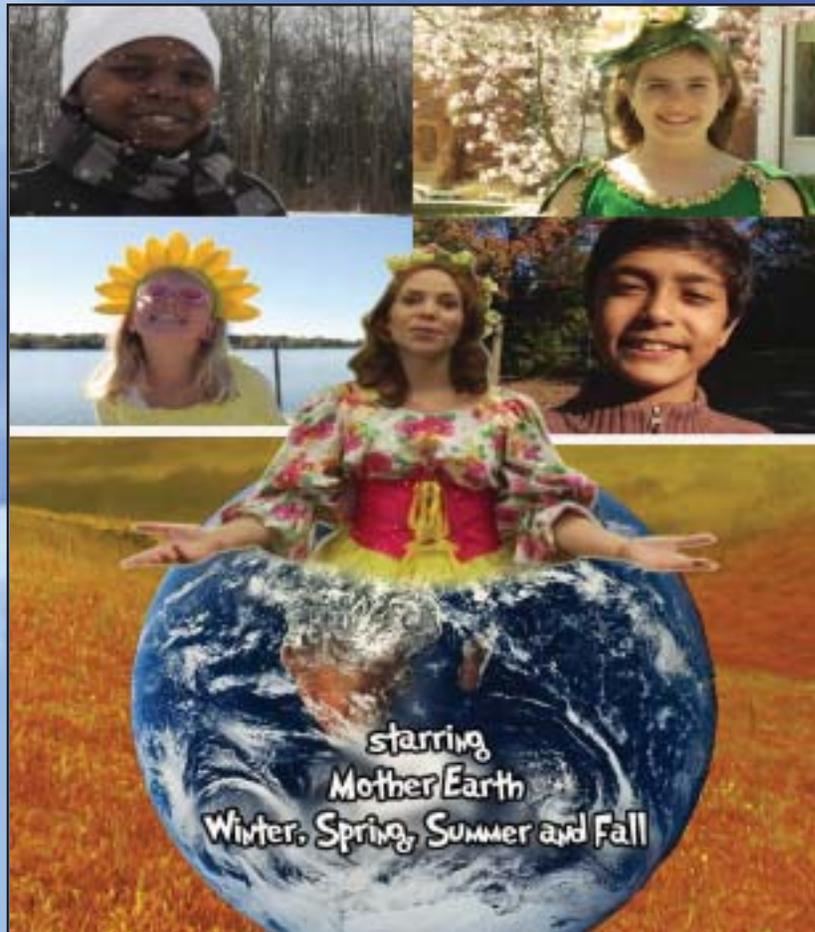


The Four Seasons: Daily and Seasonal Changes

For Grade 1



Special Bonus Segment:
Seasonal Safety Tips with
Sammy the Squirrel



Teacher's Guide written by
Mary Cubello

with assistance from Pauline Weber,
Educational Consultant

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All pages in this Teacher's Guide are fully reproducible.

THE FOUR SEASONS: DAILY AND SEASONAL CHANGES

Program Description:

From the first flowers of spring to the snow of winter, children see the wonder and magic of our changing seasons and the patterns of life. Both live-action and animated sequences focus on easily observed changes that occur in cycles, including day and night and the four seasons. Children observe how these changes affect plants, animals and human life.

Concepts and terminology covered include: adaptation, behaviour, cycle, daily, daytime, dormant, energy, heat, hibernation, light, migrate, nighttime, seasons, shadow, sun, survival, temperature, today, tomorrow, yesterday.

Includes: Fully chaptered DVD (37 mins total - 6 segments include: Intro; Spring; Summer; Fall; Winter; and Seasonal Safety Tips), reproducible PDF Teacher's Guide with student activities, plus BONUS 9 minute program, Seasonal Safety Tips with Sammy the Squirrel program.

Grade levels:

For students in Grade 1.

In this package, you will receive:

- One chaptered DVD - "Daily and Seasonal Changes" - 5 segments include: Introduction, Spring, Summer, Fall and Winter
- BONUS VIDEO: Seasonal Safety Tips with Sammy the Squirrel
- 10-question Video Quiz
- 32-page Teacher's Guide
- Reproducible Student Worksheets

After viewing the video, students will be able to:

- Identify the sun as earth's principal source of heat and light.
- Define a cycle as a circular sequence of events.
- Describe and compare the four seasons.
- Describe the cycle of day and night.
- Describe how humans prepare for and/or respond to daily and seasonal changes.
- Assess the impact of daily and seasonal changes on plants, animals and humans..
- Describe safety precautions related to daily weather, the changing of the seasons, and weather extremes.
- Use appropriate vocabulary related to changes over time. eg., adapt, energy, day and night, daily, hibernate, dormant, light, migrate, shadow, today, yesterday, tomorrow.
- Identify people who help us prepare for and deal with seasonal changes. eg., snow plow operators, landscapers, meteorologists.
- Identify seasonal activities of aboriginal peoples.

CURRICULUM CORRELATIONS:

SCIENCE:

YUKON

Grade 1 - Earth & Space Science: Daily and Seasonal Changes

NORTHWEST TERRITORIES

Grade 1 - Grade 1: Seasonal Changes

NUNAVUT

Grade 1 - Seasonal Changes

BRITISH COLUMBIA

Grade 1 - Earth & Space Science: Daily and Seasonal Changes

ALBERTA

Grade 1 - Seasonal Changes

Grade 1: Needs of Animals and Plants

SASKATCHEWAN

Grade 1 - The Sky

MANITOBA

Grade 1 - Cluster 4: Daily and Seasonal Changes

ONTARIO

Grade 1 - Understanding Earth and Space Systems: Daily and Seasonal Changes

Grade 1 - Life Systems: Needs and Characteristics of Living Things

Grade 1 - Understanding Matter and Energy: Energy in Our Lives

NOVA SCOTIA

Grade 1 - Earth and Space Science: Daily and Seasonal Changes

NEW BRUNSWICK

Grade 1

PRINCE EDWARD ISLAND

Grade 1 - Introduction to Cycles: Daily/Seasonal Changes in Heat and Light

NEWFOUNDLAND AND LABRADOR

Grade 1 - Earth and Space Science: Daily and Seasonal Changes

Cross-Curricular Integration:

This unit of study allows for ample opportunities for cross-curriculum integration.

MATH

LANGUAGE ARTS

ART

VOCABULARY

ADAPT - To change or make suitable for a specific use or situation. For example, the snowshoe hare's fur changes to white in the winter so it is camouflaged, therefore protecting it from predators.

AFTERNOON - The part of the day between noon and sunset.

BEHAVIOUR - The manner in which one behaves.

CYCLE - A circular sequence of events.

DAILY - Something that occurs everyday.

DAY - The 24-hour period during which the earth completes one rotation on its axis.

DAY TIME - The time during which there is daylight.

DAYS OF THE WEEK - There are 7 days in a week. They are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.

DORMANT - Something that has temporarily stopped growing. Some plants and trees go dormant in the winter, or during a drought.

ENERGY - The capacity to do work. Everything that happens is a result of using some form of energy. The sun is the principal source of energy for the earth.

HEAT - A form of energy.

HIBERNATE - Be inactive during winter. Many insects, most reptiles and amphibians, and some mammals hibernate.

MIGRATE - To change location periodically, especially by moving seasonally from one region to another.

NIGHT - The time between dusk and dawn when there is no sunlight,

NIGHT TIME - The time from dark to dawn.

SEASONS - There are 4 seasons - Spring, Summer, Fall, and Winter.

SHADOW - A shadow is created by an object that blocks the sun's rays. Shadows change in length and width depending on the sun's position in the sky. In the morning, shadows are long and narrow; at mid day, shadows are wide and short.

