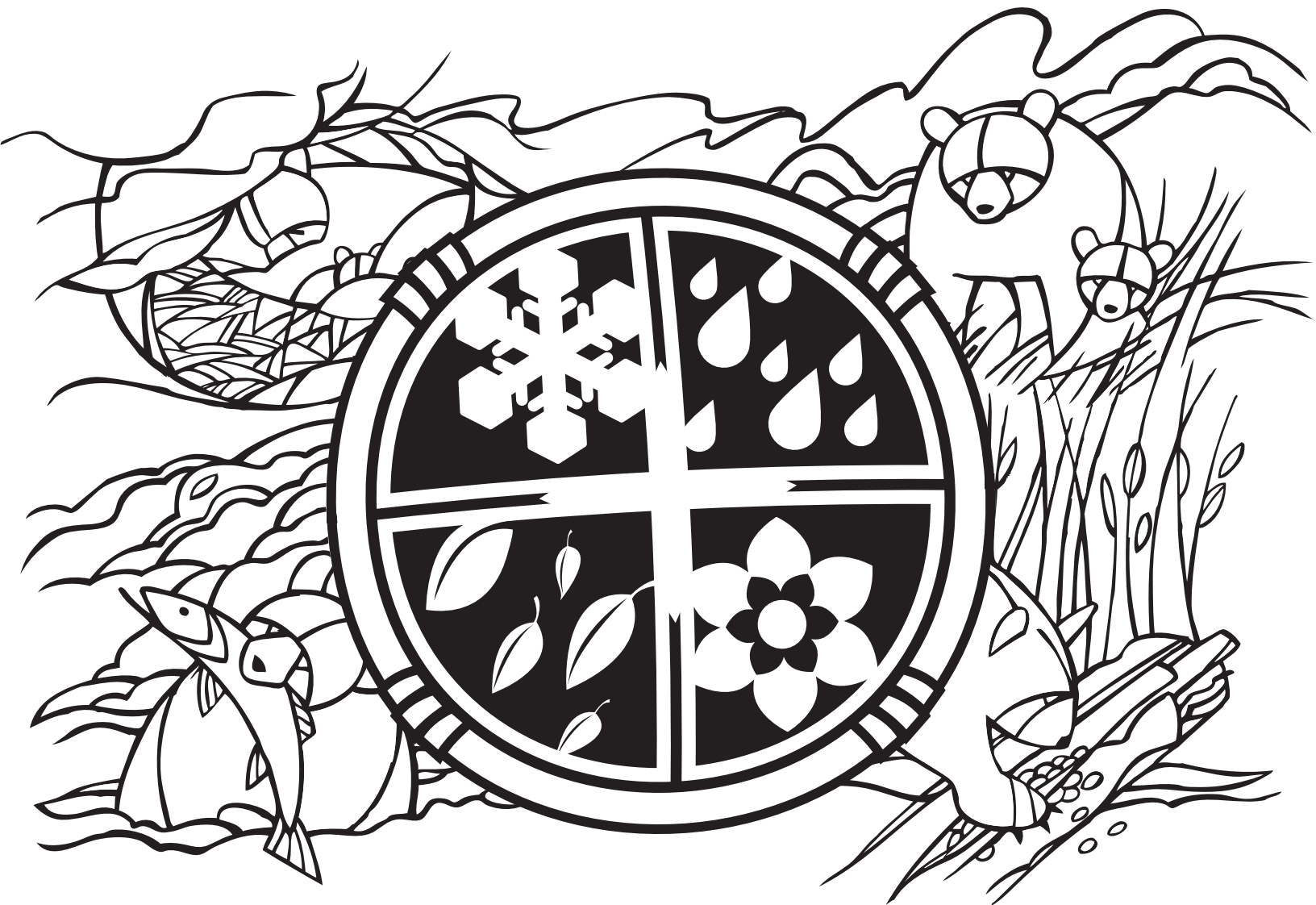


# Blackline Masters



## My Seasonal Round

An Integrated Unit for Elementary  
Social Studies and Science

# My Seasonal Round

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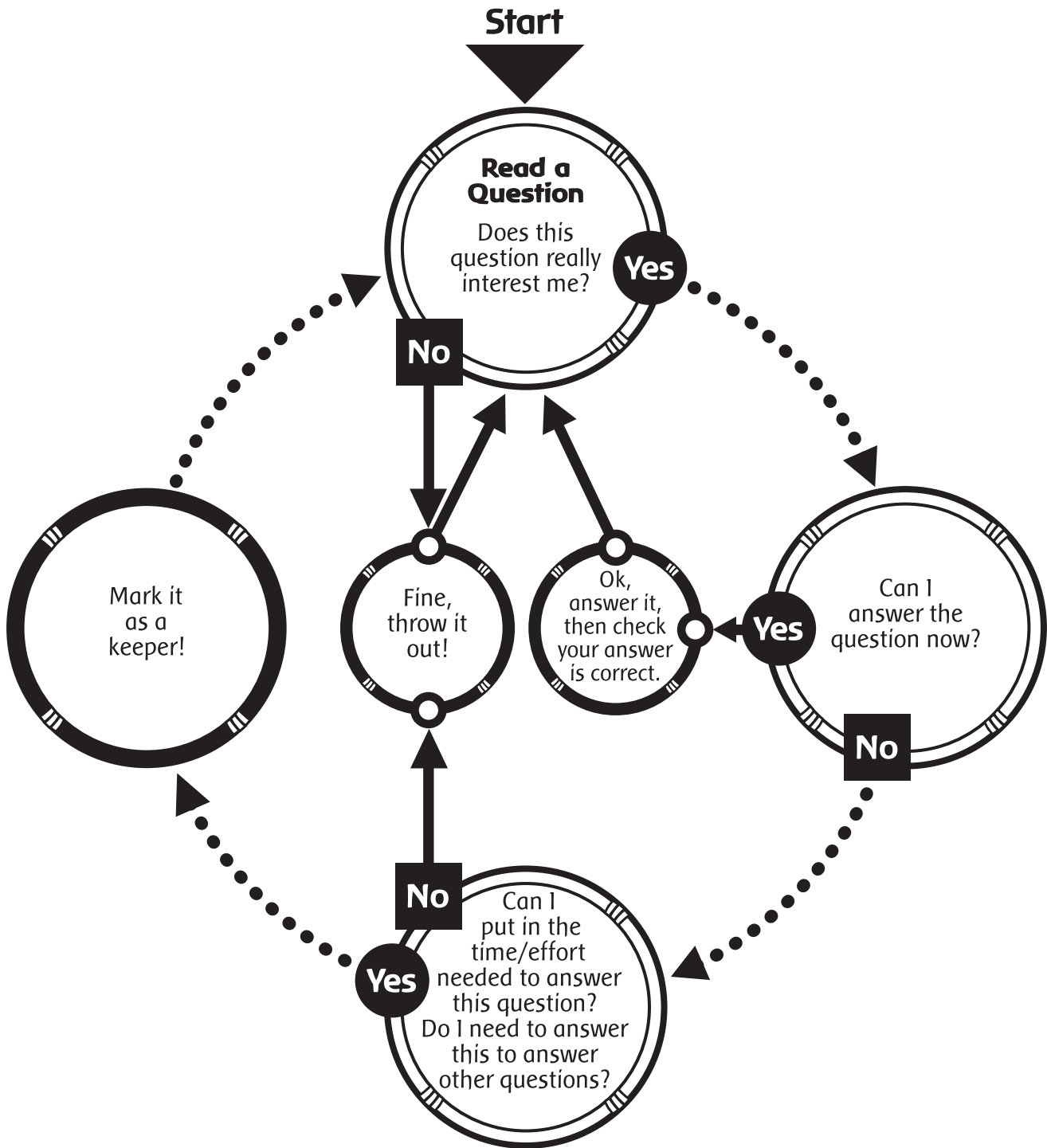
# How powerful is your question?

