Grades
Pre K+

15 lessons that include cross-curricular activities

15 blackline masters that relate to each song from the Seasons and Holidays Big Book
Introduction

The *Seasons and Holidays Instruction and Activity Book* is an instructional tool for teachers of children in grades PreK-2. In it you will find a wide array of cross-curricular seasonal, holiday, and month-related activities that also correspond to the *Seasons and Holidays Big Book* and the *Seasons and Holidays Audio CD*. Additionally, this book contains blackline masters that can be used to reinforce and assess the themes and concepts featured in the lessons and *Seasons and Holidays Big Book* songs.

Using the Seasons and Holidays Instruction and Activity Book

This book includes a lesson for each of the songs featured in the *Seasons and Holidays Big Book*. Each lesson features five standards-based, cross-curricular classroom activities related to the featured season, month, or holiday. Language arts, math, and science activities are part of every lesson. Social studies, writing, literature, art, and health activities are incorporated into the lessons on a rotating basis. The *Seasons and Holidays Instruction and Activity Book* also includes 15 cross-curricular blackline masters, each of which relates in some way to one of the songs in the *Seasons and Holidays Big Book*.

The lessons in the *Seasons and Holidays Instruction and Activity Book* can be adjusted to suit the ability levels of the children in your classroom. For example, the writing activities can be done together as a class or independently by the students, and the math activities can be made more or less difficult depending on the numbers that are used.

Using the Seasons and Holidays Big Book

The *Seasons and Holidays Big Book* features a song for each season and month of the year (with the exception of July and August, which have been combined into two verses of one song). The songs introduce the seasons, months, and holidays, and feature colorful photographs to help enhance the children's understanding of the information that is being presented. Many songs include multiple verses to address a wide variety of holidays.

On the back of each song page is a graphic organizer such as a web, chart, diagram, or graph. Instructions at the bottom of the graphic organizer page explain how to use the graphic organizer with the song to increase and/or assess the children's understanding of the featured season, month, or holiday. We suggest you use a dry-erase marker to complete the graphic organizers.

Using the Seasons and Holidays Audio CD

The *Seasons and Holidays Audio CD* features all the songs that are in the *Seasons and Holidays Big Book*. Children can listen to the songs on their own or in a group and sing along with the CD. The CD also provides support for the teacher.
Seasons and Holidays
Instruction and Activity Book

Learning Resources®

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Lesson 1

Fall

Language Arts
Read a seasonal book, such as *Fall Leaves Fall!* by Zoe Hall aloud to the class. After reading, talk about what happens to the leaves of most trees in the fall, and invite the children to share what they enjoy doing with fallen leaves. Finally, draw the children’s attention to specific words in the book, such as *leaves* or *fall*, and ask volunteers to identify specified letters or sounds in the words.

Science
Bring a variety of apples into the classroom. Pass around the apples, and invite each child to say a sentence that describes one of them, such as *This apple is yellow with tiny brown spots*. Then cut each apple in half and examine its structure. Help the children locate and identify the stem, skin, seeds, core, flesh, and leaves of the apple.

Math
Pass around five different types of apples, or pictures of them, and have children examine them. On the chalkboard, make a bar graph to record the children’s favorite types of apple. Along the bottom of the graph, write the names of the five apples. Number the vertical side of the graph from 0–25. Count how many children consider each type of apple their favorite, and plot the results on the graph. Discuss which apple had the most votes and which had the least.

Group Writing
Work as a class to write the ABCs of Fall. Down the left side of a piece of chart paper or the chalkboard, write the letters A–Z. For each letter, work as a group to brainstorm a sentence that pertains to fall, and write it on the paper or board. Ask volunteers to circle or underline the featured letter when it appears in the initial position in each line. See the examples below.

- **A:** Apples are ready for picking.
- **B:** Boxes and baskets of vegetables come from the harvest.
- **C:** Cool weather comes.
- **D:** Dry leaves crunch under our feet.

Creative Fun
Provide each child with a white tree made of tagboard or construction paper. Demonstrate how to glue small pieces of red, yellow, orange, and brown tissue paper to the leafy part of the tagboard tree to make a fall classroom decoration. Alternatively, you could invite the children to search through old magazines and cut small “leaves” out of pictures that are orange, yellow, and brown instead of using tissue paper. Encourage the children to color the trunk of the tree brown and display the finished trees in a fall forest display in your classroom.
Fall Activity

Directions
Look at each apple part. Write the name of each part on the line. Use the words in the word box.

