

Grade 1	Science	Week 8
Lesson Title: The Sun's Movement in Different Seasons		
Weekly Learning Targets: Students can explain the movement of the Sun in relation to time of day and season.		
<p>Vocabulary: seasons, equator, south, north, spring, summer, autumn, winter, pole, tilt</p> <p>Next Generation Science Standards</p> <p>1.ESS1.1 – Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p> <p>1.ESS1.2 – Make observations at different times of year to relate the amount of daylight to the time of year.</p> <p>NOTE: Teachers can refer back to this lesson throughout the year as the seasons change.</p>		
<p style="text-align: center;">MONDAY</p> <p>Daily Learning Target: Students can identify the four seasons.</p> <p>Learning Tasks: The teacher can begin the class by teaching a song, Seasons Songs (SM A). The teacher can then ask the students if they can guess what the week will be about. After the students guess, the teacher can inform them they will be learning about seasons and the sun and introduce the essential question, “How does the sun’s pattern change depending on the season?” The teacher and students can examine that question. Then, the students can turn to page 124 in their textbooks and circle what season it is currently where they live. After, the students can read page 124. The teacher can use a globe to demonstrate how the season depends on where you are living. The students can then answer the question on page 124.</p> <p>Daily Formative Assessment: The teacher can give feedback on the students’ responses.</p> <p style="text-align: center;">TUESDAY</p> <p>Daily Learning Target: Students can explain the differences in the four seasons.</p> <p>Learning Tasks: The teacher can review the previous lesson and watch this video about seasons. (SM B) After discussing the video, the students can read page 125 in the textbook about spring. Teacher can also draw a Venn diagram and fill it out with key details about each season. The students can then answer the question. On page 126, students can read about summer and fall. They can compare summer and fall where they live and write how they are the same. Finally, the students can read about winter on page 127 and tell how winter where they live is different from the pictures.</p> <p>Daily Formative Assessment: The teacher can check the students work on page 125 to 127.</p> <p style="text-align: center;">WEDNESDAY</p> <p>Daily Learning Target: Students can describe the Sun’s patterns during fall.</p> <p>Learning Tasks: At the beginning of class, the teacher can review with the students what they have learned so far about seasons. The teacher can also ask about what questions they still have about seasons. After that, the teacher can ask the students what they think happens to the Sun during the different seasons. The teacher can then preview with the students that they are going to learn about the patterns of the sun in different seasons. To start, the class can watch this video about the seasons and the Sun. (SM C) The students can take notes during the video and discuss it after. The teacher can then show the students a model of the fall and sun by using a flashlight and a globe. The teacher can go over different vocabulary like north, south, pole, equator, and tilt. After finding themselves on the globe, the teacher can model how the sun shines on the earth during fall. The students can record this model as an illustration in their science journal.</p> <p>Daily Formative Assessment: The teacher can check the students work in their science journal.</p> <p style="text-align: center;">THURSDAY</p> <p>Daily Learning Target: Students can observe and describe the Sun’s patterns during a particular season.</p> <p>Learning Tasks: At the beginning of class, the teacher can review with the students about the patterns of the sun during fall using a model. Next, the teacher can read this story about seasons and the sun. (SM D) Next, the teacher can show this image of the sun and seasons. (SM E) The teacher can show the students just the image</p>		

and have the students guess what season it is, or the teacher can show the season and have the students match the correct picture to it. After discussing, the teacher can assign a pair of students a season and distribute flashlights and mini-globes to the students. (A balloon or ball could work as well.) The students can then draw the model on a piece of paper.

Daily Formative Assessment: The teacher can check the students' illustrations of the model.

FRIDAY

Daily Learning Target: Students can explain the movement of the Sun in relation to time of day and season.

Learning Tasks: The teacher can review the illustrations that the students drew in yesterday's lesson. Then, the class can work together or individually to draw conclusions about the patterns of the sun during each season. The students can record patterns in their science journals. Next, the teacher can begin planning for recording the time of the sunrise and sunset for different seasons throughout the year. The class can also discuss different conclusions they have reached based on their models.

Daily Formative Assessment: The teacher can give feedback in the students' science journals.

Grade 1 – Science – Week 8	MATERIALS / RESOURCES
<p>pencils, Venn diagram, balloons, flashlights, globe, science journal</p> <p>A – Seasons Song - https://www.youtube.com/watch?v=ksGiLalx39c</p> <p>B – Seasons Video - https://jr.brainpop.com/science/weather/seasons/</p> <p>C – Seasons and the Sun - https://www.youtube.com/watch?v=b25g4nZTHvM</p> <p>D – Sunshine Makes the Seasons - https://www.amazon.com/Sunshine-Seasons-Lets-Read-Find-Out-Science/dp/0062382098</p> <p>E – Seasons Explained Image - https://spaceplace.nasa.gov/seasons/en/</p> <p>Additional Resources</p> <p>Lesson Plans - https://betterlesson.com/lesson/633368/fall</p>	