Season Clues

Students use observations to explain how seasons change.

E.K.8A "Students will demonstrate an understanding of the pattern of seasonal changes on the Earth. Construct an explanation of the pattern of the Earth's seasonal changes in the environment using evidence from observations."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE SEASONS

a	**winter**	**spring**	**summer**
b	**fall**	**spring**	**winter**
c	**summer**	**fall**	**winter**

2 MATCH CLUES

spring	•	•	**cold**
summer	•	•	**buds**
winter	•	•	**hot**

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HOW TO RUN THIS PAGE

Read each observation and the printed choices aloud. After students mark the sheet, listen to each student explain the order of the seasons using at least two clues, and record any support you gave separately.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE SEASONS

SAY "Listen to what a class noticed outside. Circle the season that fits each observation."

ROW	SAY	STUDENTS CIRCLE
a	After winter, a class felt warmer air and saw small new leaves. Which season did they notice?	**spring**
b	After summer, the class felt cooler air and saw leaves change color. Which season did they notice?	**fall**
c	After fall, the class felt cold air and saw bare trees. Which season did they notice?	**winter**

PART 2 · MATCH CLUES

SAY "Draw a line from each season to a clue you could notice. Then tell me how spring, summer, fall, and winter come in order, using at least two clues from this sheet."

- **spring** matches **buds**
- **summer** matches **hot**
- **winter** matches **cold**

WHAT TO ACCEPT

Circle spring, fall, winter. Match spring to buds, summer to hot, winter to cold. Accept an oral explanation that puts the seasons in order and uses at least two observed clues, such as warmer air and new leaves in spring, then cooler air and changing leaves in fall.