Name:__________________________

<table>
<thead>
<tr>
<th>skin</th>
<th>stem</th>
<th>leaf</th>
</tr>
</thead>
<tbody>
<tr>
<td>core</td>
<td>seeds</td>
<td>flesh</td>
</tr>
</tbody>
</table>
Lesson 2

September

Language Arts
Write the word labor on the chalkboard. Ask the children to identify the letters in the word as you point to them. Explain that labor begins with l and ends with r. Then brainstorm a list of words that begin with l (lion, lemon, light, lips, lock) and a list of words that end with r (car, pear, ear, fur, hammer). Finally, demonstrate how to look up the word labor in a children’s dictionary and read its definition aloud. Explain how the meaning of the word labor pertains to the holiday we call Labor Day.

Science
During the month of September, temperatures can vary drastically. As a class, use an outdoor thermometer (or look in the daily newspaper) to determine the daily temperature. Record the temperature, daily weather, and precipitation on a chart in the classroom. Compare the temperature and weather of September with that of other months.

Math
Locate Labor Day on a wall calendar. Ask the children to say the date of the holiday with you aloud. For example, say: Labor Day is on Monday, September 4, 2006. As you say the date, point to the day, month, numerical date, and year. Discuss how many days there are in September and count them aloud. Count the number of Mondays in the month. By counting, determine if there are more Mondays or Saturdays in the month, or if there are the same number of each.

Group Writing
Write the word September on the chalkboard. Have the children read the word aloud with you slowly. Stress the /s/ at the beginning of the word. Ask each child to copy the word September on the top of a sheet of paper, and think of other words that begin with the letter s. Encourage them to write or draw pictures of these words (or ask for assistance with writing them) to make an S Word Collage. Finally, help the children make up a silly sentence that contains as many words as possible that begin with s.

Health
Talk about workers who keep people healthy. Help the children brainstorm a list of occupations such as doctors, nurses, hospital workers, dentists, paramedics, pharmacists, street-cleaners, and sanitation workers. Have each child pick one of these types of workers and draw a picture that shows him or her at work. Remind the children that we celebrate the hard work of these people, as well as all workers on Labor Day.
September Activity

Directions
What does each worker need to do work? Write a word from the word box on each line.

hose  tools  pots
whistle  stop sign  stethoscope

[Images of workers with equipment]
Lesson 3

October

Language Arts
Write the word *October* on the chalkboard and ask a child to circle or point to the last two letters of the word, -er. Explain that many words end with -er, including one of the words in the song. Review the *October* song in the *Seasons and Holidays Big Book*, encouraging the children to search for another word that ends with -er (*farmer*). Then brainstorm other words that end with -er using a children’s dictionary to check the children’s suggestions. Invite the children to record the -er words they contribute in a list on chart paper or the chalkboard.

Science
Provide the children with a map of the United States that shows the normal peak times for fall foliage colors in the country. (Maps like this can be found on a variety of weather-related web sites by searching for the key words “fall foliage U.S.”) If possible, locate photographs of the trees in these areas as they change colors in the fall. Discuss the fact that the trees in some states, such as Texas and Florida, do not undergo this drastic change.

Math
Collect fallen leaves in a variety of shapes, colors, and sizes from outside. (If a variety of leaves is not available in your area, find photographs of leaves and make paper cut-outs of them.) As a class, examine the leaves and sort them into piles based on color, shape, and size.

Literature Link
Locate seasonal books such as *Pumpkin Moonshine* by Tasha Tudor or *The Little Old Lady Who Was Not Afraid of Anything* by Linda Williams. Read the book(s) and discuss the characters, encouraging the children to describe and react to each character. Finally, ask volunteers to do retellings of the stories or act out parts of them.

Social Studies
Tell children that the Statue of Liberty in New York City was dedicated on October 28, 1886. Show the children photographs of the statue (many are available online), and explain that it was a gift to the United States from France, and it serves as a national symbol of freedom. Have the children draw a picture of the Statue of Liberty and say or write two to three sentences about this famous monument.
October Activity

Directions
Draw a line to connect the rhyming words.

get  cold
old  song
way  near
tall  jet
long  fall
hear  light
night  day
Lesson 4

November

Language Arts
Locate a Thanksgiving-related children’s book, such as *The Story of the Pilgrims* by H.L. Ross, or *Pilgrim’s First Thanksgiving* by Ann McGovern, and read it aloud several times. Draw the children’s attention to words with more than one syllable, such as *Thanks/giv/ing*. Clap and count the syllables as you say these words.

