

A Year in a Four-Season Forest

Have you ever lived in a place where the seasons change? If you have, you probably know that from season to season, the weather can change from hot to cold and from wet to dry. But did you know that forests can change with the seasons, too? Let's find out what happens to a forest as the seasons change from summer to fall to winter and then to spring.

In the summer, the air in a four-season forest is warm, and the hot sun can shine for hours during the day. The trees in the forest **stretch** out their green leaves toward the light of the sun. This is because the leaves need sunlight to make food. The trees will take some of this food and store it in their roots. And when the trees use this food, they can grow taller. They can grow new leaves, too. This explains why summer is a time of **growth** for trees.

In the fall, the air cools down in a four-season forest. The sun doesn't shine for as long, and the days get shorter and shorter. But as the sky gets darker, something amazing happens to the trees' leaves: they become bright with color. One at a time, the leaves of each tree change. Their green color **disappears**, and they begin to turn different shades of orange, yellow, and red. Soon, the bright colors seem to be **spreading** all over the forest.

In the winter, the days become very cold and there is not much sun at all. The leaves on the trees don't have enough sunlight to make food, so winter is a time of **loss** for the trees. Their leaves dry up and fall to the ground. Soon, all the tree branches in the forest become bare. But even though the trees look dead, they are still alive. Trees can survive by using the last of the food that they stored in their roots during the summer.

In the spring, the air slowly gets warmer and warmer, and the sun begins to shine more and more. The days get longer. New green leaves make an arrival. They start to grow on the trees. In **addition** to leaves, flowers start to grow on them, too. And with that, the four-season forest is full of life and color again.

COMPREHENSION In what ways is life in the forest different during each season? What words help you understand how a tree grows and changes throughout the year?

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Days 1 and 2

"A Year in a Four-Season Forest," Vol. 2, pp. 22–23

Kitten Climbs a Tree

Kitten and Squirrel were playing hide-and-seek outside. Kitten was looking for Squirrel, but she couldn't find him. She started **circling** the yard in big, wide loops. Squirrel was nowhere to be found. But then Kitten saw a tall tree. Kitten said, "I didn't see Squirrel in the yard, so he must be hiding in the tree. I will have to climb the tree to find him."

Kitten had never climbed a tree before because she was too little. "But I have grown," Kitten thought. "My claws are sharper, too." So Kitten tried to climb the tree. Soon, she was saying to herself, "I am climbing the tree! My front claws are pulling me up. My rear claws are **pushing** me up."

As Kitten climbed, she felt bits of bark begin to **cling** to her fur. "I will have to clean off this bark later," she thought. As she stopped and looked more closely at the bark of the tree, she saw a ladybug crawling by. Kitten asked the ladybug, "Do you know where Squirrel is hiding?"

Ladybug said, "I've heard him talking. He must be higher up the tree." So Kitten kept climbing. She saw a hole in the tree and looked inside. Squirrel was not there, but Owl was sleeping. She **slipped** past the hole so she wouldn't wake him.

Kitten climbed higher. She saw a nest on a branch. Was Squirrel hiding in it? Kitten tipped the nest toward her with her paw. But it was empty. When Kitten let go of the nest, it began to wobble on the branch. Kitten cried, "This nest is not **attached** to the tree! It is going to fall, and I am going to fall with it! Help!"

Squirrel heard Kitten's cry for help. "Hold on to the branch, Kitten! I will call the fire department to help you," he said.

Squirrel called the fire department. Soon, a firefighter arrived. He climbed up a ladder to save Kitten.

After the firefighter put Kitten down and her feet **contacted** the ground, she thanked him and Squirrel for saving her. Then she said, "I will wait until I am older before I climb a tree again!"

COMPREHENSION Why does Kitten think she can climb the tree? Which words help you understand how Kitten climbs the tree?

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Days 3 and 4

"Kitten Climbs a Tree," Vol. 2, pp. 24–25

Assessment

Pretest/Posttest Administration p. 82

Pretest/Posttest Blackline Masters pp. 132–133

T42 • Curious About Words

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 132–133. Use page 82 to administer the test.

