

Lesson Plan: Seasons and weather

Unit connections to curriculum: cross curricular, science and language arts (writing)

Big Ideas:

- Plants and animals have observable features
- Daily and seasonal changes affect all living things

Curricular Content:

- Basic needs of plants and animals
- Adaptations of local plants and animals
- Local First Peoples uses for plants and animals
- Seasonal changes and weather changes
- Living things make changes to accommodate daily and seasonal cycles
- First Peoples knowledge of seasonal changes

Curricular competencies:

- Make exploratory observations using their senses
- Experience and interpret the local environment
- Discuss observations
- Represent observations and ideas by drawing charts and simple pictures
- Share observations and ideas orally
- Express and reflect on personal experiences of place

First Peoples Principles

- Learning ultimately supports the well-being of the self, the family, the community, **the land**, the spirits, and the ancestors.
- Learning is **holistic, reflexive, reflective, experiential, and relational** (focused on connectedness, reciprocal relationships and a **sense of place**)
 - Closure, reflecting on what we have learned together, reflecting
- Learning recognizes the role of Indigenous knowledge
- Learning requires exploration of ones identity (exploring and learning about the local environment and our place in it)

Prepared materials

- Chart paper for each group, split into four quadrants
- Sets of 'season' objects and images, such as: dried brown leaves, green leaves, flower petals, raindrop/puddle shapes, image of an umbrella, paper snowflake, mittens
- Written or traceable names for seasons for any students who will need additional support during guided writing
- *Sometimes Rain* by Meg Fleming

Introducing: (10 minutes)

- Read *Sometimes Rain* with students. As reading, ask them to regularly identify the names of seasons we notice in the book and types of weather that are associated. Clap syllables and use repetition for any new, relevant vocabulary.

Developing: (25 minutes)

- Send children in mindful small groups to tables and invite children to sort pre—prepared natural materials into seasons that they know. Set up students with chart paper split into four squares and invite them to sort each object on the tables into a group
- Reminder for assessment: We are being meteorologists, and meteorologists notice and track weather and season changes. I will know that students are meteorologists when they have sorted their objects into four groups that make sense with their group members.
- As children are working, circulate and offer support or guide discussions, particularly for ELL students or those who otherwise need additional support.
- Draw special attention to students who are using relevant vocabulary, 'I notice' language, and groups of objects that make sense.
- Guided writing: on an example chart paper in view of children at their tables, identify which box is which season and support them in sounding out (inventive spelling) the names for each season. For those who need additional support, hand out cards with pre-written or traceable words for students to glue in the correct season.

Closure: (10 minutes)

- Do a 'gallery walk'. Group entire class around each groups table and guide/prompt discussions around the meteorologist choices each group made 'I notice that in this box, this group included some green leaves, flower petals, and some rain drops. What season do we think this is?' Children can ask a question or give a compliment or 'I notice' statement to each group
- Regroup at carpet, and review the four seasons on chart paper with another set of objects/ images. Repeat vocabulary.
- Ticket to go get ready for recess- children can tell me a season statement, i.e. 'In spring, it rains' or 'In winter, it snows'.