

Lesson Two: Seasons and Senses Kidspiration Web

Subject: Science

Unit: Seasons

Grade: 1st-4th grade

****Prior Knowledge: students have some background knowledge about their senses, seasons and Kidspiration Software.**

Objectives:

1. Students will be able to brainstorm and create a concept web, for seasons, using Kidspiration software.
2. Students will use their senses to describe what they see, touch/feel, smell, hear, and taste for each season.
3. Students will be able to use a digital camera and photo editing software.
4. Students will be able to insert images in Kidspiration web.
5. Students will be able to scan images/photos.
6. Students will be able to save on a floppy disk or CD.
7. Students will be able to print photos/images.

Materials:

Science notebook/journals

LCD Projector

Kidspiration educational software (installed on each computer)

Digital Camera

Photo Editing Software

Pencils

Construction Paper

Photo Paper

Scanner

Floppy Disks or CD's

Science Standards and Benchmarks Objectives:

Michigan Science Standard: I. Construct New Scientific and Personal Knowledge

Content Standard 1: All students will ask questions that help them learn about the world; using appropriate technology; learn from books and other sources of information; communicate their findings using appropriate technology; and reconstruct previously; and reconstruct previously learned knowledge. (Constructing New Scientific Knowledge)

Elementary1: Generate reasonable questions about the world based on observation.

Elementary 2: Develop solutions to unfamiliar problems through reasoning, observation, and/or experiment.

Michigan Science Standard: V. Use Scientific Knowledge from the Earth and the Space Sciences

Content Standard 3: All students will describe and investigate what makes up weather and how it changes from day-to-day, from season to season and over long periods of time; explain what causes different kinds of weather; and analyze the relationships between human activities and the atmosphere. (Atmosphere and Weather)

Elementary 3: Describe seasonal changes in weather. (key concepts: Seasons, fall, winter, spring, summer. Real world contexts: Examples of visible seasonal changes in nature.)

National Science Education Standards:

Earth and Space Science

Content Standard D:

As a result of their activities in grades K-4, all students should develop an understanding of:

- **Properties of earth materials**
- **Objects in the Sky**
- **Changes in Earth and Sky**
- *This content standard basically emphasizes that the sun supplies the light and heat required to sustain the temperature of the earth. It also includes the fact that weather varies from day to day and over the seasons.*

National Technology Education Standards

Michigan Technology Strand 3: Technology Productivity Tools: Students use technology tools to enhance learning, increase productivity, and promote creativity (Grades 3-5)

Benchmark 4: Use general productivity tools and peripherals to support personal productivity, remediate skill deficits and facilitate learning throughout the curriculum (3).

Time period:

1-2 weeks (Depending on computer availability)

Safety Precautions:

Insure that students have proper attire for outdoors when taking a nature walk and using the digital camera. It is best to have a shoulder strap and a protective/insulated bag for digital camera. Have parents sign, [Permission to Photograph/Videotape Release form](#), before inserting student/family photos into Kidspiration webs.

Engage:

Day 1:

1. The teacher will ask students to briefly name and explain the type of weather and precipitation that all four seasons receive. (Review from lesson 1)
2. The teacher will also ask students to identify which types of clothing are appropriate for each season? (Review from Lesson 1)
3. The teacher will prompt students for explanations of why they chose the articles of clothing for each season.
4. Also, ask students how they would know if they need to put on a coat or a pair of shorts before going outside? What could you do to tell whether it is cold or warm outside? What are some of the signs for each season?
5. The teacher can also ask students to think about severe weather that is usually associated with each season and appropriate safety precautions during severe weather (*Look outside, listen to the radio or watch TV for severe weather warnings/watches, listen for sirens, stay indoors, don't take a shower during a thunderstorm, don't talk on the phone unless it is an emergency, etc.*)
6. The teacher should then ask students to list some obvious/ important factors they would experience in day-to-day seasonal changes. (*Some responses might include how it feels outside (temperature changes), listening/reading weather forecasts, types of clothing needed, types of fruits or vegetables available, obvious seasonal changes, i.e. leaves changing color and falling from trees during the fall season, snow in winter, flower blossoms in spring, etc.*)

Day 2

1. Briefly review with students what indications help them determine seasonal changes.
2. Demonstrate use of digital camera.
3. The students will go outside for a nature walk.
4. Students will use the digital camera to take pictures of themselves and any seasonal changes or signs.
5. Ask students to bring in pictures from home. Sources may be magazines or old photos that remind them of each season. We need to use these for the next day's lesson.

