

Unit: Seasons and Weather, Part 1- General Seasons

Book 3: One Leaf, Two Leaves, Count with Me by John Micklos Jr.

Extra Materials Needed: seasons and months visual from dramatic play center



Language Time

*Explain, *We are learning a long poem, a little at a time. Today we will say the first part of the rhyme again. Next, we will learn a new part. We will keep going until we know a long poem.*

Four Seasons
(Spring)

The fields are rich
with daffodils.
Make the shape of rolling hills with one flat hand

A coat of clover
cloaks the hills,
Mimic putting on a coat then hug arms across chest

And I must dance,
Wave arms in dancing motion

and I must sing
American Sign Language for sing

To see the beauty of
the spring.
One hand over eyes as if looking

1. Before

1. Topic Introduction- *We have been reading about the seasons. How many seasons do we have? Four. Let's list them together. Spring, Summer, Fall, Winter.*

2. Book Introduction- *Look at this big pile of leaves! I think this child is jumping into the pile. Have you ever done that before? I'm guessing that this picture is from the fall. Fall is when the leaves change color. They drop from the trees and we can rake them into big piles.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "One leaf..." *There is one big leaf on the tree, but I see a few little buds. Do you remember that word buds? It is the little growth that will turn into a leaf or flower. I think these buds are going to turn into more leaves.*
- "Spring has sprung" *I see lots of signs of spring. The boy is wearing short sleeves because it is warm. I see flowers, bees, and butterflies.*
- "Frosty, freezing winter day." *I see lots of signs of winter. The ground is covered in snow. There are no leaves on the tree. The boy is inside because it so cold.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

There are four seasons. Trees change as the seasons and weather changes.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

sway- moving side to side gently

The leaves sway in the gentle summer wind.

drifting- moving gently and slowly

In fall, the colorful leaves drift down to the ground.

sprout- begin to grow

New leaves sprout in spring.

3. After

1. Ask their Opinion- *Did you like counting the leaves? Everyone tell me, "I liked counting the leaves or I didn't like counting the leaves." Let's say our answer together. One, two, three. Oh, I heard that lots of people liked the book.*

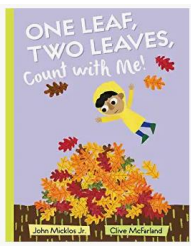
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What did we count in this book?* (leaves)

- *What colors did we see in the book?* (Various answers- green, brown, etc.)

3. Follow Up Activity- Math Word Problem

- Explain, *We counted leaves in this book. The number of leaves changed as the seasons changed. As winter was ending and spring beginning, the number of leaves got bigger. There were many leaves in spring and summer. Then as fall turned into winter, the number of leaves got smaller. When numbers get smaller, we are taking away. Let's do a take away problem together. If there are 5 leaves Hold up 5 fingers and 3 leaves fall Put 3 fingers down, how many leaves are left? Two. 5 minus 3 equals 2.*



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Re-Read & Activity- Math Activities

Extra Materials Needed: book, leaf manipulatives OR picture cards (see Seasons and Weather Materials binder) and other math materials as needed

Before:

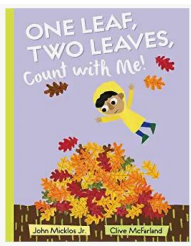
1. Ask if they can remember what this book is about- show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. What did we count in this book? The seasons changed in this book. What happened to the leaves as the seasons changed?
2. Point out title & author- ask if anyone can tell you what the author does.
The title of this story is One Leaf, Two Leaves, Count with Me. The author of the story is John Micklos Jr. Who remembers what the author does? Tell me. Yes, the author writes the words. The illustrator is Clive McFarland. What does the illustrator do? They draw the pictures.
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. "eight leaves touch the sky." *What is happening to the number of leaves on the tree?* (There are more. The number of leaves is getting bigger.)
 - b. "Breezy, blue-sky summer day!" *Do trees have lots of leaves in the summer?* (Yes.)
 - c. "Fall begins" *The leaves have changed color. It's fall now. What is going to happen to the number of leaves now?* (There will be fewer leaves. The number of leaves will get smaller.)
 - d. "Frosty, freezing winter day!" *How many leaves do you see in the tree?* (Zero, none)
 - e. "Spring comes again" *Its spring again. What is going to happen to the leaves now?* (They will start to grow. There will be more, etc.)

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.
Did you like this story? Raise your hand to tell me. "I liked this story because..."
2. Discussion questions
 - a. *What happened to the leaves in spring?* (the number went up, more were growing)
 - b. *How many leaves were there in summer?* (lots!)
 - c. *What happened to the leaves in fall?* (the number went down, they fell off the tree)
 - d. *How many leaves were there in winter?* (none, zero)
3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: leaves (\$9.99 for 90 piece set) or leaf pictures (see Seasons and Weather Materials binder)



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Re-Read & Activity- Craft

Extra Materials Needed: book, white tagboard printed with tree picture and seasons

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Look at the cover. What season do you think this picture shows? Fall! Fall is the season when colorful leaves fall off the trees.

