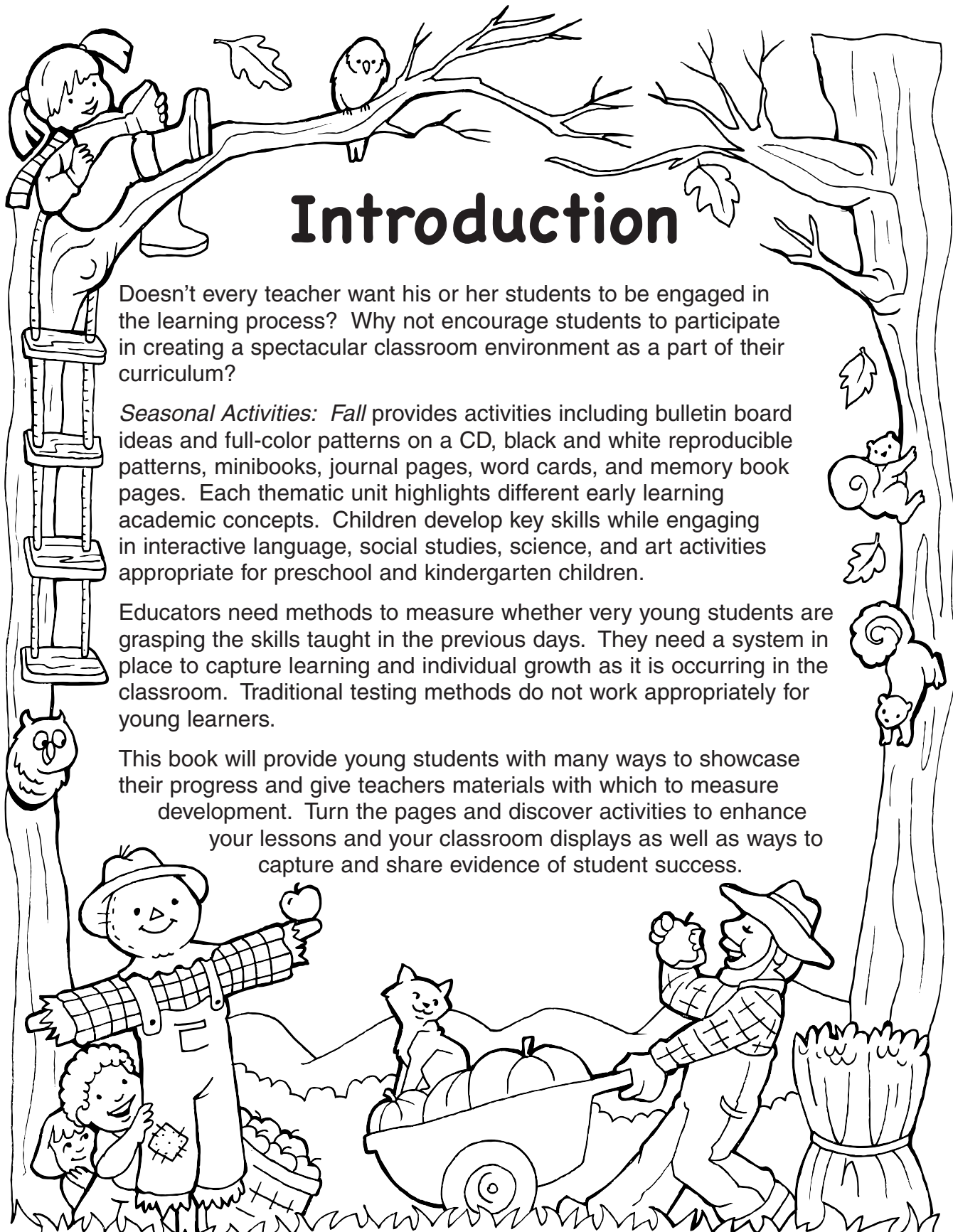


Table of Contents

Introduction	3
How to Use This Book	4
A Note About Photography	6
Classroom Photography	7
Meeting Standards	8
All About Me	10
Apples	29
Forest Animals	56
Leaves	92
Monarch Butterflies	111
Pumpkins	137
Appendices	156
Related TCR Products	160



Introduction

Doesn't every teacher want his or her students to be engaged in the learning process? Why not encourage students to participate in creating a spectacular classroom environment as a part of their curriculum?

Seasonal Activities: Fall provides activities including bulletin board ideas and full-color patterns on a CD, black and white reproducible patterns, minibooks, journal pages, word cards, and memory book pages. Each thematic unit highlights different early learning academic concepts. Children develop key skills while engaging in interactive language, social studies, science, and art activities appropriate for preschool and kindergarten children.

Educators need methods to measure whether very young students are grasping the skills taught in the previous days. They need a system in place to capture learning and individual growth as it is occurring in the classroom. Traditional testing methods do not work appropriately for young learners.