Science
Review the five senses—sight, hearing, taste, touch, and smell with the children. Discuss how people use their senses to get information about the world around them, just like animals use their senses to look for shelter, listen for danger, and smell food. Talk about how the children use their senses to experience Thanksgiving. Make a list of the things the children see, hear, smell, taste, and touch on Thanksgiving.

Math
Aside from being a popular addition to Thanksgiving dinner, cranberries (either fresh or dried) make great counters for use with counting, grouping, adding, and subtracting activities. Pass out a quantity of cranberries and a paper plate to each child, or create a cranberry math station. Guide the children to use the cranberries to perform a variety of oral math equations, or encourage them to use the cranberries to count by 2s, 3s, 4s, or 5s. Adjust the counting and operations’ activities to accommodate the learners in your classroom.

Group Writing
As a class (or individually), write a journal entry that describes a November day or a Thanksgiving celebration. Encourage the children to add details that relate to the five senses in their writing, so a reader gets a complete understanding of the day.

Social Studies
After reading several books about Thanksgiving aloud to the children (see the suggestions in the language arts activity), make a T-chart of similarities and differences between the pilgrims’ first Thanksgiving and the way many Americans celebrate Thanksgiving today. Focus on the foods that were/are eaten, the people that were/are involved, and the reasons for the celebration.
November Activity

Directions
Say each word aloud. How many syllables do you hear?
Write the number on the line.

pilgrim ________________
pumpkin ________________
cranberry ________________
turkey ________________
November ________________
pie ________________
Lesson 5

Winter

Language Arts
In this winter-themed lesson, use the word snow to practice consonant blends. Write snow on the chalkboard and underline the consonant blend sn. Brainstorm other words that begin with sn, such as sneeze, snack, and sneakers, and record them on the board (or invite volunteers to do so). Then assign pairs of children different consonant blends, and ask them to say aloud (and/or record) words that begin with their assigned blend. Children can write words that begin with their blend or draw pictures of words that begin with their blend.

Science
Have children describe liquids and solids. Tell children that water can be both a liquid and a solid. Fill two cups with room-temperature water. Put plastic wrap around both cups. Place one cup in a freezer and place a thermometer in the freezer with the cup. Put the other cup in your classroom where it will not be disturbed and place a thermometer near that cup. The next day show children the two cups. The cup of water from the freezer is a solid, and the cup in the classroom remained a liquid. Show children the two thermometers. The one in the freezer shows a lower temperature than the one in the classroom. Point out that in the winter, liquid water sometimes freezes into solid ice because it is so much colder in winter than it is in the other seasons.

Math
Draw three snowmen, each with a different height, on the chalkboard. Provide children with rulers or yardsticks/metersticks and discuss the units of measurement (inches and centimeters) and how the ruler can be used to measure height. Invite each child to measure the three snowmen and record the measurements. Then have the children take turns measuring each other and saying the measurements aloud.

Literature Link
Locate seasonal books, such as Snowmen at Night by Caralyn Buehner, The First Day of Winter by Denise Fleming, Snow by Uri Shulevitz, The Snowy Day by Ezra Jack Keats, or Froggy Gets Dressed by Jonathan London. Read the book(s) and encourage the children to use descriptive words to describe the illustrations. Make a list of the descriptive terms that were generated, and post them on a word wall.

Health
Discuss how our clothing needs change from season to season. Invite the children to list the articles of clothing that people wear in the winter, and the body part(s) that each piece of clothing protects from the cold, wind, and snow. Talk about the normal human body temperature (98.6°F/37°C) and how going out on a cold winter day without the proper clothing can reduce someone’s body temperature, making them cold, uncomfortable, and even ill.
Winter Activity

Directions
Draw lines to connect the pictures of the words that rhyme.
December

Language Arts
Draw the children’s attention to the following words in the December song: some, time, for, fun. Write these words on the board, leaving space next to them. (Or have the children write the words on a piece of paper.) As a class, brainstorm and record words that rhyme with the four words on the board (some/come, time/dime/lime/mime, for/or/more/core/bore, fun/bun/sun/run). Discuss the letters and word families that are common to the rhyming words. Finally, ask the children to identify rhyming words in the song (do/to, December/remember).

Science
Discuss precipitation—water that falls from the sky. Ask the children to list as many types of precipitation as they can, including rain, snow, sleet, and hail. Write the names of these types of precipitation on the board, leaving room under each name for an illustration. Invite the children to direct you as you create a simple chalk illustration that represents each form of precipitation, or invite volunteers to do the illustrations themselves. Discuss which types of precipitation are common in your part of the country for the month of December.