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is One Leaf, Two Leaves, Count with Me. The author of the story is John Micklos Jr. Who remembers what the author does? Tell me! Yes, the author writes the words. The illustrator is Clive McFarland. He made the beautiful pictures.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.

2. Ask Questions

a. "Eight leaves touch the sky." *I'm noticing that the number of leaves is going up. There are more and more leaves on each page. I think this is the season called spring. Spring is when the leaves begin to grow.*

b. "Breezy, blue-sky summer day!" *It is summer now and the tree is covered in big, green leaves.*

c. "three leaves, drifting down." *I'm noticing that the number of leaves is going down now. It is fall, when the colorful leaves fall out of the trees. I think there are going to be no leaves soon.*

d. "Frosty, freezing Winter Day!" *Look! The tree has no leaves. Trees are bare in winter time. All the leaves have fallen down. Do you see them on the ground here? Point to leaves under tree.*

After:

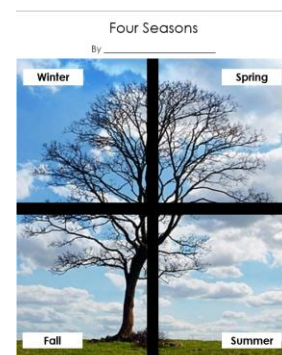
1. Ask for their opinion- did they like it? Thumbs up/down? What is your favorite season? Provide a sentence stem "My favorite season is..."

2. Discussion questions

a. When were the leaves growing on the tree? (spring)

b. When did the tree have no leaves? (winter)

3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft. Give each child a piece of white tagboard printed with the tree trunk and divided into four parts to represent the seasons. Explain, *We will be painting this tree four different ways to show what a tree looks like in each season.* Discuss how a tree changes with the seasons. Show the children the paint and discuss what the colors represent (white=snow, green=small spring leaves, pink=spring flowers, green=large summer leaves, red/orange/brown/yellow=fall leaves). Provide the children with paints and brushes and allow them to paint the tree to represent all four seasons.



