

Planning Guide for *Daily and Seasonal Changes*

Teaching Plans	Specific Curriculum Outcomes	Program Components	Materials	Literacy Place Connections
What Are the Seasons? Students will practise inquiry skills, and will group and sequence objects and materials related to the seasons.	Skills [GCO 2] • 3.0 • 9.0	- Anchor Video: <i>Daily and Seasonal Changes</i> - Science Card 1 - IWB Activity 1 - IWB Activity 2 - BLM <i>What Should I Wear? 1 and 2</i> - BLM <i>The Four Seasons</i>	- silly summer and winter hats - variety of seasonal items (such as those at the Curiosity Centre) - dolls or stuffed animals and season-specific doll clothes or pictures of season-specific clothes - index cards - digital camera (optional) - reference materials related to seasons in NL, Canada, or elsewhere in the world - students' Science Folders - hula hoop - globe or ball	<i>What Do You See? A Book About the Seasons</i> (Guided Reading, Level D) <i>Spring Is Here!</i> (Guided Reading, Level C) <i>What Do I Need?</i> (Guided Reading, Level D)
Why Is the Sun Important? Students will develop and practise inquiry skills while exploring changes in heat and light from the sun.	Skills [GCO 2] • 5.0 • 8.0 • 13.0 STSE/K [GCO 1/3] • 4.0	- Science Card 2 <i>What Is the Inquiry Process?</i> poster	- index cards - thermometer - small containers of cold water and warm water - coloured markers - digital camera (optional)	<i>A Hot Day</i> (Guided Reading, Level C)
What Is It Like Outside? Students will describe daily changes in temperature and weather.	Skills [GCO 2] • 1.0 • 2.0 • 3.0 • 5.0 • 7.0 • 8.0 • 13.0 STSE/K [GCO 1/3] • 4.0 • 6.0	- Science Card 3 - IWB Activity 3 - IWB Activity 4 <i>What Is the Inquiry Process?</i> poster - IWB Activity 5 - Science Card 4	- index cards - students' Science Journals - thermometer(s) - coloured markers - masking tape or chalk - notebooks - pictures or videos of weather reports - digital camera (optional)	<i>Rain</i> (Read Aloud—Changes Inquiry Unit)

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What Is My Daily Cycle? Students will describe, sequence, and group their daily activities in relation to the day-night cycle. They will observe and describe daily changes in weather.	Skills [GCO 2] • 9.0 • 10.0 STSE/K [GCO 1/3] • 11.0	- Science Card 5 - BLM <i>My Day</i> - Science Card 6 - IWB Activity 6 - BLM <i>My Weather Report</i> - IWB Activity 7 - BLM <i>What Is Your Favourite Game?</i> - IWB Activity 8	- index cards or masking tape - three colours of sticky notes - index cards - icons, cut outs, or sketches that represent weather conditions - items or pictures of items related to seasonal sports (e.g., hockey puck, skateboard, bike, skis, ice skates, jump rope, in-line skates, baseball, basketball) - reference materials that report day lengths	
Do Animals and Plants Have Daily Cycles? Students will investigate and describe daily changes in the characteristics, behaviours, and locations of animals and plants.	STSE/K [GCO 1/3] • 11.0 • 12.0	- Science Card 5 (optional) - Science Card 7 <i>What Is the Inquiry Process?</i> poster - BLM <i>My Pet's Day</i>	- time-lapse video of a morning glory or sunflower seedlings - reference materials related to diurnal and nocturnal animals	<i>Daytime, Nighttime</i> (Shared Reading—Changes Inquiry Unit)
How Do We Prepare for the Seasons? Students will explore and describe human preparations for seasonal changes.	STSE/K [GCO 1/3] • 15.0	- Science Card 8 - IWB Activity 2 - BLM <i>Getting Ready 1 and 2</i>	reference materials related to seasonal changes for people working in the food industry (e.g., fishers and farmers)	<i>Camping at the Lake</i> (Shared eReading)
How Do Animals and Plants Prepare for the Seasons? Students will explore seasonal changes in the behaviours, characteristics, and locations of animals and plants.	STSE/K [GCO 1/3] • 14.0	<i>First Snow in the Woods</i> (Read Aloud) - Science Card 9 - Science Card 10 - BLMs <i>Pond Life 1</i> and <i>Pond Life 2</i> - Science Card 1 (optional)	- reference material related to - seasonal changes in native animals of Newfoundland and Labrador - seasonal changes in pond life - seasonal activities of people who work with animals - digital camera and printer (optional)	<i>What Do You Do in the Cold?</i> (Shared Reading—Changes Inquiry Unit) <i>Winter Animals Are Sleeping</i> (Guided Reading, Level E)