

Alligators and Ice: Seasons of Change

Grade Level or Special Area: 2nd Grade Connections

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Length of Unit: Five 40-minute lessons

I. ABSTRACT

- A. Through the help of Adalbert the alligator, the muppets, and even Beethoven, 2nd graders will delight in the science, geography, visual art, language arts, and musical connections gathered in with Antonio Vivaldi's *The Four Seasons*. Students will write stories, use maps, and create artwork while using music as their launching pad for learning.

II. OVERVIEW

- A. Concept Objectives
1. Understand the relationship between Antonio Vivaldi's *The Four Seasons* and science, geography, visual art, and language arts.
 2. Understand musical elements and families of instruments used in *The Four Seasons*.
 3. Understand the earth's polar geography in relation to the earth's orbit.
 4. Understand and apply basic concepts of language arts.
- B. Content from the *Core Knowledge Sequence*
1. Music: Elements of Music (p.54)
 1. Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
 - a. Recognize a steady beat, accents, and the downbeat; play a steady beat.
 - b. Discriminate between fast and slow; gradually slowing down and getting faster.
 - c. Discriminate between differences in pitch.
 - d. Discriminate between loud and quiet.
 2. Music: The Orchestra (p. 54)
 1. Become familiar with instruments in the string family.
 3. Composers and their music (p.55)
 1. Antonio Vivaldi, *The Four Seasons*
 2. Ludvig Van Beethoven, "Thunderstorm" from 6th (*Pastoral*) *Symphony*
 4. Language arts: Writing (p.43)
 1. With assistance, produce a written work with a beginning, middle, and end.
 5. Language arts: Spelling, grammar, and usage (p.43-44)
 1. Correctly spell any word that contains spelling patterns he or she has been taught so far.
 2. Use capital letters appropriately.
 3. Understand what synonyms and antonyms are.
 6. Language arts: Poetry (p.44)
 1. Bed in Summer (Robert Louis Stevenson)
 2. The Night Before Christmas (Clement Clarke Moore)
 7. History and Geography: Spatial Sense (p.47)
 1. Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles.
 8. Science: Cycles in Nature (p.59)

1. The four seasons and the earth's orbit around the sun
 9. Visual Arts: Abstract Art
 1. Observe and discuss examples of abstract painting and sculpture (p. 52)
- C. Skill Objectives
1. Use word pattern skills to read new and unfamiliar words. (graphophonics)*Adapted from the Colorado Standards and Grade Level Expectation for Music* (CSGLE Language Arts 2.1.B.1)
 2. Gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts. (CSGLE Language Arts 2.1.A.1)
 3. Create draft content. (for example, organization, relevant details, clarity) (Adapted from CSGLE Language Arts 2.2D)
 4. Know and use standard, age-appropriate spelling, grammar, word usage. (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals) (CSGLE Language Arts 2.3A)
 5. Write legibly. (CSGLE Language Arts 2.3B)
 6. Use and integrate background knowledge, experience, and context to construct meaning. (semantics) (CSGLE Language Arts 2.1.B.3)
 7. Understand the standard orientation of maps and globes. (where North, South, East, and West are located); find different directions on the map (CSGLE GEO.1/2.1.1.A)
 8. Locate: the Equator, the North and South Hemispheres and Poles. (CSGLE GEO.1/2.1.2.F)
 9. Know that the sun's movements can be observed and described, also covered in Grade 1: Science: Astronomy and Grade 3: Science: Astronomy. (CSGLE Science 2.4.E)
 10. Respond verbally to musical contrasts. (CSGLE Music S4 2.11)
 11. Identify a variety of classroom instruments. (CSGLE Music S4 2.10)
 12. Identify and respond to dynamics and tempo in music.
 13. Talk about artists and art styles from various cultures. (CSGLE Art 2.13 S=4)
 14. Describe the lines, shapes, and colors that they find in a work of art. (CSGLE Art 2.16 S=5)
 15. Describe the mood or feeling in a work of art. (CSGLE 2.17 S=5)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. World geography
 2. Previous listening of Vivaldi's *The Four Seasons* and Beethoven's last movement to his 6th Symphony
 3. Everett, P. & Rushton, J. (1996). *Vivaldi : The Four Seasons and Other Concertos, Op. 8*. Cambridge University Press: London, UK
- B. For Students
 1. Decoding, Word Recognition, and Oral Reading (CKS p. 23-24)
 2. Spelling, grammar and usage. (CKS p. 23-24)
 3. Geography: Spatial sense (CKS p.27)
 - A. Locate the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles.
 4. Instrument families (CKS p. 33)
 5. The earth (CKS p. 39)
 - A. North Pole and South Pole, Equator
 6. Portraits and Still Life (CKS p. 32)
 - A. Recognize a still life

IV. RESOURCES

- A. Lester, J (2001). *Ackamarackus*, Scholastic Press: New York, NY. This resource is used in lessons one through four.
- B. Geiss, T (1979). *The Four Seasons*. Western Publishing, Inc.: Racine, WI. This resource is used in lesson two and three.
- C. Vivaldi, A. (1990). The Four Seasons [Boston Symphony Orchestra]. On *The Four Seasons* [Audio CD]. Boston, MA:Telarc. This resource is used in all lessons.
- D. Beethoven, L.V. (1996). Symphony #6 [Wiener Philharmoniker]. On Beethoven: Symphony No. 6, Schubert: Symphony No. 5/ Bohm, Vienna Philharmonic Orch. [Audio CD]. Vienna, Austria: Deutsche Grammophon. This resource is used in lesson four.
- E. White board or easel. This resource is used in all lessons.
- F. A copy of Appendix B: Giuseppe Archimboldo (a larger, color photo of the pictures when attainable is preferred.) This resource is used in lessons one through four.
- G. Copies of Appendix C, E, F, G, H, K, and L for the entire class.
- H. Writing utensils for the entire class for each lesson.
- I. One copy of Appendix A posted in the room for the duration of the unit.
- J. Small homemade flags or stickers for applying to Appendix A throughout the unit.
- K. Lemonade: optional for lesson one.
- L. Construction, craft, or sketch paper for the entire class for the culminating project.
- M. Crayons, paints, markers, or colored pencils for completing culminating project.
- N. CD player. This resource is used throughout the unit.

V. LESSONS

Lesson One: An Alligator in Summer (One Day – 40 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Understand the earth’s polar geography in relation to the earth’s orbit.
 - b. Understand and apply basic concepts of language arts.
 - 2. Lesson Content
 - a. Music: The Orchestra (p. 54)
 - i. Become familiar with instruments in the string family.
 - b. Language arts: Writing (p.43)
 - i. With assistance, produce a written work with a beginning, middle, and end.
 - c. Language arts: Spelling, grammar, and usage (p.43-44)
 - i. Correctly spell any word that contains spelling patterns he or she has been taught so far.
 - ii. Use capital letters appropriately.
 - d. History and Geography: Spatial Sense (p.47)
 - i. Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles.
 - e. Science: Cycles in Nature (p.59)
 - i. The four seasons and the earth’s orbit around the sun
 - f. Visual Arts: Abstract Art
 - i. Observe and discuss examples of abstract painting and sculpture (p. 52)
 - 3. Skill Objective(s)
 - a. Use word pattern skills to read new and unfamiliar words. (graphophonics)*Adapted from the Colorado Standards and Grade Level Expectation for Music (CSGLE Language Arts 2.1.B.1)*

