

# This lesson is on the seasons and measuring temperature

Subjects:

Science, Seasonal

Grade:

K

By – Scott Dan

TITLE: What is it like outside today?

GRADE: Kindergarten

GOALS:

1. Allow students to begin a basic comprehension of temperature, seasons, and graphing. More specifically, the students will be allowed to see how a range of temperatures fit into each of the seasons.

OBJECTIVES:

1. Students will learn how to read from an actual thermometer.
2. Students will learn how to record the temperature that they found on their thermometer.
  - a. First, by coloring the paper thermometer to a temperature close to what they see on the actual thermometer.
  - b. Secondly, by gluing the thermometer to the appropriate season.

MATERIALS:

1. Big thermometer
2. Seasons (pre-made with cardboard, cotton, carpet grass, silk flowers and leaves, paper bags for trees).
3. 8 two liter pop bottles, (with scissors to cut them).
4. 8 thermometers, (with tape).
5. Paper thermometers (four for each child).
6. season worksheets (one worksheet for each child).
7. Glue sticks
8. crayons

PROCEDURES:

1. Call children over for circle time and do some counting drills with the big thermometer. (by ones, by two's-the special way, by five's, and by tens.)

2. Move thermometer and have the children read it; introduce the word degrees.
3. Ask what temperatures are hot and which ones are cold.
4. Ask children to repeat the four seasons in order; do it continuously several times to help children comprehend the idea that the seasons cycle.
5. Explain that today we are going to investigate the different temperatures of water in the different seasons.
6. Teacher will explain that we are going to break off into groups and also explain at that time how we work in groups, and what the groups will be doing today. Furthermore, the teacher should explain how the groups will rotate, (may still need help from teacher).
7. Teacher will then break them off into groups by counting (and tapping). "All number ones are at this station," and so forth. At this time tell them to pick up the season worksheet and the four paper thermometers on the from counter before they go to their station.
8. When at the stations, allow students several minutes to complete their task and then have them rotate.
  - a. The students are to first look at the thermometer and find the temperature to the closest degree. (remind students that they are allowed to look at the big thermometer for help on how to read the thermometer.)
  - b. Next, the students are to take their paper thermometers and color it so that it looks just like the real thermometers.
  - c. Finally, the children will glue their paper thermometer to the season worksheet.
  - d. Students will then color in the rest of the picture until teacher tells them to move to the next center.
  - e. Teacher will give signal for center time.
9. Call every one back to circle time once everyone has been to each of the four seasons.
10. Tell students to sit next to the people in their groups. Start out by asking one of the children to share something about what they found out about the Summer station. Ask the child to put up a "sun sticker" on the big thermometer so that it looks like their thermometer for the summer. Then go to another child within the same group and have that child share a different season, (each season will have a different sticker appropriate to the season). Do this until each person in the group has gone, (depending on group size, each group will not get to put up a full four seasons.) Continue doing this until each person in each group has gotten a turn at the big thermometer.
11. Now it is time for questions:
  - a. "How many suns are up on the big thermometer?"
  - b. "Are all of the suns on the same temperature?"
  - c. "What does this mean?"
  - d. "Where does the red stuff inside the thermometer like to go when it is summer? Winter? Fall/Spring?"
  - e. "What does it mean when the thermometer goes up high?"
  - f. "What does it mean when the thermometer goes down really low?"
  - g. "If I wore a hat, scarf, boots, a heavy coat, a pair of pants, and gloves, what do you think the thermometer

would look like? What season would it be?

h. "If I put the thermometer way up here, what kind of cloths would I wear?"

i. "If I put the thermometer right here (at 60 degrees), what season do you think it is? What would you wear?"

12. Count off children 1,2,3,4 and then assign them where to stand. Let children feel the water for each of the four seasons. Have them go back to their desk and finish coloring the seasons worksheet until everyone has gotten a turn to feel the water. Also tell them to put their names on their papers.

13. Finally, have them turn in their papers once everyone is finished feeling the water. They may finish coloring the paper once the teacher has had a chance to look them over.

#### EVALUATION:

1. Children will be evaluated on the following.

a. Did they put up a sensible answer for the graphing portion of circle time?

b. When we asked all of the questions at the end of circle time, was the child's answer sensible?

c. Did the child color a temperature that makes sense on their paper thermometer? Did they place it in the correct season?

d. How did they act in their groups? (not related to science, but is an important part of kindergarten; sharing, getting along with others)?

Directions: Color your thermometers so that each one would read an appropriate temperature for each one of the four seasons. Then paste them in the correct box. Finally, you may color in the rest of the picture.

Name: \_\_\_\_\_

SUMMER FALL

WINTER SPRING

E-Mail

Scott