

## WHAT IS THE WEATHER LIKE? (LEVEL 1)

<b>Description</b>	Understand the seasons, main changes in weather and how do we adapt to these changes
<b>Leading Question</b>	Can you understand how we all adapt to changing seasons?
<b>Total Time Required</b>	1 hour a day for 5 days and 30 mins for day 6 presentation
<b>Supplies Required</b>	Paper, pen, pencils, colours, different clothes, paper cup, marker, stuffed animal, blanket
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understanding adaptation of people, animals, plants</li> <li>• Understanding of the different seasons</li> <li>• Understanding of the weather elements</li> </ul>
<b>Required Previous Learning:</b>	None

## DAY 1

Today you will learn about the weather and the similarities and differences between seasons.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>• Learners will share what they know about the different seasons, weather and how we adapt to these</li> <li>• Different seasons bring different weather elements and we behave differently depending on the weather</li> </ul>
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>• Learners will choose the 4 seasons that they know (Spring, Summer, Monsoon, Autumn, Winter, Harvest etc.)</li> </ul>
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>• Learners will then discuss the seasons with their family members to identify characteristics of the season.</li> </ul>
<b>20 minutes</b>	<ul style="list-style-type: none"> <li>• Learners will draw pictures of two of chosen seasons and what they know of all the seasons that they experience: that include i) what colours they associate with that season, ii) the weather</li> </ul>

	<p>element e.g. sun, clouds etc., iii) what do we usually do in the season etc.</p> <ul style="list-style-type: none"> <li>Family members or teachers can look at criteria including: creativity of thinking and design, thoroughness in their planning and thinking, perseverance and grit in completing the task and overall engagement.</li> </ul>
<b>15 minutes</b>	<ul style="list-style-type: none"> <li>Learners will begin to think about what the main differences are based on what they drew and write them down as a column.</li> <li><i>TIP: If learners are not able to write, their parents can help them trace letters or write a few letters of each word.</i></li> </ul>

## DAY 2

Today you will continue to learn about the similarities and differences in the four different seasons.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>20 minutes</b>	<ul style="list-style-type: none"> <li>Learners will continue to draw pictures of the remaining two seasons and what they know of all the seasons that they experience: that include i) the clothes they wear, ii) what colours they associate with that season, iii) the weather element e.g. sun, clouds etc., iv) what do we usually do in the season etc.</li> </ul>
<b>15 minutes</b>	<ul style="list-style-type: none"> <li>Learners will begin to think about what the main differences are based on what they drew and write them down in columns.</li> <li><i>Tip: If learners are not able to write, their parents can help them trace letters or write a few letters of each word</i></li> <li>Learners will think about the different types of clothes that are worn in different seasons</li> </ul>
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>Can you feel the texture of the different types of clothes? Are they thicker or thinner? Support against the wind, rain, sun? Try putting on the different clothes and see what you think?</li> <li><b><i>Optional: Do you know what people in different parts of the world wear? Can you think about how that is different based on the kinds of weather?</i></b></li> </ul>
<b>15 minutes</b>	<ul style="list-style-type: none"> <li>Learners will now draw from their own imagination what they think the best clothes are for winter, rain and summer and explain why.</li> </ul>

## DAY 3

Today you will identify the season that you are in and the different characteristics of the season.

Suggested Duration	Activity and Description
15 minutes	<ul style="list-style-type: none"> <li>Hot and Cold: Place something cold like a glass of water or ice outdoors or by the window in the sun. How long does it take to warm up? If it is the winter season, learners can put a warm glass of water outside or by an open window, how long does it take to cool down? Why do you think this happens? Learners will illustrate the steps of what they did and write how long it took to heat or cool</li> <li>Hint: Depending on how hot or cold the outside is the water will heat or cool down.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Sun Cycle: How long can you see the sun in the day? Is the sun up when you wake up and what time in the evening does it set? Can you count how many hours the sun is up? Do you remember how much you can see the sun in other seasons? Learners will write down what time the sun comes up and goes down and how many hours it is up</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Cloud or Clear Sky: What can you see in the sky? In the day can you see many clouds, is the sky very blue? What does this look like at night – can you see many stars and then moon clearly, or is it hidden? Learners will draw the day and night sky with what they can see</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Water Collection: If it is a rainy season, learners will take a paper cup and mark it with three different levels with a marker. Learners will use a ruler / scale to measure 2 inches from the bottom and mark level 1, 4 inches to mark level 2 and 6 inches to mark level 3. If there is no scale / ruler available, learners can use their fingers as a measure. They can mark the first level as two fingers width from the bottom, the second level as two fingers width from the first mark and the third level as two fingers width from the second level. They will leave the marked cup at their window or collect rain to see how much rain falls in the season. Learners can then illustrate a glass with the level of water collected. Learners will need to make sure that the cup is secured safely onto the ground so that it does not tip over. Learners can measure this over the course of a day or week, emptying the cup every time it is full.</li> </ul>