SUN - The star around which the Earth rotates.

SURVIVAL - The act of living or surviving longer than another person or thing.

TEMPERATURE - How hot or cold something is.

TODAY - The present day.

TOMORROW - The day following today.

YESTERDAY - The day before the present day.

Using *The Four Seasons* in the Classroom

Prior to viewing the video:

Begin by finding out what your students already know about the four seasons. Ask students if they can name the four seasons. Have them use the words “spring, summer, fall and winter” in sentences.

Example:

In the *spring*, the tulips are in bloom.

In the *summer*, it gets hot and we can swim in the lake.

In the *fall*, the leaves change colour.

In the *winter*, we have to wear warm clothing when it snows.

Have the children describe the clothes they would wear in each season. You can show articles or pictures of various types of clothing to them and have them name the season in which each would be used.

Ask the children to discuss what the weather might be like in each season. Have them talk about the temperatures, the type of precipitation (rain, snow, etc).

Ask students to name some of the holidays that fall within each season. Be sure to include multicultural holidays.

Once the above topics have been covered, ask students to play a game with you. You will think of a season and the children will ask you questions to try to find out what season it is. Once the students seem to understand the game, allow them to think of a season while the rest of the class guesses.

Introduce the song “My Favourite Time of the Year” - see page 8. Invite the class to join you as you sing the song two more times or until students are familiar with it.

While watching the video:

Students will watch the 4 segments of “*The Four Seasons*.” Ask students to watch for the various changes that happen during each season. It may be best to watch one segment per day, then discuss that particular season.

After watching the video:

Discuss the changes that happened in each season. For example, watch “spring” and then discuss the clothes that people wear during spring, what the temperature is like, what happens to plants and animals during spring.

Ask students if they know a part of the country where the changes in each season would be different than they are in your community.

Write the names of the seasons at the head of four columns on chart paper. Have each student print the name of their favourite season on a piece of paper, and print their name below. Now have them tape or glue their name in the matching column. Assign 4 students to count the names in a column and show the tally at the bottom. Which season is the most popular with your class? Discuss reasons for their favourites.

Follow-up Learning Activities:

In this guide, you will find various follow-up activities for each section of The Four Seasons video. There is also teacher information that you can use to help prepare your unit on the Four Seasons. The guide is set out in 5 sections.

Section 1: Introduction – What are the four seasons?

Section 2: The concept of a Cycle

Section 3: The Importance of the Sun; Shadows

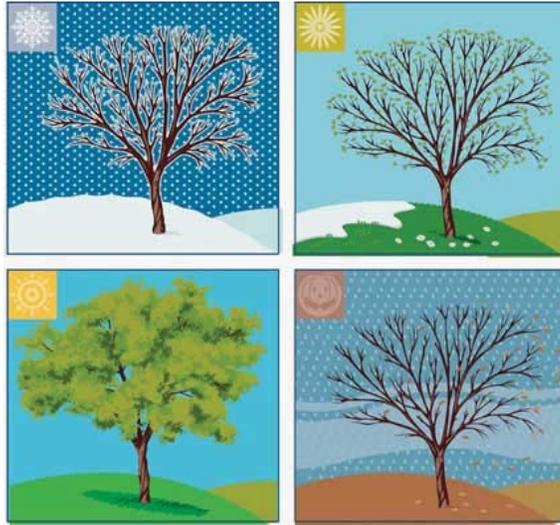
Section 4: Daily Weather, Animal and Plant Changes and Adaptations

Section 5: Colouring & Rainy Day Activities

Enjoy!

Section 1:

INTRODUCTION - WHAT ARE THE FOUR SEASONS?



Activity #1: Sing-along - My Favourite Time of the Year - on page 9.

Read the words of the song aloud together. Discuss the content. Sing the song together to the tune of “Here we go Round the Mulberry Bush”. Ask the students to suggest actions (e.g. march in a circle while singing the chorus, flapping arms for birds flying south, etc) to illustrate the words of the song. Sing the song again accompanied by these actions.

Activity #2: Picture Association: What Season Am I? - activity sheet on page 10.

Have students look at the pictures and print the correct season below each picture.

Activity #3: My Favourite Season Writing Activity - activity sheet on page 11.

Activity #1: Sing-along

MY FAVORITE TIME OF THE YEAR

(To the tune of “Here We Go Round the Mulberry Bush”)

CHORUS:

Here we go round the year again,
The year again, the year again.
Here we go round the year again,
To greet the different seasons.

Verse 1:

Wintertime is time for snow.
To the south, the birds will go.
It's too cold for plants to grow
Because it is the winter.

Verse 2:

In the springtime, days grow warm.
On the plants, the new buds form.
Bees and bugs come out to swarm
Because it is the spring.

Verse 3:

In summertime, the days are hot.
Ice cold drinks I drink a lot!
At the beach, I've got a spot
Because it is the summer.

Verse 4:

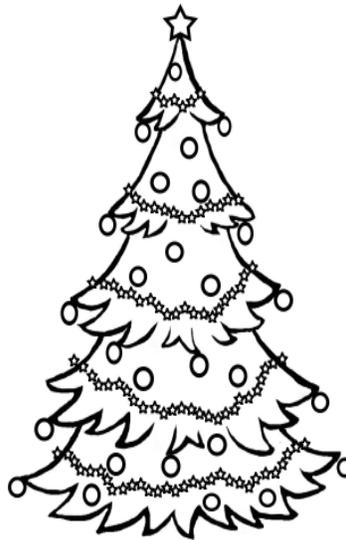
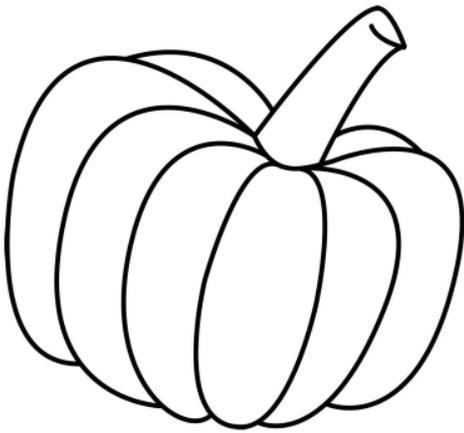
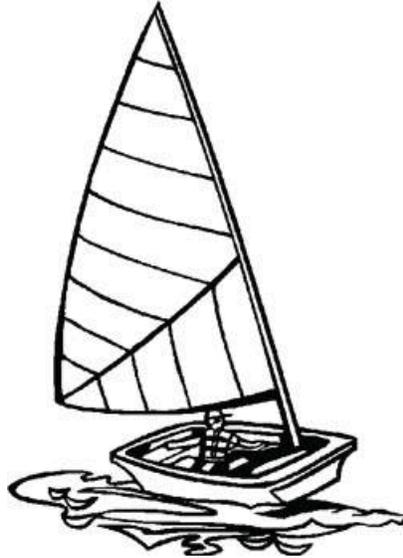
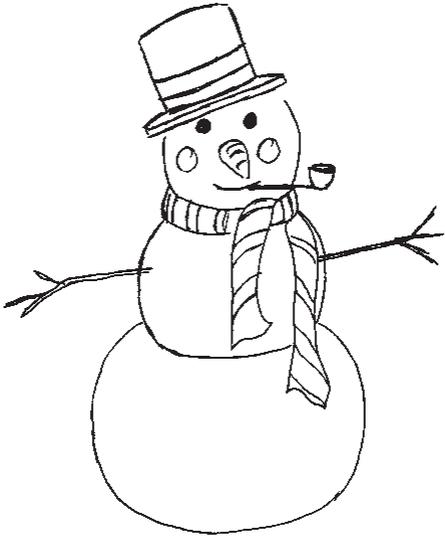
Fall is here, the air is cool.
Days are short, it's back to school.
Raking leaves is now the rule
Because it is autumn.

