

How Do We Prepare for the Seasons?



Focus: Students will explore and describe human preparations for seasonal changes.

Specific Curriculum Outcomes

Students will be expected to:

- 15.0 investigate human preparations for seasonal changes [GCO 1/3]

Performance Indicators

Students who achieve these outcomes will be able to:

- describe an activity their family does to prepare for a seasonal change

NOTES:

Attitude Outcome Statements

Encourage students to:

- show interest in and curiosity about objects and events within the immediate environment [GCO 4]
- be open-minded in their explorations [GCO 4]
- be sensitive to the needs of other people, other living things, and the local environment [GCO 4]

Cross-Curricular Connections

English Language Arts

Students will be expected to:

- interact with sensitivity and respect, considering the situation, audience, and purpose [GCO 3]
- use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations [GCO 8]

Getting Organized

Program Components	Materials	Before You Begin	Vocabulary
• Science Card 8 • IWB Activity 2 • BLM <i>Getting Ready</i> 1 and 2 Literacy Place: • <i>Camping at the Lake</i> (Shared eReading)	• reference materials related to seasonal changes for people working in the food industry (e.g., fishers and farmers)	• Arrange for a person who works with plants or animals to visit the class to talk about how their job changes with the seasons.	

Science Background

- Examples of seasonal cycles in animals include hibernation, timing of reproduction, hair loss or gain, and migration.
- Although humans lack pronounced biological seasonal cycles found in animals, we make many changes in activities related to the seasons. These seasonal changes are voluntary, in that they would not occur without a conscious decision on our part. These include changes in clothing, in the tools we use to control aspects of our environment (e.g., rakes versus snow shovels), and in air-temperature control (e.g., furnace versus air conditioner).

Possible Misconceptions

Students may confuse seasonal preparations with responses to daily weather. Seasonal preparations are activities we do in anticipation of the types of weather associated with a particular season (e.g., getting winter coats out of storage in the fall), whereas responses to the weather refer to daily needs (e.g., choosing among winter outerwear depending on the day's weather).

ACTIVATE



IWB Activity:

- Invite students to choose appropriate clothing for the season using
- **Activity 2: Dressing for the seasons** (see the Teacher's Website).

Dress for Success

Hold a brief discussion on the seasons as a review. Then, show students Science Card 8 and invite them to answer the question: *What season do you wear this in?* When students have answered, ask:

- Why do we wear it in that season?
- How does wearing it help us?
- What would happen if you didn't have it before that season?

Share with the class some of the items of clothing you purchase, get out, or put away to prepare for a change in seasons. Then, ask if anyone knows something else that their family does to prepare for the seasons (e.g., store firewood for winter; open up the cabin for summer).

CONNECT

Tracking Weather

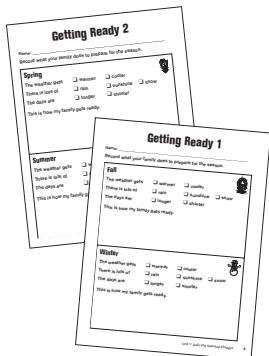
Continue to fill in the weather chart for the day. Students can collect and record all the data themselves and add it to the chart. As new data is added, ask about the amount of sunlight and the relative position of the sun in the sky. Guide students to notice that some weather hides the sun, and then lead a discussion of what that may affect. Ask students to predict the weather for the next time period on the chart, based on any patterns they have noticed.

Relate the weather data they are collecting to activities associated with the seasons by asking questions such as:

- What did you do this morning because it was [describe weather conditions]?
- How did doing that help you?

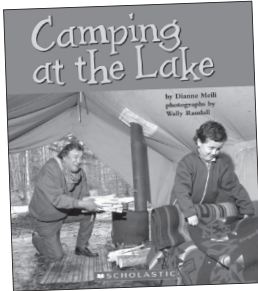
Preparing for the Season

Tell students that they will be finding out and sharing the things their family does to prepare for seasons changing. Hand out copies of BLM *Getting Ready 1* and *2*. Working on one season at a time, read each question on the BLM aloud and have students circle an answer. Direct students to write or draw in the space on the BLM something they or their family does to prepare for one of the seasons. Assign a season to students or allow them to choose one independently. Students might need to ask family members before completing the BLM pages.



Talk to an Expert

Arrange for a class visit by a naturalist, elder, hunter, farmer or any other person whose job involves working with plants or animals. Have them give a brief talk about how their job changes with the seasons and why. Provide time for students to ask questions. Students might report what they learned in a manner of their choosing (e.g., a poster, report, or skit).



Literacy Place Connection:

In *Camping at the Lake*, a Cree boy describes some of the things he and his grandfather bring along, and some changes in plants and animals they see on a camping trip in early spring. Read this text with the students and help them to find the signs of spring (*the loon has migrated north, the furry buds of the pussy willow are out; the rabbit has changed colour from white to brown*).

CONSOLIDATE

Create a Story

Have students write, tell, or act out a story about a family that didn't prepare for a season and what happened as a result.

EXPLORE MORE

Food and the Seasons

Provide access to resources related to seasonal changes in the activities of people who produce or catch food, such as fishers and/or farmers. Direct students in exploring how people in these fields prepare for and accommodate seasonal changes by wondering aloud what such a person does in a particular season. For example, ask:

- **What happens on a farm in the fall? Do you think a farmer does different things in the spring? What questions do you have about farming and seasons?**
- **Can we catch fish all year long? Does a fisher have to work differently in the spring and fall? What questions do you have about fishing and seasons?**
- **How did early Aboriginal people prepare for the seasons? How did they get food?**

Allow students to choose a field and a question they want to explore. Ensure their questions relate to seasons in some way while still allowing the students to follow their own curiosity.

Getting Ready 1

Name: _____

Record what your family does to prepare for the season.

Fall



- The weather gets ☐ warmer ☐ cooler
- There is lots of ☐ rain ☐ sunshine ☐ snow
- The days are ☐ longer ☐ shorter

This is how my family gets ready.

Winter



- The weather gets ☐ warmer ☐ cooler
- There is lots of ☐ rain ☐ sunshine ☐ snow
- The days are ☐ longer ☐ shorter

This is how my family gets ready.

Getting Ready 2

Name: _____

Record what your family does to prepare for the season.

Spring



The weather gets ☐ warmer ☐ cooler
There is lots of ☐ rain ☐ sunshine ☐ snow
The days are ☐ longer ☐ shorter

This is how my family gets ready.

Summer



The weather gets ☐ warmer ☐ cooler
There is lots of ☐ rain ☐ sunshine ☐ snow
The days are ☐ longer ☐ shorter

This is how my family gets ready.