|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Science #5**

|  |  |
| --- | --- |
| Topic | Seasons  |
| Curricular Connection | Weather and seasonal changes  |
| Video Activity | Abby picks a season to represent and perform a dance based around the season. The season she picks is a secret. She performs it to Marley and Rylee and together they guess which season they think it is and why.  |
| Activity | After learning about the four seasons (Summer, Fall, Winter, Spring), students will brainstorm keywords that represent each season:Summer- Hot, sunny, clear, calmFall - Leaves, Chilly, windy, foggyWinter - Snowy, cloudy, cold, partly cloudySpring - Showers, cloudy, breezy, warmHave students develop moves to represent each word. Break students up into small groups and give them a season. 8 groups are recommended to allow for two groups of each season. After allowing the groups time to come up with their season dance, groups will present their dance to the whole class and the class will put on their detective hats to figure out which season the group’s dance represents. If each season has two different groups they can come together and discuss how their dances were similar/different and why. Don’t forget to use the vocabulary you brainstormed! |
| Extension Information | After students have presented, the teacher can share Vivaldi’s four seasons: <https://www.youtube.com/watch?v=GRxofEmo3HA>and have the students perform their dance to the music and after brainstorm why Vivaldi would have named these pieces after the seasons.  |

(AnAmericanComposer, 2011) |