



# Spring, Summer, Fall, Winter

by David Tunkin

## Overview

*Use this book to help children understand that we use calendars to show the months of the year. Months and seasons are two ways we measure time.*

### Literacy Focus *Word Count: 64 words*

**High Frequency Words**  
*are, is, it, the*

**Content Words**  
*spring, summer, fall, winter, January, February, March, April, May, June, July, August, September, October, November, December*

**Decoding Skills**

- **Initial Consonants:** *M, m, J, (months, May, March, January, June, July)*

**Print Conventions**

- **Punctuation:** Capital letters used with names of the months
- Learning about different book formats

**Comprehension/  
Thinking Skills**

- Using illustrations and prior knowledge
- Classifying

**Text Features**

- Calendar

**Writing/Speaking  
and Listening**

- Writing the names of the month on a class calendar
- Talking about how calendars are used
- Participating in a group discussion

**Observe/Assess**

See Using Graphic Organizers in the Assessment Handbook.

### Social Studies Focus

**Content and  
Thinking Skills**

- Understanding that time is marked by seasons and months
- Understanding that the passing of months and seasons is cyclic
- Classifying the months by seasons

**Background Information**

Using a calendar helps to develop the concept that seasons are cyclic. In some places, each season has distinct characteristics that distinguish it from the others. A calendar divides the years and its seasons into twelve months.

**Correlation to  
National Standards**

**Social Studies**

- Time, Continuity, and Change

*See Standards Chart on page 206.*

## Literacy Focus

### Set the Scene

Display a calendar. Ask:

*What is this called?*

*How does it help us?*

Read through the months of the year with the children. Then discuss what season of the year it is and what the weather is like in the current season.

### Read and Discuss

#### *Cover and Title Page*

Show children the cover and title page. Point out the title of the book and the name of the author. What do children think this book will be about?

#### *Pages 2–9*

Discuss the format of the book by showing how you hold and turn the pages.

Discuss the photographs and have children predict what season and months will be mentioned in the text. Read the text with children.

#### *Pages 10–11*

Continue to read the text together in a shared manner. Point out the capital letters that begin the names of each of the months and have children identify these letters.

#### *Page 12*

Read the text together. Invite children to match the pictures with the seasons. Ask what details in the pictures help them.

### Respond



#### *Seasonal Activities*

*Activity Master, page 124*

Ask children to draw pictures of themselves in each season. Invite them to write the name of the month for each picture.

- Have flashcards prepared with the months of the year written on them. Help children put them in order.
- Write the words *January* and *March* on a chart. Then read the names of some of the other months and have children decide which of the them start with *J* and which start with *M*.

○	○	○
January	March	
June	May	
July		



#### *Meeting*

#### *Individual Needs*

For specific teaching strategies for meeting individual needs, see pages 198–203.

## Social Studies Focus

### Social Studies Concept

The seasons, months, and calendars are used to mark time.

### Activities

#### *Dress for the Season*

Invite children to dress a paper figure in clothing appropriate for each season. Or, collect an assortment of clothing accessories such as umbrellas, scarves, and boots, and ask children to select items relevant to that time of year. Discuss the reasoning behind their choices.

#### *Seasonal Events*

On a chart that includes the names of each season, write a list of things that occur in each, such as fall: leaves fall off most trees; it gets darker earlier; it starts to get cooler. Display these lists in the classroom.

#### *Classroom Calendar*

Make a classroom calendar that includes children's birthdays, holidays, and special days.

#### *Season Sort*

Write the names of the months on cards and have children classify them according to the appropriate season.



#### *Trees in Season*

*Activity Master, page 125*

To prepare children for using the Activity Master, page 125, discuss with them how trees change from season to season. Invite children to color the pictures of trees to match the seasons.

Name \_\_\_\_\_

**S p r i n g , S u m m e r , F a l l , W i n t e r**

Draw something you do in each season. Write the month.