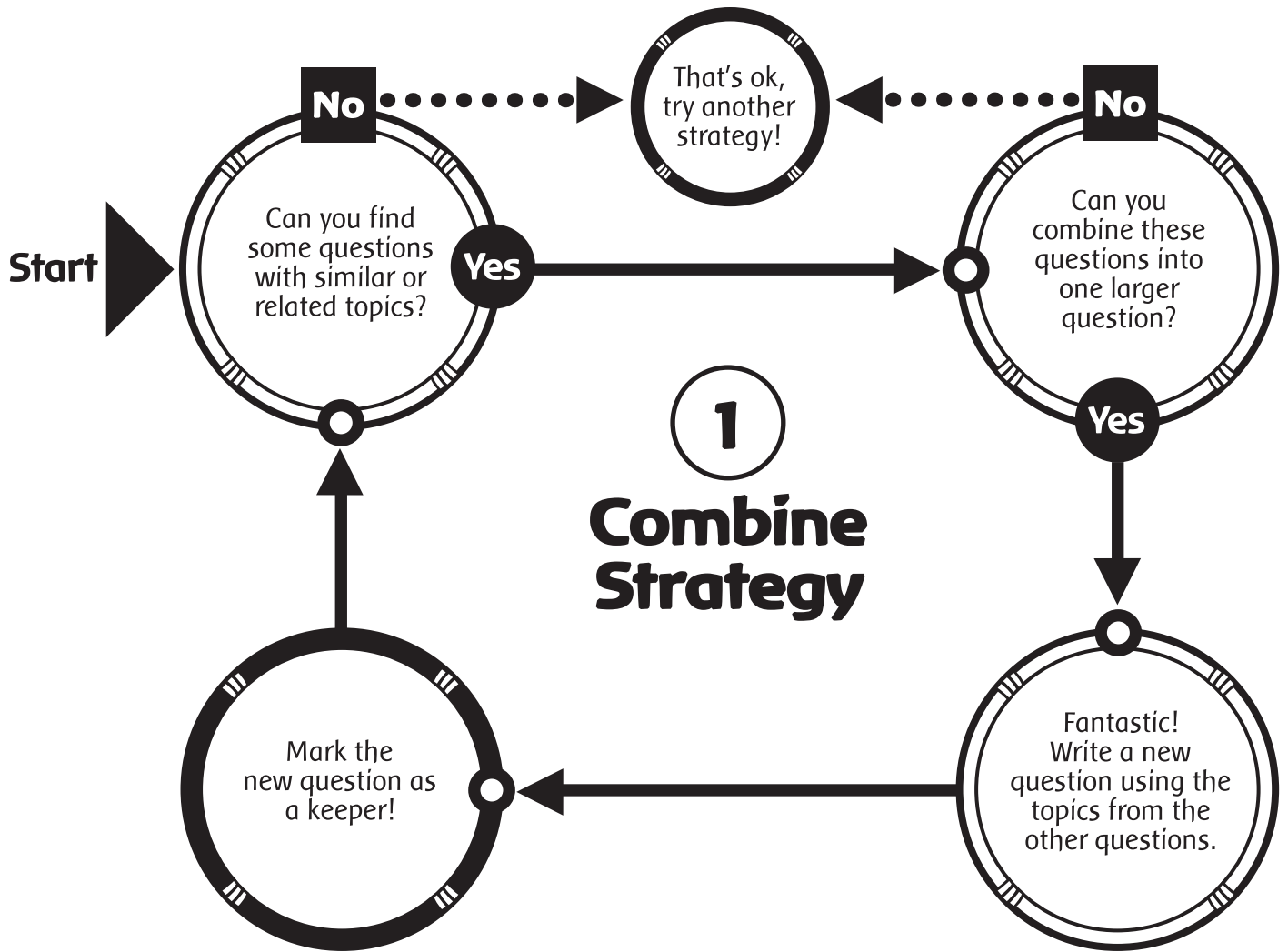
Less Powerful Questions



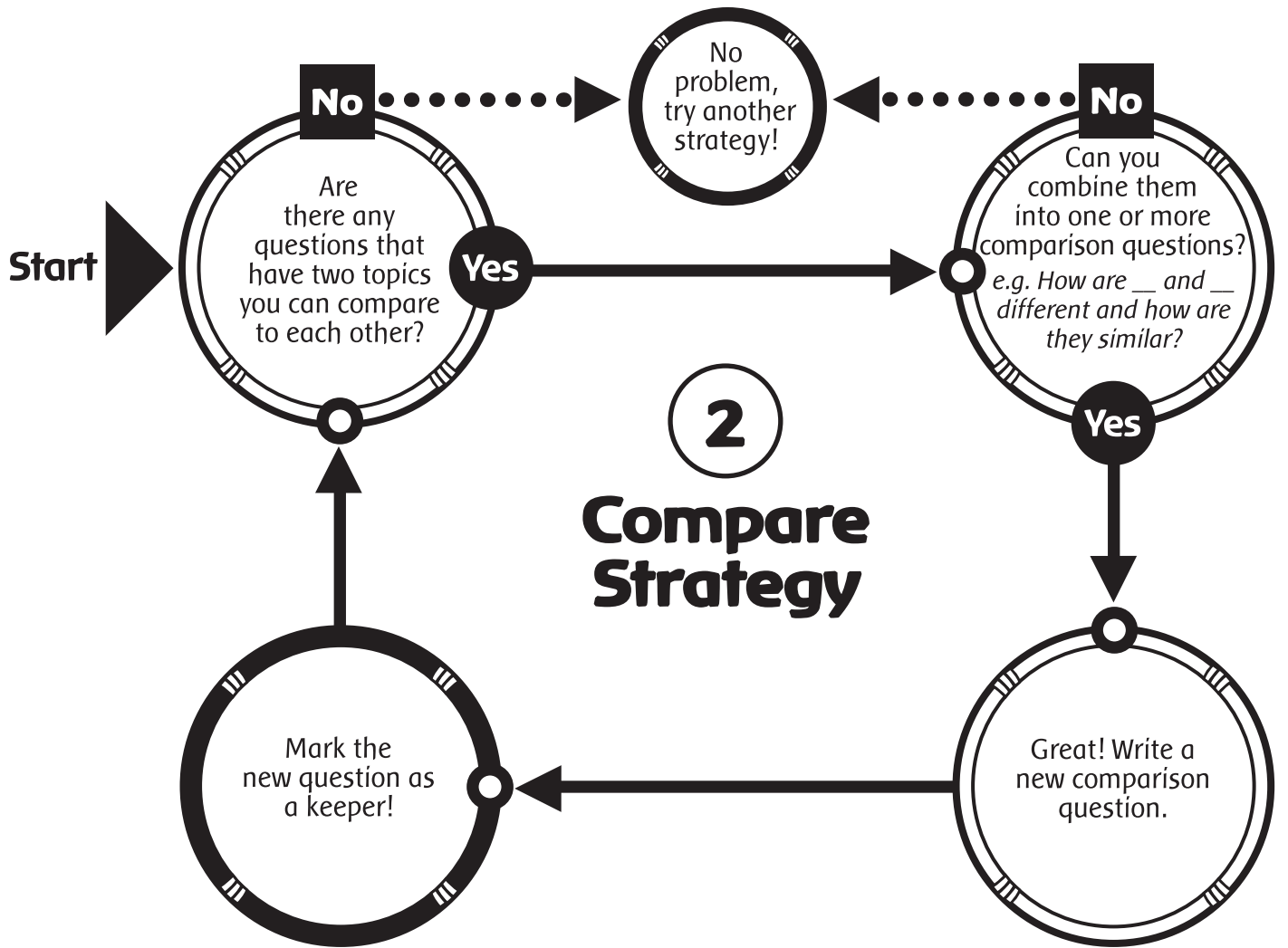
More Powerful Questions

# Sort Circle

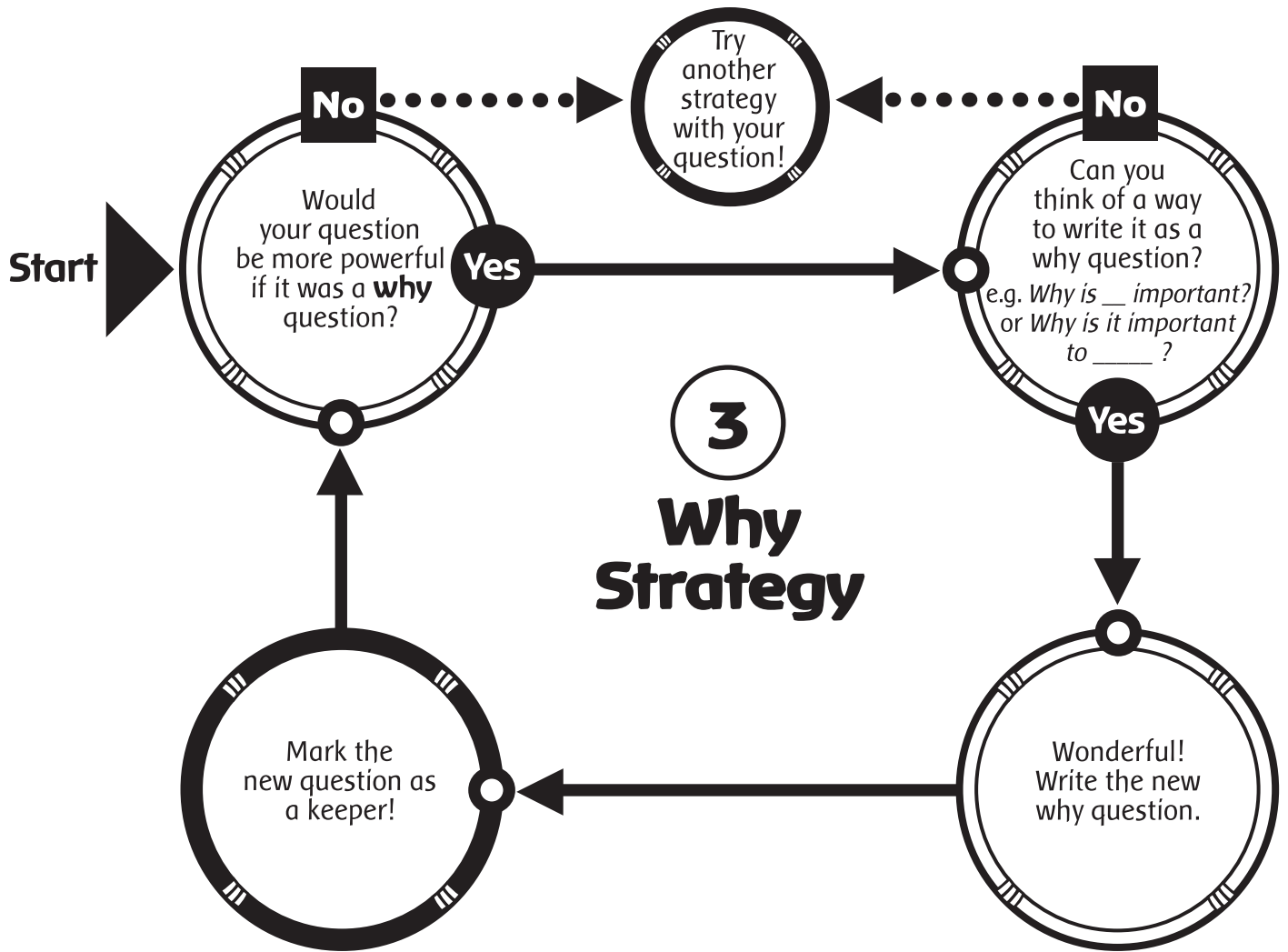




## Strengthening Strategies: 1 of 4

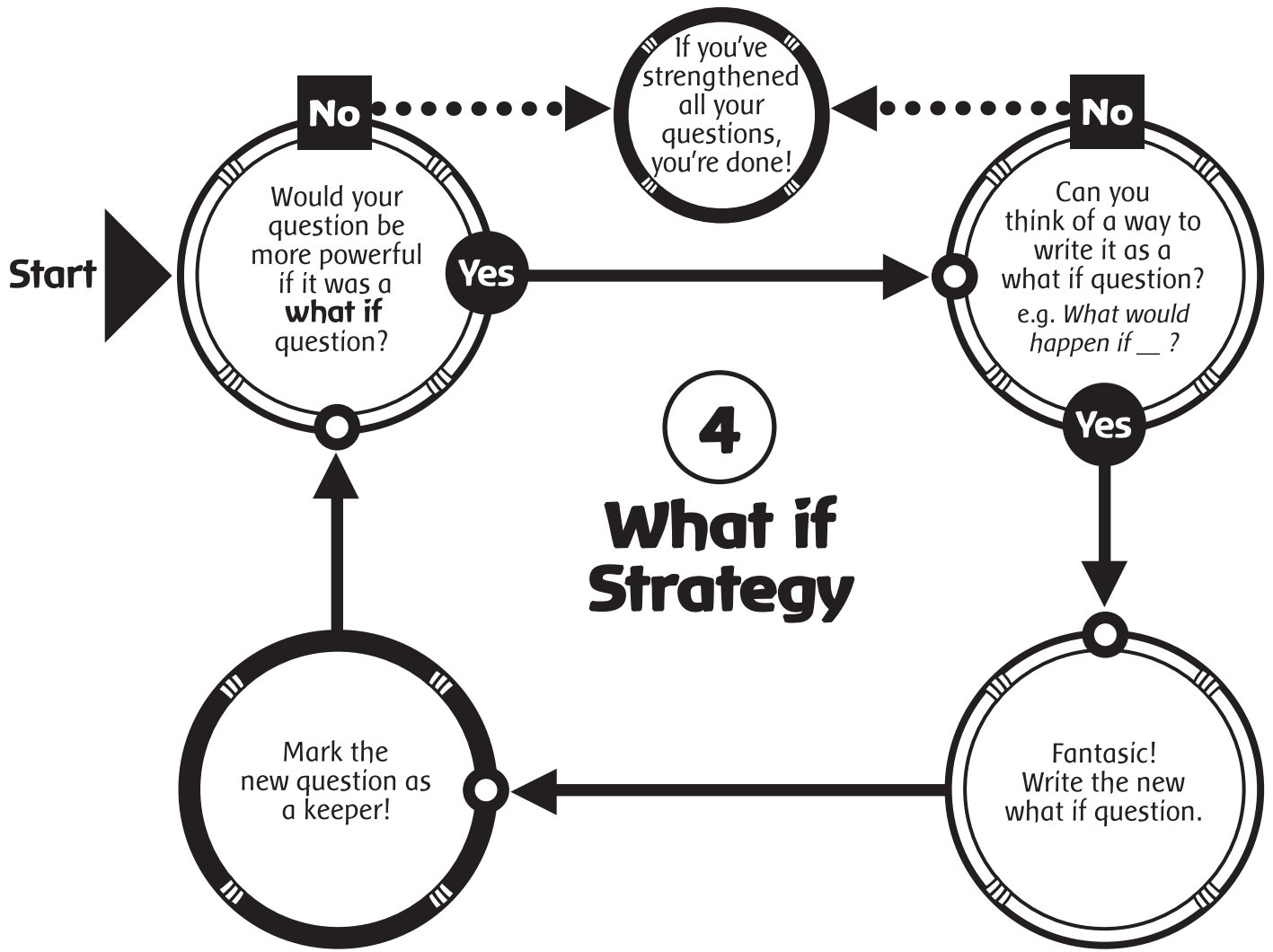


## Strengthening Strategies: 2 of 4



### Strengthening Strategies: 3 of 4

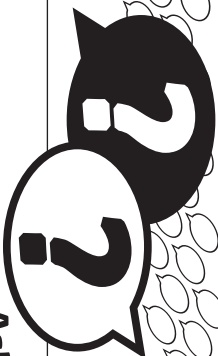




**Strengthening Strategies: 4 of 4**



## How to Play Question Cue



### Pick A Word

To start, a student or teacher randomly chooses from a selection of vocabulary cards.

