Lesson 5.1
A Walk Through the Seasons
Lesson Overview

In this lesson, students read about and organize observations of the sun and sky in the morning and the evening in different seasons. Students receive a new message from Sai, who is wondering why it was nighttime when he calls his grandma at the regular time during the winter, but it is still daytime when he calls now. Students read *A Walk Through the Seasons*, in which a girl describes what she observes in the sky when her family walks their dog in the morning and the evening during different seasons. They organize what she observed in different seasons in their Investigation Notebooks and describe how the sun is in different places in the sky at the same times of day in different seasons. They act out the sun’s position in morning and evening during different seasons through a new Sky Investigations Role-Play. Finally, students participate in a Shared Listening routine, discussing what the sun’s varying position might mean about daytime and nighttime in different seasons. The purpose of this lesson is for students to figure out that sunrise and sunset happen at different times during different seasons.

**Investigative Phenomenon:** It is nighttime when Sai calls his grandma in winter, but it is daytime when he calls during other seasons.

**Investigative Phenomenon:** The sky in different seasons.

**Students learn:**

- Sunrise and sunset happen at different times during different seasons.
We are wondering how the days change over the year. Are daytime and nighttime different during different seasons?

This book is about a girl who walks her dog in the park at the same times every day, all year round. We will see what she observes about daytime or nighttime during different seasons.

2. Review Partner Reading Guidelines. Point to the Partner Reading Guidelines. Remind students that these guidelines will help them make sense of the book as they read with their partners.

3. Have a pair of students model the Partner Reading Guidelines. Invite two students to model the Partner Reading Guidelines for the class. Read each guideline aloud, having students model the corresponding behavior.

- Sit next to your partner.
- Put the book between you.
- Take turns.
- Read in a quiet voice.
- Work together to read and understand.

4. Review making predictions as a reading strategy.
Remember that an important way that readers learn from a book is by making predictions. When you make a prediction, you use what you already know to decide what you think might happen.

As you read, you can check your prediction to see if it matches what you decided before you read.

5. Set a purpose for reading, reminding students to make predictions.

In this book, the girl describes walking her dog during all four seasons. When you finish reading about one season, pause with your partner to make a prediction about what you think the girl will observe during the next season. Then read to see if what you predicted matches what she observed.

As you read, think about what the girl observes about daytime or nighttime in different seasons.

6. Distribute student books and have students read. Circulate to support. Provide students about 10 minutes to read.

7. Call for attention and have students close their books. Students will review and organize what they read in the book during the next activity. Have them close their books and keep them in front of them.

Teacher Support

Background

About the Book: A Walk Through the Seasons

A Walk Through the Seasons is a Partner Read that introduces students to seasonal patterns of sunlight, connecting those patterns to everyday experience through the story of a girl whose family walks their dog twice a day, morning and evening. In spring and fall, these walks happen around sunrise and sunset. However, in summer, both walks are in broad daylight, while in winter both walks happen in the dark. The girl’s observations provide students with secondhand data about light conditions in different seasons, supporting them in discovering the pattern for themselves.

Science Note: Seasons in Different Places

Not included in the unit, but related to seasonal patterns, is that summer and winter in the Northern and Southern Hemisphere are reversed—when the Northern Hemisphere is experiencing summer, the Southern Hemisphere is experiencing winter; likewise, when the Northern Hemisphere is experiencing winter, the Southern Hemisphere is experiencing summer. Earth’s tilt explains the reversed seasons in the Northern and Southern Hemispheres. In June, July, and August, it is summer for the Northern Hemisphere because the top of Earth’s axis points toward the sun, and it is winter for the Southern Hemisphere because the bottom of the axis points away from the sun. In December, January, and February, the opposite occurs: it is summer for the Southern Hemisphere because the bottom of Earth’s axis points toward the sun, and it is winter for the Northern Hemisphere because the top of the axis points away from the sun. In locations near the equator, days are always about the same length and seasonal variation is minimal.
Rationale

Pedagogical Goals: Invitational Books

*A Walk Through the Seasons* is designed as an invitational book, providing students with an initial, text-based introduction to a phenomenon in an accessible context, without asking them to completely make sense of how or why it happens. These books can provide students with lower-stakes opportunities to read, provide broader exposure to phenomena they may be inexperienced with, and connect what they are learning in science to everyday experiences.
Reading: A Walk Through the Seasons

Students read *A Walk Through the Seasons* with a partner and make predictions about what the girl will observe in each season.

Instructional Guide

1. **Introduce* A Walk Through the Seasons***. Hold up a student copy of *A Walk Through the Seasons*.

   Nos estamos preguntando cómo cambian los días durante el año. ¿Las horas diurnas y las horas nocturnas son diferentes durante diferentes estaciones?

   Este libro trata sobre una niña que pasea a su perro en el parque a las mismas horas cada día, todo el año. Veremos lo que ella observa sobre las horas diurnas o las horas nocturnas durante diferentes estaciones.

2. **Review Partner Reading Guidelines**. Point to the Partner Reading Guidelines. Remind students that these guidelines will help them make sense of the book as they read with their partners.

3. **Have a pair of students model the Partner Reading Guidelines**. Invite two students to model the Partner Reading Guidelines for the class. Read each guideline aloud, having students model the corresponding behavior.

   - Sit next to your partner.
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   - Read in a quiet voice.
   - Work together to read and understand.

4. **Review making predictions as a reading strategy**.
5. Set a purpose for reading, reminding students to make predictions.

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