, determine the number of days and weeks in each season by counting on the calendar. Count various things, such as the number of full moons, half moons, new moons, holidays, etc. Keep a class chart of the results.

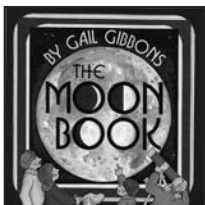
The Seasons: A Demonstration

Students will be able to demonstrate why the seasons change by using a globe and a flashlight. Show the class how Earth turns on its axis by spinning the globe. Explain that the axis is tilted and that the tilt never changes. Use a lamp (without the lamp shade) as a model of the sun. Ask for a volunteer to hold the globe and slowly spin it while circling the lamp. Have the student stop at different places during the globe's orbit. After each stop, ask students which part of Earth would be warmer and cooler. Ask further questions, such as "Is it summer for the people in the Northern Hemisphere?" "Is the sun brighter for the people in the Southern Hemisphere?" "Why, why not?" etc.

Creative Writing

Get the students' creative juices flowing with this fun writing activity. Ask students if they have ever heard of the following expressions: "spring fever," "winter blues," "dog days of summer." Brainstorm with the class the meaning of each saying. Then discuss the actual definition. Challenge them to create a saying for autumn, such as "falling into autumn." Then have students come up with a cure for spring fever and winter blues. Have them write their cures on two separate pieces of paper. When finished, glue each piece on either side of a piece of construction paper. Hang the papers from the ceiling tiles and throughout the classroom. If posting them on a bulletin board, entitle it "Seasonal Rx."

OTHER TITLES TO CONSIDER:



The Moon Book

Facts about the moon, including eclipses and its different phases.

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Paperback • 0-8234-1364-0



St. Patrick's Day

The story of Patrick's life and how the day is celebrated.

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Name_____

Date_____

The Reasons for Seasons Vocabulary Match

Earth and its many relationships to the sun are the reasons for the seasons. Match the seasonal words with the proper definition.

1. ____ Winter Solstice

A. Line that goes through Earth joining North and South Poles

2. ____ Vernal Equinox

B. Spring Equinox

3. ____ Equator

C. Line that goes around Earth dividing the northern half of Earth from the southern half

4. ____ Earth's Axis

D. Shortest day of the year

5. ____ Summer Solstice

E. On this day, daylight and darkness are about the same length of time over the entire Earth

6. ____ Autumn Equinox

F. Longest day of the year



Educator's Instructions

September

Apples

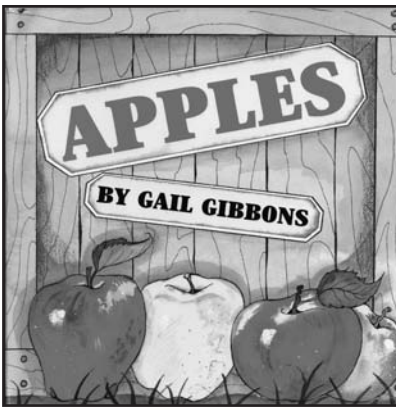
by Gail Gibbons

ABOUT THE BOOK

Apple trees grow in more parts of the world than any other fruit tree. They have been in existence for about two million years.

From blossom to pollination to picking, here is information about how they grow, their various parts, and the different varieties. Instructions on how to plant and care for an apple tree are included.

Juice, jelly, cider, pie, or right off the tree . . . apples are delicious.



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LESSON IDEAS

Phonemic Awareness & Sound Study: A Is for Apple

Phonemic awareness is critical to reading, spelling, and writing. To help children gain practice hearing the actual sound that the letter *A* makes, say various *A* words out loud, as well as words that have the short *A* sound within the word itself (e.g., bat). The students should clap when they hear the *ah* sound. Show students various *A*-word pictures (e.g., airplane, ant, alligator, anchovy, angel) and have them identify the object. Ask if the object begins with the letter *A*. Then as a class, brainstorm words beginning with *A*. Write them on chart paper and keep the charts displayed in the classroom for the duration of the unit. As an extension activity, have students work with their caregiver to create a collage of all things beginning with *A*. Students can share their collages with the rest of the class.

Taste Test

Slice up samples of each of the four different apple types listed below and give each student a piece of each. Conduct a taste test. Students should record their findings.

McIntosh	Golden Delicious
☺ sweet ☹ tart Crispy Soft	☺ sweet ☹ tart Crispy Soft
Granny Smith	Red Delicious
☺ sweet ☹ tart Crispy Soft	☺ sweet ☹ tart Crispy Soft

My favorite apple is



Apple Painting

As a fun art activity, have students create apple paintings by cutting various apples in half and dipping the pieces into different colored tempera paint. Press the apples onto art paper. Once dry, hang the students' masterpieces around the classroom.

Parts of an Apple

Draw an outline of the interior of an apple. Photocopy the paper and distribute one to each student. Divide the class into groups and give each group a cut-open apple. Discuss the parts of an apple (stem, skin, flesh, core, seeds, seed chambers). Then have students label and color each apple part on the corresponding handout.

OTHER TITLES TO CONSIDER:

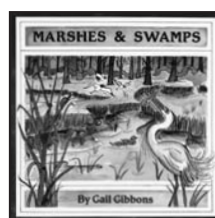


Spiders

The physical characteristics, behavior, and habitats of different kinds of these creepy crawlies!

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Paperback • 0-8234-1081-1



Marshes & Swamps

How they differ, and the kinds of animal and plant life found in them.

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Paperback • 0-8234-1515-5



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Reproducible Activity

Name_____

Date_____

The Apple Season

After reading *Apples* by Gail Gibbons, think about the life cycle of the apple tree, from the planting of seeds or seedling and pollination of the apple blossom to the dormant tree in winter. Draw the same apple tree in each of the four seasons in the boxes below.

**In the springtime, flowers called
apple blossoms begin to bloom.**

**Throughout the warm summer
the little apples grow.**

**During early fall the apples ripen.
Soon it will be harvest time.**

**In winter, the apple tree
branches become bare.**

