

**Barbara Barker**  
**Project GLAD**  
**Forest Grove School District**  
**Idea Pages**  
**CYCLES AND SEASONS**

**I. UNIT THEME**

- Humans record and observe the cycle of the year in several ways, including seasonal change, observance of traditions, and calendar time.
- The human life cycle is measured by stages of human development and change, as well as by calendar time.

**II. FOCUS/MOTIVATION**

- Read aloud “Big Book” on the Important things about seasonal change
- Tree badges
- Days of the week chant
- Months of the year poem
- PowerPoint presentation of the stages of human life/discussion
- Field trip to Retirement Center
- Picture file cards of families in different stages of aging
- Calendar activities

**III. CLOSURE**

- Make calendars to give to senior citizens at retirement center
- Perform chants at senior center or parent night
- Class murals displaying cycles in seasons, human growth, and traditions
- Parent/community open house to see work children have done on these concepts

**IV. CONCEPTS/UNDERSTANDINGS**

- Learners will understand the cycles in human growth and development
- Learners will understand the concepts involved in the cycles in time: seasons, years, months, weeks, days
- Learners will develop understanding of families and cultural groups observing a cycle of traditions that may be based on the seasons, calendar, or stages of human growth

**V. VOCABULARY**

seasons	summer	spring	fall	autumn	winter
weather	cycle	change	January	February	March
April	May	June	July	August	September
October	November	December	Monday	Tuesday	Wednesday
Thursday	Friday	Saturday	Sunday	infant	toddler
preschooler	teenager	young adult	adult	month	year
calendar	holiday	growth	pattern	repeat	Earth
sun	day	night	birthdays	birth	death
life					

## **VI. ORAL LANGUAGE/WRITING SKILLS/READING SKILLS**

- Learner will recognize, pronounce, and know the meaning of most of the vocabulary words in this unit
- Given a template, learner will put in order the stages of human life, months of year, days of week, and the seasons
- Learner will compare the events of a read aloud on human growth or traditions to experiences in their own lives
- Learner will trace the letters in the vocabulary words
- Learner will share information orally about their own family traditions in a logical order
- Learner will communicate knowledge of the cycles in seasons, calendar, human growth and traditions orally
- Learner will identify fiction and non fiction books on cycles .
- Learner will read or listen to stories, poems, and non-fiction from a variety of cultures
- Learner will read or listen to non-fiction books in different time period of the year
- Learners will understand how humans everywhere have similarities in their growth and traditions

## **VII. MATH/SCIENCE/SOCIAL STUDIES**

- Learners will develop an understanding of how to measure time in terms of seasons, year, months, weeks, and days
- Given a list of seasons, stages of human growth or months of the year, the learner will identify which comes next
- Learners will identify and understand that the calendar represents patterns that are repeated over and over in time
- Learners will design and communicate story problems using the calendar and manipulatives
- Learners will understand that each season represents a part of fraction of the calendar year.
- Learners will use addition and subtraction in simple forms to solve story problems using the calendar
- Learners will sequence the calendar year
- Learners will identify temperatures that would cause them to dress a certain way for the weather in each season
- Learners will use the words “greater than/less than” in describing numbers on the calendar
- Learners will understand calendar time sequences and chronological sequences in human growth and development
- Learners will identify their own immediate family and culture of local community
- Learners will draw picture maps to show where they live in their community

## **VIII. RESOURCES AND MATERIALS**

### **Human Growth and Development**

#### ***Our Granny***

By: Margaret Wild. 0-395-88395-4

#### ***Jin Woo\****

By: Eve Bunting. 0-395-93872-4/good read aloud

#### ***When I Go Camping With Grandma***

By: Marion Dane Bauer. 0-8167-3448-8

#### ***Something To Remember Me By\****

By: Susan V. Bosak with Laurie McGaw. 1-896232-01-9

#### ***I Loved You Before You Were Born***

By: Anne Bowen. 0-06-028720-9

#### ***Sophie and the New Baby***

By: Catherine/Laurence Anholt. 0-8075-7550-X

#### ***Grandma Tells A Story***

By: Lois C. Grambling. 1-58089-057-1

#### ***Nana Upstairs and Nana Downstairs\****

By: Tomie DePoala. 0-399-23108-0

#### ***Babushka's Doll***

By: Patricia Polacco. 0-689-80255-2

#### ***Everywhere Babies\****

By: Susan Meyers, illus. By Marla Frazee (2001 edition)

