

Level  
2

# Penguin Young Readers Factsheets

## Seasons

### Teacher's Notes

#### Summary of the story

In *Seasons*, Julio, a bear, goes through the different seasons of the year, looking at differences in weather, landscape, seasonal characteristics and activities around the world. Julio finds something to like in every season, but wonders which season the reader likes best.

#### About the author

Audrey McIlvain is a contemporary writer and teacher of long-standing.

#### Topics and themes

**Animals** Some animals are traditionally associated with different seasons, for example, lamb/spring, squirrel/fall.

**The country** You could talk about what happens in their area at different times of the year.

**Hobbies** Work on verbs could include a lesson on 'can', with pupils responding to questions such as 'Can we ski in summer?' for example.

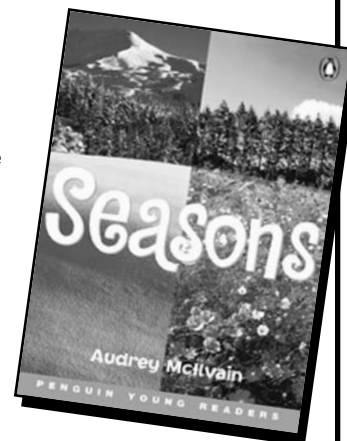
**Senses** Julio eats an ice cream in summer and drinks hot chocolate in winter. What tastes are associated with other seasons? And what smells, sights and sounds? See the During listening activity for more ideas on how to exploit this topic.

**Sports** Which sports are traditionally played in winter, which in summer? Which can be played all the year round?

**Travel** Contrast different areas at the same time, and the same places at different times. How long does it take to cross the world, for example from New York to Sydney, Australia.

**Vacations** Using Julio's adventures, ask the pupils to relate, their last vacation.

**Weather/Seasons** Use the pictures, including the television weather reports for developing the main theme of the book.



#### Making use of the Reader

**Travel** Help the children imagine they have to pack for a long journey. What will they wear to the airport in a cold country, traveling to a hot one? What will they wear when they get there? Learn the vocabulary for different clothes if necessary. Make two heading on a board, hot and cold, and name an item of clothing, which column should it go in. The game could be played with real clothes, which you hold up for the answer.

**Seasons and places** Pre-prepare small pieces of card with the names of different types of places written or typed on them, eg. park, garden, beach, woods. Teach the vocabulary first, if needed. If possible, there should be one card per pupil. Prepare the same number of cards with seasons written on them. Put the cards into two separate bags. The children take turns at picking a card from

each bag. They then have to draw a picture of the scene they have chosen.

**Seasons and hobbies** Find hobbies specifically associated with seasons or weather. Prepare the corresponding season cards and hand each pupil a hobby and a season, but not the correct pair. The children should then mingle and ask questions until they find their pair, eg. ski/winter.

**Making noise** Each pupil must think of a noise specifically associated with a season. E.g. Phew! (hot). Brrr!(cold). Tweet! Tweet! (bird song, in spring). Each pupil makes their noise, in turn, and the others must guess which season it represents. This is a fun and lighthearted warm-up exercise: not all noises will be easily discernible!

#### Using the accompanying audio cassette

**During listening** Ask the pupils to write down any names of animals they hear.

**Animal names** Give the pupils the names of an animal for them to listen out for. They can stand up when they hear it. Give them one name that doesn't appear, does anybody spot it (eg cat, elephant)?



**Sounds** Let the pupils make the sounds to go with the story. Stop the tape at the right places. Re-record the story with the sounds. Page 2, sound of wind, (voice) rain, (water) leaves rustling (paper).

**Actions** Use the audio cassette in conjunction with photocopyable activity number 1. The pupils can categorize as they listen. Put the pupils into at least four groups and make each group a season. Pupils can then put up their hands when it is their season, or write down the word they hear or their season.

### Chants

The language in each chant recycles language from the Reader, so it is best to do activities with the chants after pupils have read the book.

