



## BOOK STATS

Grade Level Equivalent: PreK–K Ages: 3–5

Pages: 24

Genre: Nonfiction

Subject/Theme: Seasons, Change, Plants

Common Core Standards	Reading	Writing	Listening & Speaking	Language
Grade 1	RI.1.1, RI.1.2, RI.1.4, RI.1.7	W.1.2, W.1.8	SL.1.1, SL.1.2, SL.1.5	L.1.4
Grade 2	RI.2.1, RI.2.2, RI.2.4, RI.2.5	W.2.2, W.2.8	SL.2.1, SL.2.2, SL.2.5	L.2.4

# OVERVIEW

## Teaching the Book

With concise text and bright photographs, this nonfiction book explains the science behind the changing color of fall leaves. The book provides an opportunity to discuss seasonal changes, to identify main ideas and details, and to introduce science vocabulary related to leaves. Activities will engage students in researching seasonal changes, completing art projects, and exploring their environment.

**Theme Focus:** Seasons

**Comprehension Focus:** Main Idea and Details

**Language Focus:** Words Related to Leaves

### ABOUT THE AUTHOR

Marilyn Easton has written numerous books for early readers including *Welcome Fall: Leaves*, *Welcome Fall: Apples*, and *Welcome Fall: Pumpkins*.

## Book Summary

The book engages young readers from the start with simple, brilliant photographs of trees and leaves. The text unfolds with a clear explanation of why leaves have color and why that color changes in the fall.

Students learn that leaves get their color from pigments and that chlorophyll is a green pigment that helps leaves make food through photosynthesis. When the days grow shorter in the fall, leaves do not get enough sunlight to make food, and the chlorophyll in leaves breaks down. As it does, other pigments begin to show, such as bright reds and deep yellows. As fall progresses, the trees no longer provide the leaves with water, leaf stems weaken, and the leaves fall to the ground.

The book's simple text is punctuated with science content-area vocabulary. A focused reading with plenty of time to study the photographs will make the book a rewarding opportunity for students to understand the science of nature's cycles in the fall.

# Get Ready to Read

## Pre-Reading Activities

**True or False?** Engage students' interest and probe their prior knowledge with the following true or false questions.

1. Fall is the season that follows spring. True or False? (*False*)
2. Green leaves make food for trees. True or False? (*True*)
3. Leaves turn red, orange, and yellow in the fall. True or False? (*True*)
4. All trees lose their green color in the fall and winter. True or False? (*False*)
5. In the fall, the days are shorter. True or False? (*True*)

You may want to tally and record students' answers on chart paper or the whiteboard and return to the questions after reading the book.

**Preview and Predict** Have students study the cover of *Welcome Fall: Leaves*. Ask them to describe what they see and explain why they think the leaves have changed color and dropped from the trees.

## STORIA ENRICHMENTS

This Storia e-book has the following enrichments to enhance students' comprehension of the book.

- Picture Starter
- Scratch and See
- Word Search
- Multiple Choice with Pictures
- Jigsaw Puzzle
- Multiple Choice with Text
- Sequencing
- Video

## Vocabulary

**Words Related to Leaves** Introduce these words about plants and leaves, explaining that they are special science terms that describe what happens to leaves in the fall. Ask students to watch for the words as they read and to use the text and photographs to help them understand the words' meanings. Note that the words are in bold in the text and are defined on the last page of the book in the glossary.

Use **Resource #1: Vocabulary Cards** on page 8 and distribute copies to students.

pigment      chlorophyll      photosynthesis  
evergreen      deciduous      carotenoid



## BIG QUESTION

**Critical Thinking** Ask students to think about this question as they read. Write the question on chart paper or the whiteboard.

**Why do leaves change color in the fall?**



# As You Read

## Reading the Book

**Read-Aloud** Read the book aloud to students, modeling fluency and expression. Encourage students to follow along in their own books, studying the illustrations as each page is read. The read-aloud familiarizes students with the text and builds their listening skills.

**Shared Reading** Reread the book, asking students to read their copies at the same time. Cue them to read aloud certain words and phrases that you omit from your reading. Depending on the reading skills of the group, encourage them to read the text aloud, along with you.

## Comprehension Focus

**Main Idea** Explain to students that *Welcome Fall: Leaves* includes several important ideas that are called main ideas. These main ideas are supported by smaller ideas called details. The details tell more about a main idea. Identifying main ideas and details helps you understand what you are reading.

Display for students the first spread of the book about pigments. Read the text on both pages aloud. Then model for students how to identify the main idea and details in the text, writing the sentences on chart paper or a whiteboard.

**Model:** The first sentence is the main idea because it tells the most important idea—leaves get their color from pigments. I'll write that at the top of the page. The other three sentences give details, or smaller ideas, about the pigments in leaves. I'll write them under the main idea.

Use the cards on **Resource #2: Main Idea and Details** for students to practice identifying main ideas and details. Pass out copies of the cards and have students cut them apart and mix them up. Then help students match each detail to the main idea it supports.



# After You Read

## Questions to Discuss

Lead students in a discussion of these focus story elements.

