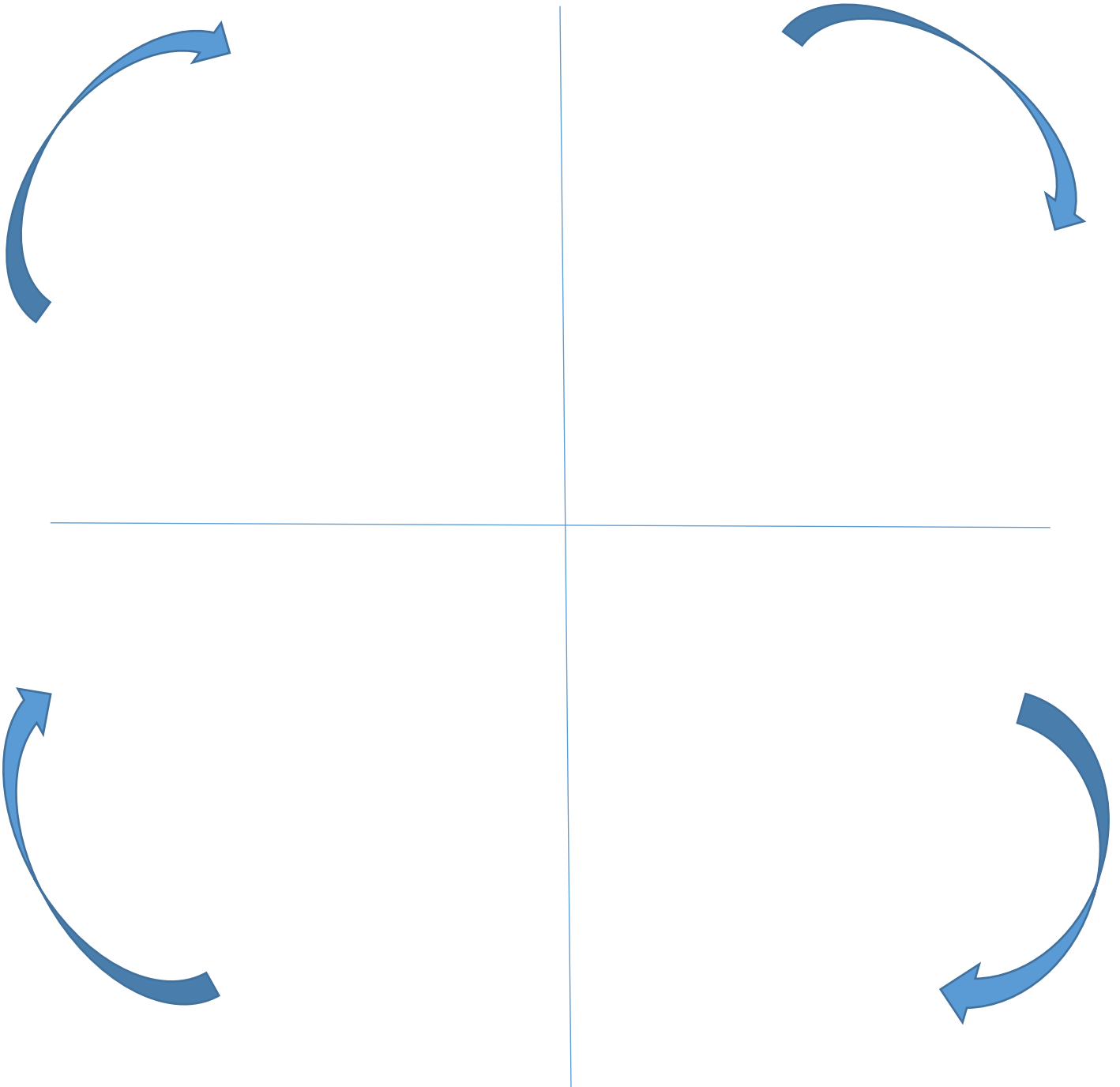


**TEACHING LITERACY IN TENNESSEE:
UNIT STARTER STUDENT ACTIVITY PACKET
GRADE KINDERGARTEN ELA UNIT CONNECTED TO
EARTH SCIENCE**

Task 1: "What's the Weather Like" and "Looking Out the Window"

Writing Task 1A: Annie told us about weather and seasons in her letter. Let's write a letter to Annie telling her what we have learned by drawing and labeling the four seasons in their order. Then, choose one season and write about the weather in that season.

Writing Task 1B: The author talks about what she likes about the weather. She uses interesting words like "white wind blows" and "crinkle the face of the window pane". Go back to the letter we started to Annie, finish the letter by using interesting words and pictures to describe the season to Annie by writing at least two sentences that rhyme.



