

**CHANGING SEASONS**

STUDENT TARGETS

- **Skill:** I will follow movement pathways and patterns.
- **Cognitive:** I will discuss how the sun's position relative to the Earth affects our patterns of daylight and the temperatures.
- **Fitness:** I will stay actively engaged during the activity.
- **Personal & Social Responsibility:** I will share equipment and space with classmates.

TEACHING CUES

- Take Turns
- Work Together
- Travel Safely
- Have Fun

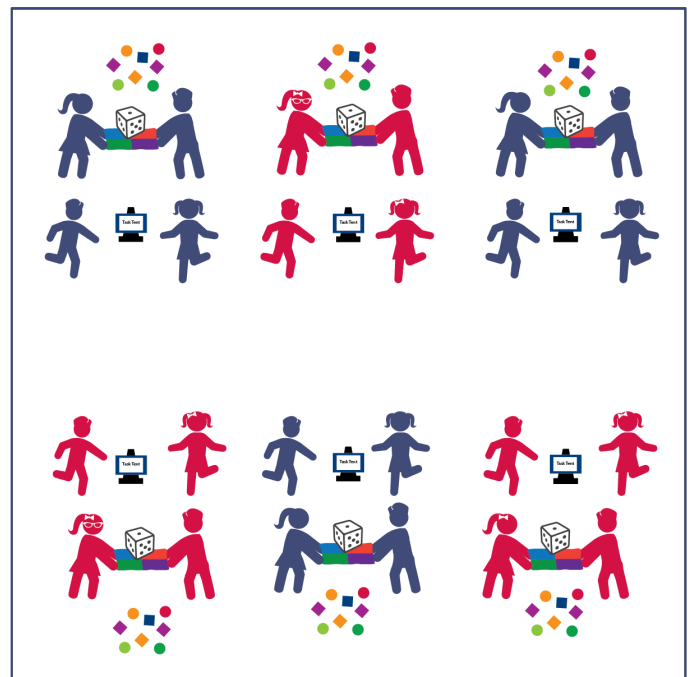
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 6 large cones with task tents
- 6 Changing Seasons Task Cards
- 6 foam dice
- 6 mini parachutes
- 6 hoops
- 1 yarn ball per student
- 1 bean bag per student

**Set-Up:**

1. Use 6 cones, task tents, and task cards to create a large activity area with 6 stations around the perimeter. Allow enough space to move safely.
2. Create 6 equal groups; 1 group per station.
3. Place 1 hoop at each cone; place 1 mini parachute, 1 die, and enough yarn balls and bean bags for each student inside the hoops.



**Activity Procedures:**

1. Today's activity is called Changing Seasons. As the Earth orbits around the sun, our weather patterns change, and our daily life changes too. Today we are going to explore different seasonal activities as the Earth orbits the sun and the weather patterns change.
2. The object of the activity is to experience the 4 different seasons of change: winter, spring, summer, and fall.
3. On the start signal, 2 students from your group will use the parachute to toss the die into the air. The die will represent the Earth rotating. When the die falls to the ground, look and see what number is facing up. Then find that number on your task card to see which activity your group will do.
4. When your group has completed the activity, choose 2 new students to use the parachute to toss the die. Continue until you hear the stop signal.

**Grade Level Progressions:**

**K-1<sup>st</sup>:** Play the activity as described above.

**2<sup>nd</sup>:** Allow students to create new task cards with seasonal activities they enjoy.



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<p>UNIVERSAL DESIGN ADAPTATIONS</p>	<ul style="list-style-type: none"> <li>• Play the activity without the mini parachute. Students take turns throwing the die into the air. Create seasonal activities that meet the needs and abilities of your students.</li> </ul>
<p>ACADEMIC LANGUAGE</p>	<p>Seasons, Earth, Winter, Spring, Fall, Summer, Orbit, Rotation</p>
<p>STANDARDS &amp; OUTCOMES ADDRESSED</p>	<ul style="list-style-type: none"> <li>• <b>Standard 1 [E1.K-2]</b> Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance (K); Hops, gallops, jogs, and slides using a mature pattern (1); Skips using a mature pattern (2).</li> <li>• <b>Standard 2 [E1.K-2]</b> Differentiates between movement in personal (self-space) and general space (Ka).</li> <li>• <b>Standard 4 [E4.K-2]</b> Shares equipment and space with others (K); Works independently with others in a variety of class environments (e.g., small and large groups) (1); Works independently with others in partner environments (2).</li> <li>• <b>Next Generation Science Standard 1-ESS1-1:</b> Uses observations of the sun, moon, and stars to describe patterns that can be predicted. <i>The Universe and its Stars</i>. Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted (ESS1.A); <i>Earth and the Solar System</i>. Seasonal patterns of sunrise and sunset can be observed, described, and predicted (ESS1.B).</li> </ul>
<p>DEBRIEF QUESTIONS</p>	<ul style="list-style-type: none"> <li>• <b>DOK 1:</b> What are the 4 seasons?</li> <li>• <b>DOK 2:</b> How do the seasons affect the physical activities that we enjoy outside?</li> <li>• <b>DOK 3:</b> How can we stay active and healthy during seasons when we can't spend as much time outside?</li> </ul>
<p>TEACHING STRATEGY FOCUS</p>	<p><b>Organize students to interact with content:</b> Basic cooperative activities can be challenging for young children. Sharing and cooperation are social skills that may not be fully developed yet. By providing a small group task that can be easily accomplished, teachers can reinforce and build upon the feeling of collective accomplishment while minimizing frustration and conflict. When challenges do arise, be sure to address matters as building blocks to success and work to establish a growth mindset in a cooperative and supportive culture of learning.</p>