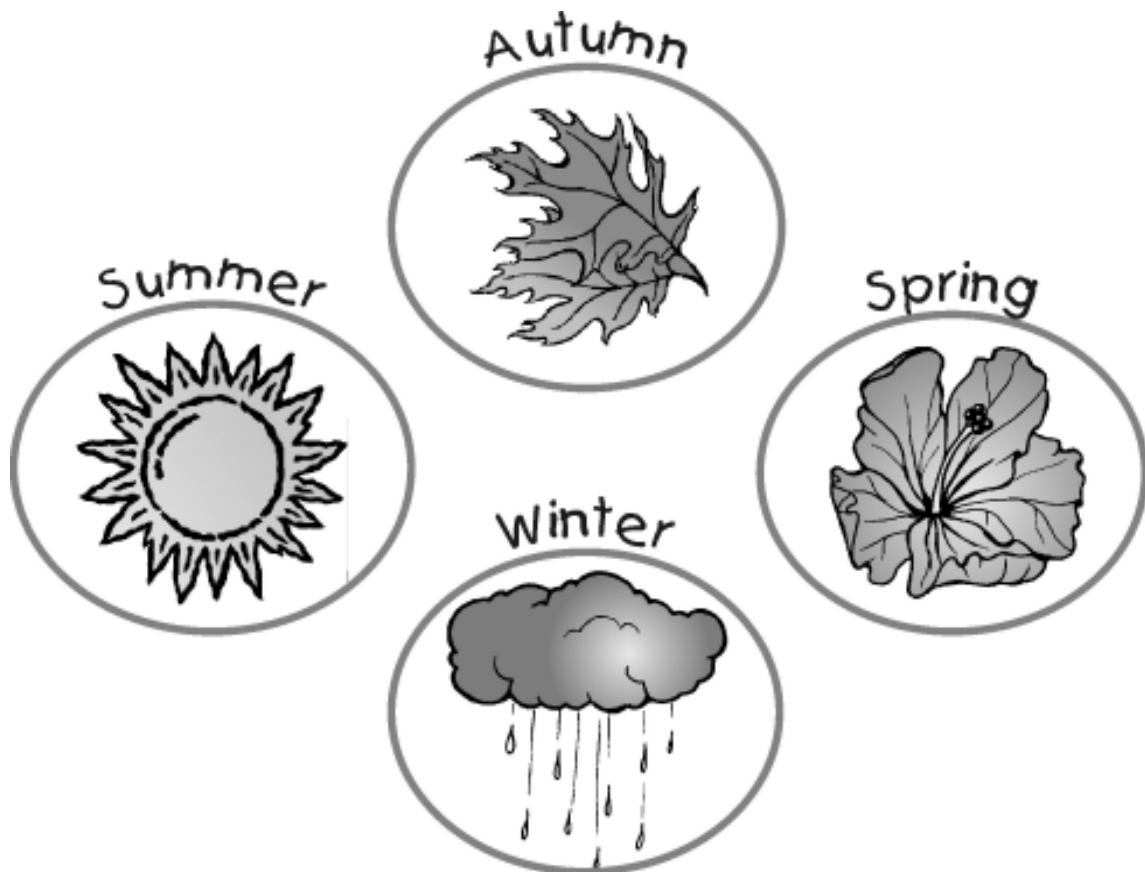


Integrated Themes for 4-8 Year Olds

Seasons



Revised edition. Written by Pam Portman. © Ready-Ed Publications - 2007
Originally published by Ready-Ed Publications (1993) P.O. Box 276 Greenwood WA 6024
Email: info@readyed.com.au Website: www.readyed.com.au

COPYRIGHT NOTICE

Permission is granted for the purchaser to photocopy sufficient copies for non-commercial educational purposes. However, this permission is not transferable and applies only to the purchasing individual or institution.

