

OUTDOORS * GRADES 2-3 * FALL, SPRING * ACTIVITY



The Cycle Hunt

DESCRIPTION

Students participate in an outdoor scavenger hunt to learn about the four seasons.

OBJECTIVE

To recognize attributes of each of the four seasons by categorizing items into the proper season.

MATERIALS

- * 1 object or picture of an item representing each of the four seasons per student: snow boot, bird's nest, flowers, buds on trees, pictures of snow, children swimming
- * 4 large sheets of butcher paper
- * seasonal labels for each student

PREPARATION

Hide objects and pictures in the garden or other appropriate outdoor area.

CLASS DISCUSSION

Discuss weather and weather changes for your region. What is the current weather like? How is it expected to change through the year? Last year at this time was the weather like it is now? Can you predict what the weather will be like one year from now? Is it possible that our weather has its own cycle?

We divide the year into four seasons and we can tell the seasons by the weather changes that take place. Use characteristics that are appropriate for your weather to describe the seasons: winter, December 21-March 21; spring, March 21-June 21; summer, June 21-September 21; autumn, September 21-December 21. Write the names and dates on four large sheets of butcher paper, along with the names of the other months. Every year these seasons repeat themselves. Thus our seasons and our weather have a yearly cycle.



ACTION

1. Divide the class into groups of four, and assign a different season to each member.
2. Give each member a label indicating the season he or she represents.
3. Have groups go into the garden or other selected area on a scavenger hunt to collect the hidden items representing the seasons. You may want to send groups out at separate times with an aide to encourage language development. Groups should follow these procedures:
 - ✿ Students must stay with their groups.
 - ✿ Each member of the group should find and collect one object that relates to the group's season.
 - ✿ Group members may help one another.
 - ✿ Each member must agree that the object found matches the season.
4. When a group has all four objects, have students return to the room and place each object on the appropriate piece of butcher paper.
5. When the groups are finished, have the entire class observe how the objects were categorized. Are there any that could be in another season?

WRAP UP

Which season comes after spring? After summer? After fall? After winter? Describe how a fruit tree may differ in each season. What is the season cycle? How does knowing the season cycle help you plan your garden?

DIGGING DEEPER

Make a seasonal calendar with students. Have students write the 12 months and draw a picture that symbolizes the season next to each month.