CHORUS

Activity #2: What Season Am I?

Write the correct season below each picture. Then you can colour the pictures.

Spring Summer Fall Winter



Activity #3: My Favourite Season Writing Activity

On the lines below, write about your favourite season.

What is your favourite season? _____

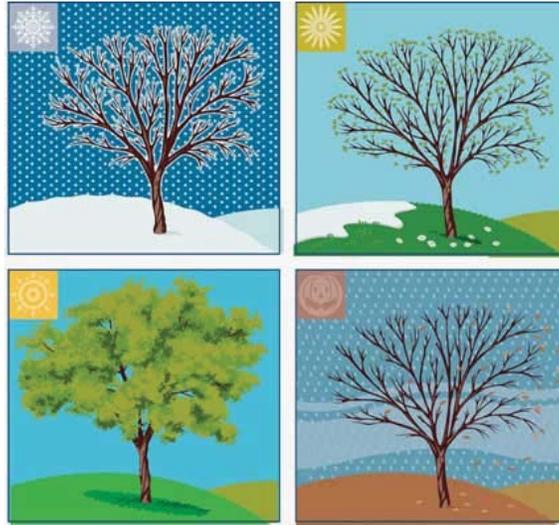
What is the weather like during your favourite season?

What kind of clothes do you wear during your favourite season?

What kinds of sports or outdoor games do you play during your favourite season?

Section 2:

THE CONCEPT OF A CYCLE



Introduce the concept of a “cycle” as being a circular sequence of events - something that repeats itself daily, weekly, monthly, yearly.

Ask students if they know some things that occur in a cycle - days of the week, months of the year, etc. Explain how the seasons are a cycle over the course of one year.

Activity #1: Day and Night - activity sheet on page 33.

Using the blank sheet of paper on page 13, have students draw themselves doing an activity during the daytime and then one of themselves doing an activity at nighttime. Discuss what causes day and night - that being, the presence or absence of sunlight. Have students draw a sun on the side with the daytime activity and a moon on the side with night time activities.

Activity #2: Day and Night - Sequencing Daily Events - activity sheet on page 14.

Students require: a pair of scissors, glue or tape, a blank sheet of 11 x 14 paper, and a blank sheet of 8 1/2 x 11 paper. Discuss with students the concept of a day. A day is the 24-hour period during which the earth completes one rotation on its axis. Discuss the following concepts: day time, night time, morning, afternoon and evening. Have students carefully cut out the picture cards on page 13. They are to place the cards in proper sequence to form a cycle, ie., start off with breakfast.

Activity #3: A Visual Demonstration of Day and Night - see page 15.

Activity #4: Days of the Week - activity sheet on page 16.

Activity #5: Months of the Year - activity sheet on page 17.

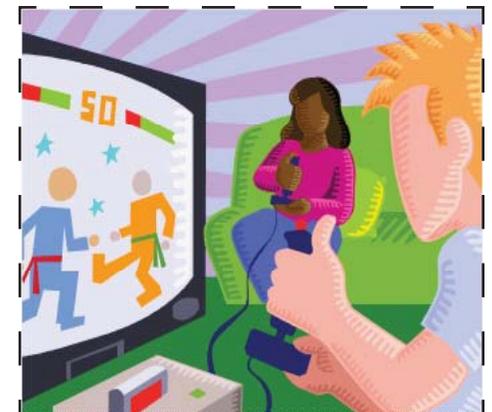
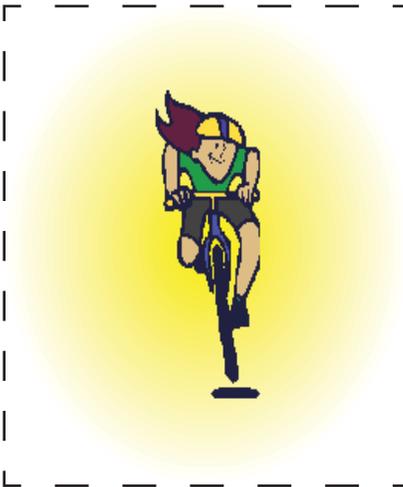
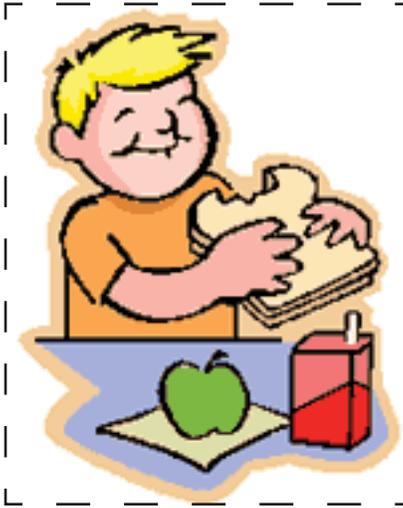
Activity #1: Day and Night

Me in the Daytime

Me in the Nighttime

Activity #2: Day and Night - Sequencing Daily Events

Cut out each picture card and then arrange and glue them on a piece of blank paper in the order that you do them during a full day. One day is 24 hours. Start in the morning. There are some things we do several times a day like brushing our teeth. For this activity, draw a copy of any picture card you need more than once.

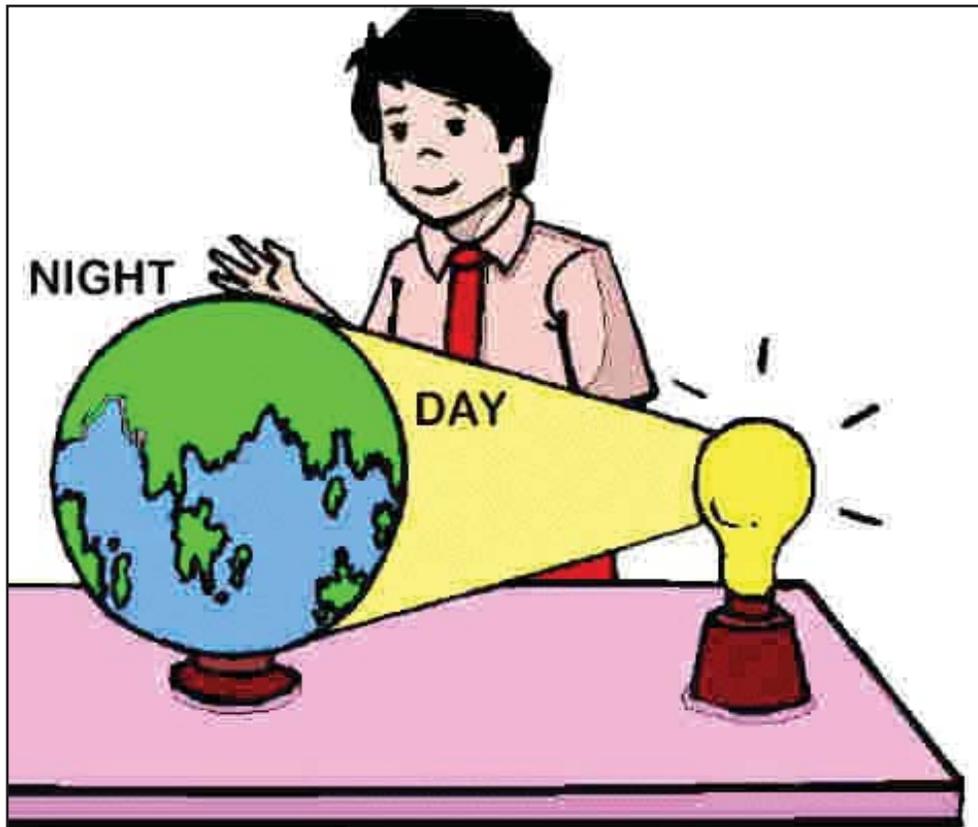


Activity #3: A Visual Demonstration of Day and Night

Globe Demonstration:

A good way to illustrate and reinforce the day/night concept is with a globe. Locate your community, province and country on the globe and place a sticker with your school name on it to mark the spot. Then using the flashlight as the Sun, slowly rotate the globe and show students how the Earth rotates, resulting in day and night.