ISBN 1 86397 715 5

Contents

From the Author	2
Teachers' Notes	4
Useful Websites	5
Throughout the Year	6
Board Game	7

Section 1: Summer

<i>For the Teacher</i>	8-9
Summer Shadows	10
Your Shadow	11
Fun in Summer	12
Summer Munchies	13
Scrambled Summer	14
Summer Searches	15
Summer Cloze	16
Hot, Hotter, Hottest	17
Canteen Puzzler	18

Section 2: Autumn

<i>For the Teacher</i>	19
Autumn Activities	20
Autumn Cloze	21
Falling Leaves	22
Colour The Leaves	23

Section 3: Winter

<i>For the Teacher</i>	24
Fun in Winter	25
Winter Searches	26
Winter Puzzlers	27
Cold, Colder, Coldest	28
Brolly Count	29
Munchies	30
Clothes	31
Landscapes	32

Section 4: Spring

<i>For the Teacher</i>	33
Rainbows	34
Spring Into It	35
Spring Into Colour	36
All Seasons	37
Supersearch	38
Weather Chart	39
Symbols for Weather Chart	40
Evaluation	41
Record Sheet	42-44
Appendix:	45
Evaluation Points	45

Special Note

This is a theme which needs to be continued throughout the year.

Some activities should be used on a daily basis, while others are seasonal.

The depth at which the topics are studied will naturally depend on the ages and abilities of your students. Climatic conditions vary considerably around the country so some of the activities may need to be used in a season other than the one in which it is included.

General Learning Outcomes

The students will:

- demonstrate an awareness that the year is divided into four seasons, of the associated climatic changes and the ways in which these affect humans, animals and plants.
- practise and consolidate previously learned skills and learn new skills.

General Concepts

- There are four seasons.
- Weather changes with the seasons. These changes may affect the clothes we wear, some of the foods we eat, our choice of leisure and recreational activities, and our health.
- Animals and plants respond to seasonal change.
- We can record weather conditions and use this information in a variety of ways.
- The earth rotates as it revolves around the sun.
One rotation = 1 day. One revolution = 1 year.
- Objects can make shadows when placed between the sun and the ground.
The length of night and day varies at different times in the year.
- Climatic conditions vary considerably in different parts of the country, and in different countries, on the same day.
- Clouds can help predict weather conditions.
- Native and introduced species of plants react differently to seasonal changes.
- Some plants only grow at specific times of the year.
- The seasons follow a specific sequence and are cyclical in nature.

Green Notes

This topic is an excellent opportunity to reinforce the concepts of wise and caring interaction with the environment, covered in another title in this series, “*The Environment*”. Many of the worksheets in that title are suitable for use with this topic.

Obviously, care of the environment should be included in discussions and demonstrated by adults as a model for the children to emulate.

Wise use of energy will arise when discussing how to keep cool in summer and warm in winter. While I acknowledge that air-conditioning is essential occasionally in some areas, it is worthwhile to realise that one large tree in front of a building is equivalent of ten room air-conditioners running for 20 hours each day. In winter we can take a hot shower, wear extra layers of clothing and be active to keep warm. The alternatives are healthier for us as well as conserving our resources.

Useful Websites

Many of these websites are aimed at teachers of older students, however, good background information is provided.

Teacher Resources

Seasons Lesson Plans

- ▶ www.theteachersguide.com/SeasonsLessonPlans.htm

Seasons Web Resources

- ▶ teacher.scholastic.com/scholasticnews/games_quizzes/postcards/index.asp

Seasons - Links Page for Seasons Resources

- ▶ edtech.kennesaw.edu/web/seasons.htm

Learning about the Seasons

- ▶ www.kathimitchell.com/seasons.htm

Earth's Seasons from Enchanted Learning

* *This excellent site includes story print outs for students to colour.*

- ▶ www.enchantedlearning.com/subjects/astronomy/planets/earth/Seasons.shtml

The Seasons

- ▶ csep10.phys.utk.edu/astr161/lect/time/seasons.html

Science and Nature from the BBC

- ▶ www.bbc.co.uk/science/space/solarsystem/earth/solsticescience.shtml

The Sun and the Seasons

- ▶ www.museum.vic.gov.au/Planetarium/constetour/fss/fss1.html

Seasons Wikipedia Entry

- ▶ en.wikipedia.org/wiki/Season

Seasons Online Interactives

- ▶ www.ers.north-ayrshire.gov.uk/seasons.htm

Sites for Kids

Seasons Interactive

- ▶ Google search for *seasons interactive* - select McGraw Hill website

Seasonal Postcard

- ▶ teacher.scholastic.com/scholasticnews/games_quizzes/postcards/index.asp

Throughout the Year

□ Activity Suggestions

Have a vase and bowl on your desk to hold flowers, fruits and vegetables in seasons. Discuss and photograph. Display photographs near weather charts for appropriate season.