Dear Annie,

Your friend,

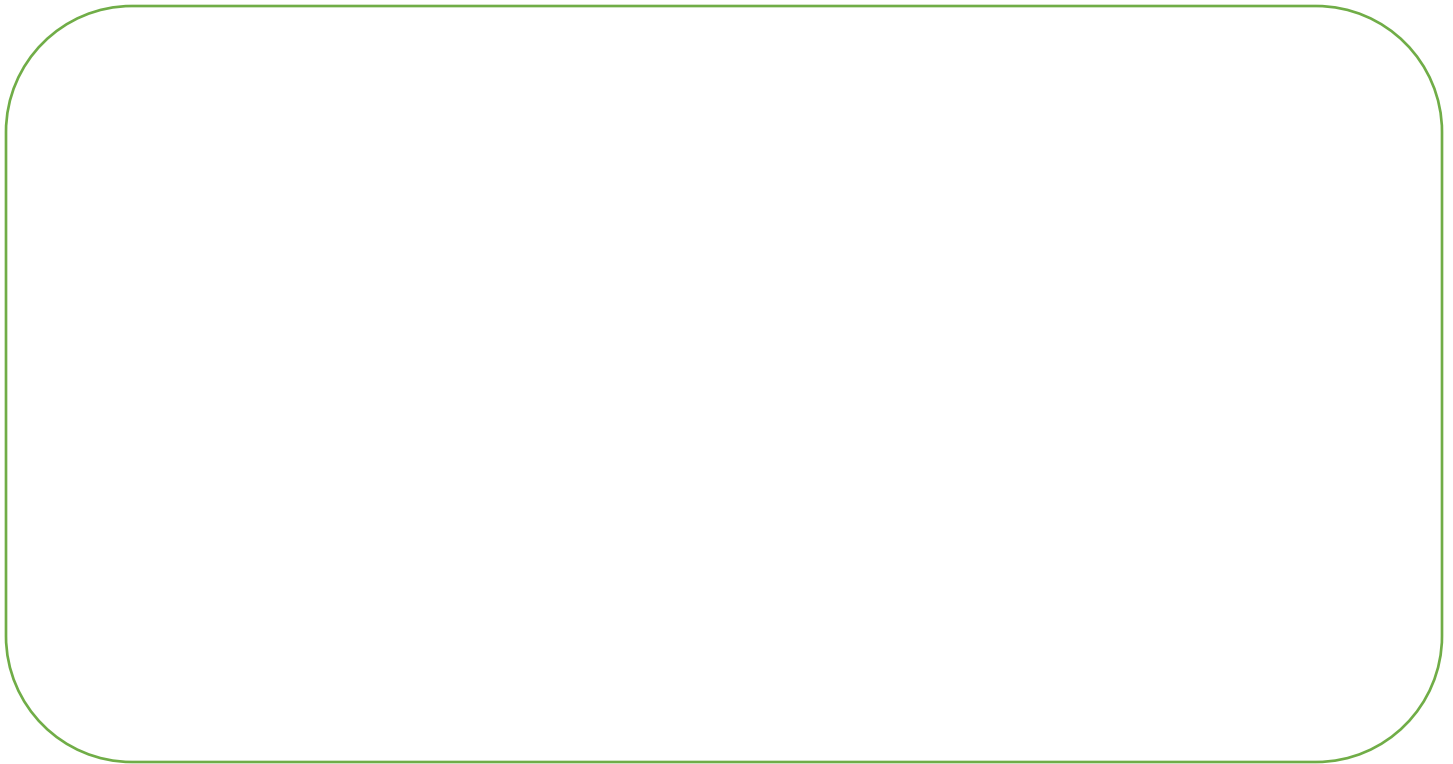
Task 2: *Four Seasons Make a Year*

The girl in the story describes the characteristics and changes of plants and animals in spring and summer. Draw and write how and why the plants and animals in the story are different in spring than in summer. I will ask you to explain to your partner how and why plants and animals are different in spring and summer.



