Grade: 2nd
Strategy: Questioning
Technique: Teacher Generated Questions
Text Type: Science

# Seasons of the Year

**Aims of the lesson:**

- Encourage deeper critical thinking about the text.
- Foster connections between specific details and overarching themes or ideas.
- Provide a structured, teacher-guided framework to direct understanding and manage the complexity of analysis.
- Develop students' ability to differentiate between:
  - Thin questions: Focused on the text's content, prompting straightforward, close-ended answers.
  - Thick questions: Designed to stimulate deeper thinking, discussions, and complex open-ended responses.

Every year, the weather changes in a cycle. We call these changes seasons. There are four seasons: winter, spring, summer, and autumn (or fall). But do you know why this happens?

The seasons happen because of how the Sun shines on different parts of the Earth. Imagine the Earth as a big ball spinning around the Sun. Sometimes the top part, called the North Pole, gets more sunlight. This makes it summer there. Then, after a while, the North Pole moves away from the Sun, and it becomes winter there. When it's summer in one part of the world, it's winter in the other part. This is why the seasons are different in each part of the world.

Summer begins on the longest day of the year, called the summer solstice. In the Northern Hemisphere, this is around June 21st or 22nd. In the

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Southern Hemisphere, it's around December 21st or 22nd. Winter begins on the shortest day of the year, called the winter solstice. In the Northern Hemisphere, this is around December 21st or 22nd. In the Southern Hemisphere, it's around June 21st or 22nd.

The weather depends on where you are on Earth. Places close to the middle, called the Equator, are mostly warm all year. It might rain sometimes, but it's mostly sunny. Places near the very top and bottom, called the Poles, are cold all year. In winter, it can be dark even during the day. In summer, the Sun shines even at night, but it's not warm. In the middle of the Earth and the Poles, the weather changes a lot. Winter is cold and snowy, and some animals sleep for a long time. But in spring, things start to warm up. Plants grow new leaves and flowers, and animals wake up from their long sleep. Summer is when it's really hot, and plants grow a lot because there's lots of sunlight. But when autumn comes, it starts to cool down again. Some trees lose their leaves, and animals get ready for winter by growing thicker fur or flying to warmer places.

**Process phase 1: Planning (Teachers' perspective)**
During this stage, the teacher has planned and prepared **questions** aligned with the "Teacher Generated Questions" technique:

**Thin questions (e.g.):**
- What are the four seasons?
- Why do seasons change?
- When does summer begin in the Northern Hemisphere?
- What happens to some animals in winter?
- What do trees do in autumn?

**Thick questions (e.g.):**
- Why do you think different parts of the world experience different seasons?
- How do you think animals adapt to the seasons?
- Why do you think it's important to understand the seasons?
- What do you think would happen if there were no seasons?
- How do seasons affect our daily lives and activities?

**Materials** such as **visual aids** (pictures of the four seasons, diagrams of the Earth's tilt, and animals in different weather conditions) and a globe to help students understand how the Earth moves around the Sun.

**Cognitive stage 1: Pre-reading (Students' perspective)**
Students are introduced to the topic by discussing questions like:

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- What is your favorite season? Why?
- What do you like to do in the summer? What about in the winter?
- What changes do you notice in trees and plants during the year?
- How does the weather feel different in winter and summer?
- Have you ever seen snow? What do you think it would feel like?

Students make predictions about the text based on the title. Visual aids are used to spark interest and activate prior knowledge.

**Process phase 2: Teaching (Teachers' perspective)**
The teacher reads the text aloud or guides students in reading it independently. Strategic pauses are made to ask thin questions to ensure understanding (e.g., "Why is summer hot and winter cold?" or "What happens to the amount of sunlight during the different seasons?").

**Cognitive Stage 2: During the Reading (Students' Perspective)**
Students engage with the text by answering thin questions and **noting key details**. They **discuss in pairs or small groups** when posed thick questions, reflecting on the text's themes and making connections to their own experiences. Students are encouraged to visualize the seasons and imagine how they would feel in different climates.

**Process phase 3: Feedback (Teachers' perspective)**
The teacher supports students' work by acknowledging their answers and clarifying misconceptions. A guided discussion is facilitated around thick questions to inspire critical thinking.

**Cognitive stage 3: Post reading (Students' perspective)**
Students reflect on the text's message by **answering questions** like:

- How do the seasons change where we live?
- Why do some places have different weather than others?
- What activities can we do in different seasons?
- How do animals and plants prepare for the seasons?
- What would happen if the Earth didn't tilt and we had no seasons?

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Students work on a **creative activity: The seasons of the year**

Students will receive materials like cardboard, colors, markers, and more to use. They'll work in small groups to create a mural representing each season of the year. After completing their murals, they'll present them to the rest of the class.

The finished artwork will be displayed in the classroom, adding to the classroom decorations.

In addition, each student will take turns coming to the front of the class to act out one of the seasons. When their classmates correctly guess the season, they'll act out another one.

**Ways of Communication:**

- **Interpretive (receptive)** - students read the text and determine the relevant qualities of the characters.
- **Interpersonal (mixed)** - students work in groups and advise each other on the correct connection of the table.
- **Presentational (productive)** – the groups present to the class the answers they have indicated.

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