Describe the seasonal cycle and observable change

NAME	DATE

1 **Activity · Work with your teacher**

Describe how the seasons repeat. What changes do you notice?

Describe the seasonal cycle and observable change

1. Describes the ordered seasons, explains that the sequence returns and repeats, and gives an accurate observable change. Accept everyday words; a single season answer does not establish the full cycle.

Curriculum applications this task can record: Alberta Grade 1: Order the parts of the given time cycle; Say what follows the last part of the cycle; Identify a change that marks movement through the cycle. Record the actual independent response and any separate actions; this does not establish the whole broader skill.

Broader skill evidence: Direct evidence only for the explicitly bound Grade 1 actions recorded separately; no automatic full-FI completion.

Teacher procedure · Question 1

1. Use the child's local Alberta seasonal experience. Ask the child to describe summer, autumn/fall, winter and spring in order, starting anywhere in the cycle. Record order.
2. Ask what happens after the last season they named, and whether the sequence starts again. Record return.
3. Ask what they notice as seasons change, such as daylight, plants or weather. Accept accurate local examples; activities are not universal rules. Record change.
4. This does not assess cultural knowledge. Keep the separately sourced First Nations, Métis and Inuit learning activities as teacher-led conversations.

Record: Record each action separately, the actual materials/results and the help provided.

Describe the seasonal cycle and observable change

Cycle: order

Date observed: _____

☐ Independent ☐ Not yet / help needed ☐ Not observed

What the child said or did; prompts or self-correction:

Cycle: return

Date observed: _____

☐ Independent ☐ Not yet / help needed ☐ Not observed

What the child said or did; prompts or self-correction:

Cycle: change

Date observed: _____

☐ Independent ☐ Not yet / help needed ☐ Not observed

What the child said or did; prompts or self-correction:

Describes the ordered seasons, explains that the sequence returns and repeats, and gives an accurate observable change. Accept everyday words; a single season answer does not establish the full cycle.