Using the globe, you can identify which countries are in daylight while your city is in darkness and vice versa. Explain that one half of the Earth is always light while the other is dark. Emphasize that it is the Earth's own shadow that makes the night side of the Earth dark.



Activity #4: Days of the Week

Every week begins on Sunday and ends on Saturday. This is a 7- day cycle meaning it repeats itself over and over again

Listed below are the 7 days of the week. Print the names of the week in their proper order.

Wednesday Saturday Tuesday
Friday Sunday Thursday Monday

example: Sunday

Activity #5: Months of the Year

Every year begins in January and ends in December. This is a 12 month cycle. Cycle means it repeats itself over and over again.

Listed below are the 12 months. Print the name of the season they are in.

The month of the Year:

The season:

January

example: *Winter*

February

March

April

May

June

July

August

September

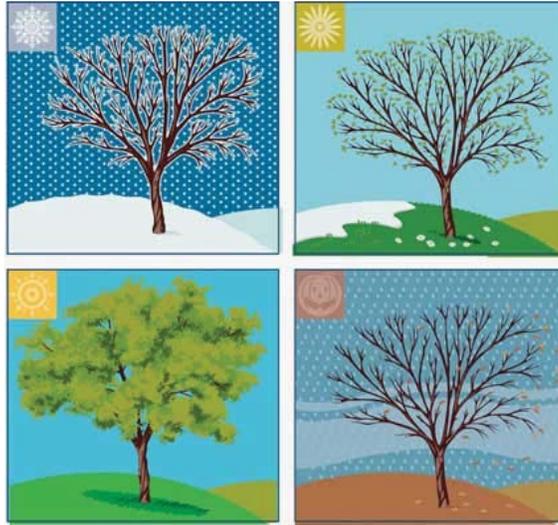
October

November

December

SECTION 3:

THE IMPORTANCE OF THE SUN SHADOWS



Inform students that many, many years ago people worshipped the sun believing it was a god/goddess. Brainstorm ideas about why people might think the sun was important enough to be thought of as a god/goddess. Assure the discussion includes the fact that if sunlight was absent, all plants would die. Grass and trees would die. Without these things, plant-eating animals would die and, in turn, animals that eat the plant-eating animals could not survive. Remind students that the sun provides heat and without it, the Earth would be too cold to sustain life. In fact, life on Earth would be impossible without that great, golden ball we call the sun. Solicit ideas about just how far students believe the sun to be from the Earth. Explain that the sun is 93 million miles from the Earth. Have students venture a guess as to how long they think it might take to drive to the sun. The answer is roughly about a million hours but using this question should help put the distance in perspective. The sun is really far away.

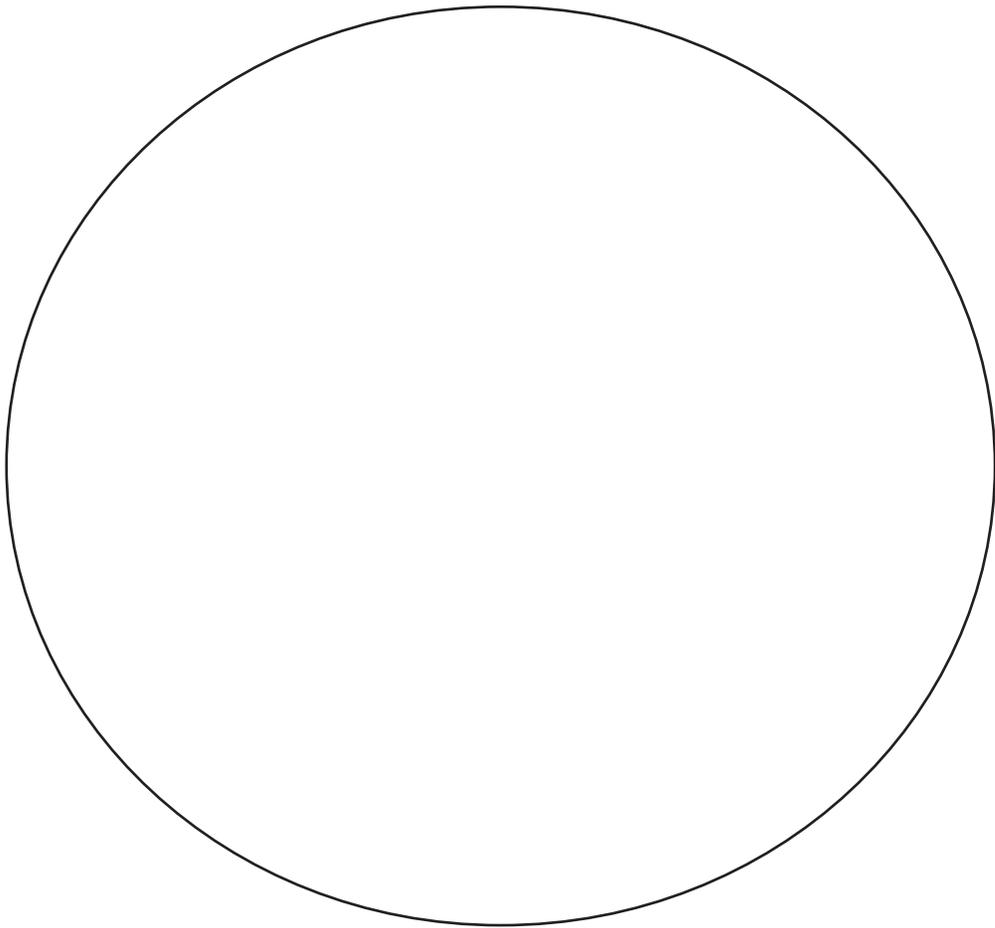
Activity #1: The Earth With/Without the Sun - activity sheet on page 19.

Distribute the drawing paper on page 19 with two identical circles (having the circles drawn will remind children that the Earth is shaped like a ball). Have students illustrate how the Earth looks with the benefit of the sun in circle one and how it might look if the sun did not shine on the Earth in circle two. Student pictures for circle two might include an empty circle, a black circle, etc. Discuss illustrations.