Math
Write the word December on the board. Count how many letters there are in the word December, eight. Have children find eight objects that are all the same, such as eight pencils, eight books, eight crayons, and so on. Have children use a ruler or meterstick to measure their eight objects. Create a chart or graph that shows these measurements.

Group Writing
Write the following sentence starters on the chalkboard: Christmas makes people feel __________, Hanukkah makes people feel __________, and Kwanzaa makes people feel __________. Read the sentence starters aloud, or invite a volunteer to do so. Then ask the children to copy the sentences onto their own sheet of paper. Invite them to complete the sentences by writing one or more words (or dictating one or more words aloud to you so you can assist them with the spellings). Finally, invite the children to say their completed sentences aloud to share them with the class.

Creative Fun
After discussing the holidays of Christmas, Hanukkah, and Kwanzaa, ask the children to choose a holiday. Provide each child with a block letter C, H, or K that you have outlined on tagboard or cardboard. Invite the children to cut out the letter and color it using the traditional colors of the holiday that they choose—Christmas: red and green, Hanukkah: blue, gold, and white, and Kwanzaa: black, red, and green. Ask children to draw a scene that shows their family celebrating a holiday together.
December Activity

Directions
Count the items in each set. Write the number on the line.

Name: ________________________

1. ______ 2. ______

3. ______ 4. ______

5. ______ 6. ______
January

Language Arts
Write the word January on the chalkboard. Ask a volunteer to spell the word by reading the letters aloud in sequential order. Ask each child to think about what they know about the month, and say two sentences that contain the word January. For example, someone might say, “January is very cold.” or “I stay inside to play during January.” Record the children’s sentences on the board.

Science
Talk about how living things stay warm and safe during cold months like January. Explain that while people put on warm clothes in January, some animals grow thick or light-colored fur to help them stay warm or hide in the snow. Have each child draw a vertical line down the center of a blank sheet of paper to create their own T-chart. Help the children write people on one side of the chart and animals on the other side. Then have them draw pictures of the things people and animals need to survive in January. For example, in the people column, the children might draw clothing, food, and a warm house. In the animals column, they might draw an animal with thick fur, foods such as nuts or berries, and a warm cave or burrow.

Math
Open a wall calendar to the month of January, and help the children identify New Year’s Day and Martin Luther King, Jr. Day. Identify and recite the days of the week and ask the children to determine the days on which these January holidays fall. Finally, have the children count the number of days in January and compare this number to the number of days in other months. Identify months with fewer days than January, and months with the same number of days as January. If time allows, use a chart or graph to record this information.

Literature Link
Locate books such as A Picture Book of Martin Luther King, Jr. by David A. Adler, Martin’s Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport, or Happy Birthday, Martin Luther King by Jean Marzollo. After reading the book(s) aloud, encourage each child to say one thing he or she admires about Dr. Martin Luther King, Jr. Then provide the children with art supplies and have each child create a picture that shows something they learned from one of the books about Dr. Martin Luther King, Jr.

Social Studies
Encourage the children to share the ways their families celebrate New Year’s Day. Make a list of family traditions and foods that are eaten on that holiday. Then explain that in Asia, foods such as rice cakes, dumplings, and noodles are eaten to celebrate the new year, and many people from Europe eat cabbage on New Year’s Day because they believe it will bring them wealth. Discuss other holidays and the foods that are eaten on those days, such as turkey on Thanksgiving, corned beef and cabbage on St. Patrick’s Day, and latkes (potato pancakes) during Hanukkah. Add these holidays and foods to your list.
January Activity

Directions
Listen and follow these directions.
1. Circle the first day of this month.
2. Draw an X on the last day of this month.
3. Color in the 15th day of this month.
4. Draw a 😊 on a Tuesday.
5. If you have a birthday in this month, draw a cake on that day.
6. Count the number of days in this month. How many days are there? __________

Name: __________________________
Lesson 8

February

Language Arts

Write the following sentence on the chalkboard: “George Washington was a great leader, and Abraham Lincoln was, too.” Ask volunteers to come to the board and circle an uppercase letter in the sentence. Repeat this activity until all of the uppercase letters have been circled. Write the uppercase letters that have been circled in a different section of the board. Invite additional volunteers to write the corresponding lowercase letter next to each uppercase letter in that section of the board.

Science

Locate books about Groundhog Day, such as Go to Sleep, Groundhog! by Judy Cox. Read the book aloud and then talk about groundhogs and the story behind the Groundhog Day holiday.

Ask children if they think the story is true or just a tale people tell. Discuss shadows with the class. Take children outside to the playground on a sunny day at two different times. During each time period, have them observe their shadows on the ground, and mark where their shadow is with chalk. Point out that their shadow changes shape throughout the day.

