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## SQUAMISH RIVERS

# A House of Seasons

Grades: K-3

Subject, Science, Language  
Arts, Fine Arts

Time required: 50 minutes &  
30 minutes prep

*Key Concepts:*

*All life must have enough  
clean water*

*Objectives:*

*Students will recognize the  
presence of water throughout  
the seasons .*

### SQUAMISH RIVERS

**Key Words:**

Seasons, water

**Skills:**

Gathering information, organizing,  
Analysis, presentation



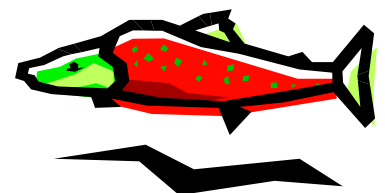
#### Background:

As the seasons change, so can the quantity and forms of precipitation. In the summer, long, hot, humid days can produce spectacular thunderstorms. In the late fall, water can be seen when dew forms on the grass and spider webs. Water in winter is used in snowball fights and in snow fort building. In spring, melting snow and plentiful snows create puddles, which are often a nuisance but can also be great fun!

Not all parts of Canada experience the changing seasons in the same way. A west coast winter (generally very wet) is quite different from the deep freeze of Winnipeg! No matter where in the country we live, variations in weather occur through the year. These wet, wonderful changes influence how we plant our gardens, plan vacations, and perhaps even view the world.

#### Materials

- Old children's or nature magazines
- Scissors
- Glue
- Construction paper
- Tape



# A House of Seasons

## Procedure:

1. Ask students to describe the difference seasons. Write down or note their responses. Circle or have students identify how many of their descriptions involve water in some forms (snow, rain, puddles, etc.) Which season do they like best? Why?
2. Organize students into small groups. Have students look through children's or nature magazines. Ask them to locate and cut or tear out pictures that show the different seasons. Encourage students to look especially for pictures that contain water images. Students may also draw pictures of seasons.
3. Tell students to arrange the pictures in four piles, one pile for each season. Have students place each picture on a different coloured piece of construction paper representing each season (i.e. white for winter, green for spring, yellow for summer, and red for fall).
4. Have each student fold a piece of paper into quarters, dividing it into four equal sections. Instruct students to make collages with the photographs or pictures. Keep each season within its quarter section.
5. Discuss the presence of water in each season. Have students compare what water looks like in spring, summer, fall, and winter. Do they think there is a different quantity of water in each season? Does water have anything to do with why they

do or do not like a season? How do people manage water during different seasons (i.e. watering gardens or shoveling snow)?

6. Give each student a sheet of construction paper. Have them cut four stuttered windows in the paper. The location of the cuts should correspond to the placement of the seasons in the collage. Teachers may wish to pre-cut the windows.
7. Have students lay the construction paper over their collage and tape the edges to the collage. When they open the windows, they should see winter, summer, fall, and spring scenery.
8. Have students share their collage with a friend. See if the friend can identify the seasons and describe what water looks like in that season.

## Extensions:

1. Older students can add to their collage newspaper headlines about water in the seasons.
2. Use pictures or photos from around the school yard in the different seasons to demonstrate the concepts or discuss water in the seasons as they come up in the school year.

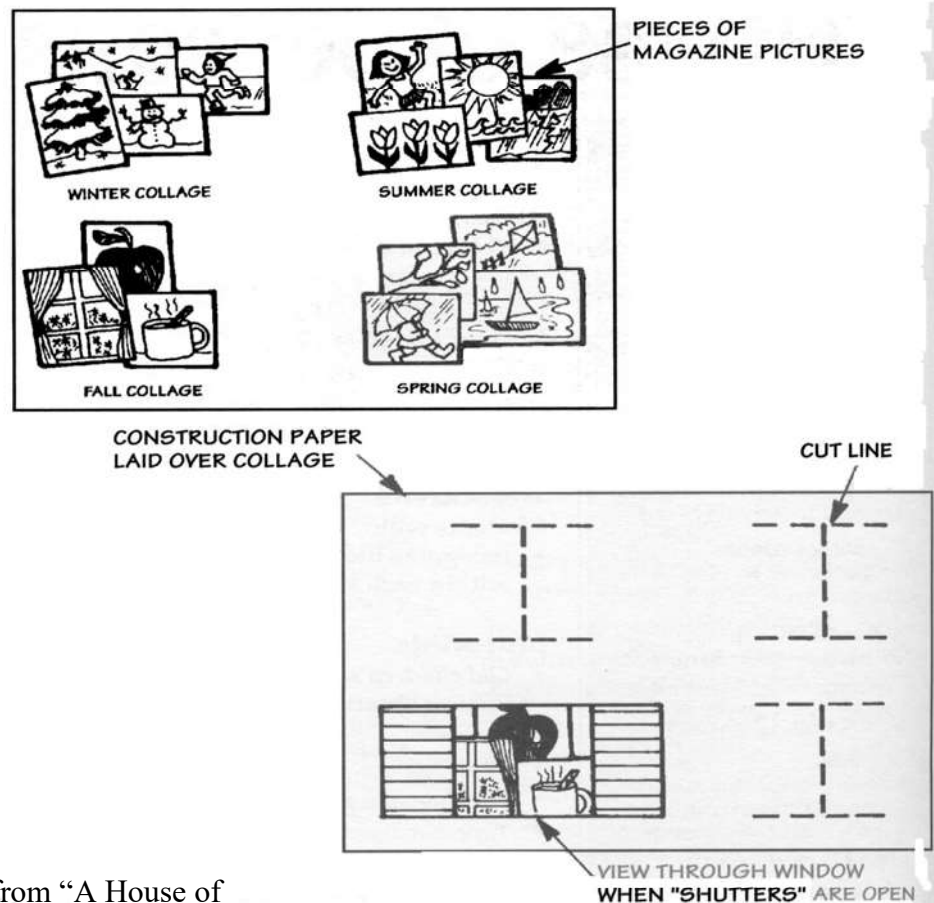
## Evaluation:

1. Have students:
  - a. identify or draw pictures of the seasons;
  - b. Sort the pictures
  - c. Design a collage
  - d. Compare the appearance of water in each season.

# A House of Seasons

## Community Connections:

1. Have students bring in photos of their local rivers, streams, lakes, estuary and other community locations throughout the seasons.
2. Go on field trip once per season and build a classroom photo collage over the school year.



## Resource:

This activity has been adapted from "A House of Seasons" from Project WET (1996), used with permission.



**WINTER**



**SPRING**



SUMMER



FALL