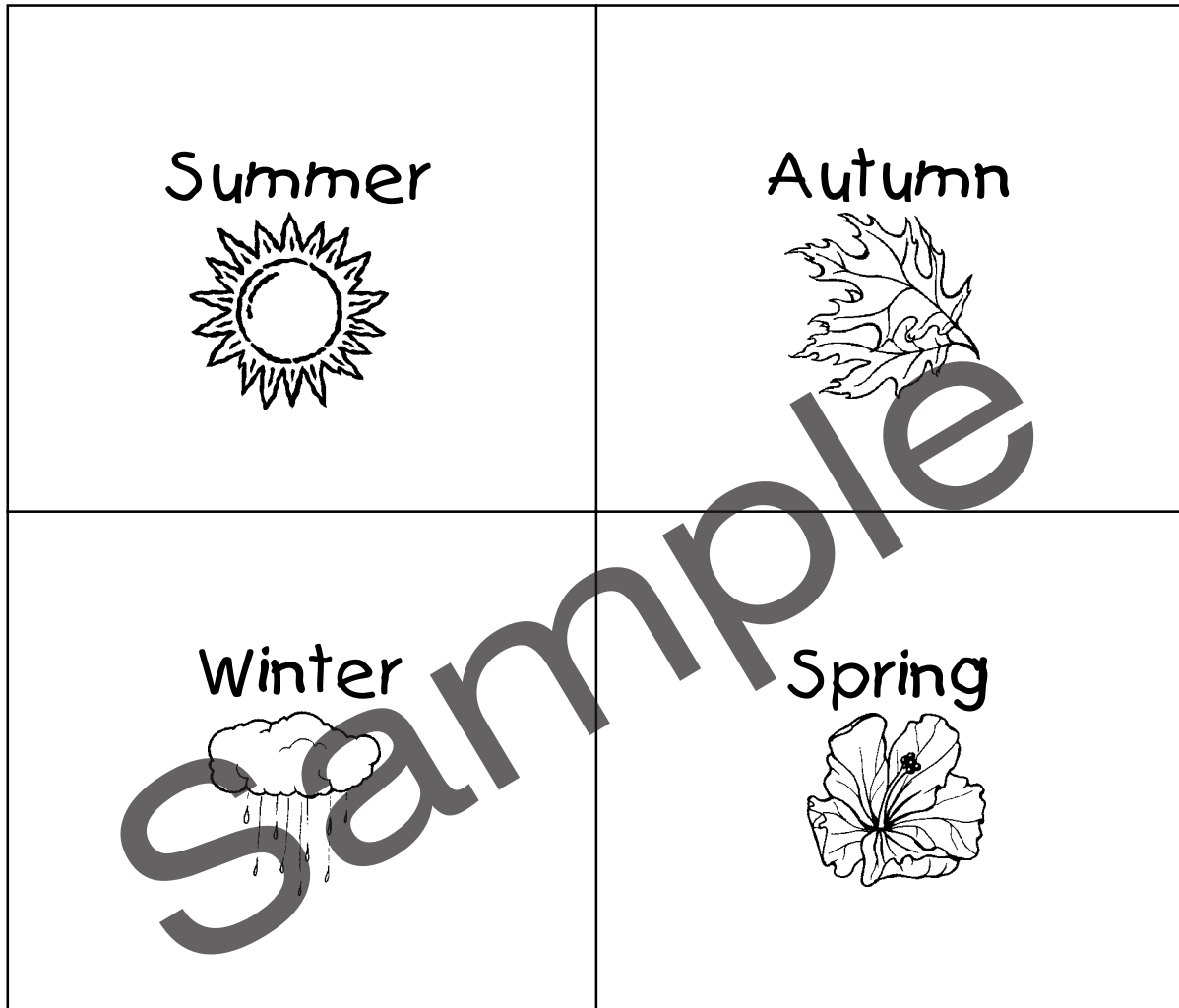
- Take photographs of the children at various times of the year to show how seasonal changes affect clothing and outdoor activities.
- Record the weather throughout the school year. A chart and weather symbols are included after the blackline masters. Save and display each month's chart so the children can observe climatic changes. These would be more effective if the symbols are coloured. Older children can have their own weather charts on concertina paper. These can also be used in maths and social studies for calendar activities.
- A collection of photographs, pictures and posters is invaluable for discussions, picture talks and to motivate writing. It should include sport and other leisure activities, various weather conditions, hot and cold foods and, ideally, the same landscape at different times of the year.
- Weather charts, photographs, children's art work and writing can be placed on permanent display throughout the year so they are easily accessible to jog the children's memories.

