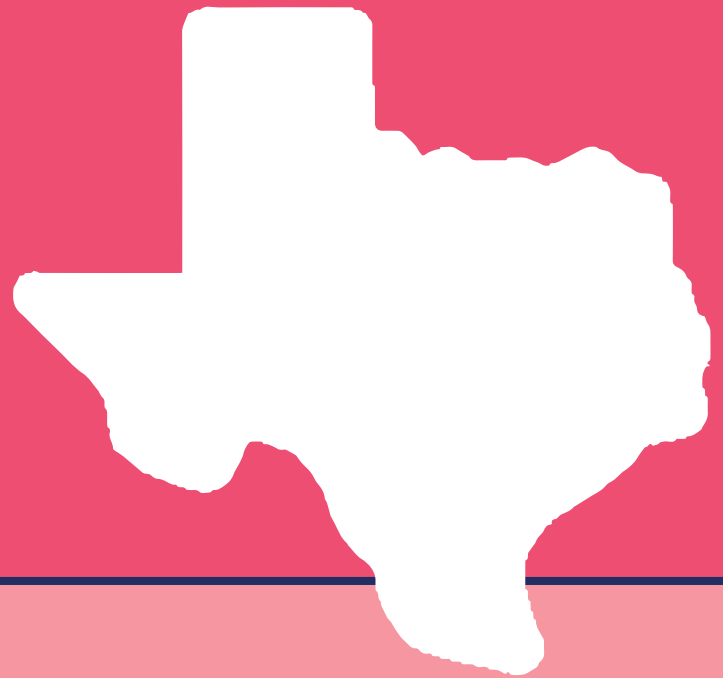




**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

SEASONS AND WEATHER: AS THE EARTH TURNS



KINDERGARTEN UNIT 9 | ACTIVITY BOOK

EDITION 1

Kindergarten

Unit 9

Seasons and Weather: As the Earth Turns

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email
openeducationresources@tea.texas.gov.

NAME: _____

DATE: _____

1.1

Activity Page



By _____

Directions:

- Take this sheet and staple three blank pieces of 8½" by 11" paper to make a small book.
- Read the title to students, and encourage each of them to write their names on the blank line.
- Track the weather on a daily basis for a week, starting with today's date.
- Draw a simple picture of a sun, a sun with clouds, clouds, or clouds and rain, depending on the weather each day.
- Write down the outside temperature and/or draw a simple thermometer. Color in how high or low the liquid in the thermometer is.

NAME: _____

DATE: _____

1.2

Take-Home

Dear Family Member,

Over the next several days, your student will be learning about seasons and weather. Each day they will hear a Read-Aloud that is often set in the form of a letter from a fictional fifth-grader named Annie. In her letters, Annie discusses the different seasons and some of the characteristics of those seasons, as well as holidays, traditions from other cultures, and other activities that often occur during particular seasons.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about seasons and weather.

1. Use the Word *Characteristics*

Your student is learning and using the word *characteristics* to talk about the different seasons. Ask your student, “What season is it now? What are some characteristics of this season?” Encourage your student to use this word in situations other than ones in which you talk about the seasons. Ask, “What is your favorite animal? What are some characteristics of that animal?”

2. Imagine the Seasons

Have your student close their eyes and imagine each season, one at a time. Have your student describe what they are imagining, using their senses of sight, taste, touch, hearing, and smell.

3. Sayings and Phrases: April Showers Bring May Flowers

Your student will learn the well-known saying, “April showers bring May flowers.” Have your student draw this saying with crayons and paper. The next time your student is having a difficult time, tell your student that “April showers bring May flowers,” reminding them that happy times can come after unhappy ones.

4. Draw a Season

Have your student draw a picture of himself/herself in the current season. Guide your student to draw a picture of himself/herself with the appropriate clothes for the season and the activity. Ask your student which season they most enjoy and why that season is their favorite.

5. Read Aloud Each Day

Set aside time to read to your student each day. The local library has many books on seasons and weather.

Be sure to praise your student whenever they share what is learned at school.