**1. Theme** What are other signs of fall in addition to changing leaves? (*Birds fly south; apples grow ripe on trees; the temperature gets colder.*)

**2. Main Idea and Details** Find a detail in the book that supports this main idea: In the fall, leaves change color. (*The days are shorter. The leaves get less sunlight. The chlorophyll breaks down. Other pigments start to show.*)

**3. Words Related to Leaves** Is a Christmas tree an evergreen or a deciduous tree? (*evergreen*) Is carotenoid a vegetable or a pigment? (*pigment*)

## WORDS TO KNOW

### Words Related to Leaves

Read aloud the following meanings for the vocabulary words, one at a time. Have students hold up the vocabulary card that matches each meaning.

1. a chemical that gives something its color (*pigment*)
2. having green leaves all year (*evergreen*)
3. the pigment that makes leaves look green and helps them make food (*chlorophyll*)
4. the process by which leaves make food (*photosynthesis*)
5. the pigment that makes leaves look yellow and red (*carotenoid*)
6. having leaves that are shed in the fall (*deciduous*)

## Questions to Share

Encourage students to share their responses with a partner or small group.

- 1. Text to Self** What do you like best about fall leaves? Explain.
- 2. Text to World** What places in the world have trees that don't change colors in the fall? What are some trees that don't change color and lose their leaves in the fall?
- 3. Text to Text** What other books have you read that are about the seasons? Tell one fact you learned about the season of fall or another season.

## Extension Activities

### Reading/Writing Connection

**Nature Journal** Ask students to keep a nature journal for one week. If possible, take them on a short walk outside the school to look for signs of the changing seasons. In their journals, have them write

the day of the week at the top of a page and then record or draw something they see, hear, smell or feel in nature on that day. Encourage students to make a cover for their journal and illustrate it.

Don't forget the



## BIG QUESTION

**Critical Thinking** Give each student an opportunity to answer the big question. Encourage students to support their answers with details and evidence from the text.

**Why do leaves change color in the fall?**

## Content Area Connections

**Science Leaf Classification** Provide students with a collection of freshly fallen leaves; if possible, have students bring in their own collection. Give each student approximately 12 leaves and ask them to sort the leaves into groups. Encourage them to create their own groups or classifications for the leaves. After students have finished, ask them to describe the characteristics of the leaves they used to create the groupings. Discuss other ways they might have classified the leaves.

**Social Studies Fall Foliage Map** Take students on a leaf tour of the U.S.A. by logging into the Weather Channel's site, <http://www.weather.com/maps>, that shows maps of changing fall foliage in different parts of the country. The map is particularly helpful for students living in areas where foliage doesn't change in the fall. Note that northern and high-elevation sites peak earlier in foliage color.

**Math Sunrise/Sunset** Students can discover for themselves how daylight grows shorter in the fall by looking at a fall calendar month on a website such as [www.sunrise-sunset.com](http://www.sunrise-sunset.com). Ask them to describe how the time of sunrise

changes during the month. How much does it increase from day to day? How much does it increase during the month? Ask them to also describe how the time of sunset changes and by how much.

**Arts Leaf Prints** Gather leaves of various shapes, sizes, and types. Have students cover a leaf with a piece of paper. Make sure the back side of the leaf is facing the paper. Give students crayons to create leaf rubbings, using the side of a crayon for best results. Have students study the resulting prints to see the veins in the leaves and their shape.

## BIG ACTIVITY

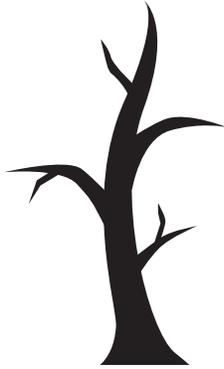
**Leaves and the Seasons** Have students demonstrate their understanding of how leaves change through the seasons by using the **Big Activity Resource** on page 5. Explain that they will be drawing how the leaves on a tree look in each of the seasons. Then they can add a short caption to each drawing. When they finish, have students compare and discuss the drawings and captions.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **BIG ACTIVITY:** Leaves and the Seasons

Draw leaves for each of the seasons. Write a short title for each drawing.

**Season: Summer**



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**Season: Fall**

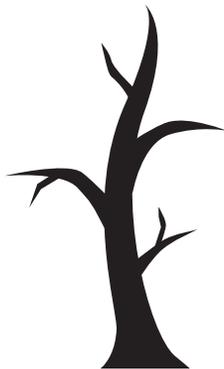


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**Season: Winter**



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**Season: Spring**



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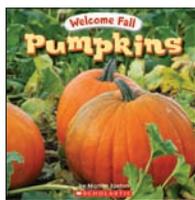
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# READ MORE AND LEARN MORE

Use these books and other resources to expand your students' study of the book or theme.

