

TEACHER'S GUIDE

A Walk Through the Seasons

with **Kari-Lynn Winters**

Kari-Lynn
WINTERS

Author Bio:

Dr. Kari-Lynn Winters is a children's author, playwright, performer, and scholar. Since 2007, she has authored over 29 books. Kari-Lynn holds an Associate Professor position in Brock University's Faculty of Education. Her research interests include arts education, children's literature, and embodied literacies. She lives in St. Catharines, Ontario with her two kids and three cats.

How to Use This Resource Package:

This companion package to Kari-Lynn Winters' books is meant to assist teachers and/or educational leaders in extending students' learning beyond the pages of the books in order to engage them in critical thinking and interactive, creative problem-solving.

If you wish to design a thematic unit on the seasons, the books themselves identify these times of year and offer some interesting facts about seasonal clothing, insect behaviour patterns, fun activities to do and weather changes during different seasons, and so forth.

This educational resource supports learning in science (JK/SK, primary), but also provides teachers with lessons and activities to extend learning and create cross-curricular connections.

All of the follow-up lessons are designed as independent of each other and do not need to be taught in sequence. In this way, teachers and/or educational leaders can choose the lessons which best fit the strengths, interests, and curriculum needs within their classroom.

BOOKS HIGHLIGHTED IN THIS PRESENTATION:

On My Walk

ISBN: 9781896580616

On My Bike

ISBN: 9781926890135

On My Swim

ISBN: 9781926890166

On My Skis

ISBN: 9781926890036

PUBLISHER:

TRADE WIND BOOKS:

<https://tradewindbooks.com/>

TEACHER'S GUIDE DESIGNED FOR

GRADES 1-3



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Seeing Seasons

SUMMARY:







Students will sort small graphic icons in order to learn about and represent each season.

MAKE IT HAPPEN (STEP BY STEP INSTRUCTIONS)

1. Read Cycles from the book, Hungry for Science: Poems to Crunch On.
2. Discuss the seasons, including topics such as Earth Changes and Weather, Plant Changes, Animal and Insect Behaviours, Human Behaviours, Clothing.
3. Create a seasonal chart.
4. Label the chart with the seasons.
5. Show the class different icons, representing different seasons.
(See examples below).



6. Sort the icons together, based on which season they represent.
7. Invite students to think of other icons (e.g., a snowman for winter, a raindrop for spring).

SPRING	SUMMER	AUTUMN	WINTER
	 	 	

EXPANSIONS AND EXTENSIONS:

Students can create and sort their own graphic icons, using pencils or markers on index cards in order to represent each season.

TECHNOLOGICAL INTEGRATIONS:

Students can find additional graphic icons in Word or Powerpoint (using the insert stock images feature), in order to represent each season.

ASSESSMENT IDEAS:

- Photos can be taken, capturing students' knowledge of the seasons.
- Throughout the year, students can review the photos to determine if they correctly matched the icons.

GRADE LEVEL

PRIMARY

TOPIC:

Seasons

Subject Area/s:

- Science
- Visual Art

Equipment and Supplies:

- Hungry for Science: Poems to Crunch On
- Index Cards
- Rulers
- Pencils
- Erasers
- Markers
- Computer

What's the Weather?

SUMMARY:

Students will make inferences while singing about the weather.

MAKE IT HAPPEN (STEP BY STEP INSTRUCTIONS)

1. Show students the end papers of the books listed above. (See an example below.)
2. Sing this song to the children while pointing to each illustration.

SONG:

What's the weather?

What's the weather?

What's the weather like in winter? (Point to illustration #1.)

Is it _____? Is it _____? (Include appropriate weather words and inappropriate weather words. Encourage the students to respond with thumbs up/down.)

What's the weather like in winter?



EXPANSIONS AND EXTENSIONS:

Fill a water table with seasonal items (e.g., Winter=snow, Spring=flowers (cloth or real), Summer=sand, Fall=coloured leaves). Encourage students to explore or even add additional items (e.g., Winter=mittens, plastic snowflake ornaments, Spring=plastic bugs, a small umbrella, Summer=sunglasses, seashells, Fall=apples, a small pumpkin).

TECHNOLOGICAL INTEGRATIONS:

Students can record themselves (using tablets) singing and finding the correct words for each season.

ASSESSMENT IDEAS:

Using the recorded songs and the books listed above, teachers might interview students, asking them to cross-reference resources in order to demonstrate knowledge about their seasonal word choices.

GRADE LEVEL

PRIMARY

TOPIC:

Seasons

Subject Area/s:

- Science
- Language Arts
- Music

Equipment and Supplies:

- On My Walk
- On My Swim
- On My Bike
- On My Skis
- No-Matter-What Friend

I'm Thinking of...

SUMMARY:

Students will make inferences about seasonal activities based on information they receive through words and actions.

MAKE IT HAPPEN (STEP BY STEP INSTRUCTIONS)

1. State a fact about a seasonal activity without giving away the activity word (e.g., "I am thinking of a sport that requires you to put on these boot-like things that have blades on them. I need to be careful because the ice at the rink is slippery. I might move like this.")
2. Demonstrate how it might look when you are skating.
3. Invite students create inferences based on what they are hearing and seeing.
4. Show students the seasonal activity pictures as another hint or once they have guessed the correct answer.

EXPANSIONS AND EXTENSIONS:

Students can demonstrate their own actions.

TECHNOLOGICAL INTEGRATIONS:

Students can find online photos and create online collages to illustrate their understandings.

ASSESSMENT IDEAS:

Collages can be collected and images about seasonal events can be tallied.

GRADE LEVEL
PRIMARY

TOPIC:
Seasons

Subject Area/s:

- Science
- Language Arts
- Drama

Equipment and Supplies:

- Pictures of seasonal activities

I'm Thinking of...

SUMMARY:

Students will design snowy "S" pictures, using cotton balls and white paint.

MAKE IT HAPPEN (STEP BY STEP INSTRUCTIONS)

1. Ask students which season has snow.
2. Talk about snow. How does it feel? How does it look?



3. Ask students to hold cotton balls.
4. How are cotton balls similar to and distinct from snow.
5. Remind students that snow starts with the letter S.
6. Write a letter S on the white board.
7. Encourage students to create their own snowy S pictures using the cotton balls, white paint, glue, and dark construction paper.

EXPANSIONS AND EXTENSIONS:

Students can think of other snowy S words (e.g., snowman, snowmobile, skiing).

TECHNOLOGICAL INTEGRATIONS:

Students can find and print letter S worksheets to complete for homework.

ASSESSMENT IDEAS:

Success criteria can be established with the children (e.g., My painting will include the letter S. My painting will look like snow.)

GRADE LEVEL

PRIMARY

TOPIC:

Seasons

Subject Area/s:

- Science
- Visual Arts

Equipment and Supplies:

- Cotton Balls
- White Paint
- Dark Construction Paper
- Glue
- White Board
- White Board Marker