- b. Gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts. (CSGLE Language Arts 2.1.A.1)
 - c. Create draft content. (for example, organization, relevant details, clarity) (Adapted from CSGLE Language Arts 2.2D)
 - d. Know and use standard, age-appropriate spelling, grammar, word usage. (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals) (CSGLE Language Arts 2.3A)
 - e. Write legibly. (CSGLE Language Arts 2.3B)
 - f. Use and integrate background knowledge, experience, and context to construct meaning. (semantics) (CSGLE Language Arts 2.1.B.3)
 - g. Understand the standard orientation of maps and globes (where North, South, East, and West are located); find different directions on the map (CSGLE GEO.1/2.1.1.A)
 - h. Talk about artists and art styles from various cultures. (CSGLE Art 2.13 S=4)
 - i. Describe the lines, shapes, and colors that they find in a work of art. (CSGLE Art 2.16 S=5)
 - j. Describe the mood or feeling in a work of art. (CSGLE 2.17 S=5)
- B. *Materials*
- a. Lester, J (2001). *Ackamarackus*, Scholastic Press: New York, NY.
 - b. Vivaldi, A. (1990). The Four Seasons [Boston Symphony Orchestra]. On *The Four Seasons* [Audio CD]. Boston, MA:Telarc.
 - c. White board or easel
 - d. A copy of Appendix B: Giuseppe Archimboldo (a larger, color photo when attainable is preferred.)
 - e. Copies of Appendix C for the entire class
 - f. Writing utensils for the entire class
 - g. One copy of Appendix A posted in the room
 - h. Small homemade flags or stickers for applying to Appendix A
 - i. Lemonade: optional
 - j. CD player
- C. *Key Vocabulary*
- 1. *Summer* is one of the four seasons.
 - 2. *Fall* is one of the four seasons.
 - 3. *Winter* is one of the four seasons.
 - 4. *Spring* is one of the four seasons.
- D. *Procedures/Activities*
- 1. Prior to the class's arrival, begin track four from the Vivaldi CD. Keep the volume low enough so reading can take place.
 - 2. Review Appendix B: Copy, or seek a better copy of Giuseppe Archimboldo's Four Seasons and be prepared to introduce his painting of "Summer". (Often an encyclopedia will have good color photos of his work.)
 - 3. Prepare the world map as shown in Appendix A.
 - 4. As the class enters, have them group in a suitable reading area.
 - 5. Begin reading "The Incredible Adventure of Adalbert the Alligator". Be sure to allow time for students to see the illustrations before each page turn.
 - i. When possible, serving lemonade for the bottom of page 31 is a nice touch!
 - ii. At the top of page 32, when the story mentions "Vermont", stop and ask for a volunteer to find Vermont on the map. Give them a flag to pin or stick on the map.

- iii. At the middle of page 32, when the story mentions “the Zoo”, stop and ask for a volunteer to find the Zoo on the map. Give them a flag to pin or stick on the map.
 - iv. At the bottom of page 33, when the story mentions new locations, stop and map them. Give the students a flag to pin or stick on the map.
 - v. Continue reading until the end of the second paragraph on page 35, “Take care of yourself.”
 - 6. Ask the class, “Why did Adalbert want to move to Vermont?” The answer is “because it was too hot”.
 - 7. Ask the class, “What time of year was it when the story started?” The answer is “summertime”.
 - 8. Ask, “Look at the map and add together how many different places in the world were mentioned in the Adalbert story?” The answer is nine.
 - 9. Pass out or display Appendix B (or larger photocopy when applicable) Giuseppe Arcimboldo, Summer, 1573.
 - 10. Read the introduction on Appendix B to the class, and ask if the class can see a relationship between summer and this painting. Allow for a brief discussion.
 - 11. Allow the class to move to their seats or desks if the position they are currently in is not conducive to writing.
 - 12. Pass out Appendix C: Guided summer story.
 - 13. Explain Appendix C to the class and let them begin. This project should take fifteen minutes (keep the music playing).
 - 14. Grade Appendix C with the creative rubric on Appendix D.
- E. *Assessment/Evaluation*
- 1. Appendix C is turned in for a grade. This assignment is graded via the rubric on Appendix D.

Lesson Two: Finding Winter (One Day – 40 Minutes)

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Understand the earth’s polar geography in relation to the earth’s orbit.
 - b. Understand and apply basic concepts of language arts.
- 2. Lesson Content
 - a. Language arts: Spelling, grammar, and usage (p.43-44)
 - i. Use capital letters appropriately.
 - ii. Understand what synonyms and antonyms are.
 - b. History and Geography: Spatial Sense (p.47)
 - i. Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles.
 - c. Science: Cycles in Nature (p.59)
 - i. The four seasons and the earth’s orbit around the sun
 - d. Visual Arts: Abstract Art
 - i. Observe and discuss examples of abstract painting and sculpture (p. 52)
- 3. Skill Objective(s)
 - a. Use word pattern skills to read new and unfamiliar words (graphophonics).
 - b. Gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts.

- c. Know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals).
- d. Use and integrate background knowledge, experience, and context to construct meaning (semantics).
- e. Understand the standard orientation of maps and globes (where North, South, East, and West are located); find different directions on the map.
- f. Locate: the Equator, the North and South Hemispheres and Poles (CSGLE GEO.1/2.1.2.F)
- g. Talk about artists and art styles from various cultures. (CSGLE Art 2.13 S=4)
- h. Describe the lines, shapes, and colors that they find in a work of art. (CSGLE Art 2.16 S=5)
- i. Describe the mood or feeling in a work of art. (CSGLE 2.17 S=5)

B. *Materials*

- a. Appendix A posted visibly
- b. A copy of Appendix B: Giuseppe Arcimboldo (a larger, color photo when attainable is preferred)
- c. White Board, Chalk Board, or Easel
- d. Pencils for all class members
- e. Copies of Appendix E and F for all students
- f. Geiss, T (1979). *The Four Seasons*. Western Publishing, Inc.: Racine, WI.
- g. Vivaldi, A. (1990). The Four Seasons [Boston Symphony Orchestra] On *The Four Seasons* [Audio CD]
- h. CD Player

C. *Key Vocabulary*

- 1. An *antonym* is two words with opposite meanings.
- 2. The *Equator* is the center of globe, splitting the north and south hemispheres.
- 3. The *South Pole* is the southern most point on earth.
- 4. The *North Pole* is the northern most point on the earth.
- 5. The *Southern Hemisphere* is any portion of the earth south of the equator.
- 6. The *Northern Hemisphere* is any portion of the earth north of the equator.

D. *Procedures/Activities*

- 1. As was done yesterday, begin with music prior to the class arrival. Today, start with track ten from the Vivaldi CD.
- 2. Keep the world map from the previous lesson visible for reference.
- 3. As the class enters, as the class enters, have them group in a suitable reading area.
- 4. Ask the class, “Yesterday we read about Adalbert the Alligator and how he wanted to go to Vermont. Why did he want to go?” The answer is “it was too hot”.
- 5. Ask, “What time of year was it?” The answer is “summertime”.
- 6. Explain that today the class will begin learning about the four seasons.
- 7. Ask, “Can anyone name all four seasons?” Answer is “winter, summer, spring, and fall.”
- 8. Say, “Today we will be talking about the coldest season of all; winter.”
- 9. Pass out or display Appendix B (or larger photocopy when applicable) Giuseppe Arcimboldo, Winter, 1573.

