

The Pattern of Seasons

Purpose/Big Ideas SOLS

In this lesson, students will learn about a natural pattern: the way our seasons follow a specific order and repeat. The students will learn what each season is called and the order they follow. This lesson will provide an overview of how the weather changes in each season. As well as how the trees look in each season.

Science

K.9 The student will investigate and understand that there are patterns in nature. Key patterns include a) daily weather; b) seasonal changes; and c) day and night.

Math

K.PFA.1 The student will identify, describe, extend, and create simple repeating patterns using various representations. Students will demonstrate the following a) Identify and describe the core found in repeating patterns. b) Extend a repeating pattern by adding at least two complete repetitions of the core to the pattern. c) Create and describe a repeating pattern using objects, colors, sounds, movements, or pictures.

Learning Goal/Objectives

The students will be able to identify each season and how the trees look in each one after reading the story *A Stroll Through The Seasons* by Kay Barnham. The students will illustrate how trees look in each season as well as identify what season they represent by writing the name of the season.

Today's Assessment/Evaluation A

The students will identify what trees look like in each season, draw a picture of how they look, and write down the season name on a [worksheet](#).

Procedure Introduction Estimated time: 3-5 minutes

Ask students to sit on the carpet

Assess prior knowledge by asking,

Place your thumb on your chest if you know how many seasons we have.

- Allow time for students to think and share.
- Provide feedback on students' responses.

Place your thumb on your chest if you can name one of the seasons.

- Allow time for students to think and share.
- Provide feedback on students' responses.

Development Estimated time: 15-20 minutes

Introduce topic,

Today we are going to be talking about our seasons and how they follow a pattern. Can someone remind me what a pattern is? Place your thumb on your chest if you would like to share.

- Allow time for students to think and share.
- Provide feedback on students' responses.

Read the story, *A Stroll Through The Seasons* by Kay Barnham

- As you read pause and talk about how the trees look in each season.

After reading,

Review how the trees looked in each season by asking questions like

- Do trees have leaves in the winter?
- When do trees have yellow, orange, red, and brown leaves?
- Trees have all of their leaves in what season?
- In spring trees start getting their _____ back.

Transition,

- Students go back to their desks
- Listen to a [4 season song](#) while papers get passed out.

Explain,

Now that we have learned about the four seasons and how the trees look in each one. We are going to draw a picture representing how the trees look. On your paper, you will see four boxes. Each box is for one season: spring, summer, fall, winter. The line at the bottom of each box is where we will write the season's name. Do you see the curved arrows in the center of your page? I put that there to remind you that our seasons follow a pattern of spring, summer, fall, and winter. After winter we have?

- Allow time for students to think and share.
- Provide feedback on students' responses.

We are not adding color right now. You may add color when we are done with all four trees. Do you think your tree should be blue? No, I want to see trees that look like trees in real life and in the story we read.

The first season we are going to draw is spring. Spring is spelled s,p,r,i,n,g. Please write spring on the line like I did. Watch me draw first and then you will draw your tree.

- Verbally explain what you are doing as you draw.
- Remind students to add detail to their pictures so that they can tell what season it is.

The next season is summer. Summer is spelled s,u,m,m,e,r. Please write summer on the line like I did. Watch me draw first and then you will draw your tree.

- Verbally explain what you are doing as you draw.
- Remind students to add detail to their pictures so that they can tell what season it is.

The next season is Fall. Fall is spelled f,a,l,l. Please write fall on the line like I did. Watch me draw first and then you will draw your tree.

- Verbally explain what you are doing as you draw.

→ Remind students to add detail to their pictures so that they can tell what season it is.

The last season is Winter. Winter is spelled w,i,n,t,e,r. Please write winter on the line like I did. Watch me draw first and then you will draw your tree.

→ Verbally explain what you are doing as you draw.

→ Remind students to add detail to their pictures so that they can tell what season it is.

You may take out your crayons to add color to your trees. Raise your hand to tell me what color your spring tree should have. What colors should you use for summer? Fall? Winter?

Closure/Summary
Estimated time: 2 minutes

Closure activity, Thumbs up

Put a thumbs up if your favorite season is spring.

Put a thumbs up if your favorite season is summer.

Put a thumbs up if your favorite season is fall.

Put a thumbs up if your favorite season is winter.

References/Materials (Teacher and Students)

[4 season song](#), smart board, [worksheet](#), document camera, pencils, crayons, and book: *A Stroll Through The Seasons* by Kay Barnham.

Reflection/Evaluation B

1) Did the students meet your objective, and how do you know?

Yes, most students were able to identify the 4 seasons and how an oak tree looks in each season before, during, and after reading the story. The students retained that information as we reviewed what we learned as we drew each tree.

2) Did your lesson address the needs of all learners?

There are some modifications I can make to this lesson to meet the needs of all learners.

- I can provide extra time and slow the pace of the lesson.
- I can use a highlighter to write each season for a student to trace.
- I can break down the instructions into smaller steps.

3) What were the strengths of the lesson?

I think one strength of the lesson was the book I found that teaches about the seasons. This book talked about how the trees looked in each season as well as the weather, length of day, and what animals are doing for each season.

I think another strength was the amount of questions and student engagement options I provided during the lesson. I asked them questions before we read the book to see what they knew. As well as asked questions during the book to

	see if they caught how the book told them how the trees look in each season.
4) What were the weaknesses of this lesson?	I think I should have let the students add color to each tree as we outlined. There were a few who started adding the wrong details to their trees since they forgot which one it was and could not read the season's name.
5) How would you change the lesson if you could teach it again?	<p>One change I would make is to have the students add color with me and then if they want to add more details they can afterward. Some students added snowmen and other items they saw during that season which was great.</p> <p>I think the worksheet was a little confusing since it went in a cycle. A change I could make is to have it go horizontal from left to right on one big piece of paper. The students can still see how it is a pattern and follows the same order.</p>
(Additional Questions/Reflections)	