#### ***Grandma's Smile\****

By: Elaine Moore

#### ***The Patchwork Quilt***

By: Valerie Flourney

#### ***Chicken Sunday\****

By: Patricia Polacco

#### ***My Baby***

By: Jeanette Winter, Berryville Graphics, 2001

#### ***Now One Foot, Now The Other***

By: Tomie dePaola, G.P. Putman's Sons, 1991

#### ***I'm Growing!***

By: Alike, HarperCollins, 1992

### **Traditions**

#### ***Going Home\****

By: Eve Bunting)

#### ***Mrs. Katz and Tush\****

By: Patricia Polacco. 0-440-40936-5

### *Family*

By: Isabel Monk. 1-57505-485-X

### *The Keeping Quilt*

By: Patricia Polacco. 0-689-84447-

### *Celebrating*

By: Gwenyth Swain, Carolrhoda Books Inc., 1999

### *Now We Can Have A Wedding!*

By: Judy Cox, First Edition, 1998

### *Snapshots from the Wedding*

By: Gary Soto, The Putman & Grosset Group, 1998

### *In My Momma's Kitchen*

By: Jerdine Nolen, HarperCollins, 1999

### **Time**

### *Miss Bindergarten Gets Ready For Kindergarten\**

By: Joseph Slate. 0-525-45446-2

### *Froggy Goes To School*

By: Jonathan London. 0-670-86726-8

### **Seasons**

### *Park Beat/Rhyming Through the Seasons*

By: Jonathan London. 0-688-13994-9

### *Frog and Toad,*

By: Arnold Lobel

### *Chicken Soup With Rice*

By: Mercer Mayer

### *Seasons*

By: Robyn Supraner, Troll, 1999

### *Animals in Winter*

By: Henrietta Bancroft & Richard G. Van Gelder, HarperCollins, 1997

### *Sky Tree*

By: Thomas Locker and Candace Christiansen, HarperCollins, 1995

### *When the Moon is Full*

By: Penny Pollock, Little, Brown and Co., 2001

**\* indicates good read aloud book**

### **Spanish books**

### *Saltar la escoba*

By: Candy Grant Helmso, Richard C. Owen, 1998

### *Las abuelas de Lilitana*

By: Leyla Torres, Scholastic, 1998

*Sol a sol*

By: Lori Marie Carlson, Henry Holt and Company, 1998

*Siempre te querré*

By: Robert Munsch, Firefly Books Ltd., 2000

*Las cuatro estaciones: El invierno*

By: Maria Rius, Barron's, 1999

*Las cuatro estaciones: El otoño*

By: Maria Rius, Barron's, 1999

*Las cuatro estaciones: El verano*

By: Maria Rius, Barron's, 1999

*Las cuatro estaciones: La primavera*

By: Maria Rius, Barron's, 1999

*Un pasito, otro pasito*

By: Tomie de Paola, Ediciones Ekaré, 1986

*Las estaciones*

By: John Burningham, Editorial Kókinos, 1997

**Films:**

Autumn

Fall and Winter Come and Go

Winnie the Pooh Discovers the Seasons

Spring brings changes

Winter

First Time Science

**Forest Grove School District**  
**Project GLAD**  
**Unit Planning Pages**  
**Cycles and Seasons**

**I. FOCUSING/ MOTIVATION**

- Inquiry charts: What do we know about the seasons; human growth, traditions
- Observation charts: Comments children had from picture file cards
- Preview/Review: Cycles; Temperature;
- Direct experiences: Nature walk; visit Nursing Home
- Realia: baby, leaves, flowers, thermometer
- Read aloud – *Mi Familia*; *Nana Upstairs and Nana Downstairs*; *Everywhere Babies*
- Signal words: Seasons, fall, winter, spring, summer, cycle, birthdays
- Awards: Seasonal Book Mark; stickers showing seasons; birthday pencils
- Picture file cards: seasons, cycle of human life; traditions
- Guest speakers: Nurse from pediatric nursery; Director of nursing home

