

Kindergarten Teacher Resource- Beringian Seasons Wheel

Curricular Outcome: Kindergarten Science “Daily and seasonal changes affect all living things.”

Core Concepts:

Seasons follow a repeating cycle throughout the year.

Each season brings changes to weather, landscape, plants, and animals.

Living things respond to seasonal changes in their environment.

Learning Outcomes:

Students will:

Identify the four seasons and their order.

Describe the changes that occur during each season.

Create a visual model showing Beringian seasonal patterns.

Recognize that seasons repeat over time.

Big Questions:

How does the world change from season to season?

What happens to living things in different seasons?

How do we know when a new season begins?

Main Activity:

Materials Required:

Paper Plates

Split Pin (aka butterfly clips, brass fasteners)

Overview:

Students will create spinning wheels on their plates that show what Beringia looked like throughout the year.

Students will divide their paper plate into four sections. They should label each section with the names of the four seasons*. In each section, they will draw and colour the

weather, landscape, and Beringian animals. Having a teacher example to work off would be helpful for students to see as they create their own. (***Alternatively**, if writing or spelling is something that could inhibit the flow of this activity, they don't need to label the seasons – just draw them and be able to explain what's happening in each.)

With the help of a teacher, students should attach the centre of their plate to a piece of paper using the aforementioned split pin. This should allow their plates to spin. They can also decorate the piece of paper to add to their craft. A red arrow could also be attached/drawn at the top of the paper so the students can spin the wheel and the arrow will point at a particular quadrant. Once this is finished, the craft is complete!

(Note: you may take as much time as needed for the creation of the season wheels, then follow up with this reflection activity afterwards, even if it's on a separate day).

Reflection Activity:

After the wheels are complete, you can either conduct a class discussion, or, if comfortable, place students in small groups. If conducting a class-wide discussion, have all students simultaneously give their wheels a spin.

Then, ask students to share which season they landed on, and what animals they think lived there. If comfortable, ask them what they think their animal would do in the winter versus summer – would they look to move somewhere warmer or colder, or stay there? How would animals know when the seasons are changing? If conducting a group-based discussion, repeat these steps and float around all groups to ensure they are staying on-task.