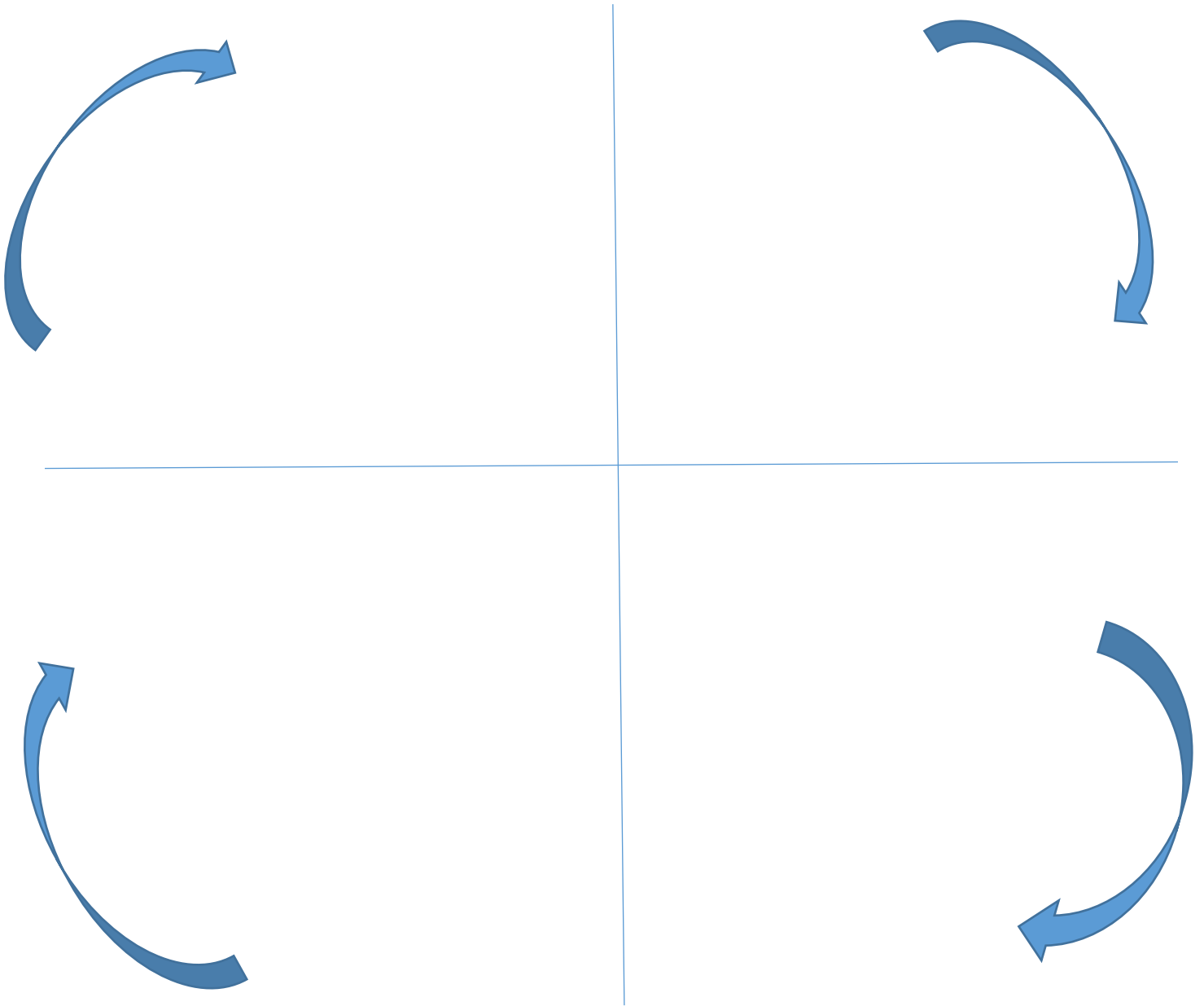
Task 3: Four Seasons Make a Year

The girl in the story describes the characteristics and changes of plants in autumn and winter. Tell how and why the plants in the story are different in autumn than in winter. Draw and write to show how and why the plants are the same or different in autumn and winter. I will ask you to explain to your partner in words how and why plants are the same and different in autumn and winter.



Task 4: *Four Seasons Make a Year and "The Four Seasons"*

Draw and write how the weather causes the sunflower to change in each season. You will explain to a partner what happens to the sunflower throughout each season.



Task 6: *The Seasons of Arnold's Apple Tree*

We are going on a field trip to an apple orchard this fall. Please write a letter to someone at your home to tell them what we will need to wear and what we should expect to see and do with the apple trees when we get there.