10. Review the introduction on Appendix B to the class, and ask if the class can see a relationship between winter and this painting. Allow for a brief discussion.
11. Open the book, "The Four Seasons" by Tony Geiss and begin reading to the class. Be sure to allow time for students to see the illustrations before each page turn.
12. Stop reading when the book mentions "Spring" (pages are not numbered, but it is the 4th page).
13. Say, "Hmmm, winter. What are some things to do in wintertime? Answers will vary.
14. Ask, "What are some holidays in wintertime?" Answers will vary. Write down answers on the board and be sure to capitalize the first letter of any holiday.
15. Explain to the class that holidays, months, days of the week, and even people's names are always capitalized.
16. Have the class return to their regular seats.
17. Pass out Appendix E: Capitalization.
18. Allow the class 5-10 minutes to complete the appendix and then collect them for grading.
19. Say, "So in winter, things are cold and sometimes even snowy. In summer, things are hot and even sweaty. Winter and summer are opposites. We call words that are opposites "antonyms".
20. Write the word "antonym" on the board or easel.
21. Give the example of "hot and cold" as an antonym and invite the class to answer with other examples. Other examples: Happy/Sad, Wet/Dry, Open/Close, Stop/Go, Up/Down, etc.
22. Say, "Now let's talk about our planet! Are there places on our planet that are very hot and very cold? Allow time for answers. The North and South Pole, Antarctica, the desert, and the equator are all fabulous answers.
23. Move over to the world map and point to the North Pole. Ask the class, "Does anyone think they know whether it is hot or cold in this part of the world?" Answer is cold.
24. Repeat the questioning by pointing to the equator (hot) and the South Pole (cold).
25. Explain that the center of the map is called the equator. Write the word "equator" on the board or easel.
26. Explain that the equator is like a line splitting the earth in half. Each half is called a hemisphere. Write the word "hemisphere" on the board.
27. Say, "Whenever we look at maps, we must remember that the top of the map is pointing to the north. The bottom of the map is pointing to the south.
28. Say, "Remember, the words "north" and "south" are antonyms, meaning they are opposite. When we look at the map of the earth, we call the northern half, the "northern hemisphere" (write the phrase, "northern hemisphere" on the board).
29. Ask, what would the southern half of the earth be called? Answer is "southern hemisphere".
30. Now, take time to point out the various locations of the northern hemisphere, southern hemisphere, equator, North Pole, and South Pole by pointing and asking for volunteer class responses. Allow for redundant repetition so a majority of class members can participate.
31. Say, Alalbert the alligator was in the northern hemisphere. When Adalbert was too hot and wanted to move to Vermont, do you think he was closer to the equator, or closer to the North Pole? Answer: The equator.
32. Ask, "Once Adalbert arrived in Vermont, do you think he was closer to the equator or to the North Pole? Answer: The North Pole.

33. Pass out Appendix F: Fun Map Reading. Allow the remainder of lesson time for finishing this Appendix. Collect the Appendix for grading when finished.
- E. *Assessment/Evaluation*
1. Grading of Appendix E: Capitalization
 2. Grading of Appendix F: Fun Map Reading

Lesson Three: Seasonal Synonyms (One Day – 40 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the relationship between Antonio Vivaldi's *The Four Seasons* and science, geography, and language arts.
 - b. Understand musical elements and families of instruments used in *The Four Seasons*.
 - c. Understand the earth's polar geography in relation to the earth's orbit.
 - d. Understand and apply basic concepts of language arts.
 2. Lesson Content
 - a. Music: Elements of Music (p.54)
 - i. Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
 - a. Recognize a steady beat, accents, and the downbeat; play a steady beat.
 - b. Discriminate between fast and slow; gradually slowing down and getting faster.
 - c. Discriminate between differences in pitch.
 - d. Discriminate between loud and quiet.
 - b. Music: The Orchestra (p. 54)
 - i. Become familiar with instruments in the string family.
 - c. Composers and their music (p.55)
 - i. Antonio Vivaldi, *The Four Seasons*
 - d. Language arts: Writing (p.43)
 - i. With assistance, produce a written work with a beginning, middle, and end.
 - e. Language arts: Spelling, grammar, and usage (p.43-44)
 - i. Correctly spell any word that contains spelling patterns he or she has been taught so far.
 - ii. Use capital letters appropriately.
 - iii. Understand what synonyms and antonyms are.
 - f. History and Geography: Spatial Sense (p.47)
 - i. Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles.
 - g. Science: Cycles in Nature (p.59)
 - i. The four seasons and the earth's orbit around the sun
 - h. Visual Arts: Abstract Art
 - i. Observe and discuss examples of abstract painting and sculpture (p. 52)
 3. Skill Objective(s)
 - a. Use word pattern skills to read new and unfamiliar words. (graphophonics)*Adapted from the Colorado Standards and Grade Level Expectation for Music* (CSGLE Language Arts 2.1.B.1)
 - b. Know and use standard, age-appropriate spelling, grammar, word usage.

- (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals) (CSGLE Language Arts 2.3A)
- c. Understand the standard orientation of maps and globes. (where North, South, East, and West are located); find different directions on the map (CSGLE GEO.1/2.1.1.A)
 - d. Respond verbally to musical contrasts. (CSGLE Music S4 2.11)
 - e. Identify a variety of classroom instruments. (CSGLE Music S4 2.10)
 - f. Identify and respond to dynamics and tempo in music.
 - g. Talk about artists and art styles from various cultures. (CSGLE Art 2.13 S=4)
 - h. Describe the lines, shapes, and colors that they find in a work of art. (CSGLE Art 2.16 S=5)
 - i. Describe the mood or feeling in a work of art. (CSGLE 2.17 S=5)

B. *Materials*

1. Copies of Appendix G: Synonyms and Antonyms for the whole class.
 - a. Geiss, T (1979). *The Four Seasons*. Western Publishing, Inc.: Racine, WI.
 - b. Vivaldi, A. (1990). *The Four Seasons* [Boston Symphony Orchestra]. On *The Four Seasons* [Audio CD]. Boston, MA:Telarc.
 - c. White board or easel
 - d. A copy of Appendix B: Giuseppe Arcimboldo (a larger, color photo when attainable is preferred.)
 - e. Writing utensils for the entire class
 - f. One copy of Appendix A posted in the room
 - g. CD player.

C. *Key Vocabulary*

1. *Autumn* is a season between summer and winter; often called, “fall”.
2. A *synonym* is two words with very similar or identical meaning.
3. A *concerto* is a composition where a solo instrument plays along with a full orchestra: typically found with three movements.
4. The *string family* contains instruments that use strings to pluck, bow, or hammer for making their primary musical sound.
5. An *orchestra* is an ensemble featuring the string family.

D. *Procedures/Activities*

1. Prior to the class arriving, be sure to have the world map on display.
2. Start the CD, *The Four Seasons*, from track one and let it play quietly.
3. As the class enters, escort them to the reading area and open the book, *The Four Seasons*, to the fourth page where the class previously left off. Continue from where the word “spring” was first introduced in the book.
4. Read the remainder of the book to the class.
5. When done, ask the class what the word, “autumn” means. Write the word on the board. The answer is, “fall”. If there is no correct answer, explain that autumn is the season between summer and winter and is often called “fall”.
6. Write the word “fall” on the board.
7. Ask if anyone in the class has heard of “fall” before.
8. Pass out or display Appendix B (or larger photocopy when applicable) Giuseppe Arcimboldo, *Autumn*, 1573.
9. Review the introduction on Appendix B to the class, and ask if the class can see a relationship between autumn and this painting. Allow for a brief discussion.

