



Grades K-4

## Overview:

After listening to a story, students will discuss the features of the four different seasons and the various activities that are traditionally performed (hunting, fishing, berry picking, etc.) during each of the seasons.

## Objectives:

The student will:

- understand the different weather that takes place during the four seasons; and
- ask questions and make observations about their local environment.

## GLEs Addressed:

### *Science*

- [3-4] SA1.1 The student demonstrates an understanding of the processes of science by asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating.
- [3] SB3.1 The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by recognizing that temperature changes cause changes in phases of substances (e.g., ice changing to liquid, water changing to water vapor, and vice versa).
- [3] SD2.1 The student demonstrates an understanding of the forces that shape Earth by identifying and comparing a variety of Earth's land features (i.e., rivers, deltas, lakes, glaciers, mountains, valleys, and islands).

## Materials:

- STUDENT WORKSHEET, LEVEL I: "Seasons"
- STUDENT WORKSHEET, LEVEL II: "Seasons"
- *Hello Arctic*, Harcourt Children's Books, San Diego, California, 2002.

## Activity Procedure:

1. Ask students to name the four seasons: fall or autumn, winter, spring, and summer. As a class, discuss the following questions: How does the local weather change each season? What plant life is different? What is different about the animals you see or how the animals behave? What things do you do in the summer that you don't do in winter? How does the sun change from winter to summer? Are there any differences in the wind between winter and summer?
2. Read *Hello, Arctic*. Discuss what changed in the story as each season occurred.
3. Discuss how the weather differs during each season.
4. Distribute the STUDENT WORKSHEET for Levels I and II: "Seasons" and ask students to take the worksheet home to complete with the help of an Elder or parent.
5. Discuss the worksheets as a class to allow students who did not complete the worksheet to fill in their answers.

## Language Links:

Alaska Native people have always been careful observers of the weather. Their languages are rich in words describing weather. Ask a local Native language speaker to provide the words in the local dialect for the weather phenomenon listed in the chart below. The local dialect for these words may differ from the examples provided. Share the words with students to build fluency in local terms related to weather. Include local words in songs, stories and games when possible.

English	Yupik	Inupiaq	Local Dialect
winter	uksuq	ukiupak	
spring	up'nerkaq	upingaksraq	
summer	kiak	upingaaq	
fall	uksuaq	ukiaq	

## Answers:

Answers will vary.

Name: \_\_\_\_\_

Seasons  
Student Worksheet



Ask an Elder or a parent to help you. In each section, draw cultural/traditional activities that you can do during that season.

Fall

Winter

Name: \_\_\_\_\_

Level

## Seasons

### Student Worksheet



Ask an Elder or a parent to help you. In each section, draw cultural/traditional activities that you can do during that season.

Summer

Spring

Name: \_\_\_\_\_

Level



# Seasons Student Worksheet

In each box below, draw cultural/traditional activity that you can do during that season. Next to the box, explain your drawing.

Fall

Explanation:

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Winter

Explanation:

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Name: \_\_\_\_\_

Level



# Seasons Student Worksheet

In each box below, draw a cultural/traditional activity that you can do during that season. Next to the box, explain your drawing.

Summer

A large empty rectangular box with a black border, intended for drawing a cultural or traditional activity for the summer.

Explanation:

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Spring

A large empty rectangular box with a black border, intended for drawing a cultural or traditional activity for the spring.

Explanation:

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