Math

Bring in different coins for the children to use as counters. Allow the children to examine the coins and observe that there is a different president pictured on each of them (penny: Abraham Lincoln, nickel: Thomas Jefferson, dime: Dwight D. Eisenhower, quarter: George Washington). Have children count by 1s, 5s, 10s, and 25s using the coins. Then use different quantities of coins to form sets and ask volunteers to use numbers to describe the number of coins in each set. Repeat this quantity-naming activity many times until each child has had at least one opportunity to identify the number of coins in a set.

Group Writing

Show the children the photographs of George Washington and Abraham Lincoln in the Seasons and Holidays Big Book. Explain that the statues were made to honor these men and the positive contributions they made to our country. Ask the class to vote on someone for whom they would like to make a new statue. Help them work together to write or dictate three sentences explaining why they chose to honor this person.

Social Studies

Tell children that a president is a leader. Ask children, “What is a United States President?” Tell them that the U.S. President is the leader of the United States. Tell the children that we celebrate Presidents’ Day to honor two great American leaders. Locate books about George Washington and Abraham Lincoln, such as: George Washington: A Picture Book Biography by James Cross Giblin, and A Picture Book of Abraham Lincoln by David A. Adler. After reading these books aloud, ask children to brainstorm a list of reasons that George Washington and Abraham Lincoln were good leaders.
February Activity

Directions
What do people need during cold weather? Circle the items people need during cold weather. Cross out the items people do not need during cold weather.
Lesson 9

Spring

Language Arts

Look at the song entitled *Spring*, and ask the children to identify words that contain double vowels (bloom, bees, feel). Write *bloom* in one section of the chalkboard, and *bees and feel* in another section. Through rhyming, help the children brainstorm additional words that contain /oo/ and /ee/. Isolate the vowel sound in each group of words and have the children repeat it aloud with you. Then have them read the two word lists with you as you point to each word.

Science

Discuss the fact that spring flowers, such as tulips, daffodils, and crocuses grow from a bulb that is planted deep in the earth during the fall. If possible, show the children an actual bulb or a photograph of one. Then draw a diagram on the chalkboard showing a bulb below the ground with the stem growing upward from it. Draw leaves and a flower attached to the stem, and small roots hanging below the bulb. Encourage the children to name as many of the flower parts as possible, and help them label the parts accordingly.

Math

Draw a large square on the chalkboard (or use a large square sheet of paper) and divide it into four equal quadrants. Invite volunteers to draw a circle, a square, a triangle, and a rectangle, one in each quadrant. As a class, brainstorm spring-related objects that have those shapes, and draw the objects (or write their names) in the appropriate quadrants. For example, the children may suggest a round spring bulb for the circle quadrant, a triangular kite for the triangle quadrant, a rectangular packet of vegetable seeds for the rectangle quadrant, and a square garden plot for the square quadrant.

Group Writing

As a class or in small groups, ask the children to brainstorm a list of nouns (people, places, and things) that relate to spring. Record the nouns in list form for the children, or allow them to make their own written or illustrated lists. Then invite each child to choose one word from the list of nouns and use it in an oral or written sentence.

Creative Fun

Create several cardboard or tagboard templates as shown below. Demonstrate how to fold a large sheet of construction paper in half lengthwise and place the template with the longest edge along the fold. Have the children take turns tracing a template on a sheet of folded construction paper, and then cut out and unfold their paper kites. Discuss symmetry with children. Finally, provide them with crayons, markers, or watercolors to use to decorate their kites. Attach string tails to the kites and place the kites on a wall or bulletin board in the classroom.

Lesson 9
Spring Activity

Directions
Draw pictures in the dotted lines to continue the patterns that you see.

1. [Square] [Square] [Circle] [Circle] [Triangle] [Square]

2. [Tulip] [Bird] [Sunflower] [Tulip] [Bird] [Square]

3. [Kite] [Kite] [Kite] [Square] [Square]

4. [Butterfly] [Star] [Butterfly] [Star] [Square] [Square] [Square]
Lesson 10

March

Language Arts
Sing or read the *March* song aloud, asking the children to listen for action words in the lyrics (*see, start, bloom, melts, wear, look, bring*). Help the children point to these words in the text. Next, invite volunteers to the front of the classroom to pantomime one of the action words from the song. Then brainstorm additional action words and record them on the board. Conclude the activity by inviting volunteers to secretly select one of the new action words and pantomime it for their classmates to guess.