10. Explain that the words “fall” and “autumn” mean the same thing, and are called synonyms.
11. Write the word “synonym” on the board.
12. Explain that synonyms are words that mean the same thing.
13. Ask for examples of synonyms from the class. Examples include: Happy/Glad, Angry/Mad, Burning/Blazing, Hit/Smack, student/pupil, etc.
14. Have the students move back to their regular seats.
15. Pass out Appendix G: Synonyms and Antonyms. Allow ten minutes for completion and then collect all papers for grading.
16. Say, so if autumn and fall are synonyms, what would be the antonym for autumn or fall? Answer is spring.
17. Ask, what is the antonym of summer? Answer is winter.
18. Ask, has anyone noticed the music playing? Rhetorical: response is expected.
19. Write the title, *The Four Seasons* on the board in a place that it will be safe for the duration of this unit.
20. Explain that the music being played is called *The Four Seasons*.
21. Write the name Antonio Vivaldi on the board underneath the song title.
22. Say, “Antonio Vivaldi wrote this music to sound like each of the four seasons. Which season do you think is playing now? Answer is spring, unless the CD has advanced past track three. Tracks 1-3 are spring, 4-6 are summer, 7-9 are autumn, and 10-12 are winter.
23. Ask the class if they think the music sounds like the season. Allow for discussion by having students explain why they think it may or may not represent a season properly.
24. Write the word, “Concerto” on the board. Explain to the class that the composition, *The Four Seasons*” is a concerto.
25. Say, “A concerto is a type of music where one instrument has special chances to play and becomes the most important instrument in the music. Does anyone know which instrument is the special concerto instrument for *The Four Seasons*?” The answer is the violin.
26. MUSIC TEACHERS: The following portion of the lesson can include a mini-lesson on tempo and introduce the musical names for tempo listed on each track of the CD. Classroom teachers, this is something your music teacher can compliment your unit with. Definitions of each tempo listed on the CD are available online at www.wikipedia.com.
27. Explain that concertos typically work in sections of three: fast, slow, and fast again. Demonstrate this by stopping the CD and starting it over on track one. Before hitting play tell the class that they are going to hear the three sections of spring. The first section will be fast, the second section will be slow, and the last section will be fast once again.
28. Play track one just long enough to feel the rhythmic pulse, and then stop the CD and say, “that was the first section at a fast tempo. Now I’ll play the second section.”
29. Begin track two just long enough to feel the rhythmic pulse, and then stop the CD and say, “What speed or tempo do you think the third section of spring will be?” The answer is fast.
30. Play track three of the CD and allow it to continue at low volume while asking, “What instruments do you hear in this music?” The answers are violins, violas, cellos, and basses. Guide the answering by supplying the names of instruments not guessed and write the four names on the board when done. (I would

- recommend drawing pictures of the instruments if you have the artistic ability. A large letter “8” with a line coming out of the top is a good start on a violin!)
31. Explain that these four instruments are all related. Ask, “Does anyone know what instrument family these instruments come from?” The answer is the string family. Ask, “The string family of instruments play in what kind of musical group?” The answer is the orchestra.
 32. Say, “So now we understand what it means when we say that Antonio Vivaldi wrote *The Four Seasons* as a Violin Concerto for Orchestra.”
 33. Lead a question and answer session about the meaning of Violin Concerto for Orchestra as it relates to *The Four Seasons* and the definitions of “violin concerto”, “string family”, and “orchestra”.
 - a. *Assessment/Evaluation*
 - i. Grading of Appendix G: Synonyms and Antonyms
 - ii. End of class question and answer over the definitions of “violin”, “concerto”, and “orchestra”.

Lesson Four: Turn Over a New Leaf (One Day – 40 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand the relationship between Antonio Vivaldi’s *The Four Seasons* and science, geography, and language arts.
 - b. Understand musical elements and families of instruments used in *The Four Seasons*.
 - c. Understand the earth’s polar geography in relation to the earth’s orbit.
 - d. Understand and apply basic concepts of language arts.
2. Lesson Content
 - a. Music: Elements of Music (p.54)
 - i. Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
 - a. Recognize a steady beat, accents, and the downbeat; play a steady beat.
 - b. Discriminate between fast and slow; gradually slowing down and getting faster.
 - c. Discriminate between differences in pitch.
 - d. Discriminate between loud and quiet.
 - b. Music: The Orchestra (p. 54)
 - i. Become familiar with instruments in the string family.
 - c. Composers and their music (p.55)
 - i. Antonio Vivaldi, *The Four Seasons*
 - d. Language arts: Writing (p.43)
 - i. With assistance, produce a written work with a beginning, middle, and end.
 - e. Language arts: Spelling, grammar, and usage (p.43-44)
 - i. Correctly spell any word that contains spelling patterns he or she has been taught so far.
 - ii. Use capital letters appropriately.
 - iii. Understand what synonyms and antonyms are.
 - f. History and Geography: Spatial Sense (p.47)
 - i. Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles.
 - g. Science: Cycles in Nature (p.59)

- i. The four seasons and the earth's orbit around the sun
3. Skill Objective(s)
- a. Use word pattern skills to read new and unfamiliar words. (graphophonics)*Adapted from the Colorado Standards and Grade Level Expectation for Music* (CSGLE Language Arts 2.1.B.1)
 - b. Gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts. (CSGLE Language Arts 2.1.A.1)
 - c. Create draft content (for example, organization, relevant details, clarity) (Adapted from CSGLE Language Arts 2.2D)
 - d. Know and use standard, age-appropriate spelling, grammar, word usage. (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals) (CSGLE Language Arts 2.3A)
 - e. Write legibly. (CSGLE Language Arts 2.3B)
 - f. Use and integrate background knowledge, experience, and context to construct meaning. (semantics) (CSGLE Language Arts 2.1.B.3)
 - g. Understand the standard orientation of maps and globes (where North, South, East, and West are located); find different directions on the map. (CSGLE GEO.1/2.1.1.A)
 - h. Locate: the Equator, the North and South Hemispheres and Poles. (CSGLE GEO.1/2.1.2.F)
 - i. Know that the sun's movements can be observed and described, also covered in Grade 1: Science: Astronomy and Grade 3: Science: Astronomy. (CSGLE Science 2.4.E)

B. *Materials*

- a. Lester, J (2001). *Ackamarackus*, Scholastic Press: New York, NY.
- b. Vivaldi, A. (1990). *The Four Seasons* [Boston Symphony Orchestra]. On *The Four Seasons* [Audio CD]. Boston, MA:Telarc.
- c. White board or easel
- d. Copies of Appendix H for the entire class.
- e. Writing utensils for the entire class
- f. One copy of Appendix A posted in the room
- g. CD player.

C. *Key Vocabulary*

- 1. A *composer* is a musician who writes music to be played by others.

D. *Procedures/Activities*

- 1. Prior to the class entering the room, prepare the Vivaldi CD by starting it on track one, at a low volume.
- 2. Have the world map in a visible place for the class to see for reference.
- 3. Once the class arrives, ask, "Does anyone know what music is playing?" The answer is *The Four Seasons*.
- 4. Ask, "Does anyone know who composed this music?" The answer should still be on the board: Antonio Vivaldi.
- 5. Ask, "Does anyone know what season this song was composed for?" The answer is spring.
- 6. Say, "Well, when we last left Adalbert the Alligator, it was summer and he had finally arrived in. . . (pause for guesses) Vermont!"
- 7. Open the *Ackamarackus* book to page 35 and pick up reading from the second paragraph where the book reads, "Finally, many days. . ."
- 8. At the bottom of page 35, the first hints of fall are mentioned in the book. Be sure to pause and ask the class what season may be approaching as the leaves on the

trees begin to turn colors. The answer is autumn, or fall. Continue reading until snow flakes are hinted at in the book and pause to ask what season has begun. The answer is winter. Continue reading until the end.

