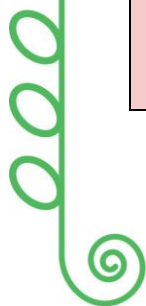


Grade 1 Science
Earth Systems
Activity 1: Seasons

Duration: 60 minutes

| Objective | Overview: |
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| By the end of the activity, students should be able to: <ul style="list-style-type: none">- Identify the 4 seasons in Alberta- Understand different climate identifiers for each season- Understand how you dress differently in each season | <ul style="list-style-type: none">- This activity introduces students to the concept of the seasons and the differences between them. Students will explore different aspects of daily life that are changed with the seasons as well as observational differences. Through discussions, demonstrations, and hands-on activities, students will gain a deeper understanding of the seasons in Alberta and how they are changing. |

| Science Guiding Question | Learning Outcome |
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| In what ways can environments change? | Students analyze environments & investigate interactions and changes |
| Knowledge | <ul style="list-style-type: none">- The four seasons in Alberta are: summer, autumn (or fall), winter, spring.- Some places have fewer than 4 seasons, such as: 2 seasons - rainy & dry / 3 seasons - cool or cold, rainy & dry.- Many seasonal changes appear in environments, such as: snow covering the ground, snow melting, the surface of lakes or other bodies of water freezing, rivers flowing fast or slow.- Seasonal changes appear in plants and animals such as: camouflage, leaves changing colour & falling, flowers blooming, crops & plants greening and growing.- Information can be gathered from environments using the senses.- Seasonal changes may affect a variety of choices and activities, such as: clothing choices, recreational activities, Indigenous ceremonies, hunting and gathering |
| Understanding | <ul style="list-style-type: none">- Changes in the environment include seasonal changes.- Environments are observed and understood using the senses.- Seasonal changes influence decisions about daily activities. |



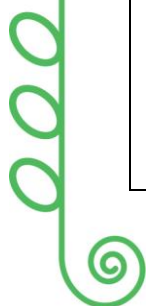
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| Skills and Procedures | <ul style="list-style-type: none"> - Observe seasonal changes in local environments over time. - Document signs of seasonal change over time. - Share personal experiences related to seasons. - Discuss how changes in the appearance of environments, plants, and animals are related to the seasons. - Represent an environment in different seasons to show environmental changes. - Describe various environments, drawing from information using the senses. - Describe how seasonal changes affect decisions about daily activities. |
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| ELA Guiding Question | Learning Outcome |
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| <ul style="list-style-type: none"> - How can the organization of ideas and information support the sharing of messages? - In what ways can listening and speaking be applied to develop oral communication? | <ul style="list-style-type: none"> - Students examine ways that messages can be organized and presented for different purposes. - Students develop listening and speaking skills through sharing stories and information. |
| Knowledge | <ul style="list-style-type: none"> - Real information or ideas (non-fiction) can be shared through digital or non-digital forms, including <ul style="list-style-type: none"> - personal stories - instructions - observations <ul style="list-style-type: none"> - Stories that are shared through listening and speaking (oral traditions) can be handed down from generation to generation. - Listening involves maintaining attention and focus. |
| Understanding | <ul style="list-style-type: none"> - Messages that share ideas and information that are real or true (non-fiction) can encourage thinking and build knowledge. - Oral traditions can provide opportunities to learn and think about kinship. - Listening is an active process that supports understanding. |



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| Skills and Procedures | <ul style="list-style-type: none"> - Examine ways that information can be organized and shared to support learning. - Practise listening and speaking skills through sharing oral stories. - Recognize kinship in a variety of oral stories. - Discuss special rules (protocols) about how, when, or with whom stories are shared. - Contribute to discussions as a listener and speaker. |
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| Timing | Instructional Element | Student Tasks |
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| Introduction Starting in a Good Way (15 minutes) | Talking Circle Prompt: What season is it and how do you know? <ul style="list-style-type: none"> - Pose the question and ask the student on the left to be the first to respond. The teacher may encounter student responses such as: Warmer, cold, more fires, etc - As the teacher is to respond last, summarize what students have shared and consolidate with what the teacher would like the students to know. Highlight how we will be focusing on the impact of global warming on agricultural practices. - See link below for classroom talking circle guidelines: Talking Circle Pedagogy | -Participate in talking circle |
| Development Weaving Knowledge (15 minutes) | Whole Class Interactive Discussion: <ul style="list-style-type: none"> - Create a class chart with four columns labeled: Season What Happens Outside Animals & Plants What People Do - Guided by the teacher, the whole class will fill out the table on the board. - Some expected answers: Summer – Warm, green grass, flowers bloom, people go swimming or camping. Autumn – Leaves change color and fall, animals prepare for winter, people wear jackets. Winter – Snow covers the ground, lakes freeze, people go skiing or celebrate winter holidays. Spring – Snow melts, flowers bloom, rivers flow, animals return, people plant gardens. - The teacher also mentions how different places in the world don't have the same seasons we do (Ex: Mexico) | -Students participate in classroom discussion. |



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| Independent Work Gathering Knowledge (20 minutes) | Season wheel <ul style="list-style-type: none"> - The teacher hands out seasonal wheels to students. - The teacher shows students an example of a season wheel on the board. - The teacher explains how this is an FNMI concept that has been used and passed down through generations - The teacher gives students time to complete their own season wheel using the examples they give them as help. - The teacher will circulate to support students | -Students complete the season wheel with help from their teacher and using an example as reference. |
| Conclusion: Sharing knowledge (10 minutes): | Share your knowledge: <ul style="list-style-type: none"> - The teacher tells students that they are coming around to talk to each of them. The teacher will ask them: What is your favourite season and what is your favourite thing to do in that season? <ul style="list-style-type: none"> - The teacher listens to answers to verify understanding. | -Students have one on one conversations with the teacher. |