

- 24 100ml beakers (school supplied)
- 8 graduated cylinders (school supplied)

## Activity Sheets



Make sure you have copied the activity sheets for this inquiry.

- Activity One: Seasons
- Activity Two: Does Distance Affect the Seasons?
- Activity Three: Angles and Daylight
- Activity Four: The Reason for the Seasons
- Activity Five: Focus Questions for Seasons

## Engage

1. Ask the students to describe what season it is outside.
2. Have the students give you evidence that it is truly that season.
3. Give each student a copy of Activity One: Seasons and ask them to complete the activity.
4. Discuss the various reasons that students give as evidence that a particular characteristic belongs to one season.
5. Be sure to stress the temperature changes and maybe weather patterns that might indicate a change in temperature.
6. Ask students if they can explain why we have different seasons. Accept all answers at this time, even if they are incorrect.
7. Explain to students that they will be studying the reason we have different seasons.

## Explore

1. Explain to students that they are going to study the effects of distance on temperature change.
2. Organize students into groups of four. Give each group materials to complete part one of Activity Two.

**Teachers Note:** Part One will take a bit of time for a temperature difference to register. Assign Part Two of the Activity so that students are active during the waiting time.