

## “Writing Lessons According To the 6 Traits of Writing” July 2007

### Lesson Template

**Lesson Title:** Seasons

**Trait:** organization

**Grade Level:** Kindergarten

**Content Area:** writing

**MA Framework:** Organizing ideas in writing

**Strand/Standard:** 23.1 arrange events in order when writing

**MA Framework:** Standard English conventions

**Strand/Standard:** 22.1 print upper case letters

**MA Framework:** writing

**Strand/Standard:** 19.3 draw pictures and/or use letters or phonetically spelled words to give others information

**Teacher:** Lee Trench

**Instructional Content/Strategy/Strategies:** *Describe the content/strategy learned and used.*

Content: life science/seasons and writing

Strategy: organization

**Instructional Objectives:** *Include content, process or skills, goals . . .*

Goal: students will demonstrate their understanding that a year can be divided/organized into 4 seasons

**Description:** *Include how you proceeded with the lesson. What did you do?*

Preliminary work:

1. Read books on seasons (e.g. Burningham, John; Seasons. Cherry, Lynn; Chipmunk Song. Cherry, Lynn, How Groundhog’s Garden Grew. Lionni, Leo; A Busy Year. Gibbons, Gail; The Reasons for Seasons. Gibbons, Gail; The Seasons of Arnold’s Apple Tree.)
2. cut, order and staple together pre-printed seasons booklet (see attached)
3. observational drawings of our designated “kindergarten” tree in fall, winter and spring
4. go on seasonal walks (fall, winter, spring) and record (teacher/parent) what is observed that day, using 4 of 5 senses (feel, see, hear, smell)
5. observational drawings of growth cycle: tulip, beans, peas

Lesson:

- Initiate a discussion (small or large group) about seasons and ask the children to brainstorm what they have learned about the seasons. Discussion should include how many seasons there are, differences, and what kinds of details would be important to include in a drawing of a season.
- Give each child 5 blank pages
- Instruct children to draw a picture of each season, one per page, using as much detail as possible. Each page should be labeled using “kindergarten” writing. Depending on time, this may take more than one day to complete.
- The 5<sup>th</sup> blank page will be used for the cover. Children can copy the words, or use “kindergarten” writing to write “MY SEASONS BOOK”
- When all the pages are complete, the child will put the pages in order and staple to complete the book.

**Resource Materials:** *Include book chapter pages, handouts, graphic organizers . . . .*

Blank paper

Colored pencils

Stapler

**Assessment/Follow-up:** *List the method(s) you’ll use to assess student learning.*

Assessment can be monitored as the children work.

- How much detail is included? Does the picture clearly show that the child understands the key differences in the 4 seasons?
- Is the child able to put the seasons in the correct order independently?
- Are the pages labeled appropriately?

Follow up:

- Generate discussions about other things that can be categorized/organized into predictable cycles. (e.g. in our classroom we learn about the life cycle of apples, and keep observational journals to record the growth cycles of ladybugs, tulips, peas and beans.).
- In what ways do these life cycles relate to the seasons?
- Is there a beginning, middle and end to these cycles? Why or why not?

**Reflection:** *How was this content/strategy useful or successful? What changes would you make, if any? Why did you select this content/strategy for this lesson? Was this an effective content/learning strategy? How will this content/strategy lead to increased achievement in your classroom?*

I envision this lesson as a culminating lesson to be completed in the spring. The children would have to pull together the information they have gathered over the course of the year and independently create their own seasons booklet. It should encourage them to make connections between many the things we have studied and observed over the course of the year. It could lead into an interesting discussion about beginnings, middles and ends.