NAME: _____

DATE: _____

Dear Family Member,

Over the next several days, your student will continue to learn about seasons and weather. Students will listen to “The Grasshopper and the Ants,” a fable about the seasons and thinking ahead. The letters from Annie will discuss thunderstorms and safety tips. Your student will also learn about meteorologists and weather forecasting.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about seasons and weather.

1. “The Grasshopper and the Ants”

Have your student retell the story of “The Grasshopper and the Ants” to you. Ask your student what the grasshopper and the ants were doing during the summertime, and what happened to the grasshopper and the ants during the wintertime. Discuss the importance of being prepared for the future and thinking ahead, as well as the importance of helping others who are in need.

2. Use the Word Severe

Your student will learn and use the word *severe* to talk about serious weather. Ask your student to name some severe types of weather. Have your student describe those types of weather. Then, ask your student if they can name words that mean the opposite of *severe*, such as *gentle* or *mild*. Finally, have your student describe the opposite of severe weather, such as a sunny, spring day.

3. What to Do in a Thunderstorm

Give your student prompts, such as, “What should I do during a thunderstorm?” Have them describe safety tips for thunderstorms. Remind your student that if they are ever in a severe storm, they should look for a trusted adult to help them find safety.

4. Draw a Seasonal Activity Scene

Have your student draw a picture of himself/herself in the current season doing a familiar seasonal activity. Guide your student to draw a picture of himself/herself with the appropriate clothes for the season and activity. Then, have your student describe the picture to you, explaining their artistic choices in clothing, scenery, and color.

5. Read Aloud Each Day

Set aside time to read to your student each day.

Be sure to praise your student whenever they share what has been learned at school.

NAME: _____

DATE: _____

PP.1

Assessment

1.



2.



3.



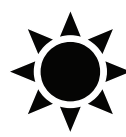
4.



5.



6.



7.



8.



