

Lesson Plan Title

Miming the Pattern of Seasons

Grade Level

Kindergarten

Subject Area

Science

MSCCRS

E.K.8A Students will demonstrate an understanding of the pattern of seasonal changes on the Earth.

E.K.8A.1 Construct an explanation of the pattern of the Earth's seasonal changes in the environment using evidence from observations.

Art Form

Drama

MSCCR Creative Arts Standards

TH: Cr2.1.K Organize and develop artistic ideas and work. DEVELOP With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Re8.1.K Interpret intent and meaning in artistic work. INTERPRET With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Duration

1 Hour

Materials

Nonfiction books that cover all 4 seasons (see recommended resources below)

Chart paper

Marker

Objectives

The students will understand that the four seasons are summer, fall, winter and spring.

The students will understand that seasons happen in a pattern that repeats every year.

The students will understand that during the summer there are more daylight hours and during the winter there are fewer daylight hours.

The students will understand that to mime is to act without using words.

The students will understand that a **gesture** is a movement of part of the body, especially a hand or the head, to express an idea or meaning.

Vocabulary

Seasons

Fall

Winter

Spring

Summer

Gestures

Mime

Lesson Description

[Drama and language arts go hand in hand. Students can study characters in a nursery rhyme or story by acting out and guessing clues about a character's main traits. Not only are students learning how to recognize the details that make individuals unique, but they are also developing important presentation skills.

Drama and science can also go hand in hand. Students can study the seasons and act out, mime, something they would do or see during that season.]

Watch the following Jack Hartman video about the 4 seasons, but pause after each season and make a list of the characteristics of that season. (what it looks like or something you can do)

<https://www.youtube.com/watch?v=li5j2kTZIFs>

Look through some of the nonfiction books about the 4 seasons. Add to the lists if necessary.

These seasons repeat in a pattern over and over. Ask if anyone can describe the pattern. *Allow for discussion.* It's an A,B,C,D pattern.

Depending on the time of year that you teach this lesson, you can talk about how early or how late it gets dark. (see teacher tip below)

Ask your students to show you a signal for: be quiet, stop, come here, I'm hungry. (but they can't say anything!)

Explain that what they did was called a **gesture**. A gesture is a movement of part of the body, especially a hand or the head, to express an idea or meaning.

You, the teacher, act out that you are getting ready for school (wash face, brush teeth, get dressed, put on make-up, etc.) without using your voice. Ask the students to describe what you are doing. What clues did they see to get that answer? *Allow for discussion.*

Now act out you are cleaning your house. Ask the students to describe what you are doing. What clues did they see to get that answer? *Allow for discussion.*

Now act out planting flowers. Ask the students to describe what you are doing. What clues did they see to get that answer? *Allow for discussion.*

Explain to your students that you are doing **mime**. Mime is a form of acting without using words. Miming involves acting out a story through body motions, facial expressions, gestures, without the use of speech.

Allow the students to mime using their body motions, facial expressions and gestures: putting on socks and shoes that are too small, blowing out birthday candles then eating the cake which tastes really good, hitting a home run in baseball.. (You, as the teacher, look to see if they are using body movement, facial expression and gestures.)

Tell your students that they are going to create a mime to act out a season. Review the list of characteristics for each season.

Divide the students into 4 groups; assign them a season and allow them to create a mime that represents that season. Give them a few minutes.

Allow them to perform for the others. Allow those students to give 2 glows (things they liked) and 1 grow (something that could have been done differently).

[By enlivening your classroom with these drama games, your students will develop important life skills, enhance oral and communication skills, gain confidence, and have fun while learning.]

Recommended Resources

Books that cover all 4 seasons:

The Seasons of Arnold's Apple Tree by Gail Gibbons {Fun to use with an apple unit!}

A Tree for All Seasons by Robin Bernard

Four Seasons Make a Year by Anne Rockwell

Watching the Seasons by Edana Eckart

Orbiting the Sun in our Backyard– Secrets of the Seasons by Kathleen Weidner Zoehfeld

Sunshine Makes the Seasons by Franklyn M. Branley

The Reason for the Seasons by Gail Gibbons

Extended Learning Activities

- Briefly listen to all 4 parts of Vivald's Four 4 Seasons and discuss how the music sounds like that season. <https://www.youtube.com/watch?v=GRxofEmo3HA>
- The students can complete a writing prompt: My favorite season is _____ because _____ (citing evidence).
- The students can create visual art that represents all 4 seasons.

Sources

GENERATIONGENIUS.COM

Tips

One common misconception many young students (and adults!) hold is that winter conditions are the same everywhere. Many children's books depict winter with snow and snowmen when, in reality, the severity of winter depends upon where you live. A cold winter in New York, for example might include snow and below freezing temperatures. By contrast, a cold winter in Florida might require a light sweater. Seasonal changes do occur in almost all locations, but they just aren't as harsh in some places compared to others. Another misconception about seasons is that the Earth is closer to the sun during summer than in winter. This is not the cause of seasons. In the summer months, there are many more hours of daylight which give the sunlight more time to heat up the Earth's surface. In contrast, days are shorter in winter, resulting in less time for sunlight to heat up the Earth. The deeper mechanism that causes seasons (tilt of the earth and its orbit around the sun) are not discussed at this age. Another misconception is that seasons happen at the same time everywhere on Earth. In higher grade levels, students will learn that summer in the southern hemisphere happens at the opposite time of summer in the northern hemisphere. This concept is not taught at this age. The rotation and revolution of the Earth are responsible for seasons. For younger children, focusing on the amount of daylight is a good start since they have not had the opportunity to learn about Earth's place in the universe yet. If a solid foundation of seasons' relationship with the amount of daylight can be established early, students will have an easier time understanding this difficult concept in later grades.

Author

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