Seasons: Art/Craft Work and Writing

Summer		Autumn		Winter		Spring		Summer	
January	February	March	April	June	July	September	October	December	
		May		August		November			

- Weather charts and photographs could be attached to wide strips of crepe paper, e.g. red or yellow for summer, orange for autumn, blue for winter and green for spring.
- All art work, writing and worksheets not displayed could be glued into a "seasons" scrapbook.

■ Make a board game to use as evaluation.



With very young children restrict the seasons to summer and winter when the differences are more pronounced. Have pictures of hot and cold foods and items of clothing which the children can place in the season square of their choice. Remember some items can be placed in more than one box. Flower, fruit and vegetable pictures can be included for older children.

I hope you feel a sense of achievement that you have made every effort to extend your students' awareness of the seasons and the ways in which they affect our lives.



Section 1:

Summer

□ Activity Suggestions

- Take a walk around the school grounds and local community. Observe such signs as gardens being watered, people wearing light-weight clothing, flowers, trees, animals, birds and noisy crickets. Take photographs.
- Discuss the children's holiday activities, the weather, the children's pets and gardens and relevant pictures from your poster collection. If any of your students have travelled to other countries, states or another part of the state this may be an ideal opportunity to introduce the concept of climatic differences.
- Introduce the weather chart and explain its use. Complete the details near the end of the school day when the children have experienced the day's weather, rather than in the morning.
- Have the children draw around each other's shadows three or four times throughout the day, using different coloured chalks. Measure and record lengths. Observe the shadows of buildings and trees, too. Compare the sun's position in the sky with the length and position of the shadows. (see Worksheets 1 and 2). After the final observation, discuss the shadows at the different times – length and position.
- Use a large orange or yellow ball secured to the ground as the sun. Draw a large circle around the ball, along which a child can walk to represent the earth's revolution around the sun, which takes a year. Then ask the child to turn around (rotate) as they move around the "sun" to represent a day. Rotation can also be shown by rotating a ball or globe (Earth) while shining a torch, to represent the sun, on one side to show day and night.
- Draw the children's attention to the contents of your vase and bowl. Explain that some flowers, fruits and vegetables are seasonal, at this time they are cheapest. They can sometimes be brought from further afield at other times of the year but are usually more expensive. Some can be preserved. Discuss some methods of preserving, e.g. freezing, canning, bottling, etc.
- Ask the children how their pets react to very hot weather - panting, moulting. Discuss the special care pets need in summer, e.g. fresh water, shade.
- Discuss the ways in which we keep cool in summer – light-weight clothes, showers, swimming, staying in the shade whenever possible and indoors when the sun is strongest.
- Cover the "Slip, Slop, Slap" aspect of skin care in summer and the reasons why we should use these protective measures.

Summer

□ Activity Suggestions

- Explain the difference between native and introduced plants – the care they require in summer, and native trees' protective measures. Discuss why the early settlers brought seeds and animals with them.
- Make a bird bath and feeding tray and place near the classroom windows.
- Discuss the colours which are predominant in nature in summer. Use in art activities.
- Colour sand with tempera paint and make sand pictures or fill glass bottles.
- Used crumpled coloured patty pans, crumpled, for flowers and torn green paper for grass glued onto blue card for a summer collage. Use bright yellow crumpled pieces of crepe paper for the sun.
- Include a discussion on other summer safety precautions – snakes, mosquitoes, flies, fire and water safety.
- Have boy and girl cardboard dolls on permanent display dressed in summer clothes – use a variety of clothing.
- Place items in the sun and the shade and feel the difference in temperature after an hour or so. Do take care with metal objects.
- Older children can compare temperatures indoors and outdoors.
- Discuss the uses of water and the ways in which we can conserve this valuable resource.
- Visit a farm and note summer activities and farm animal behaviour.

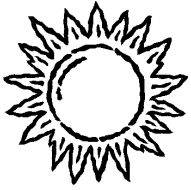
The school year ends as it began – in summer. A good time to review generally and encourage the children to predict weather conditions during the summer months.

