

**Name:** Susan Tomalin, Kindergarten

**Concept:** Observe and compare differences in weather and seasons

**Alaska Standards:** Science: A.4 Earth: Observe natural events and identify patterns in weather. B.1 Observe and describe their world. C.2 Compare observations and/or repeat observations for validity of results.

**Materials**

Brown bags

Marker

Tundra objects (collected previously such as rocks, sticks, bones, flowers, plants, leaves, lichens, moss, and mushrooms)

Magnifiers

Data sheet

Pencil

Crayons

Transportation

Field trip permission

Extra hats and gloves

**Prior Knowledge:**

Summer field trip to observe weather and tundra.

**Gear Up**

Tundra Treasures:

Each student uses all senses except eyes to explore tundra treasures in a brown bag marked with their name. Each student uses a complete sentence beginning with I think to predict what their treasure is.

Review observations from the Summer Tundra Field Trip.

Process skills used:

Observing

Predicting

Communicating

**Explore**

Travel to the tundra and gather in one area. Students search the tundra to find an object that is similar to their tundra treasure. While the students are searching for their treasure, they are to observe the tundra for animals, plants, weather, colors, and wetness.

Process skills used:

Observing

### **Generalize**

Gather students back together and discuss what was observed. Ask what animals did we see today? What plants did we see? What colors did we see? What is the weather like? Complete a class data sheet.

Ask how has the tundra changed since the summer?

Process skills used:

Observing

Communicating

Recording data

### **Apply/Assess**

Why did the color of the tundra change? Why did the plants change? Why did the number of animals we saw change? Will the tundra be different at Christmas? How? Why? After participating in making a class Venn diagram comparing the things they observed on the Summer Tundra Field Trip and the Fall Tundra Field Trip each student would complete their own Venn diagram by placing at least one item in each category (summer, fall, and both). Students will create the diagram by cutting and pasting pictures from the tundra field trip data sheet onto the blank Venn diagram. Some children will complete the Venn Diagram independently after participating in the class creation of Venn diagram. Other students will do the Venn diagram with the teacher or teacher aide after participating in the class creation of Venn diagram. Students will share their Venn diagram with the class.

Process skills used:

Inferring

Predicting

### **Vocabulary**

Summer

Fall

Observe

Colors

Weather

Animals

Tundra

Magnifiers

Predict

### **Extensions.**

Play I Spy on the tundra.

Play Migration Game (Project Wild pg 262) to further explore where the animals have gone.

Take tundra treasures back to the classroom to explore in the Science Center

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## Scoring Guide

<b>General</b>		
Name on paper.	<b>yes</b>	<b>no</b>
Followed directions.	<b>yes</b>	<b>no</b>
Did neat work.	<b>yes</b>	<b>no</b>
Spoke in complete sentences.	<b>yes</b>	<b>no</b>
Spoke loud and clear.	<b>yes</b>	<b>no</b>
<b>Specific</b>		
Identified one item observed on summer tundra field trip.	<b>yes</b>	<b>no</b>
Identified one item observed on fall tundra field trip.	<b>yes</b>	<b>no</b>
Identified one item observed on both field trips.	<b>yes</b>	<b>no</b>
Shared Venn diagram with class.	<b>yes</b>	<b>no</b>