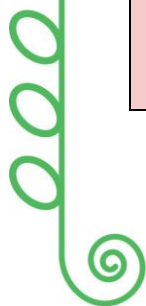


**Grade 1 Science**  
**Earth Systems**  
*Activity 2: Seasons*

Duration: 60 minutes

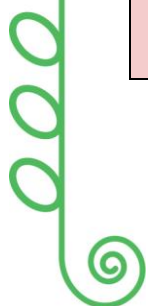
Objective	Overview:
By the end of the activity, students should be able to: <ul style="list-style-type: none"><li>- Identify the 4 seasons in Alberta</li><li>- Understand different climate identifiers for each season</li><li>- Understand how you dress differently in each season</li><li>- Understand the importance of being outside in nature</li></ul>	<ul style="list-style-type: none"><li>- 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.</li></ul>

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






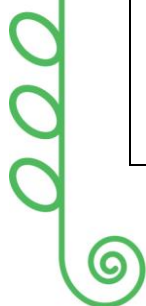
<b>Skills and Procedures</b>	<ul style="list-style-type: none"> <li>- Observe seasonal changes in local environments over time.</li> <li>- Document signs of seasonal change over time.</li> <li>- Share personal experiences related to seasons.</li> <li>- Discuss how changes in the appearance of environments, plants, and animals are related to the seasons.</li> <li>- Represent an environment in different seasons to show environmental changes.</li> <li>- Describe various environments, drawing from information using the senses.</li> <li>- Describe how seasonal changes affect decisions about daily activities.</li> <li>- Discuss benefits of spending time in nature.</li> </ul>
------------------------------	--

<b>ELA Guiding Question</b>	<b>Learning Outcome</b>
<ul style="list-style-type: none"> <li>- How can the organization of ideas and information support the sharing of messages?</li> <li>- In what ways can listening and speaking be applied to develop oral communication?</li> </ul>	<ul style="list-style-type: none"> <li>- Students examine ways that messages can be organized and presented for different purposes.</li> <li>- Students develop listening and speaking skills through sharing stories and information.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Real information or ideas (non-fiction) can be shared through digital or non-digital forms, including               <ul style="list-style-type: none"> <li>- personal stories</li> <li>- instructions</li> <li>- observations                   <ul style="list-style-type: none"> <li>- Stories that are shared through listening and speaking (oral traditions) can be handed down from generation to generation.</li> </ul> </li> </ul> </li> <li>- Listening involves maintaining attention and focus.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>- Messages that share ideas and information that are real or true (non-fiction) can encourage thinking and build knowledge.</li> <li>- Oral traditions can provide opportunities to learn and think about kinship.</li> <li>- Listening is an active process that supports understanding.</li> </ul>



<b>Skills and Procedures</b>	<ul style="list-style-type: none"> <li>- Examine ways that information can be organized and shared to support learning.</li> <li>- Practise listening and speaking skills through sharing oral stories.</li> <li>- Recognize kinship in a variety of oral stories.</li> <li>- Discuss special rules (protocols) about how, when, or with whom stories are shared.</li> <li>- Contribute to discussions as a listener and speaker.</li> </ul>
------------------------------	--

Timing	Instructional Element	Student Tasks
<b>Introduction</b> Starting in a Good Way (15 minutes)	<p><b>Story time:</b> (This activity can happen 4 times throughout the year with each of the different seasons)</p> <ul style="list-style-type: none"> <li>- The teacher will read students a story about the seasons.</li> <li>- Optional stories:</li> </ul> <p><a href="#">A Stroll Through the Seasons   Read Aloud Children's Book   Storytime</a></p> <p> <a href="#">Little Snowflake   Read Aloud for Kids   Winter Books Read Aloud   Bedtime Stories for Kids</a></p> <p> <a href="#">Little Sunflower   Read Aloud for Kids   Story-Time for Kids   Spring Books read aloud for kids</a></p> <p><a href="#">Little Acorn (Nature Stories) - Animated Read Aloud Book for Kids</a></p> <p><a href="#">Little Raindrop    Read Aloud for Kids   Spring books   Educational books   Storytime for kids</a></p> <ul style="list-style-type: none"> <li>- The teacher has a conversation about the book.</li> </ul>	<ul style="list-style-type: none"> <li>- Students listen to the story and participate in discussion.</li> </ul>
<b>Development</b> Weaving Knowledge (30 minutes)	<p><b>Outdoor Walk:</b> (This activity can happen 4 times throughout the year with each of the different seasons)</p> <ul style="list-style-type: none"> <li>- The teacher takes the students on a community walk.</li> <li>- The teacher asks students to think about what season it is and what did they see outside that indicated this specific season.</li> </ul>	<ul style="list-style-type: none"> <li>- Students go on outdoor walk.</li> </ul>



<b>Independent Work</b> Gathering Knowledge	<b>My Tree Through the Seasons:</b> <ul style="list-style-type: none"> <li>- If the teacher has time they can also give students this handout where students colour and design a tree with the appropriate season in mind.</li> <li>- The teacher also works with students to create a sentence that explains their tree.</li> </ul>	<ul style="list-style-type: none"> <li>- Students complete the worksheet.</li> </ul>
<b>Conclusion:</b> Sharing knowledge (5 minutes):	<b>Talk with a friend:</b> <ul style="list-style-type: none"> <li>- The teacher asks students to have a conversation with a friend about the following question:            What type of clothes were good to have on the community walk. What would change about your clothes if it was hotter or colder (another different season)</li> <li>- The teacher circulates to help guide discussions and listen to student conversations.</li> </ul>	<ul style="list-style-type: none"> <li>- Students have a conversation with a friend.</li> </ul>