Science
Discuss the physical differences between a spring month such as March, and a winter month such as December. Help children understand that in March and the subsequent spring months, because of the tilt of the Earth and heat from the Sun, changes occur. Help them realize that the Sun warms the air, melts snow and ice, and gives plants the light and warmth they need to grow. Ask the children to imagine how March would feel without light and heat from the Sun. As a group, write two or three sentences beginning with the following sentence starter: *Without the Sun, March would be...*

Math
Make 20 three-leaf clovers and 20 four-leaf clovers out of green construction paper. Mix the clovers together. Then ask the children what they notice about the clovers. (Some have three leaves; some have four.) Ask them to sort the three-leaf clovers into one pile and the four-leaf clovers into another pile and count the number of clovers in each pile. Finally, create several different patterns using combinations of three- and four-leaf clovers and ask the children to duplicate or continue the patterns.

Literature Link
Locate holiday books such as *Mary McLean and the St. Patrick’s Day Parade* by Steven Kroll or *A Fine St. Patrick’s Day* by Susan Wojciechowski. After reading the book(s) aloud, discuss which characters or events in the book are factual or real, and which characters or events are fictional or not real.

Health
Remind the children which things help flowers grow in the spring, such as light, warmth, and rainfall. On a large sheet of chart paper, write the heading, *What Helps Us Grow?* Invite each child to come to the sheet of paper and trace his or her hand on it. Inside his or her hand outline, help each child write a word or phrase or draw a picture that identifies something that helps him or her grow. Possibilities include sunlight, warmth, exercise, healthy foods, shelter, hand-washing, safe places to play, and visits to the doctor and dentist.
March Activity

Directions
Draw lines to connect the pictures of words that begin with the same sounds.
Lesson 11

April

Language Arts
Say the following list of words one at a time as you point to each one in the April song: in, we, can, day, clean, up, us, that, keeps, makes, less, things, need, trees, air. As you say each word, invite the children to say a word or words that rhyme with it. For example, if you say in, the children could say pin, win, and fin.

Science
Locate a variety of recyclable items, such as an empty soda can, an empty soup or canned food can, some empty plastic drink bottles or yogurt cups, a plastic detergent jug, some empty glass jars or bottles, an empty food box (such as from crackers or cereal), an old newspaper, and a stack of classroom or office paper. Mix the items together in a large box. Then invite the children to look through the items and determine which material each one is made of. Finally, discuss ways that each item could be reused. For example, a glass bottle could be used as a vase.

Math
Use the same recyclables from the Science activity to practice counting and sorting, and to discuss volume. First invite the children to count the total number of recyclable items in your collection and write the number on the board. Then sort the items into groups according to their material (plastic, paper, glass, metal). Record the number of items in each group on the board using a bar graph, if time allows. Finally, compare which items hold more and which items hold less.

Literature Link
Locate recycling, or Earth Day-themed books, such as Recycle!: A Handbook for Kids by Gail Gibbons, Recycle Every Day by Nancy Elizabeth Wallace, or Earth Day by Linda Lowery. After reading the book(s) aloud, invite the children to recall and explain ways people can take care of the earth. Record the ideas on chart paper. Then encourage the children to illustrate the list with images that represent Earth Day to them.

Social Studies
On a globe or world map, help the children identify and verbalize the differences between lakes, rivers, and oceans, and distinguish these bodies of water from land masses. Ask the children if they have ever heard the saying, April showers bring May flowers. Explain that in many parts of the world, April is known for its rainy weather. Ask the children where the rain goes when it falls from the clouds. Help them understand that rain falls to the earth and flows into the oceans, lakes, rivers, streams, and into the ground. In spring, melting snow flows into these bodies of water, too.
April Activity

Directions
Look at each plant part. Write the name of each part on the line. Use the words in the word box.
Language Arts
Choose one of the following words from the May song, and say it aloud several times: flag, we, men, fought, wars, from, eat, moms, hug, might, bring, card, gift, glad. Ask the children to listen carefully to the word and identify the beginning and ending sounds they hear. Then write the featured word on the chalkboard and say it again, pointing to the beginning and ending sounds as you emphasize them. Continue the activity using another word from the list.

Science
Produce May-themed objects, such as an American flag (to represent Memorial Day), a sombrero (to represent Cinco de Mayo), a Mother’s Day card or wrapped gift (to represent Mother’s Day), and a flower or floral bouquet (to represent the month of May). On the board or on chart paper make a four-column chart, with one column labeled for each of the objects you have gathered. As a class, describe the physical properties of each object and list descriptive words in the appropriate columns on the chart. For example, for the flag, the children might list properties, such as made of cloth; flexible; lightweight; or red, white, and blue.