The weather chart is almost finished and should look very colourful and easy to interpret, surrounded by photographs and flanked by the cardboard dolls and children's work. All of which should jog the students' memories when evaluation time arrives.

Revise health and safety factors necessary during summer.

Check out:

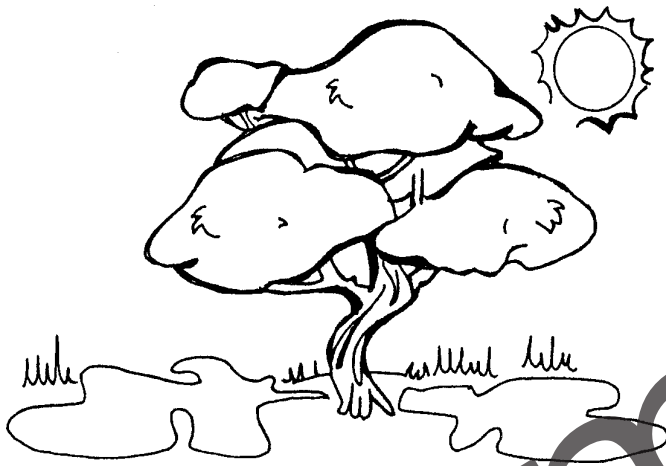
► www.teacherplanet.com/resource/summer.php



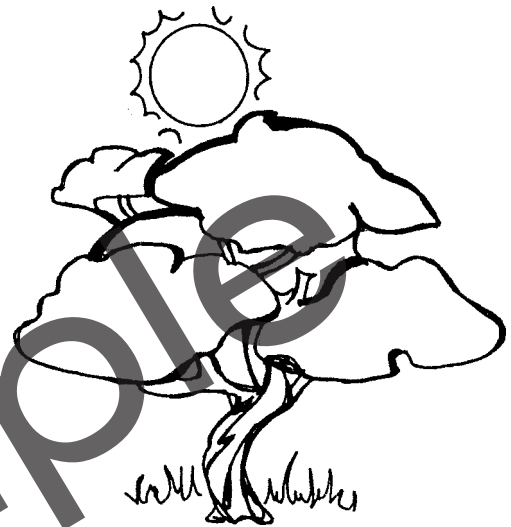
Summer Shadows

■ **This tree has two shadows.**

Colour in the correct shadow, looking carefully at the position of the sun.



■ **Draw the tree's shadow at midday.**

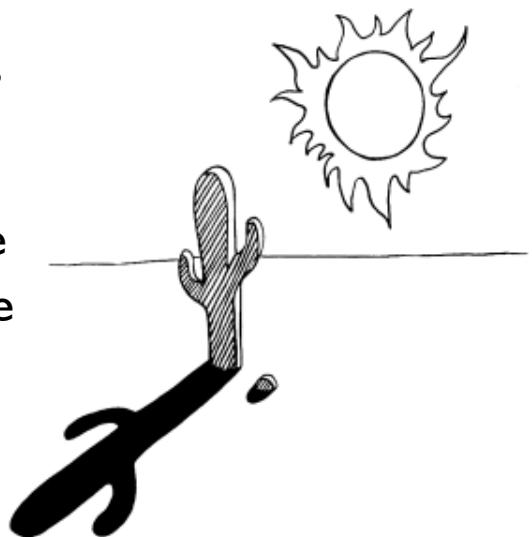


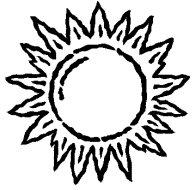
■ **Complete the paragraph below.**

Your shadow is long when the sun is low in the sky.

The sun is low in the sky early in the _____ and late in the _____.