9. Once, done, ask the class what the first sign of fall (or autumn) was in the story. Answers: The first time is when the birds flew south to prepare for winter. The second is when the leaves on the trees began to turn colors.
10. Write the word “Fall” (or autumn) on the board.
11. Ask the class to name events that happen in the fall. Possible answers are, “leaves turning, temperature dropping, birds migrating, crops harvesting, school, Thanksgiving, etc. Help to fill in the list with ample fall-related events if needed.
12. Tell the class that fall is a time for ripening, for harvesting, and for preparing for winter. Explain that the fall is a very important season, because without a harvest of food, or a warning from the falling leaves on the trees, we would not be prepared for the cold of winter.
13. Point to the equator on the classroom world map. Ask, “Is there a fall at the equator?” The answer is technically yes, but it is not as dramatic.
14. Explain that because the earth is round, and rotating around the sun, the middle of the earth at the equator is closest to the sun and stays much warmer than the northern or southern hemisphere during the seasons.
15. Explain that if you lived at the equator, it would be very hard to tell if it was summer or winter, even though summer and winter are antonyms. Say, “At the equator, summer and winter could be synonyms!”
16. Say, “It takes one year for the earth to travel around the sun and get back to where it started from. We can tell this from the four seasons. It takes one whole year for the four seasons to pass by. Once the seasons start to repeat, we know the earth has finished its trip around the sun and is starting another one. And, the trips around the sun never stop. The earth just keeps on circling around it year after year”
17. Write, “Turn over a new leaf” on the board. Say, “In the fall, many trees drop their leaves and prepare for winter. In the spring, new leaves form and the tree looks brand new. People will sometimes say the phrase, “turn over a new leaf” and it means to make a change for the better, just like the trees.
18. Say, “Pretend that you have trouble tying your shoes. If you wanted to “turn over a new leaf” (point to the phrase as you say it), you could practice tying your shoes correctly over and over until you made the problem better.”
19. Say, “Imagine that you are a big bully, and people think you are mean. If you wanted to “turn over a new leaf” (point to the board while you say it) you could work very hard at being nice and respectful to others, and soon people would think you were kind and polite.”
20. Ask the class for examples of how to “turn over a new leaf”. Allow for a brief discussion.

E. *Assessment/Evaluation*

1. Appendix H: Turn Over a New Leaf graded with Appendix D: Creative Rubric

Lesson Five: Artistic Seasons (One Day – 40 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand the relationship between Antonio Vivaldi’s *The Four Seasons* and science, geography, and language arts.
 - b. Understand musical elements and families of instruments used in *The Four Seasons*.

- c. Understand the earth's polar geography in relation to the earth's orbit.
 - d. Understand and apply basic concepts of language arts.
2. Lesson Content
- a. Music: Elements of Music (p.54)
 - i. Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
 - a. Recognize a steady beat, accents, and the downbeat; play a steady beat.
 - b. Discriminate between fast and slow; gradually slowing down and getting faster.
 - c. Discriminate between differences in pitch.
 - d. Discriminate between loud and quiet.
 - b. Music: The Orchestra (p. 54)
 - i. Become familiar with instruments in the string family.
 - c. Composers and their music (p.55)
 - i. Antonio Vivaldi, *The Four Seasons*
 - ii. Ludvig Van Beethoven, "*Thunderstorm*" from 6th (*Pastoral*) *Symphony*
 - d. Language arts: Writing (p.43)
 - i. With assistance, produce a written work with a beginning, middle, and end.
 - e. Language arts: Spelling, grammar, and usage (p.43-44)
 - i. Correctly spell any word that contains spelling patterns he or she has been taught so far.
 - ii. Use capital letters appropriately.
 - iii. Understand what synonyms and antonyms are.
 - f. Language arts: Poetry (p.44)
 - i. Bed in Summer (Robert Louis Stevenson)
 - ii. The Night Before Christmas (Clement Clarke Moore)
 - g. History and Geography: Spatial Sense (p.47)
 - i. Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles.
 - h. Science: Cycles in Nature (p.59)
 - i. The four seasons and the earth's orbit around the sun
 - i. Visual Arts: Abstract Art
 - i. Observe and discuss examples of abstract painting and sculpture (p. 52)
3. Skill Objective(s)
- a. Use word pattern skills to read new and unfamiliar words. (graphophonics)*Adapted from the Colorado Standards and Grade Level Expectation for Music* (CSGLE Language Arts 2.1.B.1)
 - b. Gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts. (CSGLE Language Arts 2.1.A.1)
 - c. Create draft content. (for example, organization, relevant details, clarity) (Adapted from CSGLE Language Arts 2.2D)
 - d. Know and use standard, age-appropriate spelling, grammar, word usage. (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals) (CSGLE Language Arts 2.3A)
 - e. Write legibly. (CSGLE Language Arts 2.3B)
 - f. Use and integrate background knowledge, experience, and context to construct meaning. (semantics) (CSGLE Language Arts 2.1.B.3)
 - g. Respond verbally to musical contrasts (CSGLE Music S4 2.11)
 - h. Identify a variety of classroom instruments. (CSGLE Music S4 2.10)
 - i. Identify and respond to dynamics and tempo in music.

- j. Talk about artists and art styles from various cultures. (CSGLE Art 2.13 S=4)
 - k. Describe the lines, shapes, and colors that they find in a work of art. (CSGLE Art 2.16 S=5)
 - l. Describe the mood or feeling in a work of art. (CSGLE 2.17 S=5)
- B. *Materials*
- a. Beethoven, L.V. (1996). *Symphony #6* [Wiener Philharmoniker]. On Beethoven: *Symphony No. 6*, Schubert: *Symphony No. 5*/Bohm, Vienna Philharmonic Orch. [Audio CD]. Vienna, Austria: Deutsche Grammophon.
 - b. White board or easel
 - c. A copy of Appendix B: Giuseppe Arcimboldo (a larger, color photo when attainable is preferred.)
 - d. Copies of Appendix K for the entire class.
 - e. Writing utensils for the entire class
 - f. One copy of Appendix A posted in the room
 - g. Appendix I and J for reading to the class
 - h. CD player.
- C. *Key Vocabulary*
- 1. A *sonnet* is a small song or poem.
- D. *Procedures/Activities*
- 1. Prior to the class arriving, prepare the Beethoven CD *Symphony No. 6* (“*Pastoral*”) final movement “Thunderstorm” for playing early in the lesson.
 - 2. Once the class enters, seat them in the reading area, and explain to them that fall has passed, and winter is over. Adalbert is happily enjoying the sun in the mornings, but in the afternoons it is getting cloudy, noisy, and flashy. Ask, “What is happening?” Answer: Thunderstorm.
 - 3. Say, Antonio Vivaldi wasn’t the only one who composed music about the weather and the world. Ludwig Von Beethoven did as well. (Write Beethoven on the board underneath Vivaldi). Beethoven was a very famous composer, and he composed music for the orchestra just like Antonio Vivaldi. Close your eyes, and see if you can picture a spring thunderstorm from the music that Beethoven composed about thunderstorms. When the song is over, I will ask you questions about what you heard.
 - 4. Play the CD: final movement from *Symphony No. 6*.
 - 5. As the song ends, stop the CD player and ask the following questions for discussion (allow 5-10 minutes):
 - a. Did the music sound like a thunderstorm?
 - b. Did you like the music? Why?
 - c. What did you picture in your mind when you heard the music?
 - d. How was this music different than the music for *The Four Seasons*?
 - 6. (Music teachers: this is a very good time to dive into a mini-lesson on dynamics, as *Thunderstorm* contains nice extremes from pianissimo to fortissimo.)
 - 7. Say, “Many people like the four seasons for many different reasons. Some people write music about, and some people tell stories about it. Scientists explore it, and birds and alligators run away from it. Astronauts can see it from space, and 2nd graders can feel it on earth. Every season is special for different reasons.
 - 8. Pass out or display Appendix B (or larger photocopy when applicable) Giuseppe Arcimboldo, Spring, 1573.

