

Lesson 8: Reason for the Season

Getting Started

? Questions to Explore

- How does the weather affect living things?
- How and why does the weather change?
- What causes the seasons?



Facts and Definitions

- The Earth revolves or orbits around the Sun one time every year.
- The Earth tilts on an axis.
- The hemisphere closest to the Sun has the warmest weather.

• Skills

- Observe and record weather changes over time and relate to time of day and year. (S)
- Discuss and determine how energy from the Sun warms the land, air, and water. (S)
- Observe and record changes in weather and season. (S)
- Use symbols, find locations, and determine direction using maps and globes. (SS)

✂ Materials

- | | |
|------------------------------|--------------------|
| • beach ball globe (kit) | • poster board |
| • colored pencils or markers | • rubber band |
| • flashlight | • small ball (kit) |
| • magazines | • stickers |

Introduction

Ask your child to name the four seasons and to describe the weather in each season. Ask him to identify north, south, east, and west on the globe.

Reminder:

1. Fill out your weather log each day as outlined in Lesson 1.
2. Record the air pressure as outlined in Lesson 2.
3. Record the speed and direction of the wind as outlined in Lesson 4. This should be your 5th and final entry.

Activities

Activity 1: Reason for the Seasons

Ask your child to read "The Reason for the Seasons" on p. 39 in *The Kids' Book of Weather Forecasting*. Look at the globe and locate the countries on the equator. Ask your child to explain which parts of the Earth get the most sun.

Now, perform the demonstration called "Which Hemisphere Are You In?" described on p. 38 of *The Kids' Book of Weather Forecasting* to show your child where the equator and the Northern and Southern Hemispheres are. Hold the small ball, and tilt it to demonstrate how the Earth (ball) rotates around the Sun (light bulb) on its axis. When the Earth is on one side of the Sun, the South Pole/Southern Hemisphere gets more light, and when it revolves to the other side of the Sun, the North Pole/Northern Hemisphere gets more light. This explains why summer weather in the Northern Hemisphere and winter weather in the Southern Hemisphere happen at the same time. In the spring and fall, the Earth is not leaning toward or away from the Sun, so it is neither hot nor cold.

If your child would benefit from an additional explanation about what makes the seasons, provide time for him to watch the video at the following web link.



Why seasons change for kids and how seasons happen

www.beyondthepage.com/link/12862/

Activity 2: The Four Seasons

Read over the two options for this activity with your child, and ask him to choose the one that appeals most to him.

Option 1: Season Song or Poem

For this option, your child will write a song or poem about the four seasons and how he feels about them. Tell him that the poem does not have to rhyme. For songs, it may be easiest for your child to think of a common tune (like "Yankee Doodle" or "Row, Row, Row Your Boat") and try to fit lyrics to the song's tune. Here's an example you can share with him:

(To the tune of "Twinkle, Twinkle, Little Star")

Autumn is my favorite time
That is why I wrote this rhyme
Leaves are lovely on the trees
Branches swaying in the breeze
Hayrides, apples, pumpkin pie
Halloween and treats to try

Option 2: Fruits and Vegetables Through the Seasons

Tell your child that in your state different fruits and vegetables are available from local farmers at different times in the year. Help him use a search engine to find "what's in season [state name]." You should be able to find a produce availability chart for your state. Ask your child to look at the chart and use it to fill out the "Fruits and Vegetables Through the Seasons" page. He should draw or write the names of at least two fruits or vegetables available in his state during each season. NOTE: For simplicity, three months are listed for each season. Some produce may be available in multiple months/seasons. In those cases, your child can choose which season he wants to use. If there are few choices for winter, he can choose other natural items available, such as Christmas trees or firewood.

Activity 3: Four Seasons Poster

Divide a poster board into four quadrants. Ask your child to label each quadrant with one of the four seasons (in order). Remind him that the names of the seasons should not be capitalized. Then, tell him to use items in nature, pictures in magazines, stickers, as well as his own artwork to create a collage for each season. The collage can include pictures of holidays, the environment, clothing, and activities.

Wrapping Up

Describe the weather and the environment of a particular season — temperature, sky conditions, activities, etc. Then ask your child to guess which season you are describing. Next, ask him to describe a season while you guess which season he is describing. Ask your child to describe why we have different seasons during the year, and then ask him what his favorite season is and why he enjoys it.

Life Application

Encourage your child to explain what makes the seasons to family members and friends. He can use props, such as a ball and a flashlight, if he chooses.



Spring
March, April, May

Winter
December, January, February

Summer
June, July, August

Fall
September, October, November

Directions: Draw or write the names of at least two fruits or vegetables available in your state during each season.

