

Activity—Outdoor Observation**Standard II**

Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement, and weather.

Objective 3

Compare changes in weather over time.

Intended Learning Outcomes

Communicating Science: communicating effectively using science language and reasoning.

Knowing in Science: Understanding the nature of science.

Content Connections: Language Arts; Art

Background Information

There are five senses: seeing, hearing, smelling, tasting, and touching. We use our five senses to gather information about the world around us. For example, we use our five sense to identify the characteristics of the seasons winter, spring, summer, and fall. Sometimes we use instruments or tools to enhance our senses, such as a magnifying lens. A magnifying lens helps us to see things better so we have even more accurate information about the thing we are studying.

Materials

Materials for the group to share:

Four seasons read aloud books
chart paper and markers

Materials per student:

pencil
crayons
magnifying lens
clipboard

outdoor observation

Invitation To Learn

After sharing a variety of your favorite read aloud books about the current season with your class, brainstorm and create a list of the types of outdoor observations that may be made using one or more of the five senses. (e.g., weather conditions, animal behavior, changes in plants, people's clothing, or activities.)

Instructional Procedures

1. Tell the students that they will be making outdoor observations of their own. They should look for and be aware of the same things noticed in the books that were read.
2. Give each student a clipboard, pencil, crayons, magnifying glass, and outdoor observation page (these pages are included in this packet) for the current season.

K 2-3 10.1

3. Take the class outside with their materials. Have them watch as you model how to be aware of the five senses they are using and how to accurately record their observations as they write and draw their information.
4. Allow the students to record their findings on the given page. The students should be encouraged to actively engage in this activity for at least 20 minutes.
5. Repeat this activity throughout the year so that students may record their findings for each of the four seasons.
6. After completing each page, discuss as a group how the information gathered for the current season is the same or different from the past season.

Assessment Suggestion

This outdoor observation page is an excellent assessment tool. After completing each page, date it and save it in the student's portfolio. Look for progress in the student's ability to record details and specifics in seasonal drawings, phonetic spelling, descriptive language, use of more than one sense, etc.

Additional Resources

Caps, Hats, Socks, and Mittens by Louise Borden
Sky Tree by Thomas Locker
Run, Jump, Whiz, Splash by Vera Rosenberry
Snowy, Flowy, Blowy by Nancy Tufari
On A Hot, Hot Day by Nicki Weiss
Animal Seasons by Brian Wildsmith

Family Connections

Students may identify, draw, and label things they see, hear, smell, taste, and touch in their neighborhood during a given season. Students may return their paper to school and share their findings with each other.






Date _____

Dear Family:

We have been using our five senses to observe the signs of the current season. For example, in the summer, we may taste lemonade, touch sand and water, hear birds, smell flowers, and see fireworks. Please allow your child to identify, draw, and label signs of the season they may see in your neighborhood. Return the paper to school by _____ so that we can share what we learned with each other at school.

Sincerely,

(Season)

