

BEARS

Through the Seasons



American Black Bear

MDC
DISCOVER
nature
SCHOOLS



Kindergarten
Teacher Guide

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Signs of Summer



Investigative Phenomenon

What do I do and see in summer?



Estimated Time

- Engage: 15 minutes
- Explore: 20 minutes
- Explain: 30 minutes
- Elaborate: 15 minutes
- Evaluate: 10 minutes

Missouri Learning Science Standard K-ESS2.D.1 Use and share observations of local weather conditions to describe patterns over time.		Next Generation Science Standard K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.	
Science and Engineering Practices (SEP) Planning and Carrying Out Investigations Analyzing and Interpreting Data	Disciplinary Core Ideas (DCI) Weather and Climate	Crosscutting Concepts (CCC) Patterns Structure and Function Stability and Change	



List of Materials

- ▶ Book: *Hello Summer!* by Shelley Rotner
- ▶ Chart paper and markers
- ▶ Paper and colored pencils, crayons, or markers for each student (or student notebook)
- ▶ Student Guide and pencil



MDC Teacher Portal Resources

- ▶ education.mdc.mo.gov/Kindergarten
- ▶ Lesson 1A Pictures of different kinds of weather

Engage



- Read the book *Hello Summer!* by Shelley Rotner.

Ask the questions: What are the characteristics of summer? What does summer look like? What does it feel like? What do we do and wear?

- Prepare and display your **Noticings and Wonderings Chart** for this lesson. Add student observations and/or questions to the chart as the lesson proceeds in reference to the phenomenon studied.

Explore



- Each student will draw a picture of something they do in the summer. They need to include what they wear and their surroundings, including weather if outside. The students will create a collage or mural of their drawings.

Explain



- Use student drawings to create a class collage of summer.

What do we wear in the summer? What are activities that we do in the summer? Why do we do those activities in the summer? When it is summer at our house and school, is it also summer in the woods and wild places of Missouri?

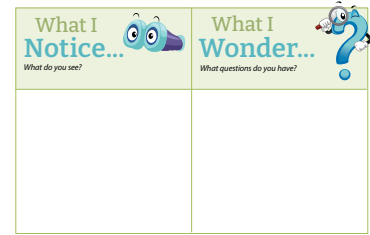
- Students read text from student guide:
- What are things that you would do in the summertime?*
- Open your student guide, **Unit 1 Exploring the Phenomenon Talk About It** on Page 3.
- Now it's time for us to think about what we may see in the summer. Draw what you may think you see in your student guide, **1A Draw It!** on Page 5.

Do you think bears experience summer in the same way you and I do?

- Let's keep going in our student guide and read the **Read Together When it is Summer** on Page 6.

When it is summer,
It is summer for me
It is summer in the house
And it is summer by a tree.

When it is summer
It is summer for a bear
It is summer in the woods
It is summer everywhere.

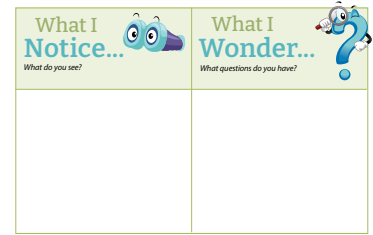


Elaborate

- Find weather images on the *MDC Teacher Portal* at education.mdc.mo.gov under **Discover Nature Schools Kindergarten Lesson 1A**, and look at them as a class.

*Which of these images show the season of summer?
How do you know?*

- Add student observations and/or questions to the **Noticings and Wonderings Chart** as the lesson concludes in reference to the phenomenon studied.



Evaluate

Formative Assessment

- Have students complete student guide **Science Notebook** on Page 9, and circle items you would wear in summer.
- As an assessment, students should be able to verbally explain their choices and provide evidence (justification) of what makes the clothing appropriate, using patterns from **Science Notebook** on Page 9.
- All the clothing circled allows our heat to escape so we can stay cool or protects us from the sun.

What material does our rain gear feel like? Think about what an umbrella or rain jacket may be made of and why.



Cross-Curricular Extensions

Provide students with cardboard to make Season Paper Dolls. Help them to draw and cut out a cardboard model of themselves and create paper clothing for summer gear and rain gear. Items to include: shorts, shirts, rain gear, umbrellas, hats, etc.



Take It Home

Dear Family,

We are starting our Summer Unit and discussing weather and the characteristics of summer. We are asking students to look in their own closet at home and sort their clothes by season.

What clothes would they wear in the summer?

In the fall?

In the winter?

Or in the spring?

Sincerely,

Your Kindergarten Teacher



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