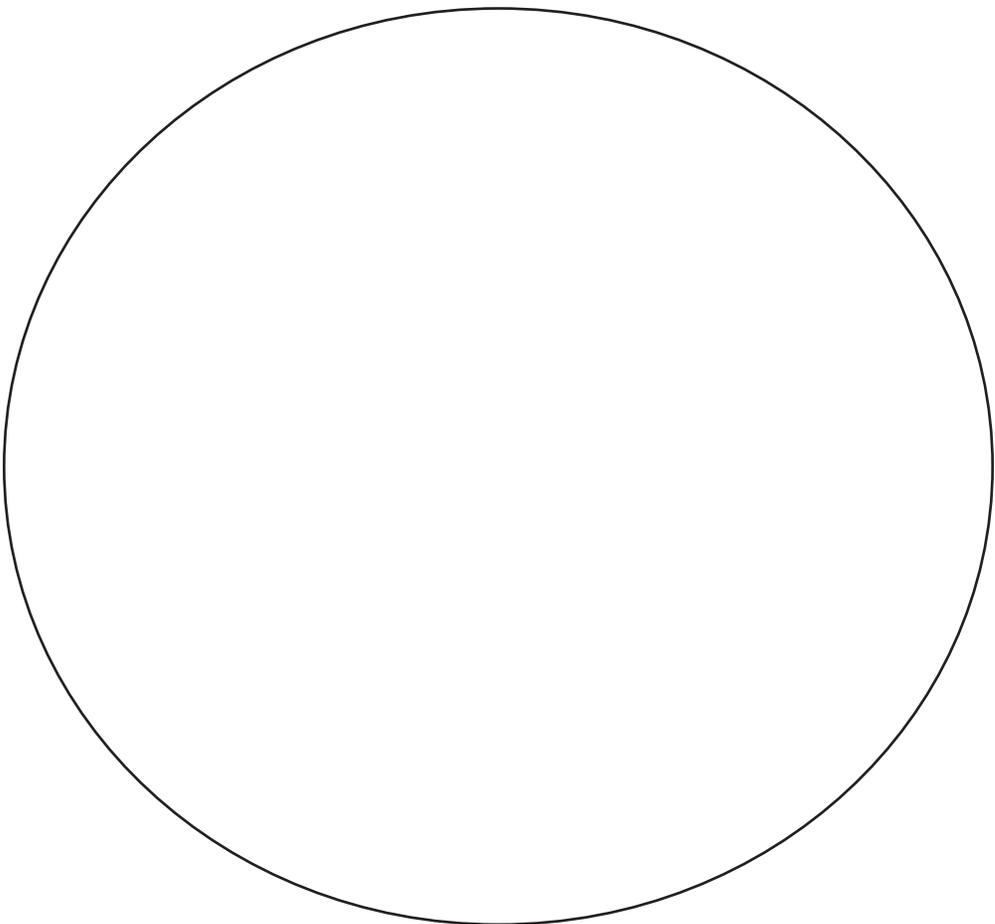
Activity #2: Shadows - activity sheet on page 20.

Activity #3: The Four Seasons Art Project - activity sheet on page 21.

Circle 1: Earth **with** the Sun



Circle 2: Earth **without** the Sun



Activity #2: Shadows

Materials Needed: Chalk

A shadow is created by an object that blocks the sun's rays. Shadows change in length and width depending on the sun's position in the sky. In the morning, shadows are long and thin and mid day, the shadows are wide and short.

In the following activity, the students will demonstrate that the Earth is rotating by watching changes in shadows cast by the Sun. Go outside to the playground on the morning of a sunny day. Have students observe their own shadow.

Facts about Shadows:

- The Sun creates shadows.
- We all make shadows.
- If there is sunshine, there will be shadows.
- Without the Sun, we would not have shadows.
- If the Sun is shining behind us, we will see our shadows in front of us.
- A shadow happens when an object (or a person) gets between the Sun and the surface of the Earth.

Discuss the following questions:

Does the shadow move when you do? Can you step on your own shadow? Can you make your shadow touch your friend's shadow?

Procedure:

Pair the students up with each other. Have one student stand still on pavement or asphalt while the other outlines his/her shadow with chalk. Have students mark an "x" on the spot they are standing. Have them print their names close to their shadow. Record the time. Come back in several hours. Have students stand on their "x". Mark where the shadow is now located. Explain that the shadow has moved because the Earth has turned (rotated) while the Sun has stayed in the same place.

Ask the students if they think shadows help us tell time. They may make the connection between the passage of time and the movement of the shadow, and answer yes, which is correct. Explain again that because the Earth is rotating, the shadows change position. Set up a sundial in the schoolyard to show students how they were used many years ago.

Ask the students where the Sun comes up every morning. They should have the sense that it always rises in the east. Ask them about sunset. Again, they may know that the Sun sinks in the same general area all the time. Explain that in reality, it is not the Sun that moves, but the Earth. As the Earth rotates toward the Sun, we experience sunrise, and as it rotates away, we experience sunset.

Questions to ask:

1. What shape were your shadows?
2. Why did the lengths of the shadows change?
3. When did the longest shadow occur? The shortest?
4. Do you think the same shadows will occur at the same time tomorrow? Why or why not?

Activity #3: The Four Seasons Cycle - Art Project

Materials:

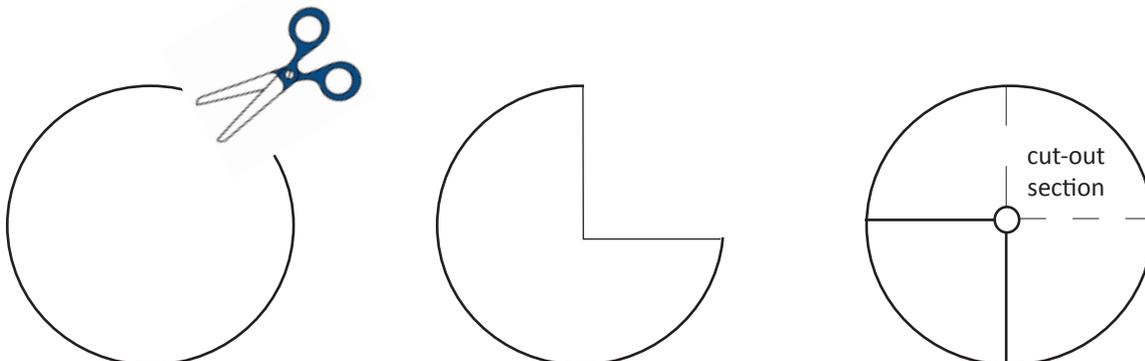
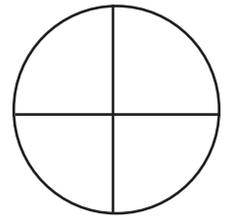
Each student will require: 2 paper plates, scissors, glue, magazine pictures, brads (Two-pronged fastener featuring a round or decorative top. Prongs are inserted through the surface and opened butterfly-style. Available at arts& crafts shops)

Prior to the activity:

Cut a 1/4 section out of one paper plate for each student and place these aside for later use. (see diagram at bottom of page). Puncture the centre of a second paper plate in advance for each students (for later insertion of the brad).

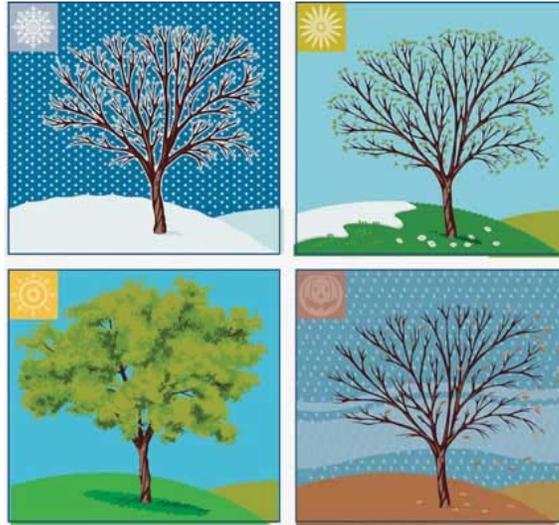
Procedure:

1. Collect various magazines and booklets that would include pictures from all four seasons.
2. Distribute the magazines to your students. Ask students to find as many pictures as they can that show one of the four seasons and to cut out the ones they like best. They could look for pictures by theme such as clothing, weather, nature, etc.
3. Ask students to sort their pictures by season.
4. At the end of the time allocated, ask each student to show their picture by season to the class. Encourage them to trade pictures with other students in order to fill season gaps, or to complete a theme.
5. Now give each student a paper plate. The plates have to be divided into 4 sections. Ask them to label the rim of each section with a season, in cyclical order.
6. Using a ruler and pencil, show students how to divide the plates into four sections. Tell them to glue their pictures into the four sections by seasons.
7. Distribute the paper plates with the cut-away section. Encourage students to decorate this plate with drawings or designs and a title: The Four Seasons.
8. When students have completed their decorations, place the whole paper plate behind the cut-away plate. Place the brad through the hole in the paper plate fastening it in the back. They now have a four seasons wheel to display.
9. Discuss what they have shown for see in each season. Do their pictures relate to a theme (clothing, sports, weather, animals) or are they a mixture of portrayals of the seasons?