**II. INPUT**

- Pictorial input charts: Stages of human growth and development; seasons
- 10/2 lecture with primary language groups
- Graphic organizers: Seasons graphic organizer; stages of human growth
- Read aloud/Shared book experiences: *Froggy Goes to School*; *Frog and Toad*
- Realia: things in nature that are found in spring, summer, winter, fall
- Demonstrations/explorations: variety of calendars with seasonal pictures
- Narrative input: Story about human growth; birthdays; seasons (flannel board type)
- Comparative input charts (Seasonal process grid—compare seasons)

**III. GUIDED ORAL PRACTICE**

- T-Graph for social skills
- Cooperative learning for cross-cultural respect, decision making, and language acquisition (Share experiences with toddlers, grandparents)
- Picture file cards: class discussion on picture file cards
- Poetry/chanting: Seasons chant, birthday, stages of human growth
- Sentence Patterning (Farmer-in-the-Dell) chart
- Process Grid: Seasonal Process Grid
- Personal Interaction for bonding/respect: (Share fun, family traditions)
- Variety of discussion/exploration groups, primary language and heterogeneous
- On-going oral processing of charts
- Exploration report
- Home-school connections: Homework is to interview a grandparent
- Expert group sharing: Months of the year

#### 1V. READING/WRITING ACTIVITIES

##### A. Total Class Modeling

- Total class modeling of reading and writing: Use the read alouds in bibliography
- Done in primary language/English
- Used as reading/writing practice - all genres: fold paper into sections—draw pictures of seasons, human growth, months with words underneath picture

##### B. Small group – Cooperative Tasks –Variety of Groupings: Flexible, Heterogeneous, and Need and Choice

- Focused reading: wordless or beginning readers on seasons
- Shared, guided and flexible-group reading: variety of books at different levels on aging; seasons; birthdays
- Interactive reading: use overhead to reproduce some pages in books in bibliography
- Poetry booklets: use variety of poems on aging and seasons
- Strip paragraphs: Take from flannel board story
- Expert groups: Seasons; months of year; names of stages of human growth
- Oral book sharing – in primary language and heterogeneous groups
- Flip chants
- Ear-to-ear reading
- Mind-mapping
- Big Books - in many languages: books on seasons, *Chicken Soup With Rice*
- Group frame
- Poetry frame
- Reading the walls: seasonal chants, process grids, etc.

##### C. Individual Practice and Choice:

###### Reading/ Writing Using Student's Own Language

- Silent Sustained Reading
- Silent Sustained Writing
- Reading/Writing to all genres, domains(choose book from bibliography to use as story starter)
- Journals, Logs, Mind-mapping (children write about own experiences relating to older people and toddlers)
- International Library
  - fiction and non-fiction (see bibliography)
  - variety of languages
- Read aloud by teacher and students of a variety of literature, including students' work (see bibliography)

##### D. Writer's Workshop

- Choice: Choose seasons, human growth, or months of year

- Metacognition: Think about your own age and what you can do now that you couldn't do when you were a baby
  - mini-lesson
  - conferencing
- Author's Chair : Share pictures or stories written about seasons
- Peer Editing

#### **V. EXTENDED ACTIVITIES FOR INTEGRATION**

- Role-playing /drama: dress up as a grandparent or baby or teenager
- Guided Imagery
- Cooking: make foods from a variety of cultures that are simple to make
- Science Explorations: take temperature outside daily; observe change in seasons
- Music/movement: Songs and dances portraying seasons
- Poetry:
- Art: Paint pictures of seasons
- Field trips: Nursing home; hospital pediatric unit

#### **VI. CLOSURE/EVALUATION**

- Personal exploration: create a personal calendar of family birthdays
- Team exploration: create a calendar of class birthdays
- Action plans
- Process charts and learning logs: Seasonal process grid
- On-going assessment: observation; student feedback
- Alternative assessment strategies
  - Videos (see bibliography)
  - Plays, presentations, demonstrations
  - Build projects (3 d display of seasons)
  - Big Books
  - Portfolios
- Teaching of study skills and test-taking skills



# The Important Book About Seasons

**By: Barbara Barker**

# Winter

In **wintertime** the air gets chilly, so we have to wear hats and mittens to go outside. Water turns to ice and snow falls from the sky...but the most important thing about **winter** is that it comes after **autumn**.

# Spring

When **springtime** comes, the ice melts away and rain starts to fall. Birds sing and the flowers grow...but the most important thing about **spring** is that it comes after **winter**.

