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<p>Descriptions: Students learn about differences between the seasons and begin journaling their observations about changes in plants, animals and weather that describe the seasons. This activity provides an opportunity for students to apply ‘giving space’ to each other by finding a place in the habitat restoration to study.</p>	<p>Vocabulary Cycle: <i>an interval of time in which a sequence of events is completed</i> Evergreen: <i>foliage that remains green</i> Evidence: <i>something that provides proof</i> Deciduous: <i>falling off seasonally</i> Season: <i>one of the four quarters into which the year is divided; a period in which an animal normally engages in some kind of activity; a period normally characterized by certain weather types</i></p>
<p>Objectives:</p> <ul style="list-style-type: none"> • Students understand there are physical changes in characteristics of plants that occur each season, and observe related changes in weather, soil and animal behavior during these seasons. • Students gain an awareness of the patterns of change in the ecology of the habitat area throughout the year. • Students practice writing, observation, and outdoor etiquette skills. 	<p>Washington State EALRs Science 1.1.6 <i>Understand characteristics of living organisms; identify observable characteristics of living organisms.</i> 1.1.6 <i>Understand how to distinguish living from non-living and use characteristics to sort common organisms into plant and animal groups.</i> 1.3 Changes: <i>Understand how interactions within and among physical, earth/space and living systems cause changes in matter and energy.</i> 2.1 Investigating Systems: <i>Develop the knowledge and skills necessary to do scientific inquiry.</i> Writing: <i>as determined by teacher (i.e. Level of accuracy, spelling, drafts, etc.).</i></p>
<p>Print Materials:</p> <ul style="list-style-type: none"> • Image: ‘The Seasons’ • Master: ‘Journal the Seasons’, ‘The Seasonal Cycle’ graphic organizer <p>Kit Materials:</p> <ul style="list-style-type: none"> • Foam clipboards: 1 per student <p>Teacher supplied:</p> <ul style="list-style-type: none"> • Copy of ‘Journal the Seasons’ and ‘The Seasonal Cycle’ graphic organizer: 1 per student • Optional: reading books or writing projects for ‘quiet activity’ 	

<p>Before activity: Determine a schedule to bring students to the habitat area at least once each season, over the school year, for seasonal observations. It is possible to include all four seasons during a regular school year by starting in early September. This schedule could coincide with the moon cycle, solstice and equinox dates, integrating with other studies.</p> <p>Activity</p> <ul style="list-style-type: none"> • Gather students in the habitat area. Say, “Seasons are four equal parts of time that divide each yearly cycle. They are called spring, summer, fall and winter”. • Show images: ‘The Seasons’. Ask, “What season of the year are we in now?” Discuss. “How do we know which season we are in? What have you observed about plants, animals and the weather during different seasons?” Refer to image label for key observable characteristics for each season. Discuss the different senses used to observe these characteristics (touch, sight, smell, hearing). Discuss examples of evidence of the previous season in the habitat area as a way to give specific examples (e.g., summer: bees gathering pollen, lots of flowers, hot weather). • Tell students they will be going to a personal place in the habitat area to write journal entries about their observations of these changes in the season. Explain that they will get writing materials (clipboard and a journal form, or use student journals) and that they are going to find a private place in the habitat. Then they will write an expository entry made up of four complete sentences that describes observations they make about the plants, animals and weather which are evidence of the season (e.g., fall: leaves are falling, geese are flying in V-formations, cool and rainy weather). • Say, “As we find places to journal, we will practice our ‘Giving Space’ etiquette. How will we do this?” For plants? For wildlife? For people? Review <i>Giving Space</i> activity. • Tell students how long they will have to find a place and do their journal entries (10-15 minutes) and the cue you will use when the time is over. When they are finished journaling, they are to sit quietly and notice nature around them. Students may also draw things they may notice in nature. [Note: If suitable journaling spaces are limited, the class can be rotated in two groups: one to journal in the habitat; while one group has a quiet activity nearby such as reading]. • Ask students to find a personal place to journal in the habitat. Help students find their study locations using good ‘giving space’ etiquette skills. • After the allowed time, gather students together and share observations. Summarize: Seasonal changes are observable. • Pass out ‘The Seasonal Cycle’ graphic organizer (this could take place after returning to the classroom). Ask students to use drawings and labels to describe each season in its appropriate section of the cycle as the year progresses. • At year’s end, review the changes from season to season. Discuss the changes they’ve noted and which observations will likely occur year after year. Discuss how these changes might be different in other regions of the world.
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