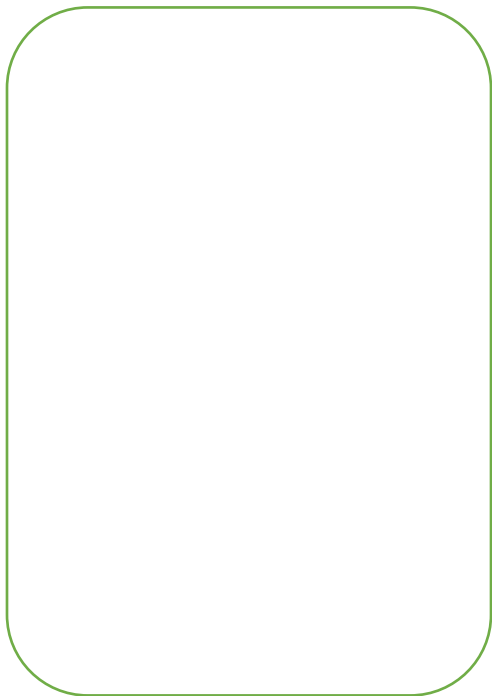
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Dear _____,

Love,

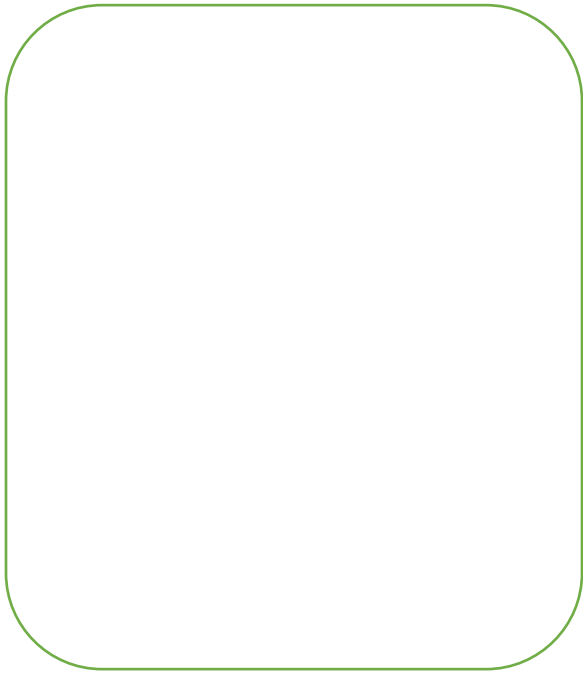
Task 7: A Year at Maple Hill Farm

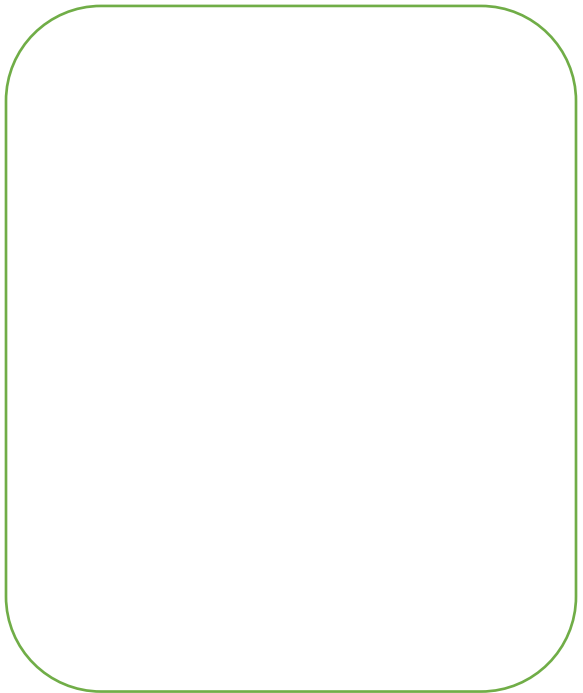
In *The Year at Maple Hill Farm*, we read about how animals react to the seasons and changing weather in winter and spring. Today, you will pretend you are one of the animals on the farm. You will write how you are affected by the weather during the winter and spring. You will write at least one sentence to focus on winter and at least one sentence to focus on spring. Your drawings will match what we write about for each season.



Task 8: A Year at Maple Hill Farm and Something Told the Wild Geese


Yesterday, you pretended you were an animal on the farm and wrote about how the weather in winter and spring affected your behavior. Today, we are going to add to our writing by using text evidence to write about how the weather affects you in summer and fall. You will write at least one sentence to focus on summer and at least one sentence to focus on fall. Remember your drawings will match what we write about each season.