# Summer

In summertime the rain clouds disappear and the weather gets hot...but the most important thing about summer is that it comes after spring.

# Autumn/Fall

When **autumn** comes, a cool breeze fills the air. Leaves on the trees turn different colors and then fall to the ground...but the most important thing about **fall** is that it comes after **summer**.

## Narrative Input Chart

### **Birthdays**

By: Barbara Barker

"My name is Juanita Garcia, and tomorrow I'm going to be five years old! I can hardly wait- there will be presents, cake, everyone will sing "Happy Birthday" to me, and we'll break a piñata. Most of all, I like having a birthday because it means I'm one year older, and the older I get, the more fun things I'm allowed to do."

"I have four other people in my family. Each one is born in a different season of the year, so it's easy to remember their birthdays. The youngest is my baby sister Raquel. She is only one year old, so my Grandma takes care of her during the day while everyone else is out. Raquel was born in January, which is during the wintertime. I know her birthday is coming up when it gets really cold outside and snow starts to fall from the sky."

"I'm next to the youngest, but I'm finally old enough to go to school. I go to kindergarten in the morning, and then spend the afternoon with Raquel and Grandma. My birthday is in April, which is springtime. I know my birthday is coming up when the snow is gone and the flowers start to grow back."

"Then there's my brother Eric. He's fifteen years old, so he goes to high school now. That means he has to be at school all day and take lots of different classes. When school ends for the summer, I know Eric's birthday is coming up. His birthday is in July."

"This is the office where my dad works all day. My dad is thirty-six years old and has his birthday in September, which is autumn. I know it's autumn when the leaves on the trees turn yellow, orange, red and brown before falling to the ground."

"Hey Grandma, can I ask you a question?" "Yes, of course you may," Grandma replied, "what is it?"

"Well, if Raquel is born in winter, I came in spring, Eric in summer and dad in autumn...when were you born?"

"Well," Grandma said, "my birthday will be the easiest for you to remember, Juanita. I was born in April, just like you!"

"Really Grandma? Then maybe we'll have two cakes to eat tomorrow- one for you and one for me!"

## **Graphic Organizer: Human Growth and Development**

For this graphic organizer, talk about how babies are measured a different way because they can't stand up yet. Also discuss the difference between measuring in inches and feet and what these measurements look like. Then lead a class discussion on how children grow a few inches each year until they are considered an adult and they stop attaining height. Also discuss shoe and clothes sizes and how they change from one year to the next in growing. Could also describe more physical characteristics of growth such as getting teeth, braces, etc.



## **Graphic Organizer: Seasons**

For this activity, the children can supply words that have to do with each season based on the ones already provided. They can also talk about how the temperature changes and what clothes are worn in each season. Another idea is to talk about family activities or traditions that take place in each of the seasons. Finally, this organizer can be used to compare and contrast the different seasons of the year.

# DAYS OF THE WEEK

(to the tune of "The Wheels on the Bus")

by Barbara Barker

On Monday morning we get on the bus,  
get on the bus,  
get on the bus.

On Monday morning we get on the bus,  
to go to our school.

Tuesday, Wednesday, Thursday are busy days,  
busy days,  
busy days.

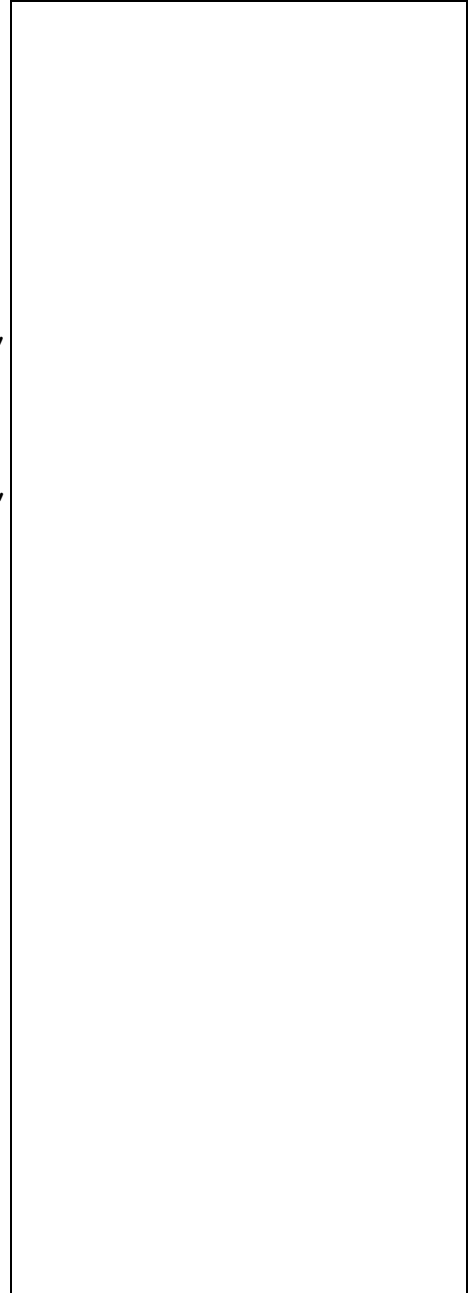
Tuesday, Wednesday, Thursday are busy days,  
learning things at school.