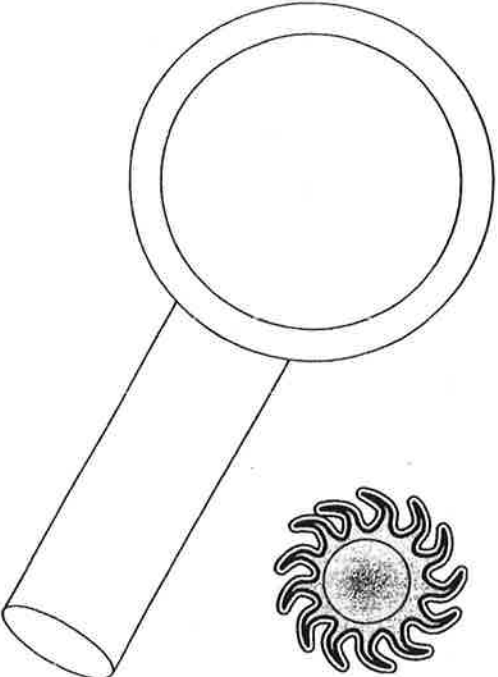
see		hear		smell		taste		touch	

K 2-3 10.3

Name _____

This is What I Know About the Summer Season

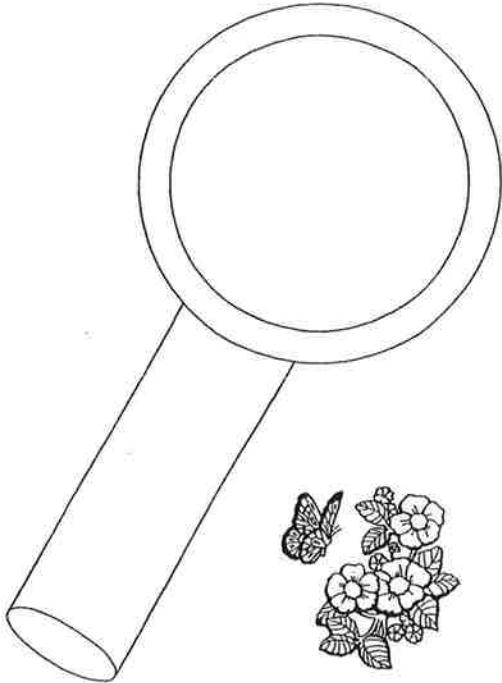
A large rectangular box for writing, with a horizontal line near the bottom.

	 A magnifying glass with a circular lens and a handle, positioned above a stylized sun with wavy rays.
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K 2-3 10.4

Name _____

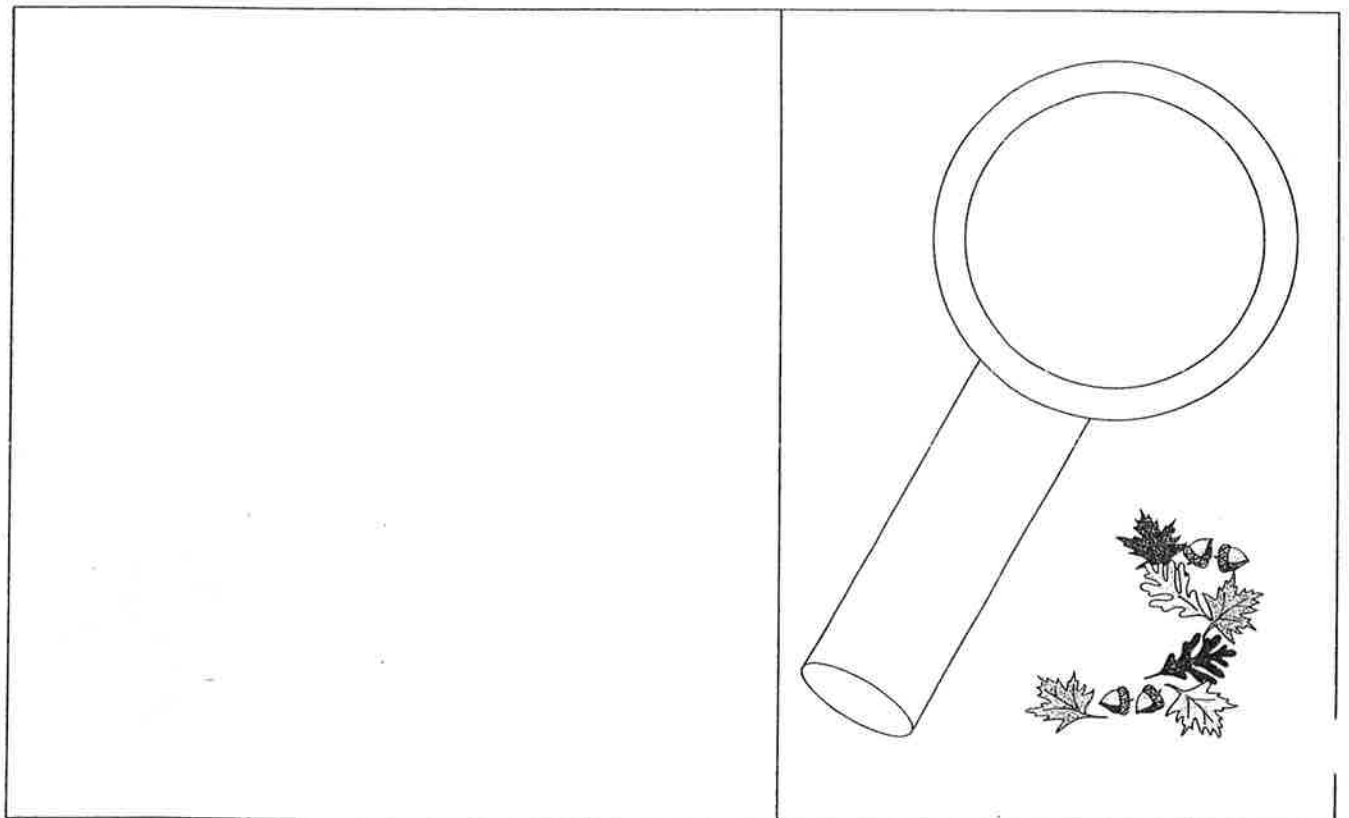
This is What I Know About the Spring Season