This will contain the word or words that students will use in their questions.

### Roll the Dice

Each student has a turn to ask an open-ended question about the chosen topic.

To do so, the student rolls the dice to determine what kind of question to ask:

- 1** = why
- 2** = what
- 3** = how
- 4** = where
- 5** = when
- 6** = Your choice!
  - *add on to an existing question*
  - *ask a "what if" question*
  - *ask any kind of question*
  - *or choose a new topic and ask any kind of question*

### Ask a Question

Now that you know what kind of question to ask, use the chosen vocabulary word(s) and ask your question. If you need help from the audience, just ask!

### Write Down the Question

As each question is asked, the teacher or chosen scribe writes it down.

### Next Person's Turn

Now it's someone else's turn. This person rolls the dice, and asks a question using the same vocabulary card.

### Keep Playing

Play continues (dice-roll and question) for as long as players can ask questions without making a statement or repeating a previous question. When this happens choose a new vocabulary card.

Continue playing until all the vocabulary cards have been questioned and/or every player has had a turn.

## Question Rater

### Step 1: Write Your Criteria

Write out three to five different sentences that describe what makes a question important for you. These will be the criteria that you'll use to evaluate your questions.

Example:

I really want to know the answer to this question.

I know where to look to find information to answer this question.

I think this question is important.

Criteria 1: \_\_\_\_\_

\_\_\_\_\_

Criteria 2: \_\_\_\_\_

\_\_\_\_\_

Criteria 3: \_\_\_\_\_

\_\_\_\_\_

Criteria 4: \_\_\_\_\_

\_\_\_\_\_

Criteria 5: \_\_\_\_\_

\_\_\_\_\_

### Step 2: Copy Your Questions

On the next page write down each of your questions.

### Step 3: Rate Each Question

Read the first question. Then look at each of your criteria and circle the "no," "maybe," or "yes" to indicate what you think about that criteria in terms of that question. Then enter the number (0, 1 or 2) in the appropriate box. Do this for all your questions.

### Step 4: Total Your Scores

When you've gone through each criteria for all your questions, add up the scores to get a total for each question.

### Step 5: Find the Winner!

After you've evaluated all your questions, look at the totals.

Draw a big star beside the question (or questions) with the highest score.

Question: \_\_\_\_\_

Criteria 1		Criteria 2		Criteria 3		Criteria 4		Criteria 5		Total
<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	=	<input style="width: 50px; height: 50px;" type="text"/>
no=0 maybe=1 yes=2		no=0 maybe=1 yes=2		no=0 maybe=1 yes=2		no=0 maybe=1 yes=2		no=0 maybe=1 yes=2		

Question: \_\_\_\_\_

Criteria 1		Criteria 2		Criteria 3		Criteria 4		Criteria 5		Total
<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	=	<input style="width: 50px; height: 50px;" type="text"/>
no=0 maybe=1 yes=2		no=0 maybe=1 yes=2		no=0 maybe=1 yes=2		no=0 maybe=1 yes=2		no=0 maybe=1 yes=2		

Question: \_\_\_\_\_

Criteria 1		Criteria 2		Criteria 3		Criteria 4		Criteria 5		Total
<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	=	<input style="width: 50px; height: 50px;" type="text"/>
no=0 maybe=1 yes=2		no=0 maybe=1 yes=2		no=0 maybe=1 yes=2		no=0 maybe=1 yes=2		no=0 maybe=1 yes=2		

Question: \_\_\_\_\_

Criteria 1		Criteria 2		Criteria 3		Criteria 4		Criteria 5		Total
<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	=	<input style="width: 50px; height: 50px;" type="text"/>
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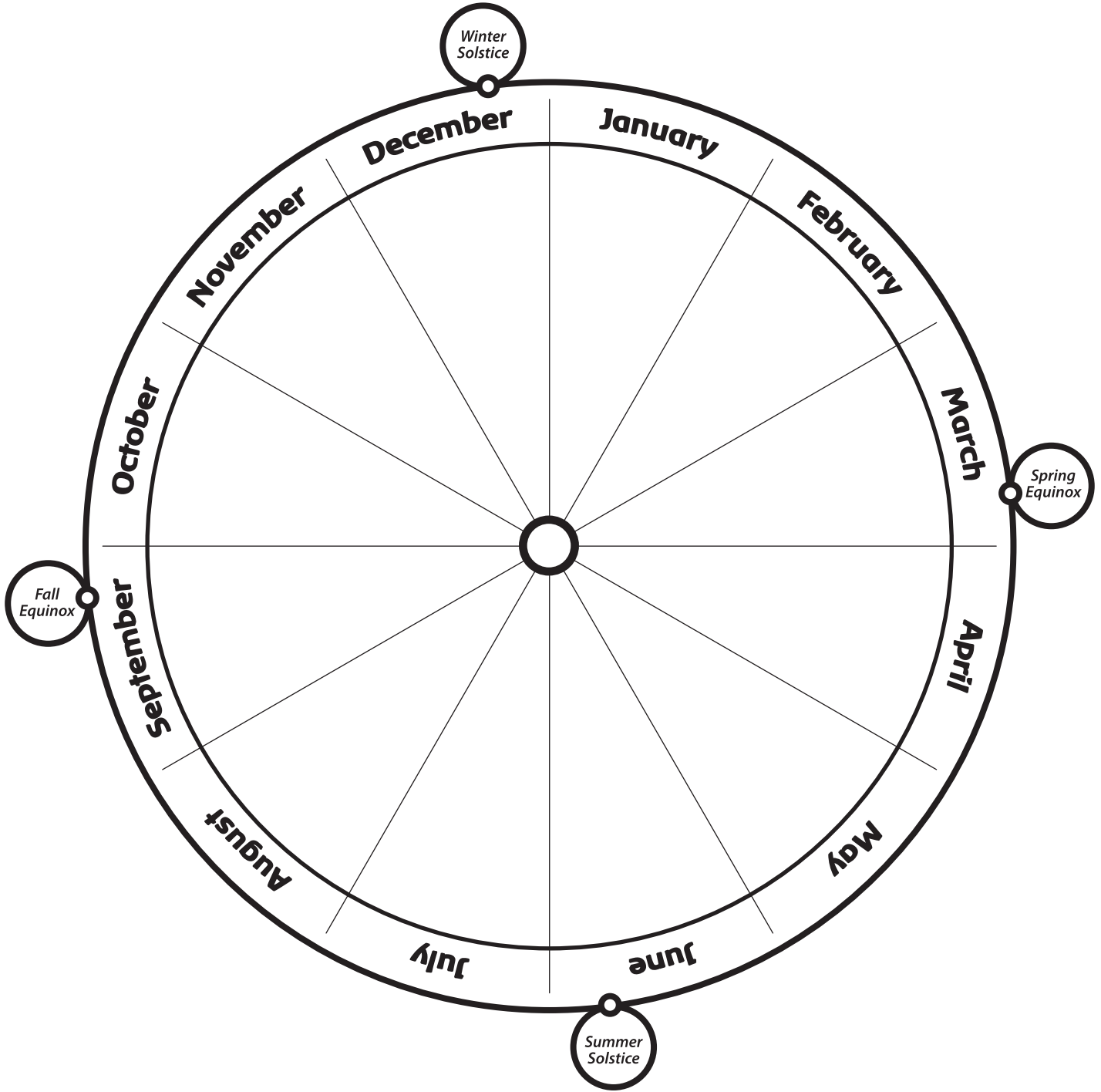
Question: \_\_\_\_\_