Friday is the day our school week is over,  
school week is over,  
school week is over.

Friday is the day our school week is over,  
we're ready for the weekend.

Saturday and Sunday are family days,  
family days,  
family days.

Saturday and Sunday are family days  
until Monday comes around again.



# Growing Older Bugaloo

By: Barbara Barker

I'm a five-year-old and I'm here to say,  
I'm growing a little bit older everyday.  
I once was a baby, I was small all right,  
My parents watched over me all day and night.

I'm older now, though still not tall,  
I go to school and have a ball!

Before you know it I'll be in my teens,  
Going off to high school, that'll be keen.  
I'll get my permit and learn to drive,  
And go to dances with my friends and jive.

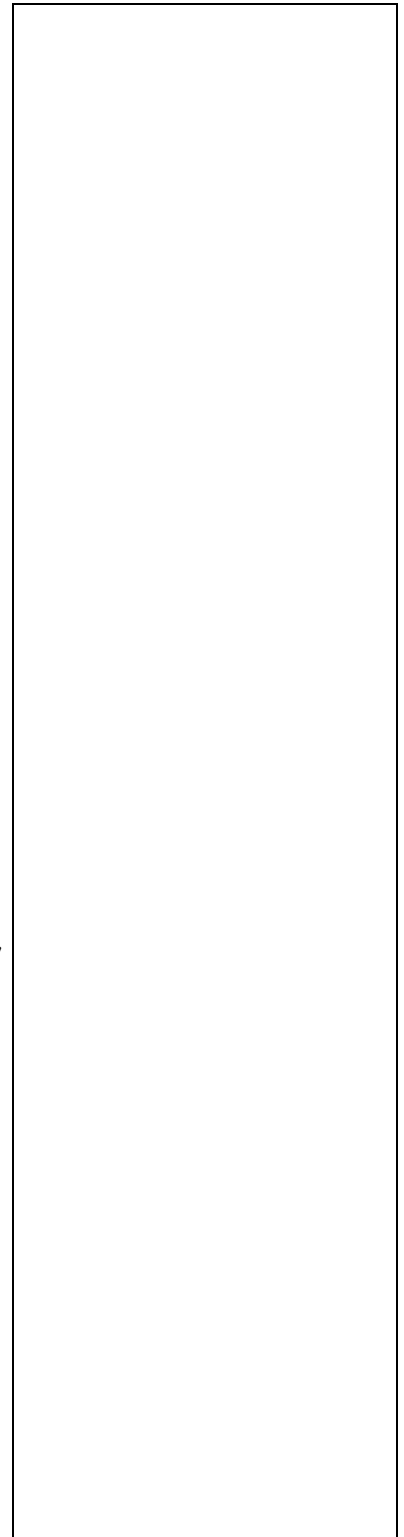
I'm older now, and very tall,  
I go to school and have a ball!

I'll be a young adult before too long,  
On my own to judge right from wrong.  
I might live with my parents or get my own place,  
I'm independent now, so give me my space!

I'm older now, and I'm still tall,  
I go to college and have a ball!

One day I'll be an adult, mature and grown,  
Then maybe I'll have children of my own!  
With them the lifecycle will start again,  
This human race will have no end.

I'm older now, and just as tall,  
I go to work and have a ball!



## Holidays Throughout the Year

Adapted from *Brown Bear, Brown Bear*, by Barbara Barker

January, January, what do you see?

I see New Year's Day looking at me.

