



Seasonal Snapshots

Suggested Curriculum links (Grade 1)

Earth and Space Science:

Daily and Seasonal Changes

- 102-3 observe and describe changes in sunlight and describe how these changes affect living things
- 102-4 investigate and describe changes that occur on a daily basis in the characteristics, behaviours, and location of living things
- 103-4 investigate and describe human preparations for seasonal changes

Materials

- Poster board
- Pencils
- Markers
- Crayons
- Tape
- Magazines

Overview

Animals and people act differently depending on the seasons. In this activity, students will make a collage of human and animal activities during each season.



Objectives

- To identify different activities humans do during each season.
- To identify changes in animal activity depending on season.

Background

With the changing of the seasons there is a change in weather. Animals and humans change their activity depending on the weather.

In the spring, the weather gets warmer and plants start to grow again. The animals soon appear after the plants start to grow. For example, trout and salmon fry overwinter in gravel. As they emerge in the spring they move towards groups of plants for protection. This is also the time of the year when many animals are producing babies.

During the summer, many animals are taking care of their babies. They may also be feeding a lot since there is an abundance of food sources during the summer.

In the fall, animals like squirrels may be storing away food for winter. Some birds may start flying south for the winter depending on the weather.

In winter, animals may be hiding and hibernating (bears, frogs). Animals like brown trout simply slow down resting on the bottom of ponds.

Just as animal activity changes, people have different activities as well. Particular sports are played in winter or summer. We may also get certain kinds of food in the grocery store.



At the Fluvarium

Join us for *Seasons of Change!* Students experience the outdoor environment first hand, becoming aware of the daily and seasonal changes that occur. Hands-on, station-based activities and guided discussions promote discovery as the Grade One students relate to their environment and the relationships that exist in nature's cycles.

Procedure

- 1. Introduce or review the seasons.*
Discuss each of the seasons with your class. Introduce the idea of changing activities or behaviours throughout the season. (Include dressing for the weather, different kinds of sports, vacation trips, and different kinds of food).
- 2. Make a collage of human activities throughout the season.*
Ask the students bring in pictures of themselves doing various activities for each season. Pictures from magazines could be cut out to supplement the collage. Use a piece of poster board for each season. Have the students make a collage on the upper half of a piece of poster board.
- 3. Make a collage of animal activities throughout the season.*
Ask the students to find pictures from magazines or the internet on animal activity in each season. You may limit the number of animals or ask your students to choose only Newfoundland animals. Ask the students to make a collage on the lower part of each board.
- 4. Compare animal and human activity collages.*
Discuss with the students how animals' activities change with the seasons too. For example, in winter frogs and bears hibernate and birds fly south. In the spring, snowshoe hares will change the colour of their fur. Some animals are active all year round where as others are active only at particular times of the year.

Extensions

- Play a matching game with animal and human activities with seasons.

Resources

Books

Around the Year. Beskow, Elsa. Floris Books. 1990.

Skip Through the Seasons. Blackstone, Stella. Barefoot Books. 2004.

