

## Grade One Interactive Read-Aloud

Students will hear a read aloud story about winter to build comprehension, vocabulary and language skills as they relate to seasonal change. They will reinforce their understanding through outdoor learning.

Outcome	I can statement:
<b>Science 1</b> Learners will analyse daily and seasonal change in the environment.	I can describe changes that I observe in winter.
<b>English Language Arts A1</b> Learners will apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and contexts.	I can use, "I like winter..." and "I do not like winter..." in a sentence.

Materials:

- [I Definitely Don't Like Winter](#) by Fiona Barker and Christine Pym (NSSBB 1007935)
- Calendar (optional)
- Magnifiers (optional)
- Clothing suitable for the weather



Before Reading	
<p>The teacher may want to use a calendar to identify the date, day, month, season and weather. This could lead to a class discussion to introduce the book.</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>▪ What do you know about winter?</li> <li>▪ What do you like or not like about winter?</li> <li>▪ How does nature change when winter arrives?</li> <li>▪ What do living things do in winter?</li> <li>▪ What do you see on the book cover?</li> <li>▪ How do the squirrels look to you?</li> <li>▪ What clues tell you the story might be about winter?</li> </ul>	<p>Key vocabulary:</p> <ul style="list-style-type: none"> <li>▪ winter</li> <li>▪ snow</li> <li>▪ cold</li> <li>▪ leaf</li> <li>▪ squirrel</li> <li>▪ friend</li> </ul> <p>Explicit vocabulary instruction through:</p> <ul style="list-style-type: none"> <li>▪ SEE - Show the word with a picture, object or gesture</li> <li>▪ SAY - Say the word and have the students repeat it. Use it in a simple sentence.</li> <li>▪ DO - Act it out or connect to a real life experience</li> </ul>

During Reading
<p>Read the story aloud, pausing at key moments to monitor for understanding with key questions such as:</p> <ul style="list-style-type: none"> <li>▪ Which character loves winter? Who doesn't?</li> <li>▪ Do you notice any signs that winter is coming? (falling leaf, cold weather)</li> </ul> <p>The teacher may reread the story to pause and revisit vocabulary in context.</p> <ul style="list-style-type: none"> <li>▪ Encourage students to say the word out loud and explain the meaning to a partner.</li> </ul>

After Reading	
<p>Bring students outside to look for signs of winter and seasonal change:</p> <ul style="list-style-type: none"> <li>▪ snow, ice, frost</li> <li>▪ fallen leaves</li> <li>▪ animal tracks</li> <li>▪ bare trees</li> <li>▪ feeling cold</li> </ul> <p>Encourage students to connect the story to what they observe outside. Reinforce the vocabulary words in the text.</p> <ul style="list-style-type: none"> <li>▪ What do you notice?</li> <li>▪ How do animals survive outside in winter?</li> <li>▪ What do people need to do when they are outside in the cold?</li> </ul>	<p>Upon returning to the classroom, students can share their observations orally and/or through drawing and writing a simple statement. Sentence starters:</p> <ul style="list-style-type: none"> <li>▪ I like winter because...I don't like winter because...</li> <li>▪ In winter, I see...</li> </ul> <p>A discussion in pairs can connect students back to the story. Several students may share their ideas with the whole class.</p> <ul style="list-style-type: none"> <li>▪ What did you discover today about winter?</li> <li>▪ Why do some people/animals love winter or not like it?</li> <li>▪ Which character do you feel most like? Why?</li> </ul>

Let's Keep Wondering	
<p><b>Signs of Winter Detectives Walk</b> - Tell students they are now winter detectives looking for clues about how the environment changes in winter and what those changes tell us about the season.</p>	
<p><b>Observation Prompts</b></p> <ul style="list-style-type: none"> <li>▪ What do you hear?</li> <li>▪ What do you see?</li> <li>▪ Do you see snow, ice, frost, or puddles?</li> <li>▪ What are people wearing outside?</li> <li>▪ What are the trees and plants like in winter?</li> <li>▪ Do you see birds?</li> <li>▪ Do you see insects?</li> <li>▪ Where might animals go in winter?</li> </ul>	
<p><b>Winter Exploration Mini-Stations</b> - Set up outdoor stations. At each one, students discuss the signs of winter and what changes happen in different seasons. Example stations:</p>	
<p><b><i>Snow &amp; Ice Zone</i></b></p> <ul style="list-style-type: none"> <li>▪ Look for snow, ice or frost.</li> <li>▪ Ask: How does it feel? What happens when it melts?</li> </ul>	
<p><b><i>Trees &amp; Plants Zone</i></b></p> <ul style="list-style-type: none"> <li>▪ Look for trees and plants.</li> <li>▪ Ask: Do they have leaves? How are the leaves different today compared to other seasons?</li> </ul>	
<p><b><i>Animal &amp; Shelter Zone</i></b></p> <ul style="list-style-type: none"> <li>▪ Look for animals and places where animals might live in winter.</li> <li>▪ Ask: Where could an animal hide or rest in winter? How do animals stay warm?</li> </ul>	
<p><b><i>Weather Zone</i></b></p> <ul style="list-style-type: none"> <li>▪ Look for your breath as you breathe out.</li> <li>▪ Ask: How does winter weather affect what we do outside?</li> </ul>	

## Grade One Interactive Read-Aloud

Students will hear a read aloud story about autumn to build comprehension, vocabulary and language skills as they relate to seasons. They will reinforce their understanding through outdoor learning.