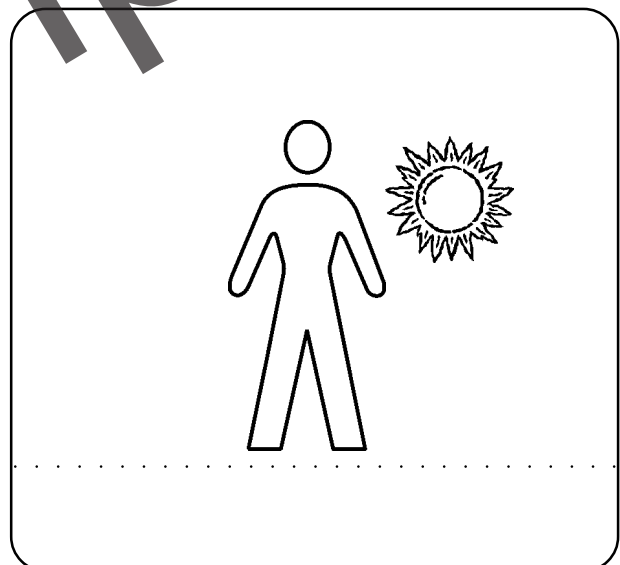
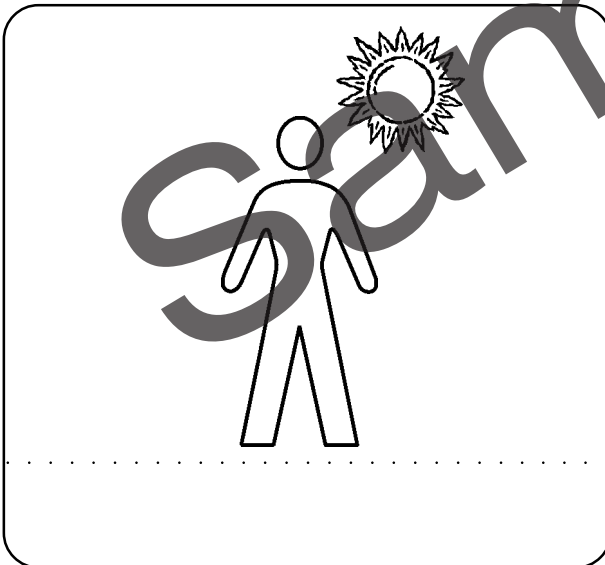
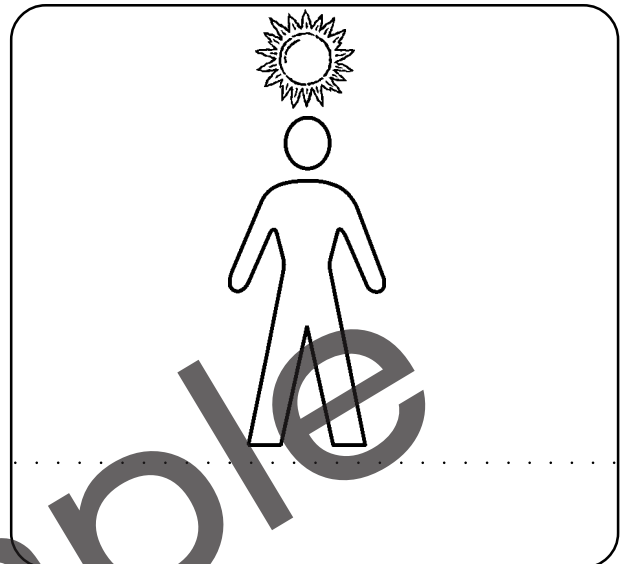
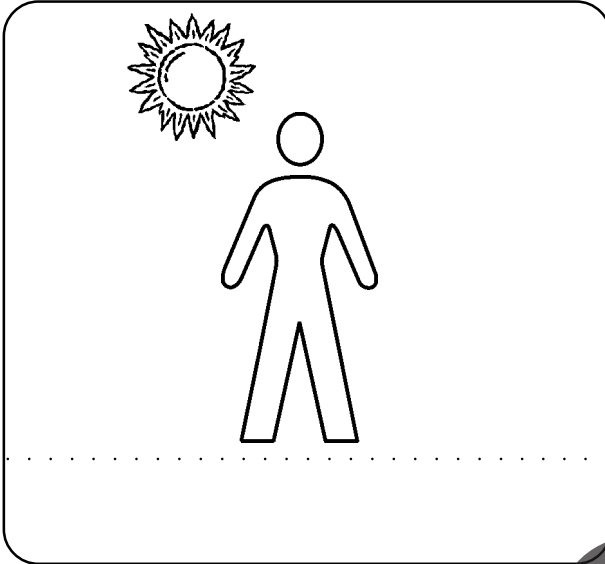
The sun is highest in the sky at _____.





Your Shadow

■ Draw a shadow for the stickman in each box, looking carefully to see where the sun is in each picture.



■ Below the dotted line in each picture write what time of day you think it is, using these words:

• midday • afternoon • morning

You will use one of the words twice.