9. Review the introduction on Appendix B to the class, and ask if the class can see a relationship between spring and this painting. Allow for a brief discussion.
 10. Say, “A dreamer by the name of Robert Louis Stevenson (write his name on the board) wrote a poem about two of the seasons. Listen while I read and see if you can figure out which two seasons he is talking about. See if you can figure out what season is his favorite.
 11. Read Appendix H: *Bed in Summer* by Robert Louis Stevenson.
 12. Ask the following questions for discussion:
 - a. What seasons were mentioned in the poem?
 - b. Did Robert Louis Stevenson mention liking one season better than any other in the poem?
 - c. Do you ever feel the same as the writer in the poem?
 - d. Did you like the poem? Why?
 13. Read Appendix I: *Night Before Christmas*
 14. Ask the following questions for discussion:
 - a. What season was mentioned in the poem?
 - b. Did the writer like one season better than any other in the poem?
 - c. Do you ever feel the same as the writer in the poem?
 - d. Did you like the poem? Why?
 15. Explain to the class that Antonio Vivaldi wrote poetry about the seasons as well. His kind of poetry was called a sonnet (write the word on the board).
 16. Explain to the class that a sonnet is basically like a simple song or poem, and that in the next lesson we will hear his sonnets.
- E. *Assessment/Evaluation*
1. Appendix K: Writing about a season graded with Appendix D: Creative Rubric

VI. CULMINATING ACTIVITY

- A. Appendix L: Final Exam.
- B. Appendix N: The Vivaldi Sonnet Project. The culminating activity will explain the term sonnet to the class. The class will read and recite the sonnets Antonio Vivaldi wrote for *The Four Seasons* preceding the first movement of each season played on CD (tracks 1, 4, 7, & 10). While the CD is playing, students will draw a representation for each season on paper. All season-drawings will be displayed around the room for the near future.

VII. HANDOUTS/WORKSHEETS

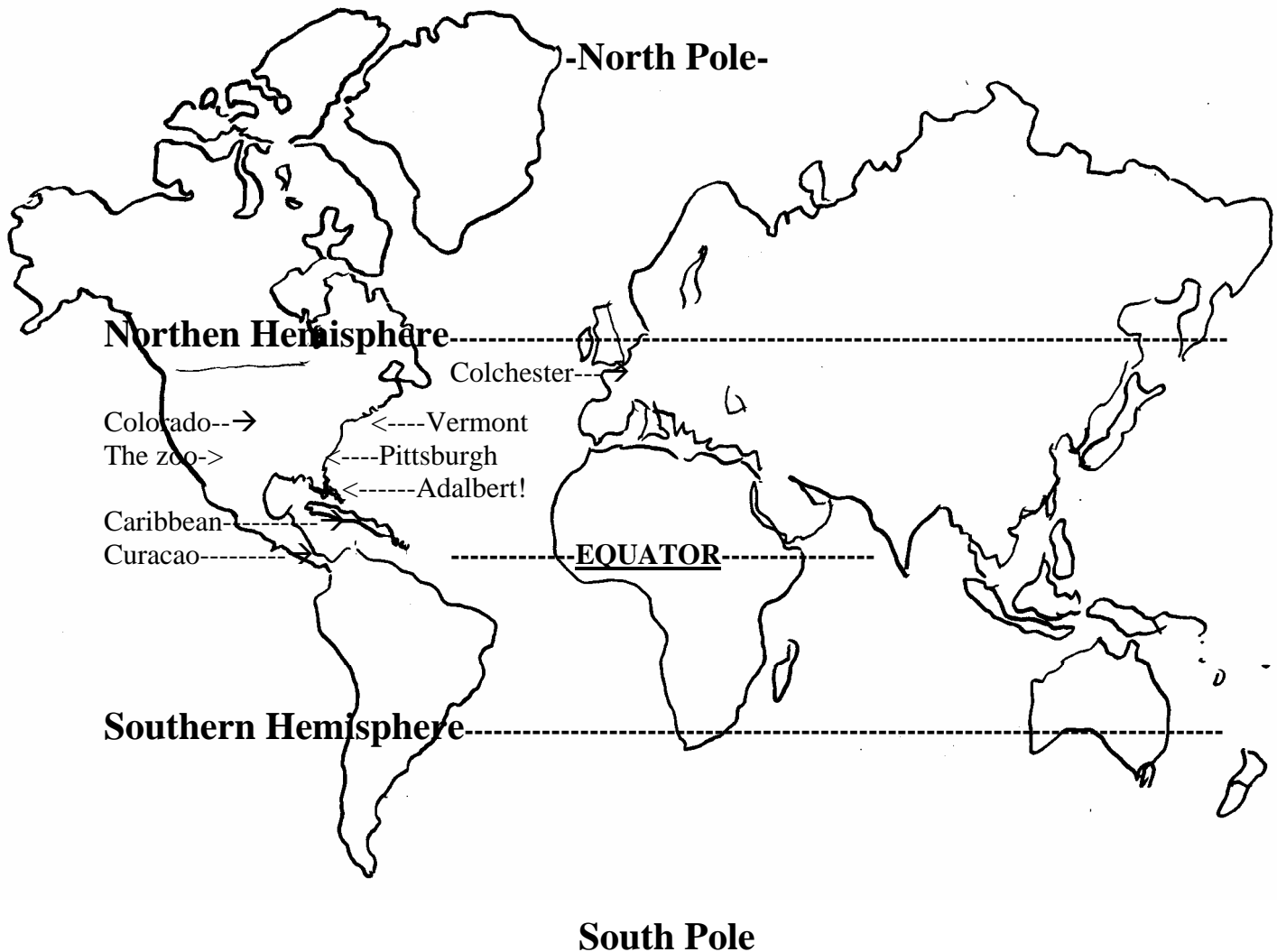
- A. Appendix A: World Map
- B. Appendix B: Guiseppe Archimboldo
- C. Appendix C: Guided Summer Story
- D. Appendix D: Creative Rubric
- E. Appendix E: Capitalization
- F. Appendix F: Fun Map Reading
- G. Appendix G: Synonyms and Antonyms
- H. Appendix H: Turn Over a New Leaf
- I. Appendix I: Bed in Summer
- J. Appendix J: Night Before Christmas
- K. Appendix K: Writing About a Season
- L. Appendix L: Final Exam
- M. Appendix M: Final Exam Key
- N. Appendix N: Vivaldi Sonnet Project

VIII. BIBLIOGRAPHY

- A. Lester, J (2001). *Ackamarackus*, Scholastic Press: New York, NY.
- B. Geiss, T (1979). *The Four Seasons*. Western Publishing, Inc.: Racine, WI.
- C. Vivaldi, A. (1990). The Four Seasons [Boston Symphony Orchestra]. On *The Four Seasons* [Audio CD]. Boston, MA:Telarc.
- D. Beethoven, L.V. (1996). Symphony #6 [Wiener Philharmoniker]. On *Beethoven: Symphony No. 6, Schubert: Symphony No. 5/Bohm, Vienna Philharmonic Orch.* [Audio CD]. Vienna, Austria: Deutsche Grammophon.

Appendix A: World Map

This world map is designed for use either as a template for an overhead, or as a handout. Ideally, it should be blown up and hung in a highly visible area so students can use it for reference during the unit. A class globe or equivalent world map will certainly suffice for this appendix.



- Areas on the map are generalized.
- Paramus NJ would be just below Vermont on this map, but is left out due to a lack of space to represent it correctly.
- Adalbert lives in the Everglades in southern Florida.

Appendix B: Giuseppe Arcimboldo

Giuseppe Arcimboldo (1527 in Milan, Italy - 1593) was a very different painter who is known for painting pictures of heads with fruits, vegetables, flowers, fish, and even books. Giuseppe arranged his objects to create lifelike human shapes. His portraits of the four seasons are creative, and very thoughtful. Each season is well depicted through the choice of objects that are used for the overall creation. Though not vulgar, these paintings are very shocking and visually entertaining, making them powerful tools for connections in the classroom.

