

**Weekly Lessons/Overview and Goals:** Students will begin to identify patterns on Earth, including seasons.

**TEKS:** 4.8C

4.8 Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:

4.8C collect and analyze data to identify sequences and predict patterns of change in shadows, seasons, and the observable appearance of the Moon over time (S)

**Unit 8 Vocabulary:**

4.8C

data

pattern

full moon

sequence

Seasons

first quarter moon

predict

Moon

third quarter moon

shadows

Moon phases

new moon

prediction

**Monday:** Exploring Seasons  
**Essential Question:** What are seasons?

**STAAR READY--NO ROTATIONS**

**Tuesday:** Exploring Seasons  
**Essential Question:** What are seasons?

**Engage**

Read the book: [Moonstick](#) -I am checking out a copy out of the library and I ordered one on Amazon  
Mackinvia : [Mama, is it summer yet?](#)

[Page Keeley Probe on seasons.](#) You can do four corners, group discussion or pair share thinking.

**Explore & Explain**

Two options to choose from:

*\*Melinda will be out Wednesday. Her Class will use printed materials on Wednesday instead of laptops to complete the task\**

1. Lesson: Sketch Note! Watch this video with the students. Talk about how they might use Sketch notes in science.

[Video](#)

Challenge students to use this method of notetaking while researching the questions below:

*\*The link to the resources page is [HERE](#). You could post in Google Classroom to make it easier\**

Students will use the library resources to take notes based on the following questions:

1. Explain the Earth's tilt and imaginary axis
2. What causes seasons?
3. Why are seasons different in the Southern Hemisphere vs. the Northern Hemisphere?
4. Why do we have shadows?
5. Why are seasons different near the Equator?

6. Why are seasons different near the Poles?

**OR**

2. Google Slides. Students create a slideshow using 6 slides. Slide 1: Title. The seasons and shadows on Earth. By \_\_\_\_ Slide 2: Insert an image of the seasons. Slide 3: What causes the seasons? Earth's revolution around the Sun, and Earth's tilt toward and away from the Sun. Slide 4: Why do we have shadows? The Sun's rays are blocked by objects, and these shadows change due to changing angles of sun rays. Slide 5: My picture of shadows. Slide 6: Poem about seasons or shadows.

**Elaborate**

TSW watch the BrainPop video: [Seasons](#); complete game section  
Videos [DE- More Science Please: Why do we have winter?](#), [DE - The Seasons](#)

**Wednesday:** What is the main reason for Seasons?

Video: Harvard students don't know why we have seasons. <https://safeshare.tv/x/ss5a80fc4fde30e>

**Evaluate**

Use essential questions to determine understanding. Class discussion

**Essential Question:**

**Engage**

Read a picture book on seasons  
Take a class poll: Which season is your favorite? Why?

**Explore & Explain**

Complete activity from yesterday

Students create a chart in their Science notebook to explain the difference between Rotation and Revolution:  
<https://docs.google.com/document/d/1-GcgyNn5EsDLtR3K2EhxrnrRtClrn1i0cX1bu0Rrk-Q/edit>

**Thursday:** Valentine's Skittles Activity

[Watch this video to understand what you are doing](#)

Materials you will need:

- About 100 skittles per class; maybe 2 bags? Or one large bag
- White paper plate; styrofoam is best
- Small container of water, one per table or small cup

Lesson Questions:

- What do you know about Skittles?
- What do you think they are made of? (mostly sugar)
- What can you predict will happen if we pour water over them? (the color will dissolve)

Activity:

- Tell student groups to place the Skittles in a heart on the plate
- Take a picture of the heart before they pour water in them
- Ask students to pour water over the skittles
- Students will then make observations - take an after picture!

Share this video with students: [How Skittles are Made](#)

**Friday:** Seasons

**Essential Question:** What is the main reason for seasons?

**Elaborate**

Students will share their work from Wednesday

**Evaluate**

Students will take a [short quiz](#) - review after completion (Melinda Sent off to Print Service)

**Take a grade.**

**Differentiation:** A variety of activities (application, concrete, and kinesthetic) will be incorporated into both days to engage all learners. Kagan structures will be introduced the first week of school.