**Una a Una, One by One** By Blythe Lynden

**Science Connections: Seasons**
Think about how the trees and their leaves changed throughout the story. Did the colors of the leaves change? Was there a season when the trees didn’t have any leaves? What are the seasons?
*(Clue: Discuss the seasons, or each of the four divisions of the year marked by different weather patterns and daylight hours which result from the Earth’s changing position to the sun.)*

In the boxes below, draw a picture to show what a tree would look like during each season.

<table>
<thead>
<tr>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
</table>

**Reading Response: What is your favorite season?**

*My favorite season is _____________________________.

**Extension at Home:**
**Creation Station:** While on a nature walk, collect small leaves, twigs, pebbles, and other items to make a picture of the outdoors. Paste these items on a piece of paper, or create a display, and discuss or write about what was created.
# Thinksheet

**Una a Una, One by One** By Blythe Lynden

**Caregiver Connections:** Use the ideas below to help your student build important foundational literacy skills from the text and the world around them while making meaningful connections to science and math.

<table>
<thead>
<tr>
<th>Reading Foundations</th>
<th>Science Connections</th>
<th>Math Connections</th>
</tr>
</thead>
</table>
| **Before Reading**  | **Go on a Nature Walk** | • Practice counting from one to ten, and look for ways for your student to count everyday objects: *ex: six leaves in a story illustration, three spoons in a drawer, or two birds on a branch.*  
• Practice matching quantities to a number (*ex: show or write the number 3 and have your student count out three objects to match the number they see.*) |
| ● Read and discuss the title of the book, noting that it is a bilingual book with text in Spanish and English.  
● Discuss the job of both the author and the illustrator. | Look for and discuss items that were in the story’s illustrations: tree, branch, nest, bird, worm, puddle. |  |
| **During Reading**   | **Using Our 5 Senses** |  |
| ● Model reading from left to right, following the text using a finger.  
● Have your student observe and discuss the illustrations and how they relate to the story’s text. | Discuss how we can explore the world around us through our five senses: seeing, hearing, tasting, listening, and smelling.  
Encourage your student to use their senses to find something in several descriptive categories: empty, full, crunchy, smooth, heavy, light, cold, crisp, bright, quiet, and loud. |  |
| **After Reading**    | **Self Help Skills** |  |
| ● Have your student tell you about something that happened at the beginning, middle, and end of the story. | Discuss with and guide your student to pick out clothing that is appropriate for the season and the weather. |  |