Outcome	I can statement:
<b>Science 1</b> Learners will analyse daily and seasonal change in the environment.	I can describe changes that I observe in autumn.
<b>English Language Arts A1</b> Learners will apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and contexts. <ul style="list-style-type: none"> <li>Use explicitly taught vocabulary, syntax, and grammar to communicate ideas.</li> </ul>	I can use new vocabulary to describe autumn and leaves.

Materials:

- [The Leaf Thief](#) by Alice Hemming and Nicola Slater (NSSBB 1007176)
- Calendar (optional)
- Clothing suitable for the weather



Before Reading	
<p>The teacher may want to use a class calendar to identify the date, day, month, season and weather. This could lead to a class discussion to introduce the book.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>What do you know about autumn/fall?</li> <li>What do you like or not like about autumn?</li> <li>What do you notice about trees in fall?</li> <li>What do you think this story might be about?</li> <li>How does the squirrel look?</li> <li>Why might the leaves be important to the squirrel?</li> <li>Have you ever collected leaves?</li> </ul>	<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>leaf</li> <li>tree</li> <li>squirrel</li> <li>autumn</li> <li>to steal</li> <li>thief</li> </ul> <p>Explicit vocabulary instruction through:</p> <ul style="list-style-type: none"> <li>SEE - Show the word with a picture, object or gesture</li> <li>SAY - Say the word and have the students repeat it. Use it in a simple sentence.</li> <li>DO - Act it out or connect to a real life experience</li> </ul>

During Reading
<p>Read the story aloud, pausing at key moments to monitor for understanding with key questions such as:</p> <ul style="list-style-type: none"> <li>What do you think happened to the missing leaf?</li> <li>What details do you see on the tree?</li> <li>What is happening in the background that Squirrel doesn't notice?</li> <li>How is Squirrel feeling? How can you tell from the picture?</li> <li>The teacher may reread the story to pause and revisit vocabulary in context.</li> <li>Encourage students to say the word out loud and explain the meaning to a partner.</li> </ul>

After Reading	
<p>Bring students outside to observe seasonal change in autumn such as:</p> <ul style="list-style-type: none"> <li>▪ colored and falling leaves (red, yellow, orange)</li> <li>▪ animal observations (e.g squirrels gathering food; less birds present)</li> <li>▪ daylight changes (e.g darker in the mornings)</li> <li>▪ Temperature (e.g cooler)</li> </ul> <p>Ask them to collect 3-5 interesting leaves and sort them by colour, size, or shape. How do their leaves compare to the leaves in the squirrel's tree?</p> <p>Encourage students to connect the story to what they observe outside. Reinforce the vocabulary words in the text.</p> <ul style="list-style-type: none"> <li>▪ What do you see, hear or feel?</li> </ul>	<p>Upon returning to the classroom, students can share their observations orally and/or through drawing and writing a simple statement about the leaves that they collected.</p> <p>Sentence starters:</p> <ul style="list-style-type: none"> <li>▪ My leaves are...</li> </ul> <p>A class discussion can connect students back to the story.</p> <ul style="list-style-type: none"> <li>▪ Was there really a leaf thief?</li> <li>▪ What did Squirrel learn about autumn/fall?</li> <li>▪ If you were the squirrel, what would you do?</li> </ul>

Let's Keep Wondering
<p><b>Leaf Detectives Walk</b> - Tell students they are now leaf detectives looking for clues about how leaves change and what those changes tell us about the changing seasons.</p> <p><b>Observation Prompts</b></p> <ul style="list-style-type: none"> <li>▪ Where are the leaves?</li> <li>▪ What color are the leaves?</li> <li>▪ What do you think the tree will look like in the winter?</li> <li>▪ What do you think the leaves will look like in the summer?</li> <li>▪ Why do leaves fall from trees?</li> </ul> <p><b>Leaf Investigation Mini-Stations</b> - Set up outdoor stations. At each one, students discuss how leaves change in different seasons. Example stations:</p> <p><i><b>Leaf Colour Zone</b></i></p> <ul style="list-style-type: none"> <li>▪ Look at leaves on the ground or on the trees.</li> <li>▪ Ask: What colours do we see? Why might leaves change colour?</li> </ul> <p><i><b>Wind and Weather Zone</b></i></p> <ul style="list-style-type: none"> <li>▪ Look for areas that are windy and areas that are calm or sheltered.</li> <li>▪ Ask: How does the wind move the leaves? How do leaves fall?</li> </ul> <p><i><b>Tree Observation Zone</b></i></p> <ul style="list-style-type: none"> <li>▪ Look closely at a tree or group of trees.</li> <li>▪ Ask: Are there leaves or needles? Why do some trees lose their leaves?</li> </ul> <p><i><b>Ground Cover Zone</b></i></p> <ul style="list-style-type: none"> <li>▪ Look for leaves on the ground.</li> <li>▪ Ask: What happens to leaves once they fall from the tree? How do they change?</li> </ul>