Four Seasons

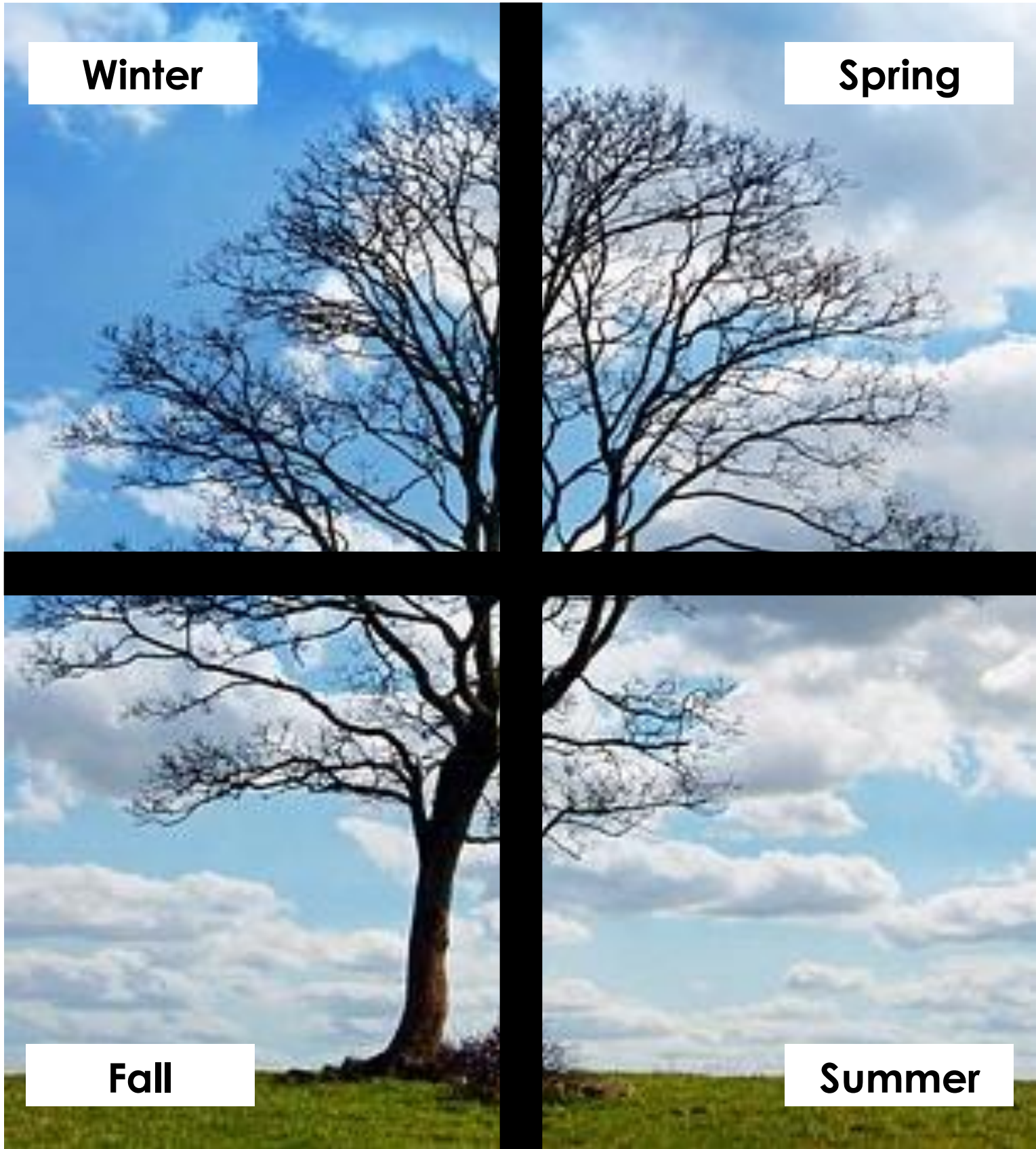
By _____

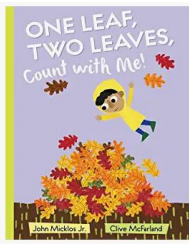
Winter

Spring

Fall

Summer





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Share Information

Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Share Information

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

There are **four** seasons in every year.

Vocabulary to include, if possible:

sway- moving side to side gently

The leaves sway in the gentle summer wind.

drifting- falling gently and slowly

In fall, the colorful leaves drift down to the ground.

sprout- begin to grow

New leaves sprout in spring.

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)

Detail: *In winter, it is cold and trees have no leaves.*

Detail: *In spring, flowers and leaves begin to grow.*

Detail: *In summer, it is hot and trees have many leaves.*

Detail: *In fall, it gets chilly and the leaves fall.*

Conclusion: *These are the four seasons.*

Steps in the Process

Discuss the book and vocabulary: *We read this book called One Leaf, Two Leaves, Count with Me. In this story, we see a tree change as the seasons change.*

Write Topic Sentence

Plan: *We are going to work together to tell about the seasons. How many seasons are there? Four!*

Write: Write **four** to complete the sentence.

Read aloud, pointing to each word: *There are four seasons in every year.*

Write Detail Sentence(s)

Plan: *Let's work together to share information about the seasons. Let's start with winter. What happens in winter?* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

Write: In winter, it is cold and trees have no leaves.

Read aloud, pointing to each word: *In winter, it is cold and trees have no leaves.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

Write Concluding Sentence

Plan: *We told about the seasons. Now we need to tell our readers that we are done. How could we do that?*

Write: These are the four seasons.

Read aloud, pointing to each word: *These are the four seasons.* Read again, encouraging children to read with you

*Read whole paragraph with students. Post writing where they can return to it frequently to "read."

Unit:
Book:
Extra Materials Needed:

1. Before

1. Topic Introduction-

2. Book Introduction-

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

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3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

- Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

_____ -

_____ -

_____ -

3. After

1. Ask their Opinion-

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

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-

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3. Follow Up Activity-

Language Time

Unit:

Book:

Re-Read & Activity

Extra Materials Needed:

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.
2. Point out title & author- ask if anyone can tell you what the author does.
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

During:

1. Read with excitement and fluency.
2. Ask Questions/Highlight Key Content

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-

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After:

1. Ask for their opinion-
2. Discussion questions

-

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-

2. Do follow up activity:

Unit:

Book:



Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template:

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving blank spaces for the underlined word:

Vocabulary to include, if possible:

_____ -

_____ -

_____ -

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)

Detail:

Detail:

Detail:

Conclusion:

Steps in the Process

Discuss the book and vocabulary:

Write Topic Sentence

Plan:

Write:

Read aloud, pointing to each word:

Write Detail Sentence(s)

Plan:

Write:

Read aloud, pointing to each word:

Continue adding detail sentences if students are engaged.

Write Concluding Sentence

Plan:

Write:

Read aloud, pointing to each word:

Read again, encouraging children to read with you

***Read whole paragraph with students. Post writing where they can return to it frequently to “read.”**

Alphabetics Lesson 20

Rr

(waiting for edits-currently on Canva)

Alphabetics Lesson Progression
(email)