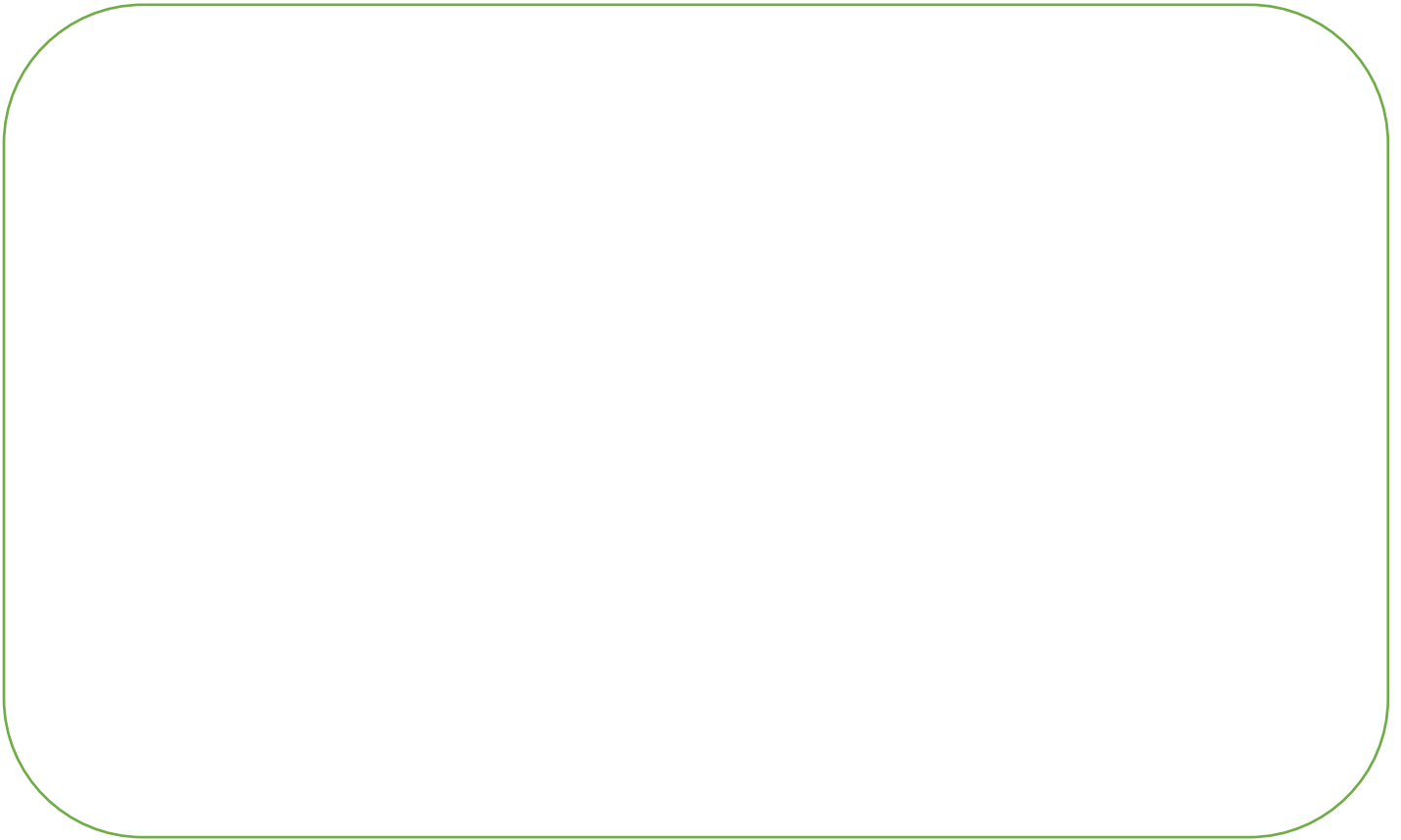
Task 9: *What Will the Weather Be?*

Using the illustrations from pages 6-7 in our text, pretend you are a meteorologist. Write a weather forecast that helps people be prepared for the weather.