SECTION 4:

DAILY WEATHER, ANIMAL AND PLANT CHANGES AND ADAPTATIONS



When winter comes, animals work in many ways to prepare for the cold weather just as we do. We turn on the heat, get out our warm coats and in areas that are quite cold we buy extra food in case a storm comes that keeps us from going to the store. Some animals grow warmer coats for the winter. Others waterproof their homes in order to stay dry and and warm. Some store up food for the long winter and others migrate to warmer places until the cold weather is gone. Some even curl up and sleep the winter away.

In this section, the student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals.

Begin the lesson by putting on a big winter coat. Have students guess what season is ending and what is beginning. Why would I be putting on my coat? Elicit responses related to temperate and weather. Tell students that animals' coats are different in the summer and winter too.

EXAMPLES: HOW DO BIRDS KEEP WARM IN THE WINTER?

- A bird's feathers provide a lot of insulation.
- Some birds fluff up their feathers and trap air between the feathers. (This works just like a down-filled sleeping bag.)
- The ptarmigan has feathers on its feet to help keep warm.
- Birds huddle together for warmth.
- The grouse will hide in snowdrifts to keep warm.
- Shivering helps to keep some birds warm because it increases body heat.

Ask your students why they think an animals coat changes from season to season. How does it change? Discuss possible reasons. Have they seen changes in the fur of their cats or dogs in spring and fall?

a) Temperature - thicker fur in winter, shedding in spring.

b) Camouflage - on weasels and snowshoe rabbits, the new fur is white to help them hide in the snow.

Activity #1: Seasonal Comparisons Booklet

Introduction: Changes in our environment are taking place all the time. These changes often go unnoticed because many of them occur in small increments. Over time, these small changes accumulate and can result in some noticeable differences.

Activity: Plan for you and your students to take 10 to 20 minute walks, repeated once or twice a month over the period of an entire school year. To use Weather Observation Chart #1, students must observe weather conditions in the morning, at noon and in the late afternoon. In the event of inclement weather or lack of time, students can make observations from classroom windows. To learn about daily and seasonal changes, students are to observe, compare and record weather condition and the impact of weather on animals and plant life.

Use Plant Life Observation Sheet #2 and have students observe the same tree over the period of one school year. They are to draw and colour what the tree looks like in the fall, winter, spring and summer, and note the dates when changes for each season begin to be seen.

Use Animal Life Observation Sheet #3. Have students record what animal life they see either on your walk or observed from a school window. Have them print the type of animals they see and record what these animals are doing. eg., birds feeding at a feeder; squirrels gathering food.

Optional: Take a camera along to take pictures of your observations. Print them and create a collage of your trips and the various weather changes.

Students are to record this information on the Observation Sheet found on page 17. Students are to record:

1. Temperature
2. Weather Conditions - is it sunny, cloudy, etc
4. Make seasonal observations of a tree on the school property or near your school grounds
5. Observe wildlife - birds, insects, etc. Are they gathering food, making nests, feeding their young, etc.?

Students will need:

(a) a clipboard with pen or pencil - clipboards can be made by cutting rectangular sheets of heavy cardboard and using a clothespin to hold sheets of paper

or

(b) a diary

Once students have completed one full school year of recording daily and seasonal changes, they are to make a cover for a booklet which will incorporate all of the Observation Sheets. Staple the booklets together. Have students put them in date order. Ask students to look through their booklets. Begin the discussion by asking students to share any seasonal changes they have observed. Relate the weather changes they have experienced to the corresponding clothing worn during each season. Explain that nature must also make adjustments as the seasons change.

1. What can they tell you about daily weather patterns?
2. Looking at tree drawings, what can they tell you about what happens to plant life over the course of one school year.
3. How are the different animals you have observed prepared for the different seasons?

Weather Observation Sheet #1

Name _____ Date _____

The temperature today is: _____

Temperature is written the following way: 16 °C

Morning:

What is the weather like this morning? Circle the picture or pictures that best describes the weather right now.



Noon:

What is the weather like at noon? Circle the picture that best describes the weather right now.



Late Afternoon:

What is the weather like this afternoon? Circle the picture that best describes the weather right now.



Plant Life Observation Sheet #2

Name _____ Date _____

Choose a favourite tree on or near your school property. Draw and colour a picture of what the tree looks like. Use the space provided below. Be sure to observe the following - does the tree have leaves on it? What colour are the leaves? Are the branches bare, meaning they have no leaves on them?

My tree in the _____.

Print the name of the season - spring summer, winter or fall.



Animal Life Observation Sheet #3

Name _____ Date _____

What animals did you see? Watch for squirrels, chipmunks, insects, birds, etc. Include your pets.

What are these animals doing? Are they eating? Are they flying south for the winter?

Activity #2: How animals prepare for winter?

Animals do different things in different seasons. When the weather is cold, it is more difficult for animals to find food and they change the things that they do. Some animals 'migrate' - they move to a warmer place. Some animals 'hibernate' - they sleep while it's cold. Some animals stay awake during the winter but they make some changes - they grow thick fur for example. Here are some animals and descriptions of what they do in cold weather.

Use a data projector, whiteboard or overhead projector to display the pictures below. Tell students that there are pictures of 8 animals on the screen, and 8 sentences in the centre of the page. Read one sentence at a time, asking for volunteers to identify the correct picture to match the sentence. Draw a line from the sentence to the matching picture.



Bear

This animal hibernates in a hole.

This animal hibernates at the bottom of a lake or pond. They may even bury themselves in the mud.



Red Fox



Monarch Butterfly

This animal migrates or flies thousands of kilometres to Mexico for the winter.

This animal goes to sleep or hibernates in a "den" - a tree hole, cave or under large rocks - for the winter months. Sometimes they wake up.



Snowshoe Rabbit



Frog

This animal adapts to the winter by finding different food to eat.

This animal adapts to winter by changing the colour of its fur.

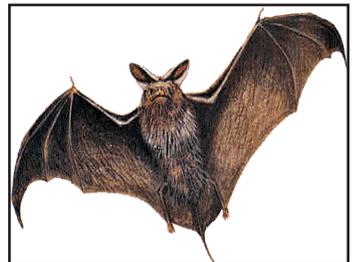


Snake



Canada Geese

This animal hibernates in caves, hanging upside down from nooks and ledges deep within the cave.



Bat

Activity #3: Hibernate, Migrate or Adapt Collage

The weather gets colder, days get shorter and leaves turn color and fall off the trees. Soon, winter is here. Snow covers the ground. People live in warm houses and wear heavy coats outside. Our food comes from the grocery store. But what happens to the animals?