**15 minutes**

- Wind: Learners will stand by the window or stand in their garden, does their hair blow? Can they notice which direction their hair blows in? Learners will hold up a piece of paper or a blade of grass / leaf near the window or outside? Does it blow away and which direction? Let the learners take small and light objects and try and see if that blows away? What are the objects that blow away? Learners can draw two columns – one with objects that blow away and one with those that do not to illustrate how strong the wind is and illustrate the direction with an arrow

## DAY 4

Today you will observe what happens to leaves, plants, fruits and flowers in their current season

Suggested Duration	Activity and Description
25 minutes	<ul style="list-style-type: none"> <li>• Learners will look outside the window and draw what the plants, trees and flowers look like in their current season. In seasons of a lot of sun and rain, the trees and plants look different from in the winter and summer – can you remember and illustrate what it would look like in a different season?</li> <li>• Prompt: Are there many flowers? What colours are the leaves? Are most of the leaves on the trees or are they bare?</li> </ul>
25 minutes	<ul style="list-style-type: none"> <li>• Learners will understand that different fruits and vegetables that grow seasonally. Learners will think about and illustrate the types of fruits and vegetables they eat in that season (ideally produce that grows locally). They will then illustrate their favourite fruits and vegetables. Are these different and why do you think?</li> <li>• TIP: Different fruits and vegetables grow in different seasons because they all grow better with different levels of rain and sun</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>• Learners can explore how to preserve leaves. They will get a leaf or flower from the garden and sees what happens to it. They will place the leaf under a heavy object or in a thick book and press it and use the pressed leaves and flowers for a card</li> </ul>

## DAY 5

Today you will explore what animals and birds do when the seasons change

EAA welcomes feedback on its projects in order to improve, please use this link:  
<https://forms.gle/LGAP9k17fMyJrKJN7>

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> <li>Learners will think about the types of animals and birds live near their homes / in their cities / countries.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Learners will think about what would keep the animal warm or cold depending on the kind of seasons you experience. Is their skin or fur similar to the clothes you wear when it is cold or hot? Do they have thicker or warmer fur?</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>What do you do when it is warm? What do you think the animals can do? Imagine they do not have fans, air-conditioning etc. – what else can you do if you are feeling really hot? Learners will draw or write their ideas on what they think animals will do in the heat.</li> <li>Hint: Stand next to a wind corridor, hide under some shade or go for a swim in a waterbody.</li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>What do you do in the cold? What do you think animals and birds can do?</li> <li>Hint: Many animals go into hibernation (warm home for the entire winter season) and birds often fly to another warmer place</li> <li>Can you make a warm home a stuffed animal that they can live in for the entire winter season? What would you put in that home? (e.g. food, blanket, things to play with etc.)</li> </ul>

## DAY 6

Today you will share your observations on each different season with your family!

Suggested Duration	Activity and Description
30 minutes	<ul style="list-style-type: none"> <li>Learners will share observations on each of the different seasons sharing: What do animals / birds do? What happens with plants and leaves and how does that affect us? What did our experiments teach us about wind, sun, rain and clouds? What kinds of clothes do we wear in each season and why?</li> </ul>

## ASSESSMENT CRITERIA

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- Critical thinking when observing changes.
- Clarity of illustrations and written text.

## ADDITIONAL ENRICHMENT ACTIVITIES

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- Learners can use thermometer and newspapers to draw their own weather strip.

## MODIFICATIONS FOR SIMPLIFICATION

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- Learners can choose to do the experiments to explore weather conditions that are most applicable to them and easy for them to complete based on the season.