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Growing and Shrinking

- addition** *n.* more; extra *The new student is an addition to our class.*
- disappears** *v.* goes away *The cat disappears under the bed when the dog comes into the room.*
- growth** *n.* getting bigger *I gave the little plant a lot of sunlight and water to help its growth.*
- loss** *n.* losing something *The loss of leaves made the tree look bare.*
- spreading** *v.* moving wider *The milk that I spilled is spreading across the floor.*
- stretch** *v.* to reach out *Mary tried to stretch her arm far enough under the bed to get the cat.*

Discuss Guide children to see the relationship between each word and the category of growing and shrinking.

Read Aloud Explain that you will read aloud a story about the ways trees in a forest change during the year. Then read aloud "A Year in a Four-Season Forest." Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain Reread "A Year in a Four-Season Forest." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

Words About Growing	Words About Shrinking
addition	disappears
growth	loss
spreading	
stretch	

1. If you grew an inch taller, would that be an example of an **addition** or a **loss**? (an **addition**)
2. Think about this sentence: *Pete disappeared from the room.* Is Pete in the room? (No, he has gone away.)
3. What is the highest thing you can reach when you **stretch** your body as tall as it will go? (Answers will vary.)
4. What other words can you use to talk about shrinking? Add these to the graphic organizer as children suggest them. (Sample answers: **vanish**; **shrivel**)



Day 3

Introduce Meanings

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Climbing

attached *adj.* stuck; fastened
The ladder is attached to the wall.

circling *v.* moving around something in a circle
After circling the chair a few times, the cat decided to jump on it.

cling *v.* to stick or hold tight to
The baby monkeys cling to their mother's body.

contacted *v.* touched
As Kate walked up the stairs, her feet contacted the steps one by one.

pushing *v.* forcing; shoving
My dad was pushing me up into the bunk bed.

slipped *v.* moved smoothly and quietly
The squirrel slipped through the branches of a tree.

Discuss Guide children to see the relationship between each word and the category. Ask: *What words could you use to describe climbing a tree?*

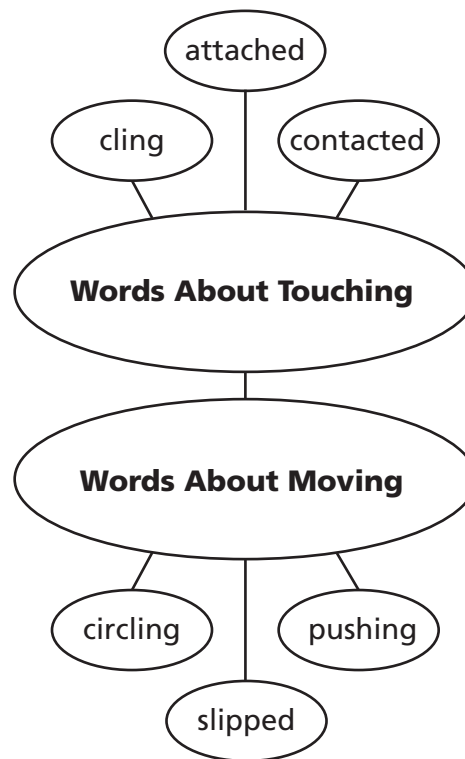
Read Aloud Explain that you will read aloud a story about a kitten that climbs a tree. Then read aloud "Kitten Climbs a Tree." Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread "Kitten Climbs a Tree." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. Why might you want to **slip** past an animal? (Sample answer: so you don't wake up the animal)
2. Why might there be a rope **attached** to a tree? (Sample answer: to use as a swing)
3. What might your feet **contact** at the beach? (Sample answer: sand and rocks)

Day 5

Deepen Understanding

Review Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

Guide Partner Activities Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

Draw Draw a picture of something funny **attached** to a hat. It could be something like a banana or a balloon. Would the **addition** of something else to the hat make it even funnier?

Examples Think about a time you had a **loss**. Tell your partner about what you lost and how it made you feel.

Discuss Tell a short story about an animal climbing a tree. Use these words: **contacted**, **cling**, **stretch**, **slipped**.

Describe Talk to your partner. Describe how the sun **disappears** at sunset. Then tell how clouds **spread** over the sky when it rains.

Role-Play Pretend you are a seed. Use your body to show your **growth** into a flower.

Compare Talk to your partner. Compare different actions. What do you do when you **push** against something? What do you do when you **circle** something?

Assess To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 132–133. Use page 82 to administer the test. Compare scores with Day 1 assessment.