Math
Ask the children to think about how their caregivers spend their day. Have them share the approximate times of everyday events in their caregivers’ lives, and help them record the events in a timeline fashion on the chalkboard.

For example, one child might suggest that his or her caregiver wakes up at 6 o’clock, and eats breakfast at 7 o’clock. Another child might suggest that his or her caregiver goes to work at 9 o’clock, arrives home at 3 o’clock, and begins to prepare dinner at 5 o’clock. Continue in this fashion until every child has had a chance to discuss the times of some of his or her caregiver’s daily events.

Group Writing
Discuss the fact that some Mexican-American families celebrate Cinco de Mayo by enjoying traditional foods. Ask the children to think of a special food that their families eat, or a dish they enjoy only on certain holidays. Then ask each child to orally complete the following sentence starter: My family eats ________ because...

Record each child’s sentence on the board or on chart paper.

Creative Fun
Provide art supplies for the children to use to make a Mother’s Day, Cinco de Mayo, or Memorial Day card to give to a friend or loved one. Assist the children as they add text to their cards. Encourage the children to incorporate patterns, colors, and shapes on their cards, and demonstrate how to do so.
May Activity

Directions
Count and circle the groups that have more.

Count and circle the groups that have less.
Lesson 13

Summer

Language Arts
Point out the following words in the Summer song, and write them side by side on the board, leaving space below each word: bag, on, find, put, for. Using a word ladder technique, invite volunteers (or help the children) to read the original word aloud and then change one letter in the original word to form a new word, rewriting the new word below the original. For example, the word bag could change to bug, big, bit, and finally sit. Repeat the activity multiple times for each word.

Science
Ask the children to think of insects or animals that are common to summer (ants, butterflies, bees, frogs, birds, raccoons, rabbits, deer). Choose two of the insects or animals as the focus of your lesson, and make a T-chart on chart paper or on the board. Entitle one column Alike, and the other column Different. If possible, provide the children with photographs of the two summer insects or animals that you have chosen so it is easier for them to compare and contrast what they look like, what they eat, what eats them, and where they live. Encourage the children to verbalize similarities and differences between the insects or animals and help them record these items on the T-chart.

Math
Incorporate math into a trip to the playground or local park. Provide the children with measuring sticks or tapes. Discuss the units of measurement and how to use the measurement devices. Then as a class, take measurements of a variety of outdoor items such as swing seats, slides, climbing bars, tree branches or trunks, bushes or flowers, and sidewalk cracks. Encourage more than one child to measure each item and compare their measurements to a classmate’s measurements. To simplify the activity, ask children to compare the lengths, widths, or heights of outdoor objects.

Group Writing
Write the following sentence starter on the board: This summer I will... Read it aloud, and then invite the children to complete the sentence in their own words. Help them record their sentences on sentence strips and place the strips in a large paper bag. Pull the sentence strips out of the bag at random and ask volunteers to read them aloud, or read them aloud to the class yourself.

Creative Fun
Provide children with a variety of colored sheets of construction paper, glue, markers or crayons, and scissors. Ask the children to think of a food they like to eat during the summer, such as watermelon, ice cream, popsicles, lemonade, hot dogs, cotton candy, or corn on the cob. Invite them to use the art supplies to make an artistic rendition of their favorite summertime food. Then post the foods on a bulletin board entitled Summer Tastes Good!
## Summer Activity

**Directions**
Read the words in the word box. Decide if the words are *summer words* or *winter words*. Then write them in the right spot on the page.

<table>
<thead>
<tr>
<th>summer words</th>
<th>winter words</th>
</tr>
</thead>
<tbody>
<tr>
<td>snow</td>
<td>cold</td>
</tr>
<tr>
<td>June</td>
<td>hot</td>
</tr>
<tr>
<td>ice</td>
<td></td>
</tr>
<tr>
<td>swim</td>
<td></td>
</tr>
<tr>
<td>sunglasses</td>
<td></td>
</tr>
<tr>
<td>coat</td>
<td></td>
</tr>
<tr>
<td>beach</td>
<td>January</td>
</tr>
<tr>
<td>4th of July</td>
<td>sled</td>
</tr>
</tbody>
</table>

**Summer Words**

**Winter Words**
Lesson 14
June

Language Arts
Tell the children that you will be saying sentences aloud. Explain that they should raise their hand if they hear a complete sentence—a sentence that makes sense the way it is—and leave their hands down if they hear an incomplete sentence—a sentence that is missing something and doesn’t make sense. Say incomplete sentences, such as “In June, I go to the” and “My rollerblades are.” Say complete sentences, such as “My dog went in the sprinkler.” and “I watched the parade.” When the children recognize an incomplete sentence, encourage volunteers to complete it in a logical way.

