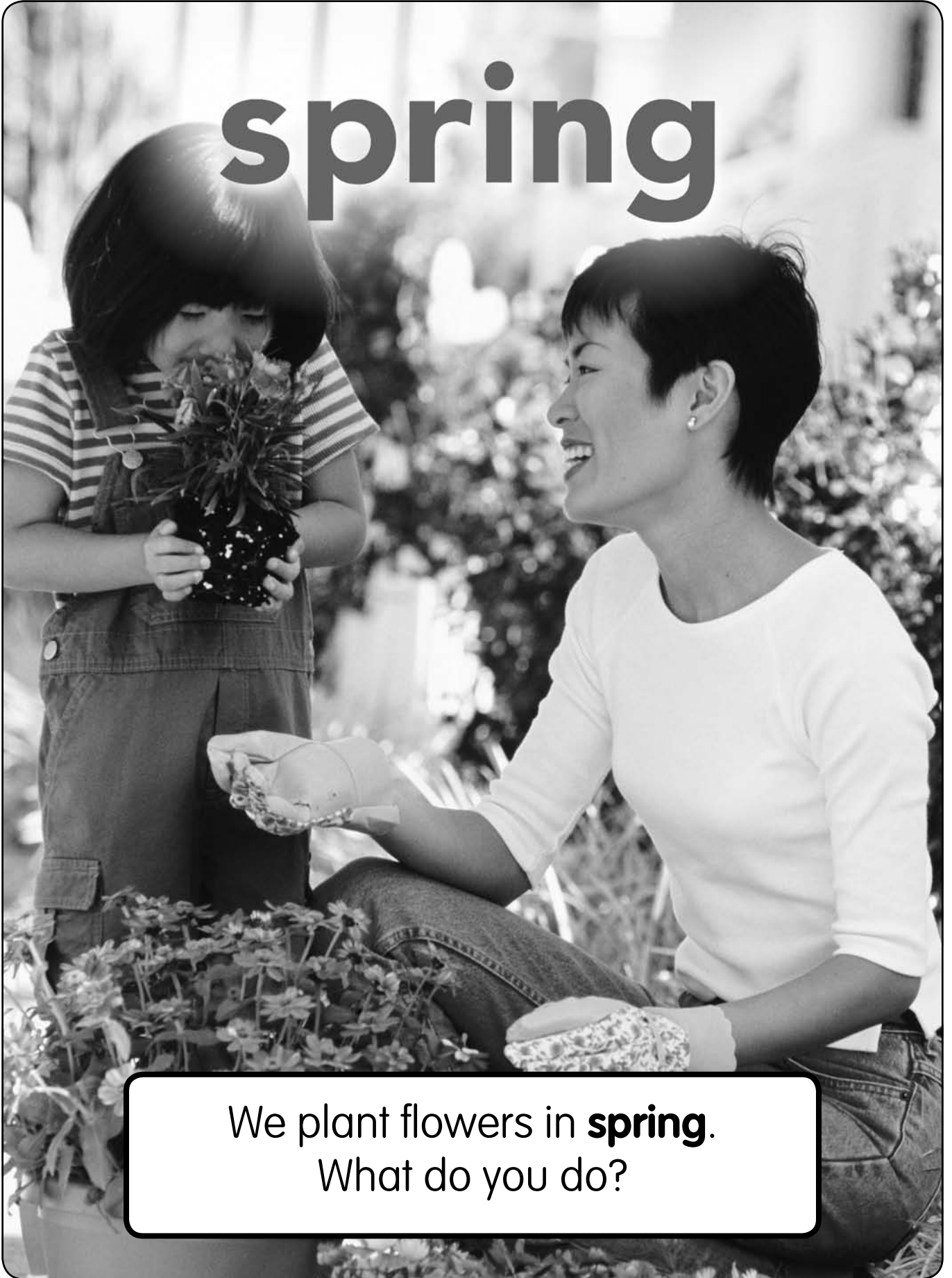


spring



We plant flowers in **spring**.
What do you do?



Activating Prior Knowledge



Show students Science Card 8. Ask students to describe what is happening in the card. Explain to them that the picture is of an activity a person would do during a certain season and ask them to guess what that season is. Have them read the word *summer* with you. Brainstorm a list of words describing the season of summer and the activities one can do. Ask students some of the following questions: What are some examples of clothing a person would wear in the summer? (e.g., shorts, sunglasses, swimsuits, sandals) What are some foods that we associate with summer? (e.g., watermelon, hot dogs, Popsicles) Do you celebrate any holidays during summer? (e.g., Memorial Day, Father's Day, Fourth of July, Labor Day) Have students raise their hands if their birthday is in a summer month. Share some of your favorite memories of summer when you were your students' age.

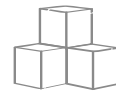
Language Development



Show students the card again. Ask them to focus on the word *summer*. Talk about how *summer* begins with "s" and practice making the /s/ sound. Say the word *summer* in segments (s–um–mer) several times and ask students to repeat after you. Share any books that you may have in your classroom that describe summer or have pictures related to summer. Ask students to think of words that describe summer and write the words on the board or a large sheet of chart paper. Display the words in an area in the classroom where students can refer to the list while working in their journals. While pointing to the words, read the sentences at the bottom of the page to students. Discuss some of the simple words that students may have seen before. If you have a word wall in

your classroom, you may want to add the word *summer* under "S." Read the sentences several more times, giving different students a chance to come up and use a pointer to point to the words.

Building Knowledge and Comprehension



Show students the card again. Ask them to read the word *summer* and the sentences below with you. Tell them to close their eyes and visualize their favorite summer activities. Brainstorm a list of favorite summer activities and write them on the board. Give each student a 2" x 2" (6 cm x 6 cm) square of white construction paper. Ask them to draw a simple picture of their favorite activity listed on the board. Have students label their pictures. On a large piece of butcher paper, prepare a bar graph by labeling the bottom of the paper with the different activities. Have students come up one at a time and glue their cards to the correct spot on the graph. Discuss the information gained by making the graph. What was the most popular summer activity? What was the least favorite summer activity?

Time to Differentiate!



For English language learners, scaffold the brainstorming activity in the Activating Prior Knowledge lesson. Encourage students to use their native languages to discuss their answers to the questions in pairs. Then help students repond in English.

For below-level students, remind them to refer to the word list as they write in their journals. Monitor students and encourage them to check the spelling of these words in their own writing.



Name _____

Color each scene that shows something you might do in the **spring**.