Criteria 1		Criteria 2		Criteria 3		Criteria 4		Criteria 5		Total
<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	+	<input style="width: 50px; height: 50px;" type="text"/>	=	<input style="width: 50px; height: 50px;" type="text"/>
no=0 maybe=1 yes=2		no=0 maybe=1 yes=2		no=0 maybe=1 yes=2		no=0 maybe=1 yes=2		no=0 maybe=1 yes=2		

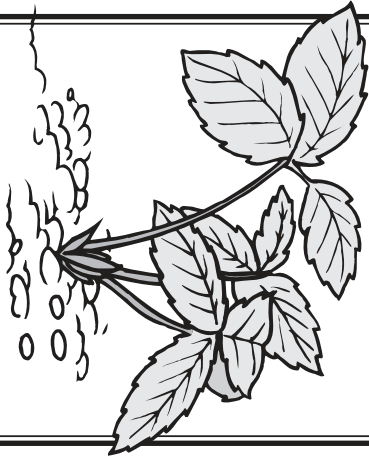
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Name: \_\_\_\_\_

# Lesson 1: Personal Seasonal Round Calendar

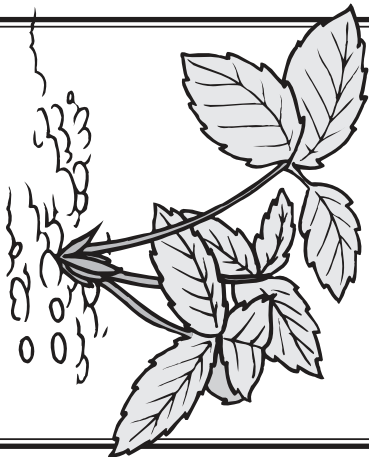


Plants and Their Habitats



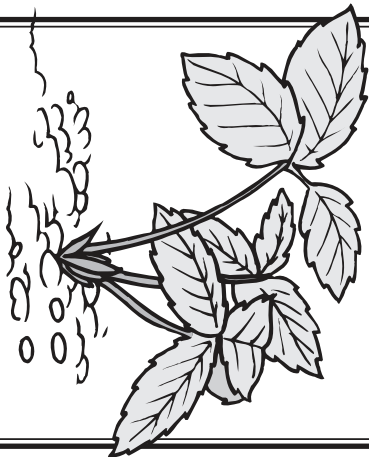
**Question  
Cue**

Plants and Their Habitats



**Question  
Cue**

Plants and Their Habitats



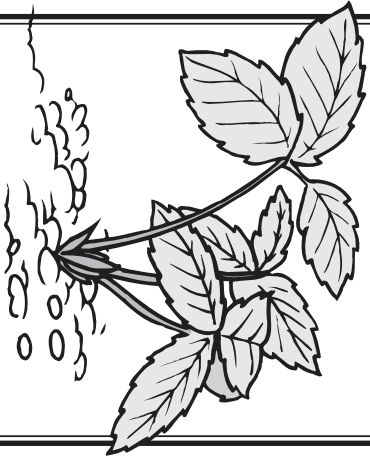
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Cue**

Plants and Their Habitats



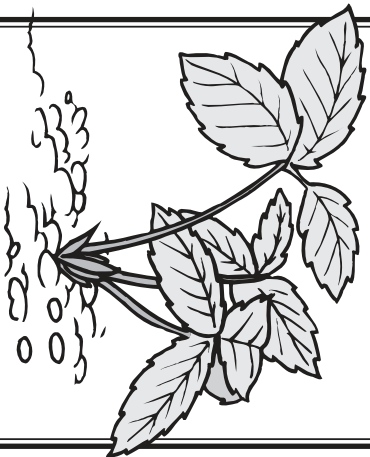
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Cue**

Plants and Their Habitats



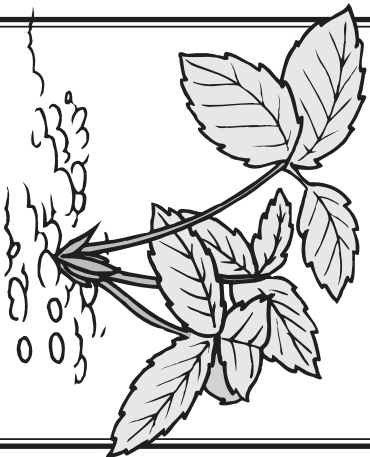
**Question  
Cue**

Plants and Their Habitats



**Question  
Cue**

Plants and Their Habitats



**Question  
Cue**

**plants | habitat**

habitat: the place where a plant naturally grows

**plants | adapt**

adapt: changes to fit a situation

**plants | depend**

depend: rely on

**plants | survive**

survive: remain alive

**plants | non-living things**

non-living: things like sun, soil, air, water, climate

**plants | seasonal change**

seasonal change: differences between the four seasons (winter, spring, summer, and fall)