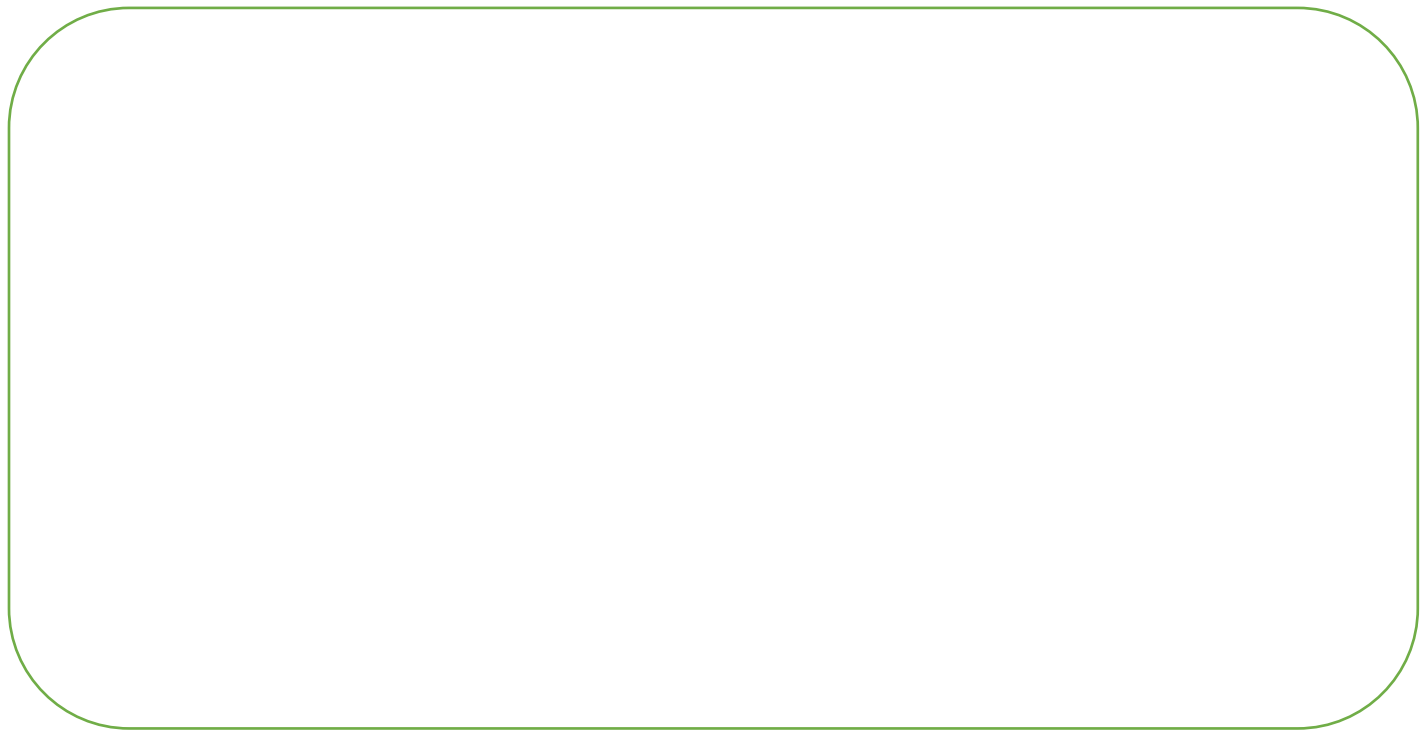
Task 10: "Weather Together"

What season is the author of this poem describing? Use information from the poem and the illustration to support your opinion. Be sure to include a picture, labels and at least 2 sentences.



Task 11: *What Will the Weather Be?*

Our text says that, "changes in the weather are not always predictable." Choose one weather tool and tell what that tool does and how the weather tool helps to plan and prepare for changing weather. Be sure to include an illustration of your weather tool, labels, and sentences that describe what the weather tool does and how it is helpful in planning for changing weather.



Task 12: *Freddy the Frogcaster*

Freddy uses his senses and weather tools to make predictions and be prepared for the weather. Using information from what you have learned so far, write a letter to a friend explaining why it is important to know about the weather forecast. In your writing, be sure to include illustrations, labels and sentences to share your opinion.

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Dear _____,

Your friend,

Task 13: *Weather Forecasting* and "A Week of Weather"

Choose one of the four seasons and create an extended weather forecast for one week during the season you choose. Be sure to include an illustration, labels and at least one sentence to describe the weather.



End of Unit Task:

