

Seasonal Changes Integration Ideas:

Science: 2.1 and 2.7

Reading: 2.1-2.4

Writing: 2.6-2.8

- Reading Center: TSW sort familiar and unfamiliar books by their settings: day/night and/or seasons. Math connection: students graph the number of books in each season.
- Math: TSW tally and graph their favorite seasons.
- Kinesthetic : TSW act out migration (by moving to the south side of the room in the fall and moving north in the spring); hibernation (by gathering food and then hiding under their desks); camouflage (by finding something in the room that matches their clothing coloring)
- Kinesthetic: Play Magic Treasure Box – TSW sit in a circle. One student pretends to take an object out of an imaginary treasure box in the middle of the circle. The student acts out how he/she uses that object and calls on students to guess what the object is (Limit to 3 guesses for time’s sake). The student with the correct guess pretends to take the object, puts it back in the treasure box, and then takes out a new object.
- Kinesthetic: Play “What are You Doing?” TSW sit in a circle. One student begins by acting out something that he/she does in winter. The next student says “What are you doing?” The student who is acting says something DIFFERENT than what he/she is doing. For example, if a student is pretending to ice skate, he/she might say, “I’m building a snowman.” The asking student has to act out building a snowman. Students continue around the circle until all students have had a chance to act.
- Music: Play “The Four Seasons” by Bach and have students discuss which season is being portrayed and their reasons.
- Writing Center: (For a Class bulletin board of a bare tree)
In fall, Students write descriptive fall words on die-cuts of colored leaves and/or apples (to put on the branches).
In winter, Students write descriptive winter words on die-cuts of snowflakes (in the air and on the ground).
In spring, use green leaves.
In summer, use flowers.

- Shared Writing: Use an expanded concept web with one season in the middle, surrounded by people, animals, weather, and plants/trees. Draw and/or write 3 key ideas for each. Model how to write a topic sentence. For example, "In summer, most living things are active and growing."
- Independent Writing: Students choose one season and complete their own web for prewriting, then write their own paragraphs.
- Art Center: Students divide papers in fourths and draw 4 bare trees. In spring, students glue on torn strips of green paper. Summer: tissue paper flowers. Fall: dots of red paint for apples. Winter: bits of cotton balls for snow.
- Art Center: Students make trioramas by folding a piece of square paper into fourths along the diagonals so that they have 4 triangles. Cut along one diagonal from the corner to the middle. Overlap 2 triangles so that they end up with a pyramid shape. This could be used as the top of a mobile with pictures and/or labels on the outside (season, adaptations, weather). Students illustrate items that are attached to each tri-section. The triorama could also be stood upright with pop-up animals, plants, people, and settings on the inside. Each team member could choose a different season of seasonal change. Then 4 trioramas can be glued together to make a rotating cycle.