Day 3

1. Teacher will review why pictures were collected and why we used the digital camera (from previous lesson).

2. Teacher and student teacher will work with each group to print a few pictures from digital camera to use with construction paper seasons maps. (It is best to print pictures on thick photo paper...so that ink doesn't bleed, matte finish is least expensive!)
3. Save photos from digital camera on a floppy disk or CD to use later with Kidspiration seasons map.

Day 4

1. Teacher and student teacher will work with groups who need to scan pictures/photos from home or magazines.
2. Print some scanned photos/images so that students can have immediate access to use with their construction paper seasons webs (next day).
3. Save scanned images/photos on floppy disk or CD so that they may be used in the Kidspiration seasons web later.

Day 5

1. Teacher will create/model a concept map using Kidspiration and an LCD Projector with students.
2. How would your map look like? Students will work in groups to brainstorm how they would design a map for each season, using hard copies of the pictures they brought in and some of the photos they took with the digital cameras.
3. Students will look for any images or use any words to describe signs/indicators that are specific to each season by using their five senses: what they see, hear, feel/touch, smell or taste.
4. Students will create an outline of seasons map on construction paper, in class.

Explore

Day 6

1. Teacher/student teacher will model using Kidspiration to create a seasons map/web and will insert/import photos/images that were scanned and/or taken using digital camera in web. (From previous lesson)
2. Have students work in groups of 4-5. Each group will focus on a specific season. Make sure that each season is represented!
3. Each group will generate some sort of seasons concept web using Kidspiration software with more details and photos/images for that season. (Students will use their previous seasons webs/maps as a guide/outline)
4. Teacher and student teacher will work with groups who need help.

Explain

Day 7:

1. The teacher will ask students to explain/list some indicators of seasonal changes.

2. Explain why our five senses are important in helping us recognize seasonal and weather changes.
3. The teacher will also ask students to think about what would happen if they could not use their five senses to help them determine the seasons and the weather outside?
4. How difficult would it be to distinguish between the four different seasons?
5. Do your senses help you keep safe...think of severe weather??
6. Ask students to answer these questions in their daily science activity logs/journals.

Evaluate

1. The teacher may evaluate students' performance by reviewing their seasons concept maps/webs that were generated on construction paper.
2. Ongoing performance assessments.
3. Students' Kidspiration seasons/senses web (printout).
4. Oral presentations by groups.

Extend and Apply:

1. Ask students to think and write about this science activity in science journals.
2. Have students reflect on technology experience: What was their favorite part/least favorite part?
3. Could you use Kidspiration for other projects or other subjects?
4. Write about something new they have learned.
5. How much of an affect do they think weather and seasons have on people, plants, and animals, in general?
6. Students will share responses with partners/groups.

Resources:

<http://www.miclimb.net>

http://www.michigan.gov/documents/MichiganCurriculumFramework_14058_7.pdf

<http://www.nap.edu/readingroom/books/nse/html/overview.html#content>

<http://cnets.iste.org/>

BrainPop.com

<http://www.fi.edu/time/Journey/JustInTime/seasons3.html>

http://www.edhelper.com/ReadingComprehension_27_23.html

<http://pics.tech4learning.com/>

Kid-safe Websites (over 100): <http://www.josts.net/explore/kidsafe.htm>

www.google.com

<http://www.fi.edu/time/Journey/JustInTime/seasons2.html>

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