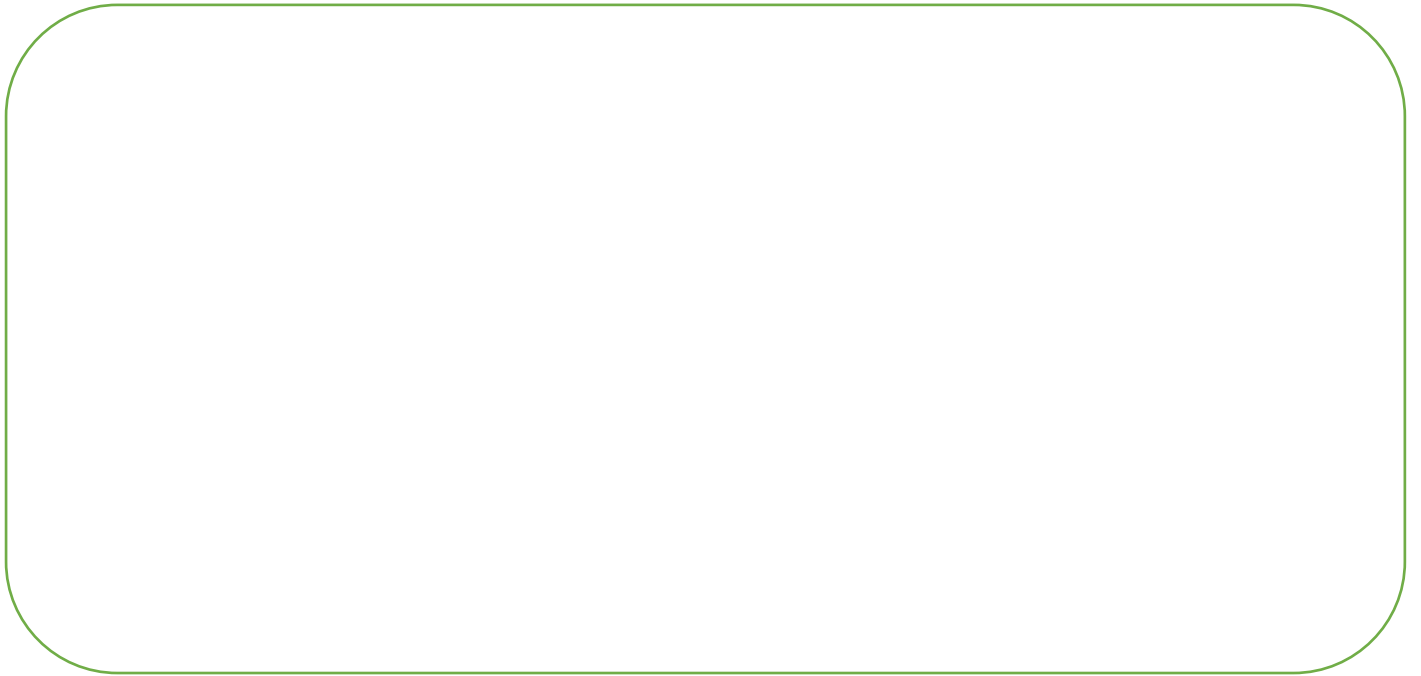
You just heard a commercial for a contest allowing the winner to be a published author and illustrator of a book about weather patterns and the seasons. You are excited and want to enter! From the books we have read, you must write your book and a short explanation of the patterns you see in the seasons for the publishing company. In your sample, please use a combination of drawing, dictating and writing to briefly describe the change in each season.

Please make sure to include:

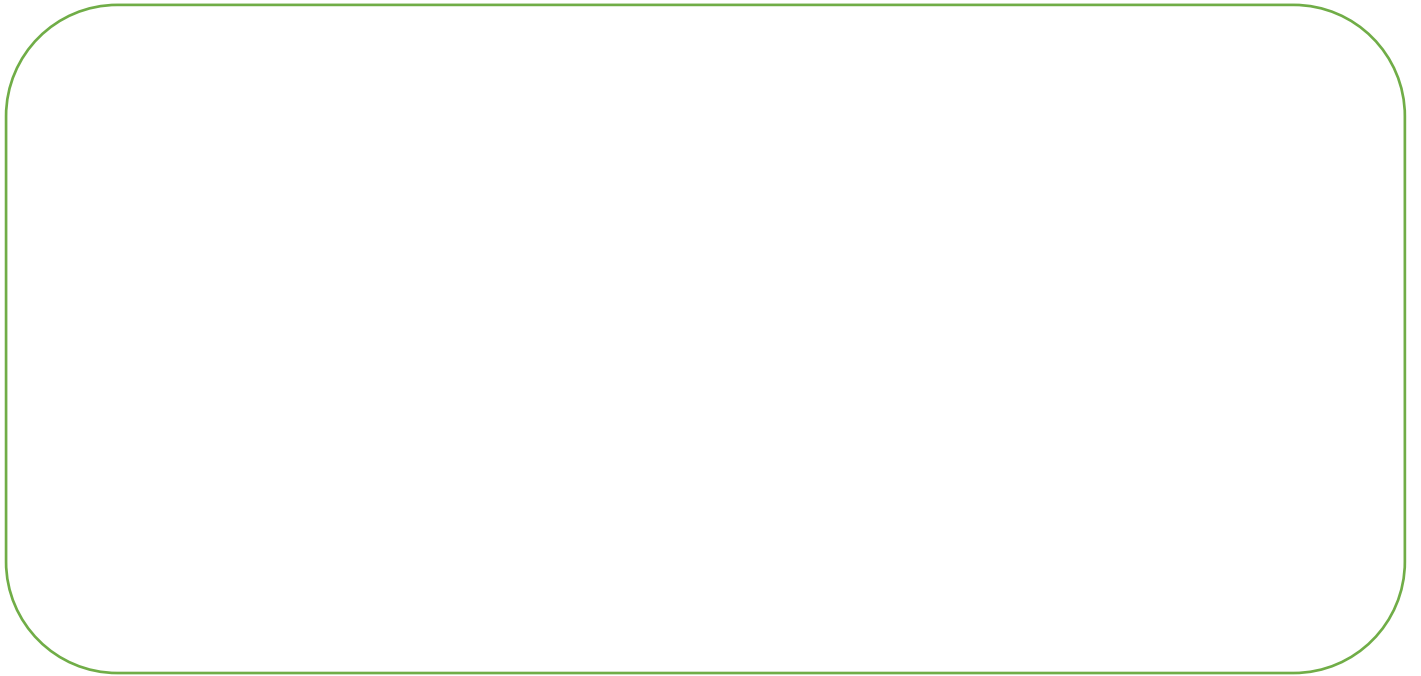
- what the weather is like in each season;
- what people would wear and possibly be doing in each season;
- where animals might be found and what they might possibly be doing in each season;
- what plants might look like in each season;
- why people, animals and plants behave as they do in each season;
- at least three words from our unit's vocabulary word wall;
- a short explanation of the pattern you see in the seasons; and
- remember to use capital letters and punctuation where needed.



