

Activity—Favorite Season Circle Graph

<p>Standard II Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement, and weather.</p> <hr/> <p>Objective 3 Compare changes in weather over time.</p> <hr/> <p>Intended Learning Outcomes Communicating Science: communicating effectively using science language and reasoning. Knowing in Science: Understanding the nature of science.</p> <hr/> <p>Content Connections: Math</p>
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Background Information

There are four seasons. They are winter, spring, summer, and fall. Seasons change in an ongoing and repeating pattern. The seasons have general characteristics that make each one of them different. These characteristics help us identify each season.

Invitation to Learn

Ask the students, “What is your favorite season of the year?” Allow them to discuss with a partner or with the whole group reasons why they particularly like a given season.

Instructional Procedures

Prior to beginning this activity the teacher should have a die-cut shape of a boy or girl to correlate with each of the students in the class. If you do not have access to a die-cut machine, cut pieces of paper 2 inches wide by 4 inches long to give to each student. Also, a large circle (big enough for all of the die-cuts to fit around the outside edge of the circle) should be drawn on the middle of a large chart paper. At the top of the paper the teacher should write the question, “What is your favorite season of the year?”

1. Show the chart to the class. Tell them that there are many ways to record information on different kinds of charts and graphs. Today the class is going to create a circle graph showing their favorite season.
2. Give each child a die-cut (boy die-cut for a boy, girl die-cut for a girl). Have each child write their name on the die-cut. The students may also like to draw themselves dressed appropriately for their favorite season on the die-cut.

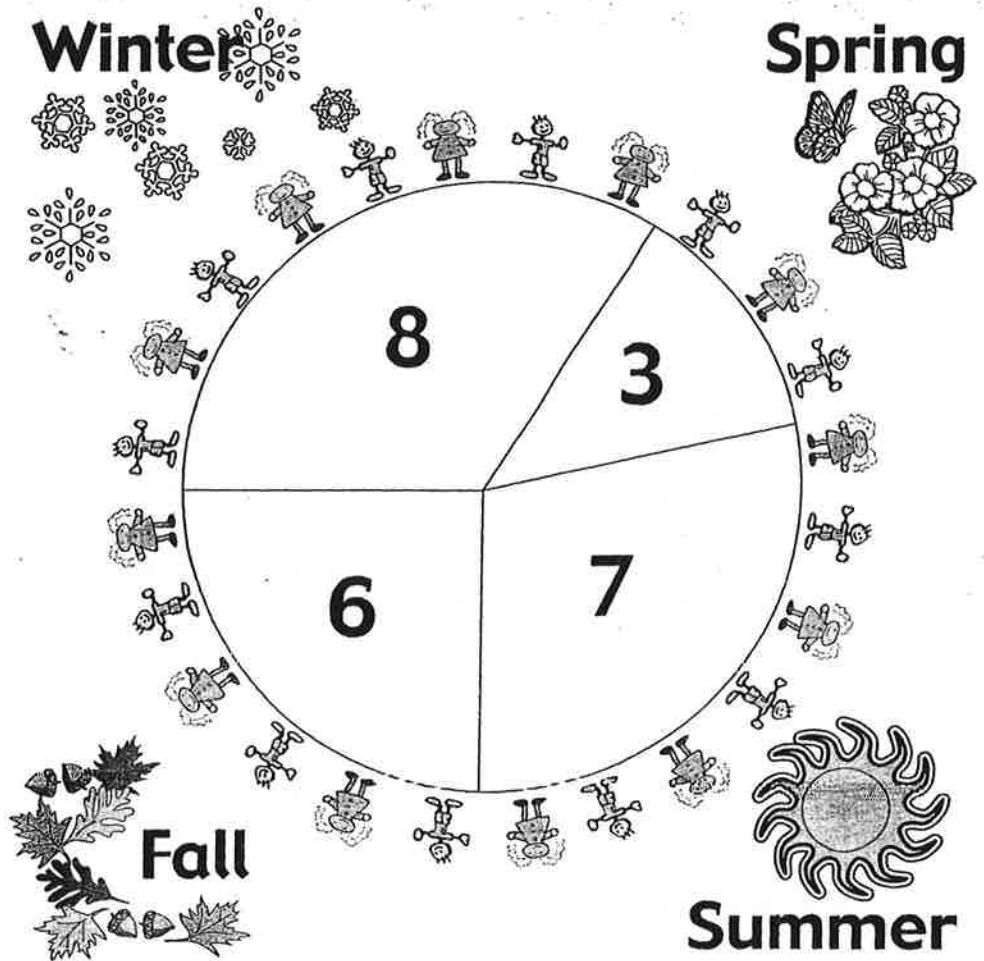
Materials

One per class:

- chart with circle graph
- markers for recording on chart

One per child:

- die-cut boy or girl shape 2x4" white paper
- crayons
- tape or glue stick



3. Begin by asking all the children who like winter best to bring their die-cut shape to the circle graph and glue or tape them on the chart around the outside edge of the circle.
4. Continue the same procedure with the seasons spring, summer and fall until the die cuts encircle the graph.
5. Use a marker to label each of the seasons on the appropriate places on the graph. You may also like to count out loud as a group the number of die-cuts that represent each season and write the number by the name of the season.
6. On the inner part of the circle, use four different colors of markers or crayons to color in the wedge shape in the circle to distinctly show how much of the circle is representative of winter, spring, summer, and fall.

Assessment Suggestion

Ask the students, "What can you tell me about this graph?" Allow students to share their observations with a partner or small group and then out loud with the entire class. Some of the things they should notice include concepts of greater than, less than, equal to, differences between a bar graph and a circle graph, and that the circle shows how the seasons change in an ongoing and repeating pattern.

If a particular child shares an idea that shows significant understanding in a certain concept you may wish to record this on a sticky note and include it in the student's progress file.

As a class you may like to do further follow-up by reading aloud *My Favorite Time of Year* by Susan Pearson and discussing the different activities people are involved in throughout the different seasons.

Additional Resources

My Favorite Time of Year by Susan Person

Family Connections

Students may survey their family members by asking them the question, "What is your favorite season of the year?" The results may be recorded on a bar graph. After gathering the findings for the graph, the family members may discuss with their child the number concepts found. Another option would be to return the graph to school and allow students to compare their findings with each other.

Date _____

Dear Family,

Your child will be asking members of your family the question, "What is your favorite season of the year?" Next, he or she will then mark the correct space on the bar graph. When the graph is complete please have your child tell you what he or she knows about the number concepts on the graph. For example: Which number is greatest? Which number is least?

Return this graph to school by _____. We will be sharing the information from our graph with the class.

Sincerely,