**plants | humans**

Date: \_\_\_\_\_

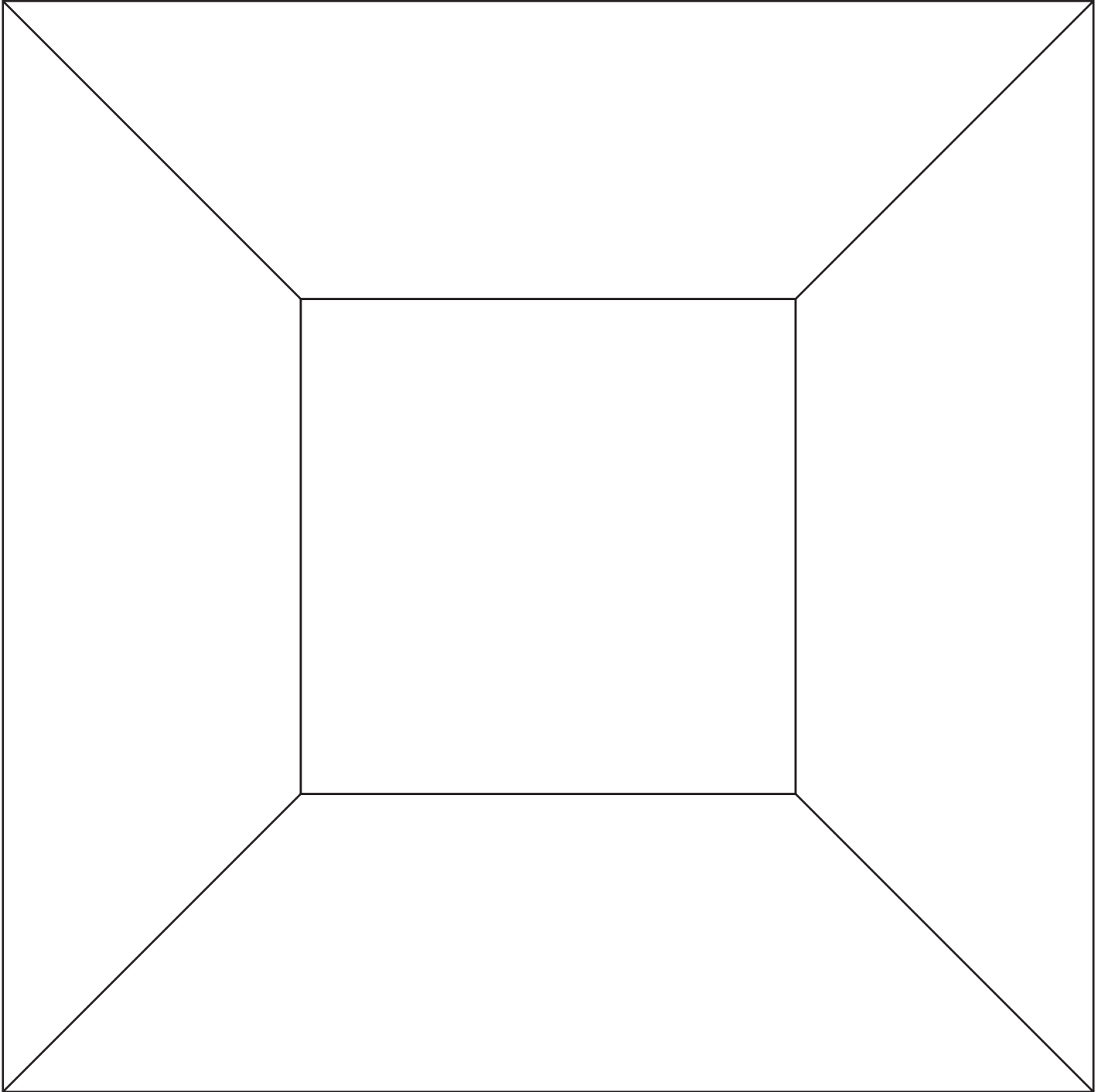
Name: \_\_\_\_\_

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

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

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

## **Lesson 2: Plant Habitats and Adaptation Inquiry**





## Lesson 2: Exploring a Microhabitat

### Materials:

- String
- Metre stick or measuring tape
- Small shovel or stick
- Magnifying glass
- Bug box
- Pencil or pen
- 2 bags (one to pick up garbage and one to carry garbage)

### Explore:

1. Find a small area of ground to investigate. Using your string and metre stick, mark out 1 metre × 1 metre square. Or use a hula-hoop and survey everything within the circle.
2. Use a magnifying glass to closely examine the ground. Write down EVERYTHING you see (grasses, roots, decaying leaves, weeds, pebbles, dirt, insects). Indicate the approximate coverage for each item (e.g., solid, half of the area, in patches, very little).

---

---

3. How many different types of plants do you see? How can you tell that they are different?

---

---

4. List all the plants in the plot you know the names of.

---

---

5. Is there a plant you don't know the name of? Sketch a picture of it including its leaves, flowers, etc. If you know the names of all the plants, just chose one to sketch.

6. Use a magnifying glass to look for details such as the shape and vein pattern on the leaves. Sketch these details to help you identify the plant when you are back in the classroom.

7. Estimate how many of that type of plant are in your plot.

---

8. Name the animals (most likely only insects) you see in your plot.

---

9. Dig VERY CAREFULLY straight down into the soil with the shovel or stick. Notice the layers of the soil.

How would you describe the soil? (Wet, dry, sandy, rocky, clay-like?)

---

10. Make a list of things you find in the soil including earthworms, rocks, and roots.

---

---

11. Predict how your plot would change in other seasons. Explain why you think that change will occur in:

Spring \_\_\_\_\_

---

Summer \_\_\_\_\_

---

Fall \_\_\_\_\_

---

Winter \_\_\_\_\_

---

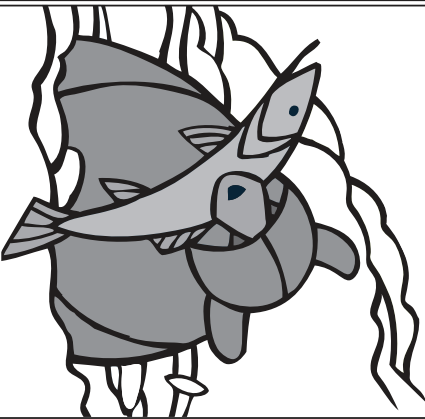
12. Is there evidence of humans in the plot? If so, name what is there (e.g., garbage, toy, mowed lawn?).

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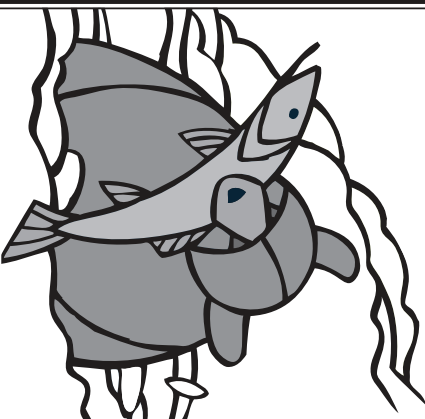
If there is garbage in your plot that you can safely pick up (ask your teacher if you are unsure). Use one bag to pick up the garbage and the other to carry it in. Then throw both bags in the nearest garbage can.

Animals and Their Habitats



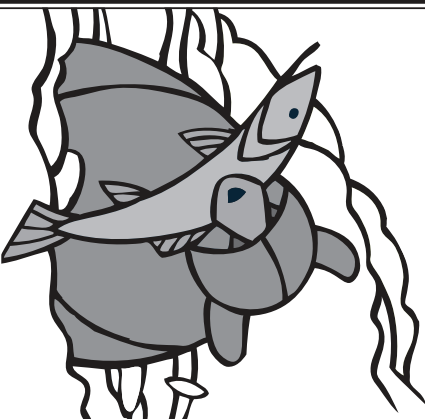
**Question  
Cue**

Animals and Their Habitats



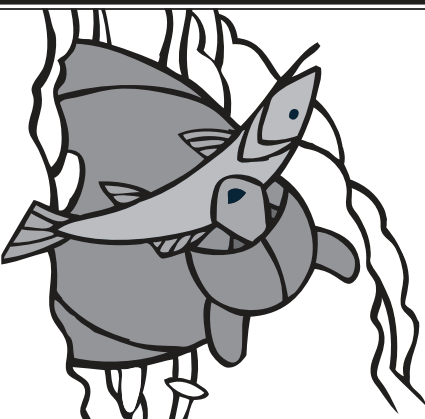
**Question  
Cue**

Animals and Their Habitats



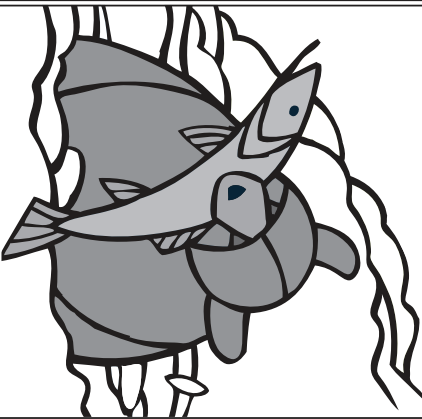
**Question  
Cue**

Animals and Their Habitats



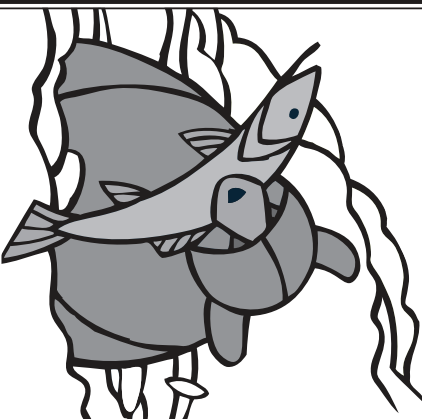
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Animals and Their Habitats



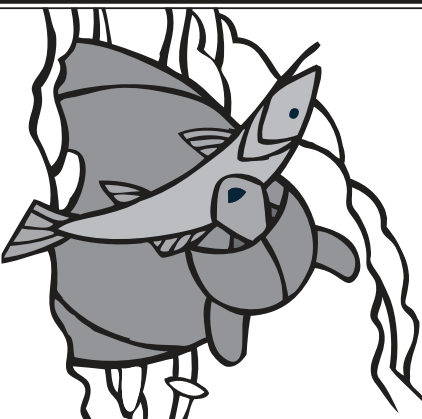
**Question  
Cue**

Animals and Their Habitats



**Question  
Cue**

Animals and Their Habitats



**Question  
Cue**

**animals | habitat**

habitat: the place where an animal naturally lives

**animals | adapt**

adapt: changes to fit a situation

**animals | depend**

depend: rely on

**animals | survive**

survive: remain alive

**animals | non-living things**

non-living: things like sun, soil, air, water, climate

**animals | seasonal change**

seasonal change: differences between the four seasons (winter, spring, summer, and fall)

**animals | humans**

## Lesson 3: Animal Habitat Research Checklist

The animal is: \_\_\_\_\_

### What are the animal's habitat needs?

1. Where in the province does it live? Does it need space to roam?  
(Show on this map.)



List source(s) of information (books, including authors, or websites).

