



# Seasons: Teachers' Notes

This series of four books introduces children to events and facts about the seasons. The books support **geographical** study in their *Knowledge and understanding of patterns and processes* helping children to make observations about seasonal changes in weather and recognise changes in the environment. They are also useful in **science** in their *Study of life processes and living things* looking at how seasons affect animals and plants, and why we have seasons.

The books can also be used for **literacy** work as they feature many examples of explanatory text including:

- **Contents** • **Index** • **Glossary** • **Non-chronological** • **Present tense text**
- **Photographs** • **Headings** • **Captions** • **Labels** • **Flow diagram**

They also include an additional text type: *Instructions for activity*.

## Photocopiable worksheets

A photocopiable worksheet is available for each book in this series. These enable you to ensure that the children have grasped key ideas from the books. The children will need to have access to the books in order to complete the worksheets. Use the worksheets in a guided reading session, for topic-based group work, or even for homework.



### Instructions for the Spring worksheet:

- Ask the children to find an example of each form of 'new life' in the book. They should then draw the picture and write a brief caption on the line. There is also space for them to record the page they found the information on.
- Before they begin, discuss with them different strategies for finding the information they need in the book. Remind them of the contents page and index.



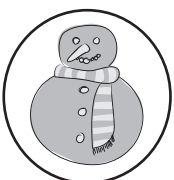
### Instructions for the Summer worksheet:

- Ask the children to think carefully about their choices. These should be based on ideas in the book, but can also relate to personal experience.
- Remind them to use the index and contents page to find their information.



### Instructions for the Autumn worksheet:

- Ask the children to look through the book, exploring all the colours in the pictures. Make a list of the colours they find and what things are in this colour. There may be several for each colour.
- You could teach them to make a tally chart so they can identify the most commonly used colours.



### Instructions for the Winter worksheet:

- Ask the children to write their own definitions for the words listed. Encourage children to read the definitions in the glossary as models.
- Children can use the index to find ideas and information in the book.



# Seasons: Summer

Name \_\_\_\_\_ Date \_\_\_\_\_

- Write a list of the 5 best things in the book that happen in summer.
- Write a sentence explaining why each thing on your list is so good.

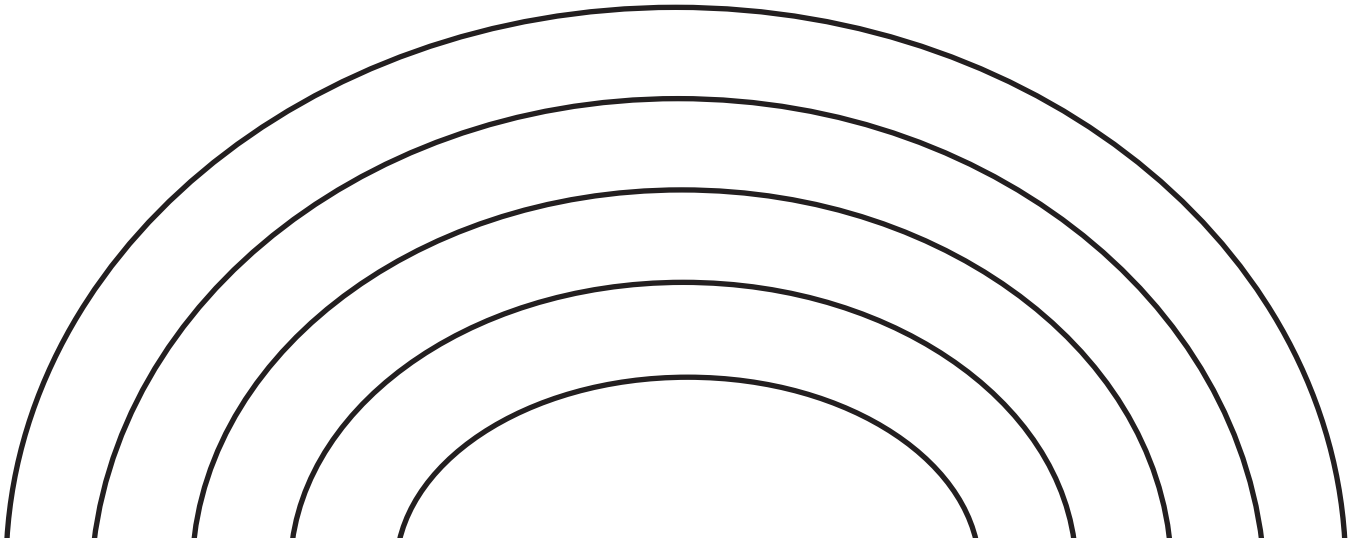
What's good?	Page	Why is it good?



# Seasons: Autumn

Name \_\_\_\_\_ Date \_\_\_\_\_

- Look at the pictures in the book. Which colours can you see most often?
- Colour the autumn rainbow, using autumn colours.



- List the colours you used. What did you find that is that colour?

colour	something which is that colour



# Seasons: Winter

Name \_\_\_\_\_ Date \_\_\_\_\_

- Read the glossary.
- Write your own glossary definitions for these words.

word	definition
Earth	
festival	
plant	
weather	
winter	
Now choose your own word and write its definition	



# Seasons: Spring

Name \_\_\_\_\_ Date \_\_\_\_\_

- Spring is a time of new life. Draw a picture showing the new life for each box.
- Write a caption for each of your pictures.

**New flowers**

Page \_\_\_\_\_

**New birds**

Page \_\_\_\_\_

**New animals**

Page \_\_\_\_\_



# Seasons



- Colour the spring months in spring colours.
- Colour the summer months in summer colours.
- Colour the autumn months in autumn colours.
- Colour the winter months in winter colours.