New Year's, New Year's, what do you see?

I see Martin Luther King Jr.'s birthday looking at me.

February, February, what do you see?

I see Groundhog's Day looking at me.

Groundhog, Groundhog, what do you see?

I see Valentine's Day looking at me.

Valentine's, Valentine's, what do *you* see?

I see President's Day creeping up on me.

March, March, what do you see?

I see St. Patrick's Day looking at me.

April, April, what do you see?

I see Easter Sunday looking at me.

Easter, Easter, what do you see?

I see Earth Day looking at me.

May, May, what do you see?

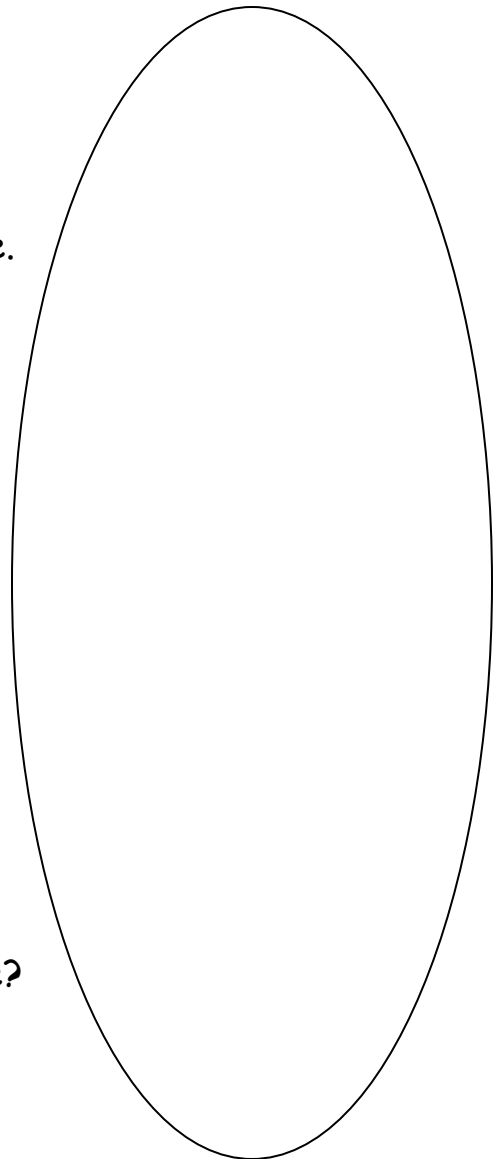
Cinco de Mayo looking at me.

Cinco de Mayo, tell me what do you see?

I see Mother's day looking at me.

Mother's Day, Mother's Day, what do you see?

I see Memorial Day following me.



June, June, what do you see?

I see Flag Day looking at me.

Flag Day, Flag Day, what do you see?

I see Father's day looking at me.

July, July, what do you see?

I see Independence Day looking at me.

August, August what do you see?

I see a month without holidays looking at me.

September, September, what do you see?

I see Labor Day looking at me.

October, October, what do you see?

I see Columbus Day looking at me.

Columbus, Columbus, what do you see?

I see Halloween looking back at me.

November, November, what do you see?

I see Veteran's Day looking at me.

Veteran's Day, Veteran's Day, what do you see?

I see Thanksgiving following me.

December, December, what do you see?