---

---

2. What does it eat? \_\_\_\_\_

List source(s) of information (books, including authors, or websites).

---

---

3. Where does it find water? \_\_\_\_\_

List source(s) of information (books, including authors, or websites).

---

---

4. How does it protect itself from being too cold or too hot?

---

---

List source(s) of information (books, including authors, or websites).

---

---

5. How does the animal survive in each season? How does it adapt?

---

---

List source(s) of information (books, including authors, or websites).

---

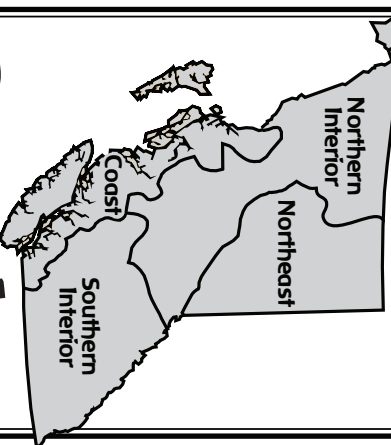
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# Lesson 4: Map of BC Regions



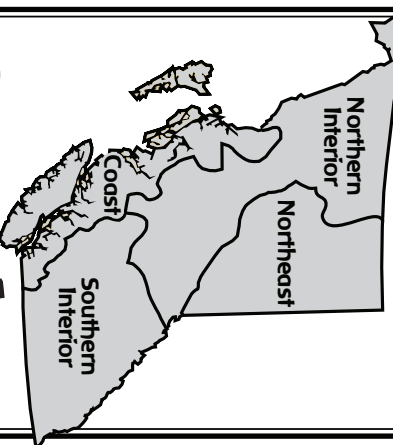


Geographic Regions of BC



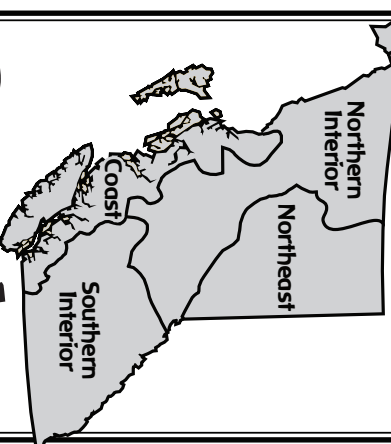
**Question Cue**

Geographic Regions of BC



**Question**

Geographic Regions of BC



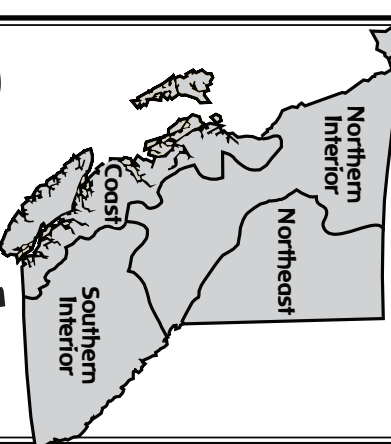
**Question Cue**

Geographic Regions of BC



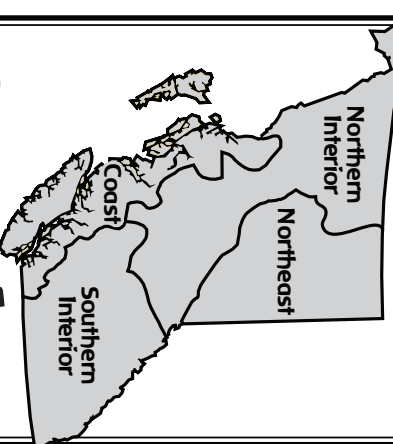
**Question Cue**

Geographic Regions of BC



**Question Cue**

Geographic Regions of BC



**Question Cue**

**regions | landforms**

landforms: natural features of the land's surface such as mountains, glaciers, valleys, plateaus

**regions | climate**

climate: weather conditions of a particular place

**regions | living things**

living: things like animals, plants, fungi

**regions | habitats**

habitat: the place where an animal or plant naturally lives

**regions | seasonal change**

seasonal change: differences between the four seasons (winter, spring, summer, and fall)

**regions | non-living things**

non-living: things like sun, soil, air, water, climate

First Nations and  
the Seasonal Round



**Question  
Cue**

First Nations and  
the Seasonal Round



**Question  
Cue**

First Nations and  
the Seasonal Round



**Question  
Cue**

First Nations and  
the Seasonal Round



**Question  
Cue**

First Nations and  
the Seasonal Round



**Question  
Cue**

First Nations and  
the Seasonal Round



**Question  
Cue**

First Nations and  
the Seasonal Round



**Question  
Cue**

First Nations and  
the Seasonal Round



**Question  
Cue**

**seasonal round  
present day**

present day: what is happening  
now

**seasonal round  
pre-contact**

pre-contact: before Europeans  
arrived in North America

**seasonal round  
culture**

culture: social practices, beliefs  
and art of a group of people

**seasonal round  
tools**

**seasonal round  
transportation**

**seasonal round  
shelter**

**seasonal round  
animals**

**seasonal round  
plants**

Date: \_\_\_\_\_

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

# Lesson 5: Seasonal Round Research

Question	Information	Sources
1.		
2.		

Date: \_\_\_\_\_

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

Page 2 of 3

<b>Question</b>	<b>Information</b>	<b>Sources</b>
3.		
4.		