To find pictures of Arcimboldo's Four Seasons, try searching his name on www.google.com and www.wikipedia.com. His art is readily available online.

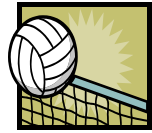
Appendix C: Guided Summer Story

Name _____

Answer the questions below with complete sentences to write your own summer story!

BEGINNING:

#1) Where were you this past summer?



MIDDLE:

#2) What did you do while you were there?



END:

#3) What do you want to do next summer?



Appendix D: Creative Rubric

Use this rubric for determining points earned from Appendix B.

Total possible points: 20

- Sentence structure (5 points)
 - Complete sentences with proper capitalization and punctuation: 5 points.
 - Most sentences are complete with moderate attention paid to punctuation: 4 points.
 - Noticeable attempt at sentence structure and occasional use of punctuation: 3 points.
 - Lack of defined sentence structure and rare use of punctuation: 2 points
 - Total lack of sentence structure and no use of punctuation: 1 point.
 - Incomplete attempt at written verbalization. No sentences or punctuation demonstrated: 0 points.
- Creativity (10 points)
 - Expressed an enthusiastic, organized, individual idea or experience clearly: 10 points.
 - While unorganized, the theme is obviously expressed with content and enthusiasm: 8 points.
 - The theme is identifiable, but lacks content and direction: 6 points.
 - The theme is unclear and appears confused in its expression: 4 points.
 - The theme is unidentifiable and inconsistent: 2 points.
 - There is no theme expressed in the writing, and no content to support a theme: 0 points.
- Spelling (5 points)
 - Correctly spelled all words containing patterns that have been taught so far and positive attempts made at more difficult spellings: 5 points.
 - Two or fewer mistakes in spelling of words containing patterns learned so far and positive attempts made at more difficult spellings: 4 points.
 - Frequent spelling errors, but positive attempts made at correlating word patterns and difficult spellings: 3 points.
 - Spelling inhibits reading because of consistent error: 2 points.
 - Spelling is inhibiting the writer. Word choice is basic and still flawed. Very little is actually written: 1 point.
 - The passage is unreadable due to spelling error: 0 points.

Appendix E: Capitalization

Name _____

Look at the words below. If a word needs to be capitalized, cross it out and respell it with a capital letter.

1. Monday _____
2. thanksgiving _____
3. march _____
4. catch _____
5. Friday _____
6. easter _____
7. June _____
8. fred _____
9. august _____
10. Chicken _____
11. cat _____
12. december _____
13. toys _____
14. wednesday _____
15. alligator _____
16. April _____
17. baseball _____
18. tuesday _____
19. May _____
20. sunday _____

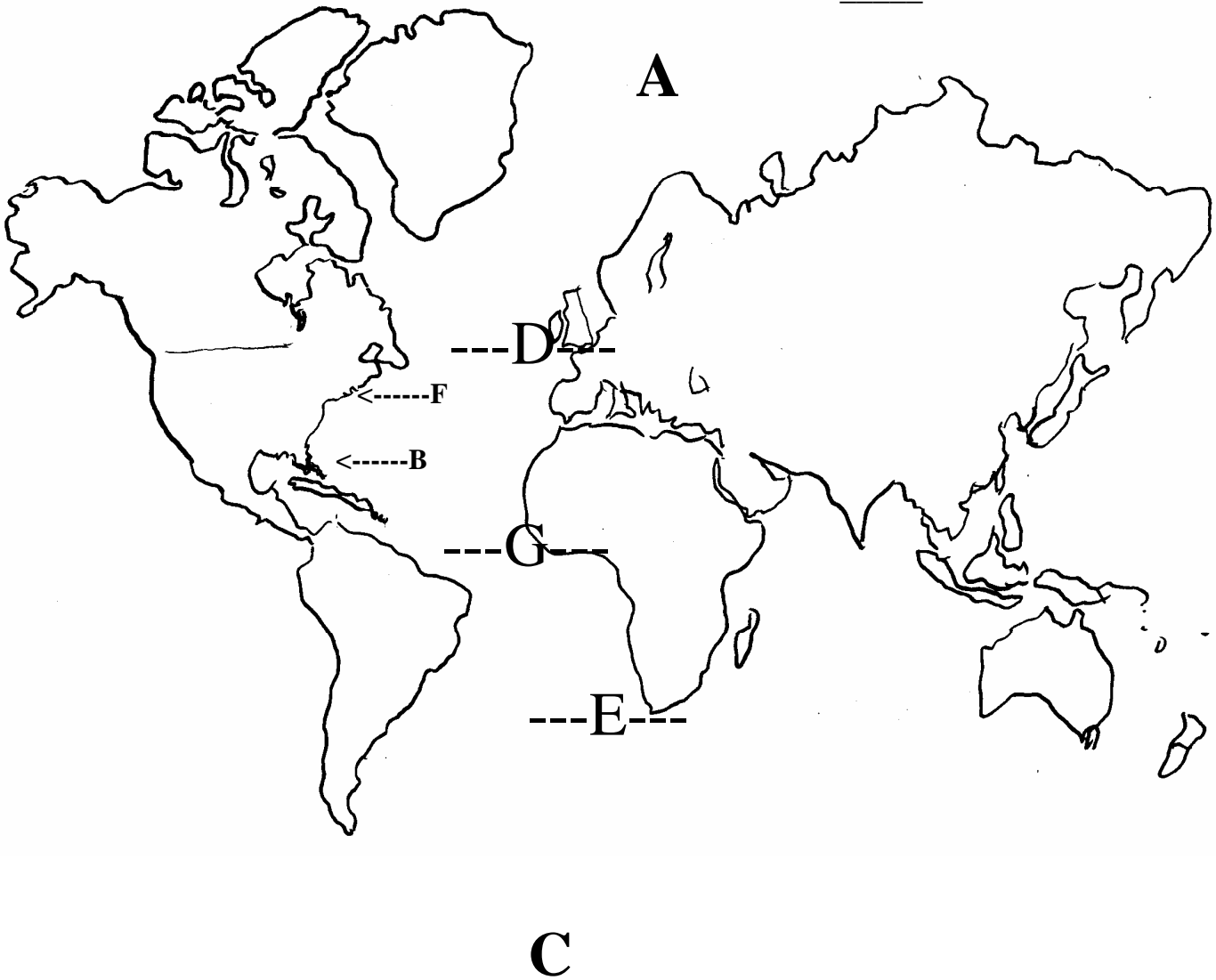
Appendix F: Fun Map Reading

Name _____

Find the right letter for the places listed below.

Write in the correct letter in the blank provided after each location listed below.

1. South Pole _____
2. Equator _____
3. Northern Hemisphere _____
4. Southern Hemisphere _____
5. North Pole _____
6. Adalbert's first home in Florida _____
7. Adalbert's new home in Vermont _____



Appendix G: Synonyms and Antonyms

Name _____

Synonyms: Two words that mean the same.

Antonyms: Two words that mean the opposite.

Write “S” for synonym or “A” for antonym for the word pairs below.

1. Glad_____Happy
2. Mad_____Angry
3. Sad_____Happy
4. Hot_____Cold
5. High_____Low
6. Up_____Down
7. Around_____Circle
8. Stop_____Go
9. Hit_____Slam
10. Look_____Watch
11. Awake_____Asleep
12. Hungry_____Full
13. Light_____Dark
14. White_____Black
15. Hurt_____Harm
16. Stop_____Halt
17. Soft_____Hard
18. Dad_____Father
19. North_____South
20. Same_____Equal

Appendix H: Turn Over a New Leaf

Name _____

Answer the questions below with complete sentences to write your own fall story!

BEGINNING:

#1) Name something you would like to change to make better?