HIBERNATE

Talk to students about the following: Some animals “hibernate” for part or all of the winter. This is a special, very deep sleep. The animal’s body temperature drops, and its heartbeat and breathing slow down. It uses very little energy. In the fall, these animals get ready for winter by eating extra food and storing it as body fat. They use this fat for energy while hibernating. Some also collect food like nuts or seeds to eat later in the winter. Bears, skunks, chipmunks, and some bats hibernate.

MIGRATE

Animals do many different, amazing things to get through the winter. Some of them “migrate.” This means they travel to other places where the weather is warmer or they can find food.

Many birds migrate in the fall. Because the trip can be dangerous, some travel in large flocks. For example, geese fly in noisy, “V”-shaped groups. Other kinds of birds fly alone.

ADAPT

Some animals remain and stay active in the winter. They must adapt to the changing weather. Many make changes in their behaviour or bodies. To keep warm, animals may grow new, thicker fur in the fall. On weasels and snowshoe rabbits, the new fur is white to help them hide in the snow.

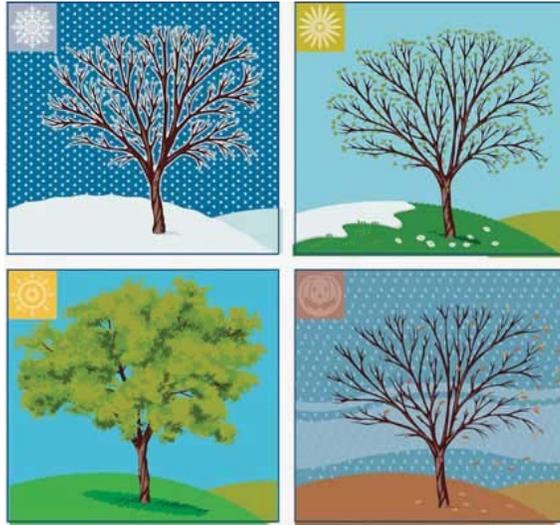
STUDENT PROJECT:

Materials: bristol board, crayon/colouring pencils or markers, glue, scissors, magazines, access to internet and a printer.

Each student is to take a bristol board and divide it into 3 equal parts using a ruler and marker. At the top of each section, they are to print one of the following - HIBERNATE - MIGRATE - ADAPT. Using the knowledge they have acquired from watching “*The Four Seasons*” and doing the various activities in this guide, they are to research and find pictures of animals that fit into each category. Students are to carefully cut out these pictures and glue them into the appropriate section on their bristol board. Once they have completed it, they will have a collage. They are to share their bristol boards with the rest of the class and make a brief presentation talking about the animals they put in each category.

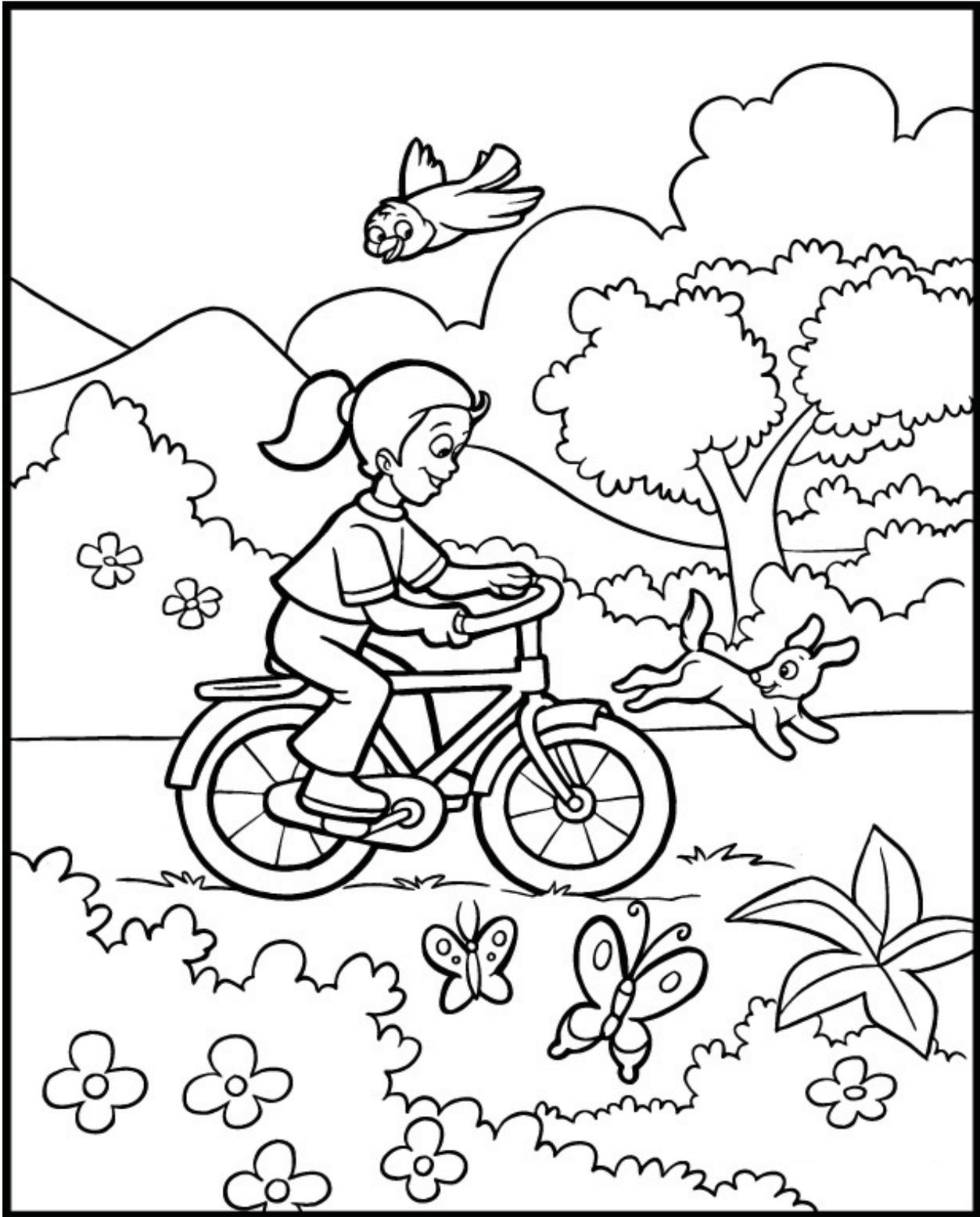
SECTION 5:

COLOURING & RAINY DAY ACTIVITIES



Spring is here!

There are eight words below the picture. Write each word below the matching object in the picture, or draw a line from the word to the matching object.



bird
tree
flower
bicycle

butterfly
dog
mountain
clouds

It's hot! It's summer!

Find the following objects and circle them.

