

Theme Picture #32: Spring Flowers

NOTE: The following target vocabulary words and activities are the same for Theme Pictures #32-35. The activities are meant to be used with all four theme pictures together.

Target Vocabulary: birthday, fall, spring, summer, winter, American Indian Sun Dance ceremony, Chinese New Year, Christmas, Easter, Fourth of July, Halloween, Hanukkah, Las Posadas, Martin Luther King, Jr. Day, President's Day, Thanksgiving

TEACHING TIP

Take advantage of the engaging nature of the topic by asking students about holidays/festivals they celebrate. Have students discuss their favorite holidays, family traditions, special meals, and so forth. Encourage students to bring in decorations, food, and other items related to their favorite holidays.

ADVANCED LANGUAGE DEVELOPMENT ACTIVITIES

Display Theme Pictures #32-35 and say: **These pictures show people doing different activities during the seasons of the year**. Point to #32: **This is a father and his children enjoying their yard during the spring.** Point to #33: **These children are having a summer picnic in the park.** Point to #34: **This picture shows a boy helping his grandfather rake the fall leaves.** Point to #35: **This family is having fun playing in the winter snow.**

Listening and Speaking

- Have students describe something happening in the theme picture using a complex or compound sentence. Example: *The boy has been raking leaves since 9:00 A.M. He would rather be playing a game in the family room.*
- Ask questions about the pictures that require students to predict, persuade, and debate. **What are they doing? What do you think they will do when they are finished _____? This picture takes place in the _____. Could it also take place in another season? Explain your answer.**
- Point to a theme picture and ask: **What holidays might they celebrate during this season?**
- Have students role play conversations between people in the pictures. Make sure students incorporate target vocabulary they are learning.

Reading and Writing

- Hand out the Chapter 2 *Carousel* word cards to students; make sure each student has a card. Students should write one or two paragraphs describing the theme picture that best relates to their card (e.g., if the student has the word card for Fourth of July, that student would write about Theme Picture #33). Encourage students to be creative and include details (e.g., describe what the people are thinking and feeling, tell what happened before the scene, predict what will happen next, and include other descriptive details).
- Draw a chart on the board with the column headings *spring, summer, fall,* and *winter*. Have students look at the activities in the pictures and work as class to determine which activities could be done in each of the seasons. (Lead students to understand that some activities can be done in more than one season, depending on the weather and where students live.) Also ask students to identify which holidays are celebrated in the different seasons. Record student responses on the board. Then assign a season to each student. Students should write a paragraph persuading the reader that their season is the best. Have students use the chart on the board as a starting point.
- Organize students into four groups and have each group write a reader's theater about one of the theme pictures. Tell students they will perform their reader's theaters for the class. You can award prizes for performance (e.g., delivery, creativity, props) and best use of target vocabulary. Invite parents and/or other classes to watch the performances.

LANGUAGE DEVELOPMENT ACTIVITIES FOR OTHER LEVELS

Beginning: Students are able to listen and respond nonverbally and/or speak in one- or two-word responses. Give directions and ask questions such as: **Does this show fall or spring? Does this show winter? Do you like summer?** Continue with other yes/no and either/or questions.

Early Intermediate: Focus on students' ability to speak in short, simple sentences. Have them describe the pictures. Ask questions: **What is happening in this picture? What is the family doing? Where are the people?** Have students write a sentence explaining something that is happening in this picture; then ask students to read their sentences to a partner.

Intermediate: Students are starting to speak in complex sentences, and they are able to form opinions when prompted. Ask questions such as: **What are the people in the picture doing? What other activities do people do in the _____? Which season is your favorite? Why?** Have students write down their favorite season and list all the things they like to do during that season.

Early Advanced: Students are speaking in complex and compound sentences, and they should be able to analyze and debate a position. Ask questions such as: **What do you think happened after the boy and his grandfather finished raking the leaves? What do you think happened before the children began eating? Which activity do you think is the most fun? Which is your favorite season? Explain your answer.** Have students write a paragraph responding to one of these questions and then read their paragraphs to a partner.

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Barbecue
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