



BRIGHTPENCIL KIDS

Grade 1 | Ages 5-7 | 12-page learning pack

Weather, Seasons & Caring for Our Place

LEARNING GOAL

Observe weather patterns, connect them with daily choices and identify simple actions that care for local environments.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Observe weather patterns, connect them with daily choices and identify simple actions that care for local environments.

Suggested rhythm Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Words & ideas to notice

SCIENCE

Say the words, use them in conversation, then return to them during the activities.

Weather

Use it in your own sentence or explanation.

Season

Use it in your own sentence or explanation.

Pattern

Use it in your own sentence or explanation.

Environment

Use it in your own sentence or explanation.

Care

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to environmental awareness and care.

1

Weather can change day to day; seasons describe longer yearly patterns.

2

Environmental care begins with noticing how actions affect shared places and living things.

SHOW IT ANOTHER WAY

I notice

I wonder

I predict

I found

Adult: model the first item. Child: explain what you notice or how you know.

1 Record sky, wind and temperature feeling for three days.

2 Choose suitable clothing for a wet cold day.

3 Name one seasonal change you have observed.

4 Sort actions as helpful/harmful to a local environment.

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Record sky, wind and temperature feeling for three days.

2 Choose suitable clothing for a wet cold day.

3 Name one seasonal change you have observed.

4 Sort actions as helpful/harmful to a local environment.

5 Why does one rainy day not prove the whole season is rainy?

SHOW YOUR THINKING

Use the idea in a new way

SCIENCE

Work carefully. Draw, mark, build or write when that helps your thinking.

- 1 Name one seasonal change you have observed.
- 2 Sort actions as helpful/harmful to a local environment.
- 3 Why does one rainy day not prove the whole season is rainy?
- 4 Give one action that helps both people and wildlife locally.
- 5 Record sky, wind and temperature feeling for three days.

SHOW YOUR THINKING

Talk 1 Why does one rainy day not prove the whole season is rainy?

Talk 2 Give one action that helps both people and wildlife locally.

Talk 3 What strategy, clue or observation helped you most with environmental awareness and care?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Do a five-minute litter or habitat observation with an adult. Do not touch unsafe waste; simply record what you notice.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Create a "care for our place" sign with three realistic actions.

Use this space to draw, label, plan or draft.

Independent challenge

SCIENCE

Try without help first. Then explain or check your work with a grown-up.

- 1 Why does one rainy day not prove the whole season is rainy?
- 2 Give one action that helps both people and wildlife locally.
- 3 Create one new example that would help another Grade 1 learner practise environmental awareness and care.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- A season is a longer pattern; one day is too small a sample.
- Examples: dispose of litter properly, protect habitats, conserve water.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

Review status: original BrightPencil draft. Educational and rights review required before public publication.