Science
Ask the children to consider what happens to a puddle on the sidewalk after a June rainstorm. Talk about the fact that the rainwater evaporates—goes back into the air—especially on warm, dry days. Do a class experiment using two plastic containers for the whole class. Fill the containers partially with water and mark the level of the water on the outside of the container. Cover one of the containers tightly with plastic wrap and a rubber band. Leave the other container open. Let the containers sit out overnight. As a class, predict and observe what happens to the water in the two containers over time. The next day, have students observe the cups. Ask them to compare the covered cup with the uncovered cup.

Math
Discuss and estimate the average temperature in your town for the month of June. (Your local librarian or newspaper may be able to provide you with a precise average temperature.) Do the same for the other months of the year. Write the name of each month on an index card, along with an approximate temperature for that month. Ask the children to sort the months based on temperature into the following categories: months above 10°C (50°F), and months below 10°C (50°F); and months above 21.1°C (70°F), and months below 21.1°C (70°F).

Literature Link
Locate holiday books such as Father’s Day by Anne Rockwell, A Perfect Father’s Day by Eve Bunting, or Flag Day by Mari C. Schuh. After reading the book(s) aloud, ask the children to identify parts of the book(s) that reminded them of something from their own life experiences.

Social Studies
In honor of Flag Day, remind the children that the American flag is a national symbol. Talk about what a symbol is, and how it stands for something. Look at the flag photographs in the June song and talk about the colors and patterns. Explain that on the flag, white is a symbol for innocence, red is for bravery and strength, and blue is for justice and determination. Tell children that the 50 stars are for the 50 states, and the 13 stripes are for the 13 original colonies. Brainstorm other national or state symbols, such as the bald eagle, the Statue of Liberty, or state birds or flowers.
June Activity

Directions
Look at the graph. Then answer the questions.

1. How many children like swimming best?  ________________

2. Which sport do five children like best?  ________________

3. Which two sports had the same number of votes?  ________________

4. How many more votes did swimming get than biking?  ________________

5. How many children like running and hiking?  ________________
Lesson 15

July and August

Language Arts
Sing or read the July and August song aloud, asking the children to listen for words that name a person, place, or thing in the lyrics (birthday, country, United States, fireworks, flags, parades, holiday, ice cream, month, summer, supplies, school). Help the children point to these words in the text. Next, invite volunteers to come to the front of the classroom to choose and draw one of the words from the song. Finally, brainstorm additional nouns that have to do with July and August and record them on the board.

Science
Review the different types of weather associated with all seasons. Then make a list of the following items on the board: popsicle, ice cube, bowl of water, cup of juice, puddle, ice cream cone. One at a time, read the name of each item and discuss what would happen to it if it was left outside on a day in August, and what would happen if it was left outside on a very cold day in January. For example, as you discuss a popsicle, the children would conclude that a popsicle left outside in August would melt, but a popsicle left outside in January would stay frozen because the air is less warm.

Math
Because July and August are ice cream-eating months, draw an ice cream cone on the chalkboard with several scoops of ice cream on the cone. Give volunteers the opportunity to listen to directions and add (draw) and take away (erase) specified numbers of ice cream scoops to and from the cone. Use this activity to execute simple addition and subtraction story problems, such as We had a cone with seven scoops of ice cream. We added three more scoops. How many scoops are on our cone now?

Literature Link
Locate fourth of July-themed books, such as Fourth of July Mice! by Bethany Roberts, or Happy 4th of July, Jenny Sweeney! by Leslie Kimmelman. After reading the book(s) aloud, invite the children to identify their favorite illustrations in the text, and talk about how the pictures helped them understand something about the story. Finally, invite the children to draw their own version of a scene or image from one of the books.

Health
Talk about how hot weather can affect your body. Make a list of things people do to stay healthy in July and August, such as wearing sunscreen, hats, and sunglasses to protect their skin and eyes from the Sun, wearing shoes outside to protect their feet, drinking plenty of water on hot days to stay hydrated, and seeking shelter from the heat during the hottest parts of the day. Finally, invite the children to clip pictures of items such as sunscreen, bottled water, and beach umbrellas from old newspapers and magazines and make a collage that shows ways to stay cool and healthy during the summer.
July and August Activity

Directions
Draw a line to divide each word into syllables. Example:

July

birthday

swimming

summer

fireworks

hotdog

picnic