Spring

Summer

April

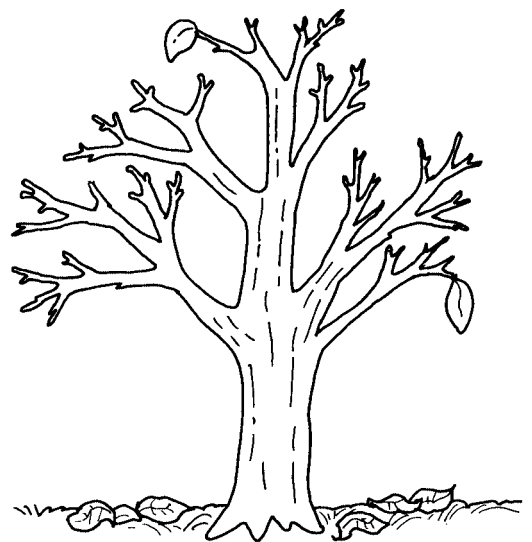
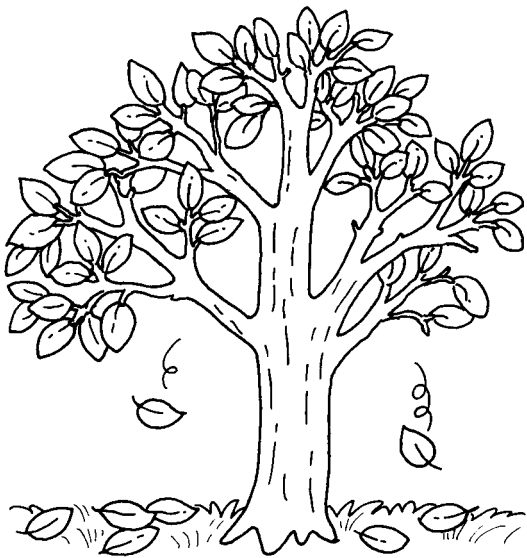
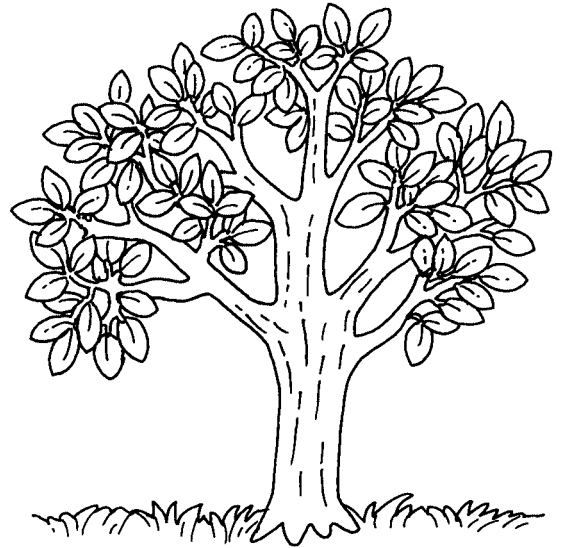
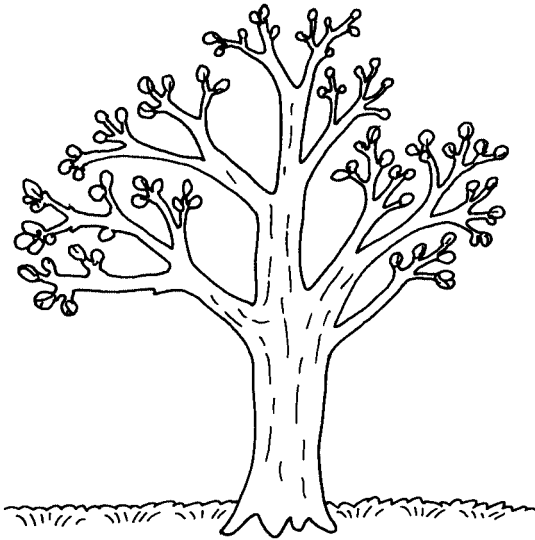
Fall

Winter

Name \_\_\_\_\_

**Spring, Summer, Fall, Winter**

Match the sentences and the trees.



It is fall.	It is spring.
It is winter.	It is summer.