

Topic: Season's Unit Outline

Grade Level(s): 1 Science

Learning Outcomes:

Grade 1 Science Processes:

- communicate their observations, experiences, and thinking in a variety of ways (e.g., verbally, pictorially, graphically)
- classify objects, events, and organisms

Grade 1 Skills

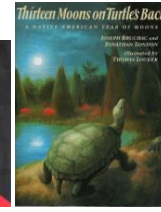
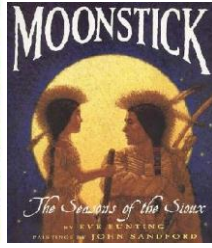
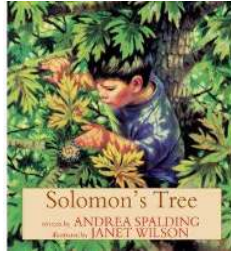
- observe and record daily and seasonal changes

Grade 1 Learning Outcomes

- describe changes that occur in daily and seasonal cycles and their effects on living things
- describe activities of Aboriginal peoples in BC in each seasonal cycle give several examples that show how activities of Aboriginal peoples differ according to seasonal cycles and regions (e.g., differences between activities in the Interior/coast; north/south) prepare a detailed list of local Aboriginal activities in the fall (e.g., berry picking, freezing, and drying; equipment readied for hunting season; firewood stacked) winter (e.g., sports activities, feasts, potlatches) spring (e.g., planting) summer (e.g., picnics, baking bannock, preparing fishing nets)

Materials:

- Recording Sheets
 - Journal page – use as formative and summative assessment
 - Field Study recording sheets (maple tree, river, skunk cabbage, sword fern) for fall, winter, spring, summer in a booklet format
 - Let's Connect recording sheet
 - Signs of Fall (winter, spring, summer, fall) recording sheets.
- Picture Books
 - *A Bear for All Seasons* by Diane Marcial Fuchs
 - *Solomon's Tree* by Andrea Spalding
 - *The Saanich Year: Book and Website*
<http://www.racerocks.com/racerock/firstnations/13moons/images/calendar.jpg>
 - *Moonstick: The Seasons of the Sioux* by Eve Bunting
 - Thirteen Moons on Turtle's Back : a Native American year of moons [kit KT1418] (set of 6 books from LRC)
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- Videos and Powerpoint
 - [Video Ojibwe four seasons : Ningo gikinonwin \[Kit KT3329\]](#)
 - Saanich Year Power Point
 - [Stories from the Seventh Fire : The four seasons: Winter/Spring \[Digital videorecording DVD DVD00276\]](#)
 - [Stories from the Seventh Fire : The four seasons: Summer/Spring \[DVD DVD00275\]](#)



Lesson Ideas:

Day 1 What do we know about Seasons?

Materials

A Bear for all Seasons (mark 4 places that you will stop to model making connections)
Journal recording sheet

1. Share Learning Intention:

- To learn about the changes in the **seasons** and how living things change
- To read a book and make **connections** to the seasons

2. Warm-up or review of concepts; formative assessment piece:

Journal: Seasons

- What words, symbols, or pictures do we know about seasons (fall, winter, summer, fall)?
- Think Pair Share

3. Activities

- Share and record journal ideas; borrow ideas from each other

- Teach the connection strategy – Connect the story of your life to the story of this book (Give examples of chapters of my life story, compare to length of my Grandma’s and to length of their life stories)
 - Example of practical lesson for connection - Put your hand with 2 circles - see how the class connects. Talk about what all the different ways were. Ask students, merging, linking, together etc. But when I am talking connecting I’m talking about connecting to text. 1 circle is the book the other is the brain.
 - Finding a chapter from your life story that connects to what your are reading
 - Teacher model: Read and model 4 parts in the book, *A Bear for All Seasons*, where I have made a connection to the book (Model criteria for making connections – give examples, details, people, names feeling, facts, knowledge)
 - Have children do turn and talks to share their connections, favourite seasons, favourite seasonal activity
4. Wrap up
 - Add new learning to their journal
 5. Reflection: Self assessment based on criteria and learning intention (thumbs up/down or ext slip or ticket out the door)

Day 2 Signs of a Season Nature Walk

Materials

- Signs of Fall (winter, summer, spring) recording sheets

1. Learning Intentions

- I can recognize signs of a particular season on a nature walk
- (to be repeated throughout all 4 seasons)

Aboriginal people or people who live outdoors or are outside a lot do not need a calendar or set times to tell them that a new season is coming. Signs or clues in nature around them are the indicators that a season is changing. This will be different depending upon the area they live in.

2. Activities

- Go on Nature Walk to find signs of the season (What do I hear, see, smell, feel?)
- Record on observation sheet when back in class.

3. Reflection: Self assessment based on criteria and learning intention (thumbs up/down or ext slip or ticket out the door)

Day 3 Solomon’s Tree

Materials

- Solomon’s Tree by Andrea Spalding
- Sticky notes (enough for each child to have one).

- Let's Connect recording sheet

1. Learning Intentions

- To read Solomon's Tree by Andrea Spalding and make connections to the story
- To think about a tree through the changes of the season
- To see discuss the various way the tree was used.

2. Activities

Before Reading:

- Ask the students to remember a spot in the book that they connect to and they will share after we have read the story.
- What Readers Do: Look at picture, title, back cover, do a picture walk to connect to background knowledge and think about what the book may be about.

During Reading

Read the story and model a few connections place a sticky note on the pages I made a connection.