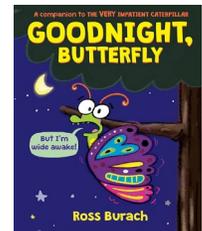
## Grade One Interactive Read-Aloud

Students will hear a read aloud story about animal activity at night to build comprehension, vocabulary and language skills. They will reinforce their understanding through outdoor learning.

Outcome	I can statement:
<b>Science 1</b> Learners will analyse daily and seasonal change in the environment.	I can name some animals that are active during the day and some that are active at night (nocturnal).
<b>English Language Arts A1</b> Learners will apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and contexts. <ul style="list-style-type: none"> <li>Use explicitly taught vocabulary, syntax, and grammar to communicate ideas.</li> </ul>	I can use new vocabulary words to talk about the story.

Materials:

- [Good Night Butterfly](#) by Ross Burach (NSSBB 1007934)
- Calendar (optional)
- Magnifiers (optional)
- Clothing suitable for the weather



Before Reading	
<p>The teacher may invite students to talk about what happens during the day and at night, using classroom routines or visual cues such as light and dark to support understanding. This could lead to a class discussion to introduce the book.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>Describe something you see during the day.</li> <li>Describe something that happens during nighttime.</li> <li>What changes happen at night?</li> <li>What do animals do during the day?</li> <li>What do animals do at night?</li> <li>Can you think of animals that stay awake at night?</li> </ul>	<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>Butterfly</li> <li>Nocturnal</li> <li>Comforting</li> <li>Antennae</li> <li>Chrysalis</li> <li>Calm</li> </ul> <p><b>Explicit vocabulary instruction through:</b></p> <ul style="list-style-type: none"> <li>SEE - Show the word with a picture, object or gesture</li> <li>SAY - Say the word and have the students repeat it. Use it in a simple sentence.</li> <li>DO - Act it out or connect to a real life experience</li> </ul>

During Reading
<p>Read the story aloud, pausing at key moments to monitor for understanding with key questions such as:</p> <ul style="list-style-type: none"> <li>Which character sleeps at night? Which character sleeps during the day?</li> <li>How would you describe nighttime? (dark, quiet, cooler)</li> <li>Do you like nighttime? Why or why not?</li> <li>Do you prefer nighttime or daytime?</li> <li>Do you like silence at nighttime?</li> </ul>

### During Reading

The teacher may reread the story to pause and revisit vocabulary in context.

- Encourage students to say the word out loud and explain the meaning to a partner.

### After Reading

Bring students outside to look for things that happen in the daytime:

- Light (bright, cloudy, shady)
- Animal sounds (birds, dogs)
- Animal/insect activity
- Open flowers
- Feeling warm/cool

Encourage students to connect the story to what they observe outside. Reinforce the vocabulary words in the text.

- What animal sounds do you notice?
- Where do animals sleep when it gets dark?
- What happens to insects and animals at night?

Upon returning to the classroom, students can share their observations orally and/or through drawing and writing a simple statement.

- Sentence starters:
- During the day, I like to...During the night, I like to...
- It might be fun to be nocturnal because...

A class discussion can connect students back to the story.

- What did you discover today about animals?
- Why do some animals sleep during the day and others sleep at night?
- Which character do you feel most like? Why?

### Let's Keep Wondering

**Butterfly Habitat Detectives Walk** - Tell students they are now detectives looking for clues about how butterflies (and other insects) would survive in today's weather and this season.

#### Observation Prompts

- Where would you look for butterflies?
- Where do butterflies find food?
- During what season do you see butterflies and why?

**Butterfly Zones Mini-Stations** - Set up outdoor stations. At each one, students discuss how changes affect butterflies. Example stations:

#### *Flower/Food Zone*

- Look for early buds, dried flower heads or grass.
- Ask: Would butterflies find food here in this season?

#### *Shelter Zone*

- Look for trees, shrubs, fences, or corners of the school.
- Ask: Where might a butterfly rest if it were windy today?

#### *Sunlight/Warmth Zone*

- Look for a sunny area and a shady area.
- Ask: Which spot feels warmer? Where would a butterfly warm its wings?

#### *Water/Moisture Zone*

- Look for puddles, dew, frost or dry soil.
- Ask: How might this help or challenge butterflies?