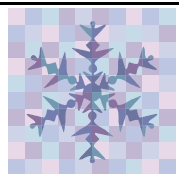
MIDDLE:

#2) How would you change it?



END:

#3) What else could you change to make better?



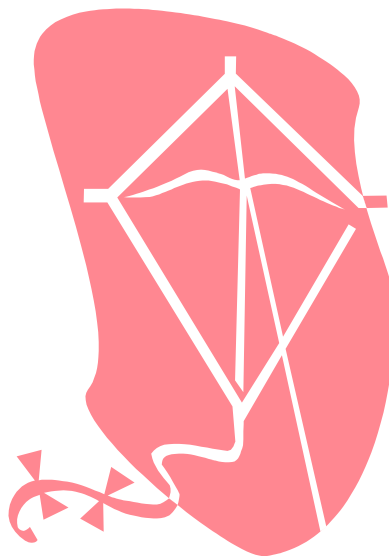
Bed in Summer

By Robert Louis Stevenson

In winter I get up at night
And dress by yellow candle-light.
In summer quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?



Appendix J: Night Before Christmas

**'Twas the Night Before Christmas
or Account of a Visit from St. Nicholas
by
Major Henry Livingston Jr. (1748-1828)
(previously believed to be by Clement Clarke Moore)**

'Twas the night before Christmas, when all through
the house
Not a creature was stirring, not even a mouse;
The stockings were hung by the chimney with care,
In hopes that St. Nicholas soon would be there;

The children were nestled all snug in their beds,
While visions of sugar-plums danced in their heads;
And mamma in her 'kerchief, and I in my cap,
Had just settled down for a long winter's nap,

When out on the lawn there arose such a clatter,
I sprang from the bed to see what was the matter.
Away to the window I flew like a flash,
Tore open the shutters and threw up the sash.

The moon on the breast of the new-fallen snow
Gave the lustre of mid-day to objects below,
When, what to my wondering eyes should appear,
But a miniature sleigh, and eight tiny reindeer,

With a little old driver, so lively and quick,
I knew in a moment it must be St. Nick.
More rapid than eagles his coursers they came,
And he whistled, and shouted, and called them by
name;

"Now, DASHER! now, DANCER! now, PRANCER
and VIXEN!
On, COMET! on CUPID! on, DONDER and
BLITZEN!
To the top of the porch! to the top of the wall!
Now dash away! dash away! dash away all!"
As dry leaves that before the wild hurricane fly,
When they meet with an obstacle, mount to the sky,
So up to the house-top the coursers they flew,
With the sleigh full of toys, and St. Nicholas too.

And then, in a twinkling, I heard on the roof
The prancing and pawing of each little hoof.
As I drew in my hand, and was turning around,
Down the chimney St. Nicholas came with a bound.

He was dressed all in fur, from his head to his foot,
And his clothes were all tarnished with ashes and soot;
A bundle of toys he had flung on his back,
And he looked like a peddler just opening his pack.

His eyes -- how they twinkled! his dimples how
merry!
His cheeks were like roses, his nose like a cherry!
His droll little mouth was drawn up like a bow,
And the beard of his chin was as white as the snow;

The stump of a pipe he held tight in his teeth,
And the smoke it encircled his head like a wreath;
He had a broad face and a little round belly,
That shook, when he laughed like a bowlful of jelly.

He was chubby and plump, a right jolly old elf,
And I laughed when I saw him, in spite of myself;
A wink of his eye and a twist of his head,
Soon gave me to know I had nothing to dread;

He spoke not a word, but went straight to his work,
And filled all the stockings; then turned with a jerk,
And laying his finger aside of his nose,
And giving a nod, up the chimney he rose;

He sprang to his sleigh, to his team gave a whistle,
And away they all flew like the down of a thistle.
But I heard him exclaim, ere he drove out of sight,
**"HAPPY CHRISTMAS TO ALL, AND TO ALL A
GOOD-NIGHT!"**

Appendix K: Writing About a Season

Name _____

Answer the questions below with complete sentences to write your own seasonal story!

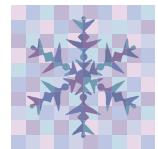


BEGINNING:

#1) What is your favorite season?

MIDDLE:

#2) Why do you like this season so much?



END:

#3) What other seasons do you like?



Appendix L: Final Exam

Name _____ Teacher _____

(1 Point each) Circle the following word pairs if they are ANTONYMS.

1. Happy & sad
2. Big & large
3. Small & tiny
4. Black & white
5. On & off
6. Left & right
7. Tall & short
8. Easy & simple
9. Right & Wrong
10. Fast & slow

(1 point each) Circle the following word pairs if they are SYNONYMS.

1. Good & bad
2. Heavy & light
3. Bad & wrong
4. Wet & Dry
5. Tear & rip
6. Go & stop
7. Easy & hard
8. Correct & right
9. Grab & hold
10. High & low

(3 points each) Answer “yes” or “no” to the following questions:

1. Did Adalbert like the winter? _____
2. Did Beethoven compose a song called Thunderstorm? _____
3. Was Vermont in the Southern hemisphere? _____
4. Did Beethoven compose *The Four Seasons*? _____
5. Did the leaves fall off the trees in the fall? _____
6. Does a Concerto have fast a slow sections? _____
7. Was Vermont in the Northern Hemisphere? _____
8. Did Antonio Vivaldi compose *The Four Seasons*? _____
9. Were there any birds from the equator that visited Adalbert? _____
10. Did the poem “Bed in Summer” talk about winter? _____

Appendix M: Final Exam Key
50 points total

Name _____ Teacher _____

(1 Point each) Circle the following word pairs if they are ANTONYMS.

1. **Happy & sad**
2. Big & large
3. Small & tiny
4. **Black & white**
5. **On & off**
6. **Left & right**
7. **Tall & short**
8. Easy & simple
9. **Right & Wrong**
10. **Fast & slow**

(1 point each) Circle the following word pairs if they are SYNONYMS.

1. Good & bad
2. Heavy & light
3. **Bad & wrong**
4. Wet & Dry
5. **Tear & rip**
6. Go & stop
7. Easy & hard
8. **Correct & right**
9. **Grab & hold**
10. High & low

(3 points each) Answer “yes” or “no” to the following questions:

1. Did Adalbert like the winter? **NO**
2. Did Beethoven compose a song called Thunderstorm? **YES**
3. Was Vermont in the Southern hemisphere? **NO**
4. Did Beethoven compose *The Four Seasons*? **NO**
5. Did the leaves fall off the trees in the fall? **YES**
6. Does a Concerto have fast and slow sections? **YES**
7. Was Vermont in the Northern Hemisphere? **YES**
8. Did Antonio Vivaldi compose *The Four Seasons*? **YES**
9. Were there any birds from the equator that visited Adalbert? **YES**
10. Did the poem “Bed in Summer” talk about winter? **YES**

Appendix N: Vivaldi Sonnet Project

Antonio Vivaldi composed a sonnet for *The Four Seasons*. For this culmination, selected students will recite this sonnet (*info on location below*) prior to the first track from each season being played on CD. While the music plays, students will draw a representation of the music they hear. Drawings will not be graded, but should be used as display for the coming weeks.

Prior to beginning this project, write the word “sonnet” on the board and explain the definition (put very simply: meaning little song or poem) to the class. This sonnet is difficult to read, so be ready to intervene if necessary on the difficult words. A guest reader such as an administrator, teacher, or parent can be used for reading as well. Allow the students the option of adding a little sonnet (song or poem) to their drawings as the music plays. Be sure to walk around the room to keep the class on task while each musical movement plays.

The Four Seasons sonnet by Antonio Vivaldi can be found by searching on www.google.com for “four seasons sonnet vivaldi”. There are dozens of translations that will populate after this search.