This book will provide young students with many ways to showcase their progress and give teachers materials with which to measure development. Turn the pages and discover activities to enhance your lessons and your classroom displays as well as ways to capture and share evidence of student success.

Meeting Standards

Each lesson in *Seasonal Activities: Fall* meets one or more of the following standards, which are used with permission from McREL (Copyright 2000, McREL, Mid-continent Research for Education and Learning. Telephone: 303-337-0990. Website: www.mcrel.org).

Language Arts Standards

Uses the general skills and strategies of the writing process

- Uses writing and other methods (e.g., drawing pictures, using letters or phonetically spelled words, telling, dictating, making lists) to describe familiar persons, places, objects, or experiences

Uses grammatical and mechanical conventions in written compositions

- Uses conventions of printing in writing (e.g., forms letters in print, uses upper and lowercase letters of the alphabet, spaces between words and sentences, writes left to right and top to bottom, includes margins)

Uses the general skills and strategies of the reading process

- Understands how print is organized and read (e.g., identifies front and back covers, title page, author, and illustrator; follows words from left to right and from top to bottom; knows the significance of spaces between words; knows the difference between letters, words, and sentences)
- Understands the use of capitalization and punctuation as text boundaries

Uses reading skills and strategies to understand and interpret a variety of literary texts

- Knows the sequence of events (e.g., beginning, middle, and end) in a story and knows the elements that compose a story (e.g., characters, plot, events, setting)

Uses listening and speaking strategies for different purposes

- Speaks clearly enough to be understood by unfamiliar adults and uses appropriate levels of volume or inflection
- Asks questions to obtain information
- Answers simple questions

Science Standards

Understands atmospheric processes and the water cycle

- Knows how the environment changes over the seasons

Understands the structure and function of cells and organisms

- Knows that living things go through a process of growth and change

Understands relationships among organisms and their physical environment

- Understands that living things have similar needs (e.g., water, food, shelter)

Understands the structure and properties of matter

- Sorts objects based on observable properties

Understands the nature of scientific inquiry

- Records information collected about the physical world (e.g., in drawings, simple data charts)
- Ask questions about observations
- Develops predictions and explanations based on previous experience
- Understands simple cause and effect relationships based on previous experience

Meeting Standards *(cont.)*

Math Standards

Uses a variety of strategies in the problem solving process

- Uses discussions with teachers and other students to understand problems
- Uses whole number models (e.g., pattern blocks, tiles, or other manipulative materials) to represent problems

Understands and applies basic and advanced properties of the concepts of numbers

- Understands that numerals are symbols used to represent quantities or attributes of real-world objects

Counts whole numbers

- Understands symbolic, concrete, and pictorial representations of numbers
- Understands basic whole number relationships (e.g., 4 is less than 10)
- Uses basic and advanced procedures while performing the processes of computation
- Adds and subtracts whole numbers

Understands and applies basic and advanced properties of the concepts of measurement

- Measures objects with nonstandard tools (e.g., string, counting cubes, tiles)
- Orders objects qualitatively by measurable attributes (e.g., smallest to largest, lightest to heaviest, shortest to largest)

Understands and applies basic and advanced properties of the concepts of geometry

- Knows the basic geometric language for naming shapes (e.g., circle, triangle, square, rectangle)
- Sorts and groups objects by attributes (e.g., shape, size, and color)
- Understands the common language of spatial sense (e.g., beside, on, in front of, etc.)

Understands and applies basic and advanced concepts of statistics and data analysis

- Collects and represents information about objects or events in simple graphs

Understands and applies basic and advanced properties of functions and algebra

- Understands simple patterns
- Repeats simple patterns
- Extends simple patterns

Social Studies Standards

Understands the people, events, problems, and ideas that were significant in creating the history of their state

- Knows ways in which early explorers and settlers adapted to, used, and changed the environment of the land or region

Understands family life now and in the past, and family life in various places long ago

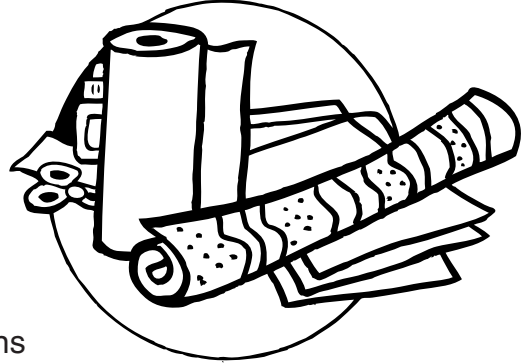
- Knows his or her own name, gender, age, and place in family
- Knows the members of a family
- Knows similarities and differences among people (e.g., culture, language, gender, abilities)

All About Me Page

Photography Page Option

Materials

- student photographs
- All About Me page (page 27) for each student or color versions, me memory girl.pdf or me memory boy.pdf on CD.
- construction paper, wallpaper, and/or gift wrap
- safety scissors and white glue
- clothing patterns (page 28) or color version, clothing.pdf on CD
- one sheet of cardstock or tagboard to create patterns



Teacher Preparation

1. Enlarge the student photographs taken at the beginning of the year so that each student's head will fit the memory book head outline.
2. Cut out each student's headshot and set them aside.
3. Reproduce the clothing patterns onto cardstock or tagboard.
4. Cut out the clothing patterns.
5. Reproduce the memory book page.
6. Create a teacher sample to share with the class.