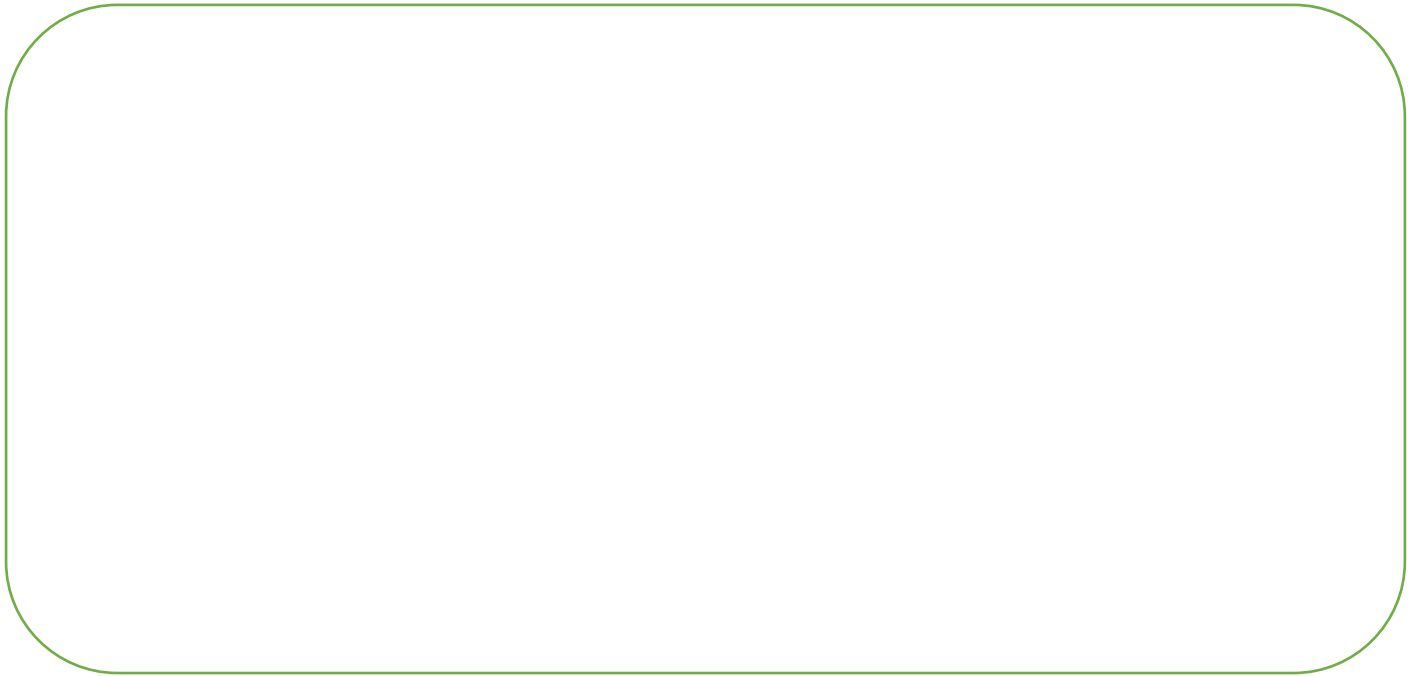
Handwriting practice lines consisting of seven horizontal black lines spaced evenly down the page.



Handwriting practice lines consisting of seven horizontal black lines spaced evenly down the page.



Handwriting practice lines consisting of seven horizontal black lines spaced evenly down the page.



Eight horizontal black lines spaced evenly down the page, serving as a writing area.