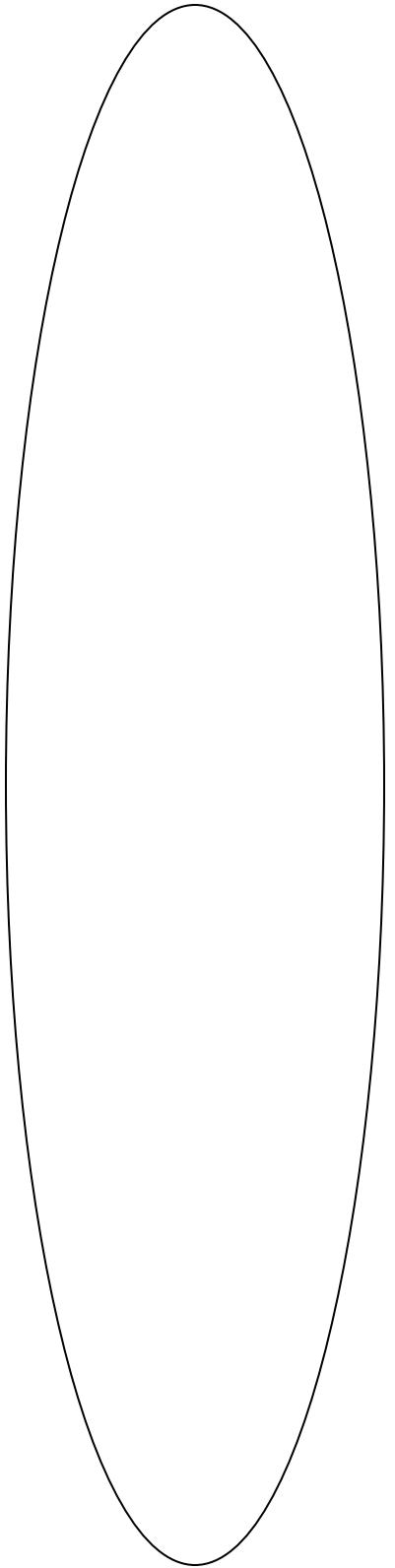
I see Hanukkah looking at me.

Hanukkah, Hanukkah, what do you see?

I see Christmas creeping up on me.

Christmas, Christmas, what do you see?

I see Kwanzaa following me.



## Months of the Year

(sung to the tune of "Calendar Girl" or chant)

by Barbara Barker

January- The first month of the year

February- We're still wearing our winter gear

March- Then raindrops fill the air

April- They make the plants grow everywhere

-CHORUS-

May- The weather's getting a little warmer

June- Now we're ready for the hot summer

July- Go and visit the swimming pool

August- Get ready to go to back to school

-CHORUS-

September- Leaves change yellow, red and brown

October- Then they fall down to the ground

November- Now that autumn's coming to an end

December- Winter comes, the cycle starts again

-CHORUS-

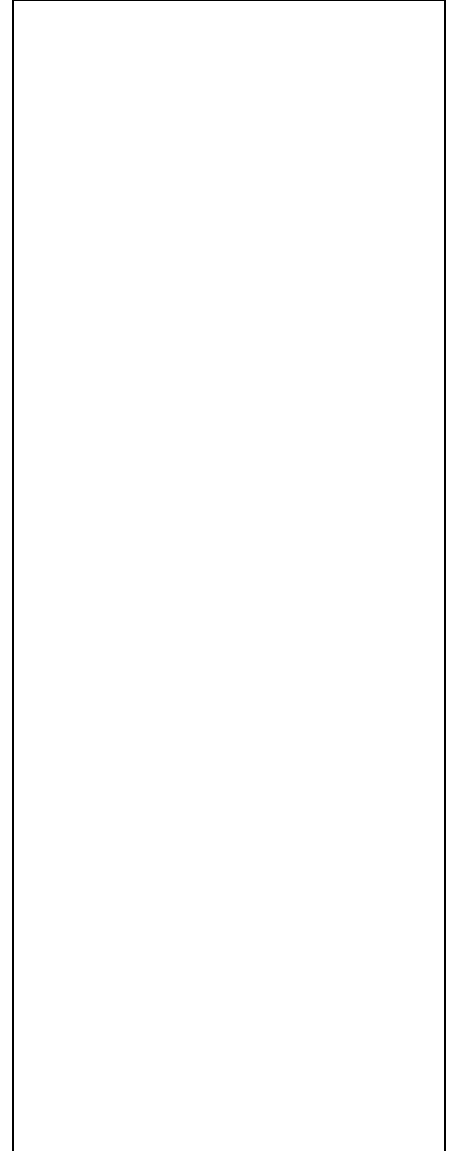
Chorus:

Yeah, sure, it goes by in a whirl-

But I love to watch the weather change all over the world

Everyday (everyday) Everyday (everyday) of the year-

Everyday of the year!



## **Seasons of the Year**

Adapted from *Brown Bear*, by Barbara Barker

Wintertime, wintertime, what do you see?  
Lakes of ice and snowball fights all around me.

Springtime, springtime, what do you see?  
Growing flowers and rain showers sprinkling down on me.

Summertime, summertime, what do you see?  
Long days and bright sunrays, warming the earth for me.

Autumn, autumn, what do you see?  
Leaves of orange, red, yellow and brown falling down from the tree.