## Topic Connections



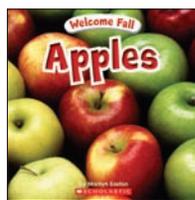
### Welcome Fall: Pumpkins

Marilyn Easton

**Ages:** 3–5      **Grades:** PreK–K

**Pages:** 24

In the fall, the days get cooler and pumpkins are ready for the harvest. Visit the pumpkin patch and learn how pumpkins grow, how they are harvested, and which ones make the best jack-o'-lanterns and pumpkin pies. **Available as a Storia e-book**



### Welcome Fall: Apples

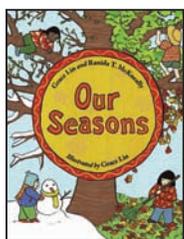
Marilyn Easton

**Ages:** 3–5      **Grades:** PreK–K

**Pages:** 24

When fall arrives, it's time to go apple picking! A visit to the apple orchard brings the opportunity to learn all about apples: how they grow, the best way to pick them, and how to make delicious apple cider and pie. **Available as a Storia e-book**

## Theme Connections



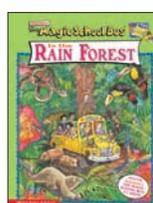
### Our Seasons

Ranida McKneally

**Ages:** 4–8      **Grades:** PreK–2

**Pages:** 32

Thoughtful poems reveal nature's simple wonders, from frozen breath in fall to summer's damp and sticky air. After each gentle and whimsical haiku comes an explanation, presented in an inviting question-and-answer format, of the science behind these experiences. **Available as a Storia e-book**



### The Magic School Bus in the Rain Forest

Joanna Cole and Bruce Degan

**Ages:** 6–8      **Grades:** 1–3

**Lexile Level:** AD550L

**Pages:** 32

The gang is on a quest to find out why Ms. Frizzle's cocoa tree has stopped growing cocoa beans. In addition to discovering why a tree might become unhealthy, readers will learn all about life in the rain forest. **Available as a Storia e-book**



### SEASON OF SIGHT WORDS (FALL) SET

Shannon Penney

**Ages:** 4–6      **Grades:** PreK–1

**Lexile Level:** BR–140L

**Pages:** 8

Focusing on familiar fall themes, these short books help kids learn simple one- to three-letter words by sight. Includes *Spooky Scarecrow*, *Billy Rides His Bike*, *Going on a Hayride*, *Let's Pick Apples*, *Lots of Leaves*, *Pumpkin Time*, *The Big Bonfire*, and *The Football Game*. **Available as a Storia e-book**



### Let It Fall

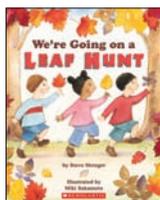
Maryann Cocca-Leffler

**Ages:** 3–5      **Grades:** PreK–K

**Lexile Level:** AD310

**Pages:** 24

Delightfully illustrated leafy scenes and catchy rhymes invite children to experience the joys of the changing season and explore all kinds of outdoor fun! Perfect for reading aloud before discussions about the signs of fall. **Available as a Storia e-book**



### We're Going on a Leaf Hunt

Steve Metzger

**Ages:** 3–5      **Grades:** PreK–K

**Lexile Level:** AD130L

**Pages:** 32

In this beautifully illustrated picture book, three friends set out into the woods to collect colorful fall leaves. Along the way, they identify different kinds of trees—oaks, hickories, maples—for young readers. When the friends meet a skunk, though, they head home as fast as they can! Fun sound effects and repeating phrases encourage reading along. **Available as a Storia e-book**



### Fall Leaves (Scholastic Reader Level 1)

Mary Packard

**Ages:** 4–6      **Grades:** PreK–1

**Lexile Level:** 270L

**Pages:** 32

Fall is here! There are so many ways to play on a fall day before raking leaves into a pile. With sweet, simple sentences and appealing illustrations, readers will get ideas for many fun-filled activities they can enjoy with fall leaves. **Available as a Storia e-book**

Go to [www.Scholastic.com/storia-corner](http://www.Scholastic.com/storia-corner) to find PDF versions of the Storia teacher guides and links to purchase the related books.

**pigment**

**chlorophyll**

**photosynthesis**

**evergreen**

**deciduous**

**carotenoid**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Welcome Fall: Leaves

Cut out the cards and mix them up. Then match each detail with the correct main idea.

<p style="text-align: center;"><b>Main Idea</b></p> <p>Chlorophyll is a type of pigment that makes leaves look green.</p>	<p style="text-align: center;"><b>Main Idea</b></p> <p>When the chlorophyll disappears, the other pigments in the leaves start to show.</p>
<p style="text-align: center;"><b>Detail</b></p> <p>Even if there are other pigments in a leaf, chlorophyll covers them up.</p>	<p style="text-align: center;"><b>Detail</b></p> <p>Some of the pigments are red.</p>
<p style="text-align: center;"><b>Detail</b></p> <p>Chlorophyll helps leaves make food for trees.</p>	<p style="text-align: center;"><b>Detail</b></p> <p>Some of the pigments are yellow.</p>
<p style="text-align: center;"><b>Detail</b></p> <p>Leaves need chlorophyll, air, water, and lots of sunlight to make food.</p>	<p style="text-align: center;"><b>Detail</b></p> <p>Carotenoid is the pigment that makes leaves look yellow and red.</p>