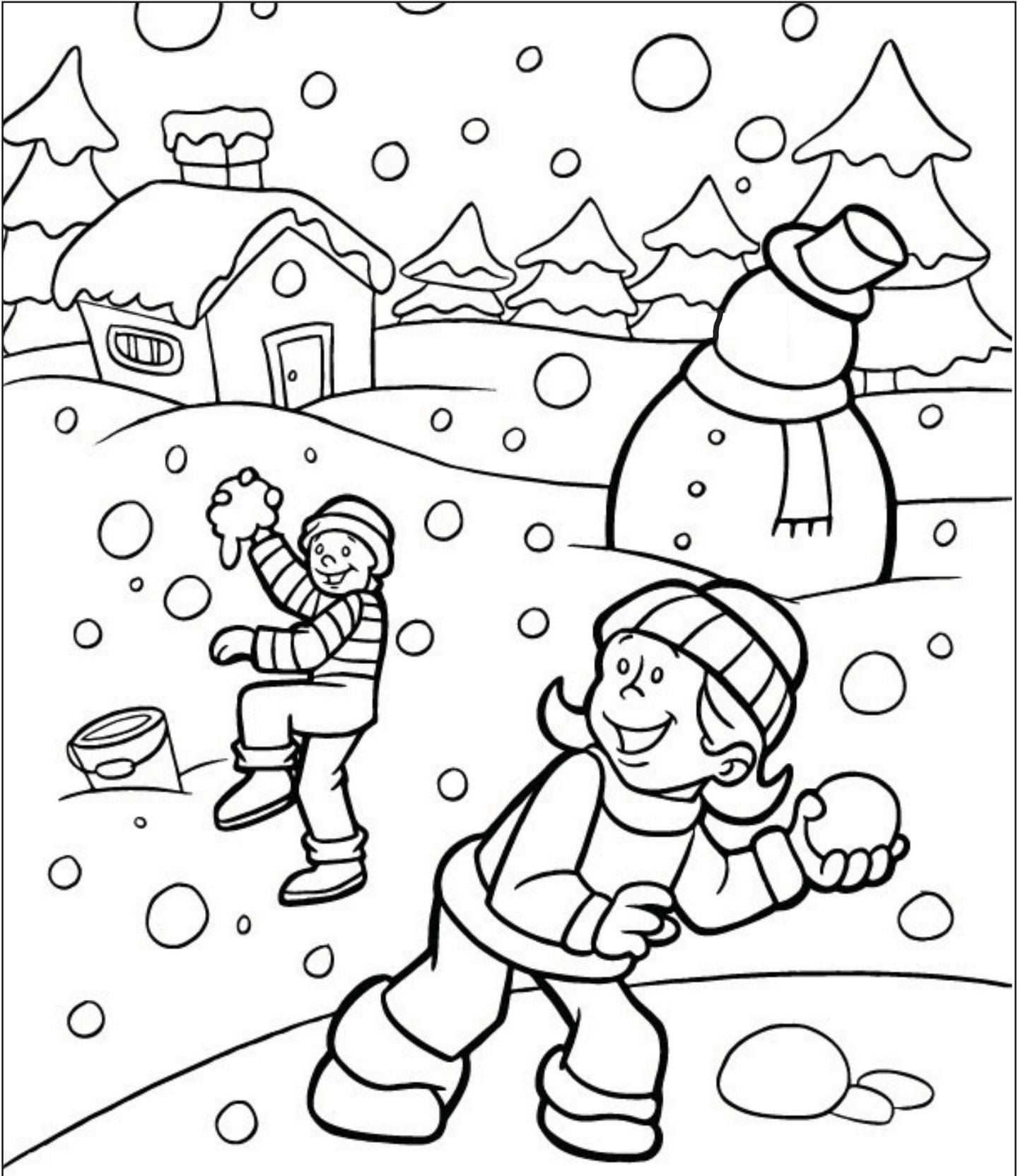
Sun Towel Bird Umbrella Basket

Then colour the picture.



Wintertime Fun!

Draw a face on the snowman and then colour the picture.



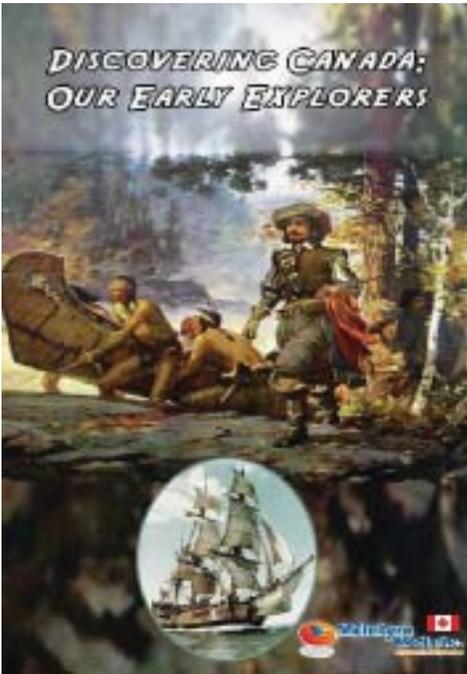
Fall is so colourful!

Name the fall holiday shown in this picture. Hint: We give thanks on this day. Print your answer on the line below, then colour the picture



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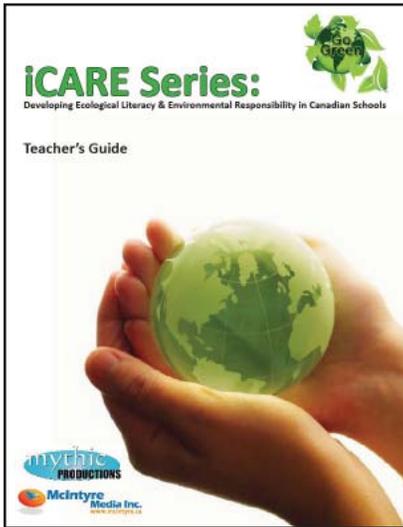
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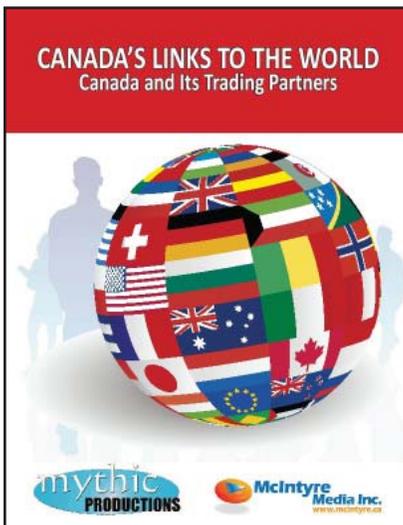
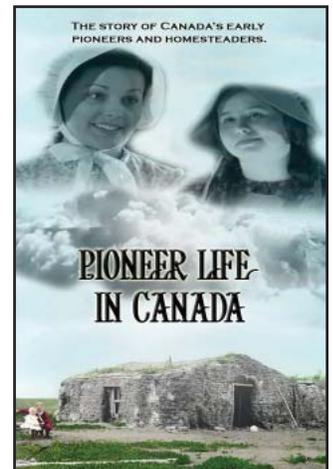


iCare Series

This 3-part series examines environmental and ecological initiatives undertaken by Canadian schools and school children. We filmed and interviewed students, teachers, parents, administrators, custodians and environmental experts about what they have done or what we can do to “make a difference” to ensure the long-term health and survival of our planet and its resources.

Pioneer Life in Canada

Long ago, Canada was already a country of immigrants. These people came from many different places like the United States, Germany, England, Scotland and Ireland. They left their homeland and became pioneers in Canada. In this 20 minute program, Michelle, a young modern-day student is transported back in time to a pioneer village. No more cell phones, MP3 players or electricity! Her new teacher tells her about their life in a pioneer settlement, how they came to Canada, where they settled, and how they work the land. Michelle tours the village and learns about the grist mill, the blacksmith shop, the general store and post office, and the school house. She also learns how the aboriginal peoples taught the pioneers how to live off the land.



Canada's Links to the World: Canada and Its Trading Partners

In this 18 minute video, we are going to explore Canada's link to other countries, focusing on our trading relationships. We will also examine some of Canada's most important trading partners, with three bonus five to six minute segments on China, Mexico and the United States. These segments present a brief overview of the location, climate, geographic features, culture and trading relationships found in these countries. In addition, students are given an overview of the history of trade in Canada beginning with the aboriginal people and early explorers. Topics such as the fur trade, early immigration and the building of early transportation systems are discussed.

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