NAME: _____

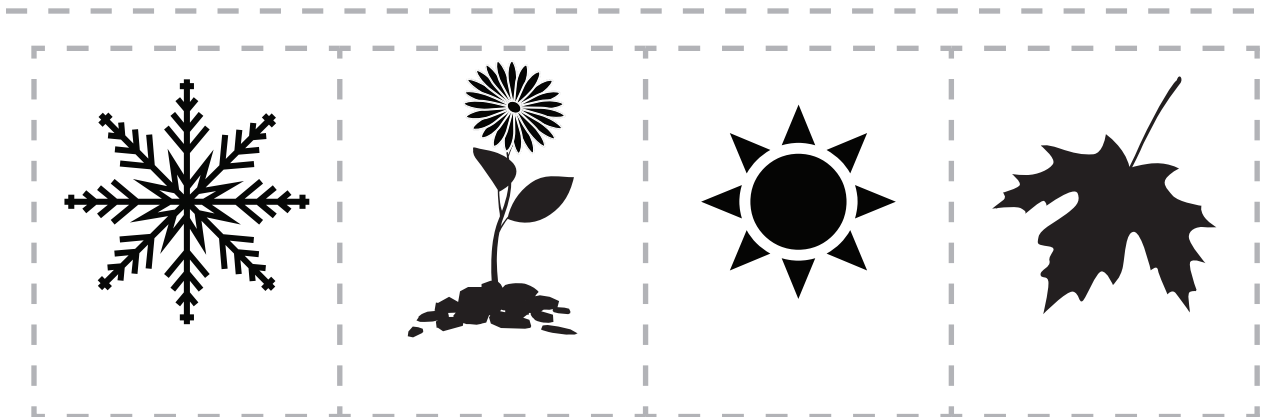
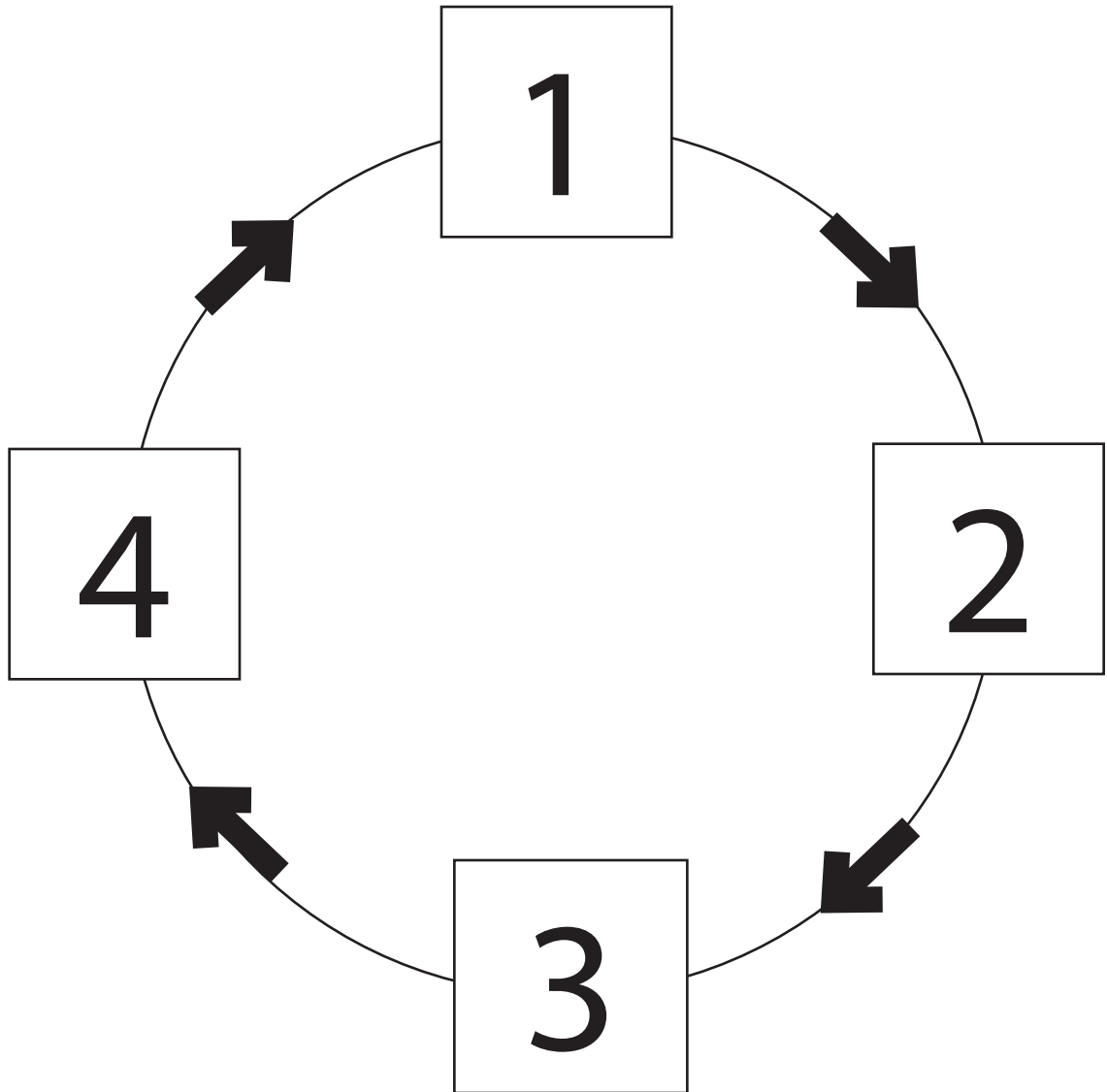
DATE: _____

6.1

Activity Page

Unit 9

Directions: Cut along the dashed lines below. Then, cut out each season picture. Mix them up. Now, find winter. Find the square with a number one on it and paste winter on top of that square. Next, find the season that follows winter and paste it on the square numbered two. Repeat until all four seasons are pasted to the circle, showing the cycle of seasons.























NAME: _____

UA.1

Assessment

DATE: _____

Directions: Listen to your teacher's instructions.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

11.



12.



13.



14.



15.



NAME: _____

UA.2

Assessment

DATE: _____

Directions: For each number, listen to the characteristic of a season that I will describe. Then, circle the picture of the season I am describing. Afterward, on the back of your paper, draw a picture of the season it is right now.

1.



2.



3.



4.



5.



6.



7.



NAME: _____

UA.3

Assessment

DATE: _____

Directions: Listen to your teacher's instructions.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



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