#### Suggested procedure:

- pupils listen to the chant on cassette one or two times, clapping their hands or tapping their desks in time with the rhythm
- pupils then say the chant, verse by verse, together with the cassette, beating the rhythm as they speak, until they are familiar with the words and the rhythm
- you can then split the class into two or three groups and each group can say one verse of the chant in turn

#### Chant 1

Is it spring, Julio?  
Is it windy? Is it warm?  
Are you planting seeds?  
Is it spring, Julio?

Is it summer, Julio?  
Are you swimming in the sea?  
Are you eating ice cream?  
Is it summer, Julio?

Is it fall, Julio?  
Is it getting colder now?  
Are you jumping in the leaves?  
Is it fall, Julio?

Is it winter, Julio?  
Is it very, very cold?  
Are you playing in the park?  
Is it winter, Julio?

#### Chant 2

Winter, spring, summer, fall  
Seasons come, seasons go  
Winter, spring, summer, fall  
What's the season when it's cold?

Winter, spring, summer, fall  
Seasons come, seasons go  
Winter, spring, summer, fall  
What's the season when it's windy?

Winter, spring, summer, fall  
Seasons come, seasons go  
Winter, spring, summer, fall  
What's the season when it's hot?

Winter, spring, summer, fall  
Seasons come, seasons go  
Winter, spring, summer, fall  
What's the season when it's foggy?

#### Chant 3

In some countries  
It's cold all day  
Brrr, Brrr, Brrr, Brrr

In some countries  
It's hot all day  
Whew, whew, whew, whew

In some countries  
It's very wet  
In some countries  
It's very dry

Which do you like best?

Winter, winter!

### Notes on the activities in the Factsheet

**Activity 1** is a categorization activity. **Activity 2** is a matching activity.

In **Activity 3**, pupils draw a picture in each box, using the words provided. **Activity 4** is a true/false exercise.

### Answers to the activities

#### In the back of the Reader

2. Spring/bud, summer/ice cream, fall/leaf, winter/ski. 4. sun, spring, snow, winter, flowers, summer, leaves, fall.

#### In the Factsheet

##### Activity 1

**Spring:** seed, windy.

**Summer:** sunny, swimming.

**Fall:** leaves, woods.

**Winter:** hot chocolate, cold, snowman.

These are the answers found in the book. However, as pupils may have different seasonal associations, it is best to encourage discussion of the answers rather than marking them as right or wrong.

##### Activity 2



flower



seed



Ice cream



ski



snowman

##### Activity 4

1. false, 2. false, 3. true, 4. false, 5. false, 6. false, 7. false.



**Seasons**

Name.....

**Activity 1**

Put these words under the best seasons.

	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>	<b>Winter</b>
seed				
sun				
hot chocolate				
leaves				
cold				
swimming				
windy				
woods				
snowman				

**Activity 2**

Match the word to the picture.

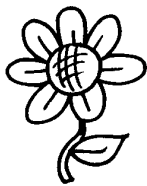
Ice cream

seed

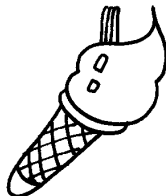
snowman

flower

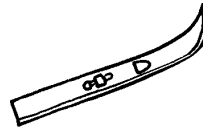
ski



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### Seasons

Name.....

#### Activity 3

Make a picture for each group of words.

**Spring, happy, windy, play**

**Summer, ice cream, hot, beach, swim**

**Winter, very cold, hat, snowman, carrot**

**Fall, cold, leaves, jump**

#### Activity 4

Are they true  or false  ?

- 1. Julio doesn't like flowers.
- 2. Julio goes to the beach in winter.
- 3. Julio likes ice cream.
- 4. Julio makes a snowman in spring.
- 5. It is cold in Sydney in December.
- 6. It is hot in New York in December.
- 7. Julio likes summer the best.