	
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K 2-3 10.5

Name _____

This is What I Know About the Fall Season

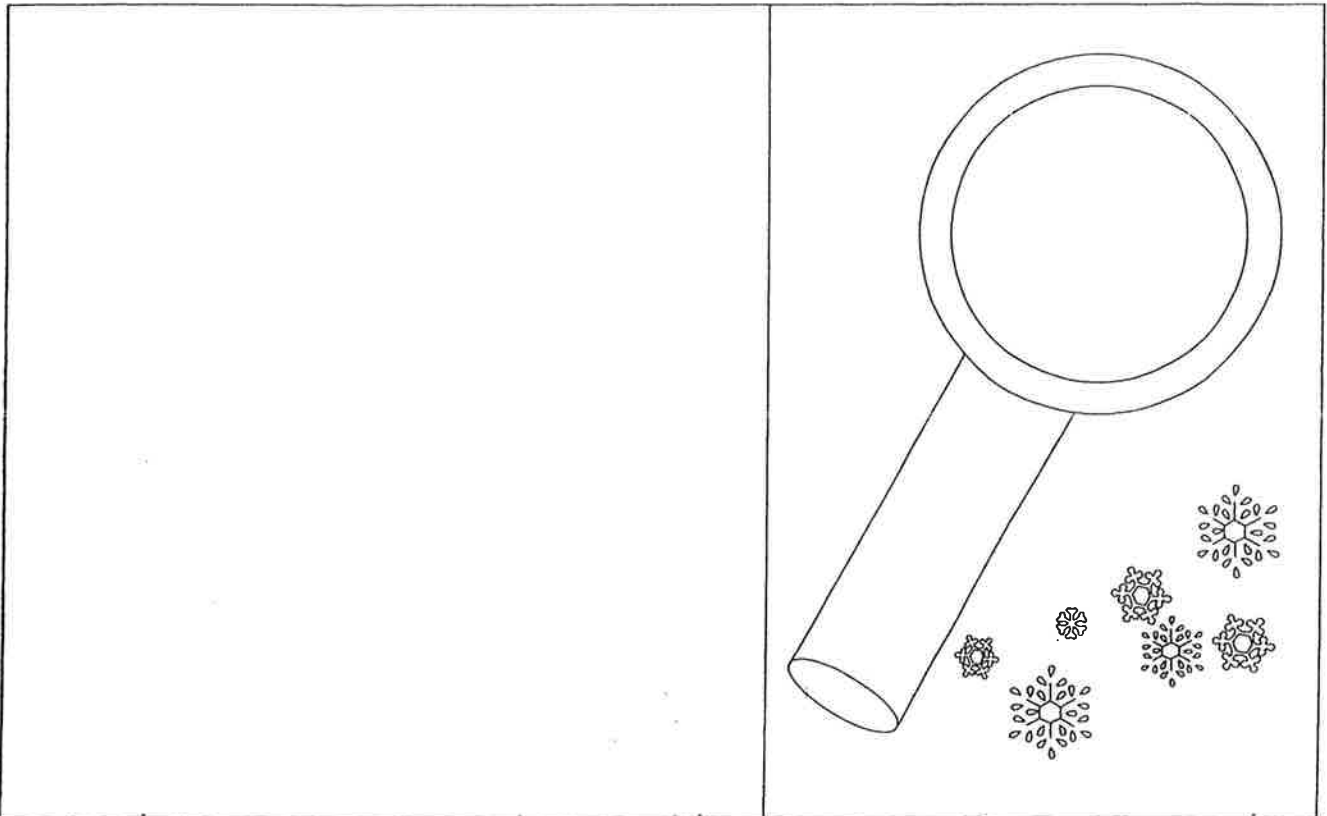


K 2-3 10.6

Name _____

This is What I Know About the Winter Season

A large empty rectangular box for writing.



K 2-3 10.7