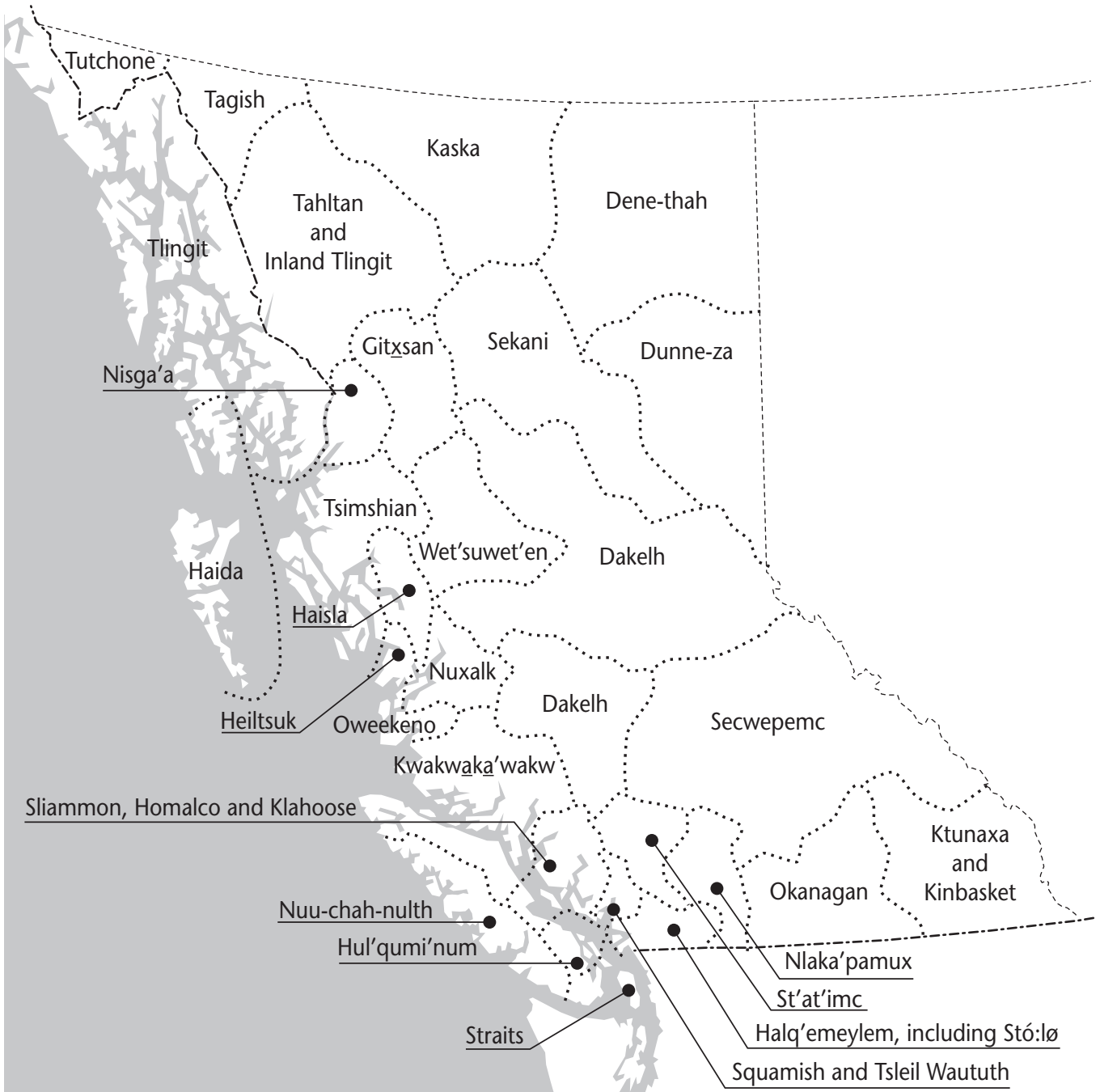
Date: \_\_\_\_\_

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

Page 3 of 3

<b>Question</b>	<b>Information</b>	<b>Sources</b>
5.		

# Lesson 5: Map of BC First Nations







### Class Participation Rubric

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Needs Work</b>
<b>Contribution</b>	Contributes to class discussion offering insightful ideas and asking clarifying and meaningful questions to extend understanding. Takes risks by initiating discussion and asserting opinions.	Regularly makes meaningful and clarifying contributions to class discussion; sometimes offers ideas, asks questions and offers opinions.	Contributes to class discussion when prompted. Seldom offers ideas or ask questions.	Rarely makes meaningful contributions to class discussion or offer ideas or ask questions.
<b>Listening</b>	Listens actively to others both in groups and in class discussions. Respects others opinions. Incorporates or builds off ideas of others.	Listens to others both in groups and in class discussions. Respects other opinions.	Listens to others at times, but may be sidetracked easily.	Rarely listens when others talk both in groups and in class. May inhibit others speaking.
<b>Attitude</b>	Consistently exhibits a positive, supportive attitude towards classmates and the subject matter. Takes an active role in own learning.	Generally exhibits a positive, supportive attitude towards classmates and the subject matter. Frequently takes an active role in own learning.	Sometimes exhibits a positive, supportive attitude towards classmates and the subject matter. Sometimes takes an active role in own learning.	Rarely exhibits a positive, supportive attitude towards classmates and the subject matter. Rarely takes an active role in own learning.



### Group Work Self-Assessment Rubric

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Needs Work</b>
<b>Working Together</b>	Our group successfully worked together to complete all the tasks. We collaborated [worked together] to plan and any disagreements were discussed and solved fairly.	Our group successfully worked together to complete all the tasks. We needed some help planning and had some disagreements that others needed to help us to solve.	Our group was not always able to work together successfully. Others had to frequently help our group plan and solve disagreements.	Rarely makes meaningful contributions to class discussion or offer ideas or ask questions.
<b>Quality of work</b>	In my opinion, we did our best work on this project.	In my opinion, we did our best work most of the time, with a few exceptions.	In my opinion, this was not our best work.	Rarely listens when others talk both in groups and in class. May inhibit others speaking.
<b>Contributions</b>	Everyone in the group contributed equally on this project.	Most of the people in the group contributed to this project.	Only a few of the group members contributed to this project.	Rarely exhibits a positive, supportive attitude towards classmates and the subject matter. Rarely takes an active role in own learning.
<b>Group Success</b>	Overall our group was very successful working together to complete the project.	Overall our group was successful working together most of the time.	Overall our group was successful working together some of the time.	



### Living Diorama Presentation Rubric

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Needs Work
<b>Knowledge</b>	The diorama demonstrates a thorough knowledge of the subject investigated.	The diorama demonstrates good knowledge of the subject investigated.	The diorama demonstrates a basic knowledge or beginning understanding of the subject investigated.	The diorama demonstrates very little of the knowledge of the subject investigated.
<b>Style and Organization</b>	Display is interesting and attractive. Materials are complete and organized and exceptionally well presented.	Display is interesting and attractive. Materials are complete and well organized. Presentation has both sequence and plan.	Some parts of the display are interesting and some materials are complete and organized. Presentation has some sequence and plan.	Display is uninteresting, lacks interest and is untidy. Materials are incomplete and unorganized. Presentation has little or no sequence and plan.
<b>Visual Design</b>	All images, models, costumes, etc. are used to create a meaningful presentation.	All images, models, costumes are effective, but there appear to be too few or two many.	Some images, models, costumes are effective.	Too few images, models, costumes are used to be an effective presentation.
<b>Creativity and Appearance</b>	Project is creative, excellently displayed and reflects originality.	Good creative effort. Project is neat and shows evidence of time spent on it.	Some creative attempt is made. Project is neat.	Little creative effort. Project has a careless appearance.
<b>Presentation</b>	Living diorama is presented in a highly engaging manner where all group members are enthusiastic and participate equally.	Living diorama is engaging. Most group members are enthusiastic and participate equally.	Living diorama is somewhat engaging. Not all group members appear enthusiastic or participated equally in the presentation.	Living diorama does not engage audience. Only a few group members had an active in the presentation.



### Pause and Ponder Journal Entry Rubric

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Needs Work
<b>Critical Thinking</b>	Demonstrates exceptional analysis, originality and insights	Demonstrates very good critical thinking skills with analysis, originality and insights	Demonstrates some evidence of critical thinking but with little analysis and originality	Demonstrates very little evidence of critical thinking skills with little or no analysis and originality
<b>Development of Ideas</b>	Well-developed thoughts, ideas, and details which show evidence of reflection, incorporation of new ideas, and an excellent grasp of concepts	Expresses thoughts and ideas with reasonable development. Reflects on new ideas and shows a good grasp of new concepts	Expresses basic thoughts and ideas and shows some ability to reflect and understand new concepts	Lacks detail; shows little evidence of reflection.
<b>Mechanics</b>	Exceptionally well written, clear organization, uses correct grammar, contains minor, if any, spelling errors	Well-written and well-organized, contains some grammatical and spelling errors that do not interfere with understanding	Shows some organization but the writing contains many grammatical and spelling errors	Not written in an organized manner. The grammatical and spelling errors make it difficult to understand