

Building Science Concepts book on spring, Book 44

I would use an animation from Brain Pop

(<http://www.brainpop.com/science/weather/seasons/>) to demonstrate to the children the seasons and how they work. This will give the children a background understanding of what spring is and how and why the weather patterns and the day cycles change. I would then do an activity based around spring time and the seasons

(<http://www.brainpop.com/science/weather/seasons/activity/>) this would help the children to grasp a deeper understanding of spring time and the seasons through investigating and communicating with fellow students to work through this worksheet. By growing the daffodil bulbs in class the children can see how exactly the plants grow in warmer temperatures in the classroom. With each child growing their own bulb they will find it easier to relate to the topic. They will also find it interesting as they will be intrigued to discover why their plant grows better in different conditions such as spring conditions. I will interact with the students to answer any more questions they have on the topic. This will make my job easier as I will not have to try and engage their interests I will already have it. Spring and the seasons fit into the Living World and Planet Earth and beyond strand of the Nature of Science. However for this lesson to be of any relevance or teach the children in any way it must be taught following the four aspects of the Nature of Science.