

Grade: TK		Subject: Science	Theme: Seasons
<p>Essential Question:</p> <p>How do seasons affect God’s creations?</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none">▪ <u>Four Seasons Make a Year</u> (Anne Rockwell)▪ <u>The Snowy Day</u> (Ezra Jack Keats)▪ <u>The Mitten</u> (Jan Brett)▪ <u>Everything Spring</u> (Jill Carr)▪ <u>In the Small, Small Pond</u> (Denise Fleming)▪ <u>Fall Leaves Fall!</u> (Zoe Hall)▪ Visual prompts (photos, drawings, or icons) of seasons: winter (snowflake), spring (flower), summer (sun), fall (leaves)▪ Songs about seasons<ul style="list-style-type: none">○ Online resource: “The Seasons of the Year” by StoryBots http://youtu.be/NavWWM2iTEw○ Online resource: “Season Song” by Mr. R. http://youtu.be/00S7tBOMTL4▪ Copies of a booklet for each student, entitled “My Tree in All Seasons.” Sentence frames may include the following statements; each set of sentences is printed on individual pages. Leave an empty space above the sentences for students to draw pictures that correspond with their responses.<ul style="list-style-type: none">○ It is winter. It is the coldest time of the year. My tree is bare.○ It is spring. It is getting warmer. My tree is growing green leaves. Flowers are blooming. There is new life.○ It is summer. It is the hottest time of the year. My tree has a lot of green leaves. The flowers are now fruit.○ It is fall. It is getting cold. My tree is losing leaves. The leaves are turning orange, red, and yellow.○ Online resource for picture cards of seasonal trees: http://www.kidzone.ws/prek_wrksht/cutpaste-seasons1.htm▪ Recommended: Introduce a seasons chart/wheel as part of your morning meeting or circle time routine. Materials needed for season chart/wheel: picture cards of each type of season (winter, spring, summer, fall); display board or pocket chart to hold picture cards	<p>Integration of Catholic Values:</p> <p>Seasons have a purpose designed by God.</p> <p>The cycle of seasons is a time to celebrate the cycle of life.</p>	
<p>Enduring Understanding:</p> <p>Seasons change throughout the year.</p> <p>The seasons affect how God’s creations live and survive.</p>		<p>SLE(s):</p> <p>* Please refer to your school SLE’s.</p>	

Standards: SC-3a Identify and describe the four seasons.		
Concepts: SC-3a <ul style="list-style-type: none"> ▪ seasons ▪ weather ▪ temperature ▪ winter ▪ hibernation ▪ snow ▪ snowflake ▪ bare ▪ spring ▪ new life ▪ flower ▪ summer ▪ sun ▪ fruit ▪ fall ▪ leaves ▪ harvest 	Skills: SC-3a <ul style="list-style-type: none"> ▪ Identify the four seasons ▪ Describe the four seasons 	Social-Emotional Development Connection: SE-3b Follow social and classroom rules SE-3c Respond positively to redirection from adults SE-3g Complete a task SE-3h Keep personal space and classroom areas orderly SE-4a Communicate preferences SE-4b Make choices SE-5a Ask for help when needed SE-5b Use verbal and nonverbal communication effectively SE-5c Develop age-appropriate attention span SE-5d Follow one and two-step directions SE-6a Participate positively and cooperatively in group activities SE-6b Share and take turns SE-6c Use polite words SE-6d Help others
Summative Assessment: One-on-one oral assessment <ul style="list-style-type: none"> ▪ Students will orally identify (name) visual prompts of the seasons placed in front of them. The visual prompts include: winter, spring, summer, fall (SC-3a) ▪ Students will orally describe each type of season, using their individual booklet “A Tree in All Seasons.” The teacher begins by reading the sentence prompt on the first page: “It is winter.” The teacher asks, “What does the temperature feel like in winter? What does your tree look like in winter?” The teacher repeats the assessment for the remaining pages. The weather pages include: winter, spring, summer, fall. (SC-3a) [Note: The individual booklet mentioned above is developed and integrated as part of Days 2, 3, 4, & 5 methodology to be used for this oral summative assessment.] 		

Instructional Sequence				
<p>Day 1:</p> <p>O Students will identify seasons using visual prompts.</p>	<p>Day 2:</p> <p>O Students will describe the winter season using visual prompts.</p> <p>M Recommended: Students draw a bare tree to represent the season in their individual booklet.</p> <p>Note: This booklet is used as part of the oral description in the Summative Assessment.</p>	<p>Day 3:</p> <p>O Students will identify spring using visual prompts.</p> <p>Students will describe the spring season using visual prompts.</p> <p>M Recommended: Students draw leaves and flowers on the tree to represent the season in their individual booklet. Add nests, birds, and butterflies around the tree.</p> <p>Note: This booklet is used as part of the oral description in the Summative Assessment.</p>	<p>Day 4:</p> <p>O Students will identify summer using visual prompts.</p> <p>Students will describe the summer season using visual prompts independently.</p> <p>M Recommended: Students draw leaves and fruit on the tree to represent the season in their individual booklet.</p> <p>Note: This booklet is used as part of the oral description in the Summative Assessment.</p>	<p>Day 5:</p> <p>O Students will identify fall using visual prompts.</p> <p>Students will describe the fall season using visual prompts independently.</p> <p>M Recommended: Students draw a tree with orange, red, and yellow leaves to represent the season in their individual booklet.</p> <p>Note: This booklet is used as part of the oral description in the Summative Assessment.</p>
<p>Day 6:</p> <p>Students demonstrate mastery of all skills taught in the unit. (See Summative Assessment)</p>				