Directions for Teacher/Students

1. Display the All About Me memory book page (teacher sample) and discuss how each student will create a replica.
2. Have students select clothing patterns and/or choose paper samples to make their outfits.
3. Trace the patterns onto the paper samples. If appropriate, allow students to cut them out. Otherwise, provide precut clothing pieces or have students color patterns provided.
4. Direct each student to glue clothing onto his or her body.
5. Distribute the student photographs. Show how to glue the photograph to the page.

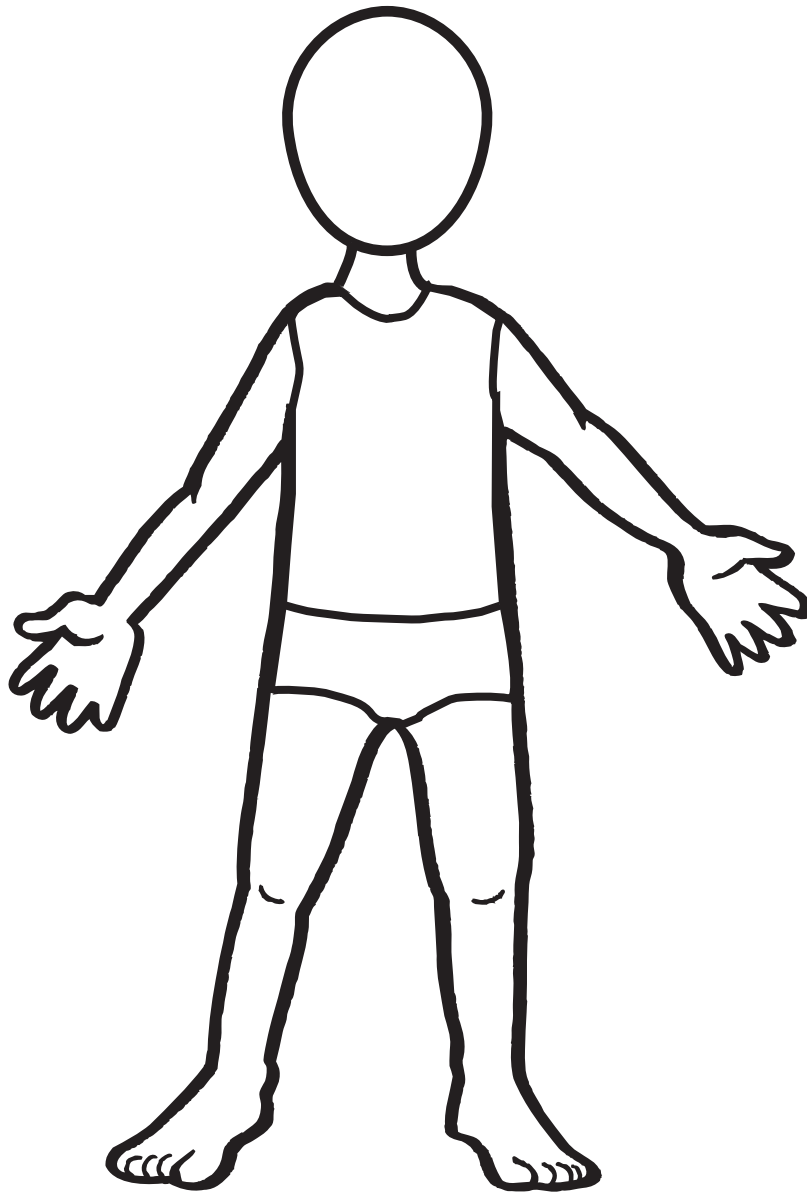
Drawing Page Option

Materials

- crayons
- All About Me memory book page (page 27) for each student
- construction paper, wallpaper, and/or gift wrap
- safety scissors and white glue
- clothing patterns (page 28)
- one sheet of cardstock or tagboard to create patterns

Directions for Teacher/Students

1. Repeat steps 3–5 in the Teacher Preparation section or have students draw/color their own clothes.
2. Repeat steps 1–4 in the Directions for Teacher/Students for photography options.
3. Have students add their own features and hair to the template using crayons or markers.



All About Me

I have ten little fingers and ten little toes
Two little arms and one little nose.
I have one little mouth and two little ears,
And two little eyes for smiles and tears.
One little head and two little feet,
One little chin; that's ME, complete!

Clothing Patterns