After Reading

- Give students a sticky note and flip through the pages and have students put their sticky note on the page where they made a connection.
 - Record connections on "Let's Connect" recording sheet.
3. Reflection: Self assessment based on criteria and learning intention (thumbs up/down or ext slip or ticket out the door)

Day 4 Seasonal Field Study

Materials

- Seasonal field study booklet (recording sheets)

1. Learning Intentions

- I can identify 4 plants or parts of nature and observe what is significant about them at this time of year.
- I can use my senses. What do I see, hear, feel, smell?
- I can record my observations.

2. Activities

- To be repeated throughout the 4 seasons.

- Choose 4 plants/parts of nature on your school ground that you can make repeat visits too (e.g. at Puntledge, I choose skunk cabbage, maple tree, sword fern and the creek) and go for a nature walk to observe what these plants/parts of nature are like at this time of year.
 - Record observations on recording sheet
3. Reflection: Self assessment based on criteria and learning intention (thumbs up/down or exit slip or ticket out the door)

Day 5 The Saanich Year

Materials

- The Saanich Year (book, powerpoint and/or website)
- Laminated copies of moon from *The Saanich Year*

1. Learning Intentions

- To learn about the 13 Moons of the Saanich People and how it makes up the cycle of one Saanich year
- To connect the names of the moons to the signs of the seasons.
- To make a connection from your life story to the moons in *the Saanich Year*

2. Activities

Before Reading:

- Look at the Title, picture, and back cover, do a picture walk; predict, make connections, infer; think about what the book may be about
- The book is based on the Saanich people who lived on Vancouver Island (near Victoria)
- Explain about the 13 moons in a year instead of 12 months. Can do a demonstration of the sun, earth, moon and how they move around each other.
- The moons were name a certain way because of the SIGNS in nature that typically happened during that moon.

During Reading

- Making connections
- Notice detail in artwork
- Placing the seasons and the moons around the chart as you tell the story and signs/activities of each moon

After Reading

- Let's Connect Sheet: What part of the story did you connect to from your life story?
- Students can choose from laminated picture of moon and make a connection to this book on recording sheet

3. Establish Criteria for success

Connections

- State evidence from text (which moon did they pick)
- Detail

- Example
- People involved
- Feelings

Day 6 Aboriginal Seasonal Activities of the Northwest Coast

Materials:

- 6-8 copies of 11x17 map of Seasons cycle (fall, winter, spring, summer)
- 6-8 copies of each page of “Northwest Coast Aboriginal Seasonal Activities” pictures from *Northwest Coast Harvest*
- Seasonal activity powerpoint
- Have student in group of 3

1. Learning Intentions

- To predict, discuss, and clarify the season that a particular “Aboriginal” activity is done in.
- To work in groups and discuss together options.

2. Activities

- Students in groups of 3 will predict which aboriginal activity belongs in which season. Model good group discussion dynamics well before sending students off to groups.
- Students will take large 11x17 mat of Season’s cycle and copies of each cut out Aboriginal Activity back to their desk.
- Predict where the activities go.
- Watch powerpoint
- Clarify where the activities should be on the mat (some could go in two or even three places.)

Day 7 Assessment

Materials

- Journal Recording Sheet
- Let’s Connect Recording Sheet

1. Learning Intentions

- To reflect on what we learned about seasons and aboriginal activities during the seasons
- To make connections to our own life stories about seasons and seasonal activities.

2. Activities

- Brainstorm what we have worked on over the unit as a group.
- Review criteria for making connections and journal
- Hand out Journal and Let’s connect sheets (students work independently)

Beyond

Link to Storytelling

- Stories from the Seventh Fire : The four seasons: Summer/Autumn [DVD DVD00275]
- Stories from the Seventh Fire : The four seasons: Winter/Spring [Digital videorecording DVD DVD00276]

Lesson Review:

- Did I connect the concept to previous experiences?
- Did I provide individual choice?
- Was there an open-ended task?
- Was it possible to enter the task from a variety of levels?
- Was time provided for 'Turn and Talk' for sharing of strategies and perspectives?

Stuff for us to remember: Campbell River seasons stuff, Stolo historical Atlas, I am Sto:lo

GRADE 1 EARTH AND SPACE SCIENCE: DAILY AND SEASONAL CHANGES

Estimated Time: 25 – 30 hours

By the end of the grade, students will have demonstrated understanding of changes that occur in daily and seasonal cycles and their effects on living things.

Daily and Seasonal Changes

This study focuses on weather and seasonal changes and their effects on plants, animals, and human activity.

Students discover patterns of weather change during a year by recording daily weather information.

Through

observation and investigation, students learn that predictable changes occur in daily and seasonal cycles.

Vocabulary

day time, night time, morning, afternoon, evening, days of the week, seasons, spring, fall, summer, winter, today, yesterday, tomorrow, months of year, heat, cold, snowy, rainy, cloudy, stormy, sun, light, shadow

Knowledge

the daily weather may include changes in temperature, wind, cloud, and precipitation

weather patterns change predictably according to the seasons

weather and seasonal changes affect plants and animals

the cycle of day and night occurs predictably according to the seasons

changes in the length of day and night occur predictably according to the seasons

daily and seasonal changes affect human activities

Aboriginal peoples in BC have a variety of seasonal activities

Skills and Attitudes

observe and record daily and seasonal changes

record observations and results of investigations using graphs, pictures, symbols, and words

use classroom materials responsibly and safely