

Growing up WILD Lesson plan

Participant name: Gretchen Bonsall

Current teaching situation: Preschool- head start

Activity Name and page number: Oh! Deer, pgs. 48-49

Identify opportunities with current program or curriculum to integrate lesson plan. This activity will coincide with our spring lessons in which we teach children to leave animals in nature.

Outline use of activity components.

1. Begin with questions: “What do we need to live?” discussion of needs and wants “What do animals need to live?” “Do we need the same things?” “How do we get what we need?” “How do animals get what they need?” “Have you seen a deer? Where? What was the deer doing?”
2. Create head bands for “Ready set go” and deer head bands. Walk to the park for grassy area to play “Ready set go” and “Deer ears” discuss why we all need these four items.
3. Small group- during the week do “foot print deer” “favorite animal habitat” “mighty math” “deer sandwiches”
4. Large group-during the week do “take me outside” “healthy me! My habitat” “where’s the Habitat”, reading stories
5. at snack eat the deer sandwiches that we made at small group
6. in centers- vet clinic in dramatic play, habitat books in library, deer antlers in science, deer and other woods animals, blue cloth, trees in block area, deer tracks with stampers in art and play dough, deer family pictures in writing, animal sorters in math and manipulative.
7. A week before starting send home a letter to parents asking anyone who may have deer antlers or other deer information to allow us to borrow it.
8. Have students Journal in their journals what animals need to survive. Send home a parent note to let parents know what we covered and to continue the learning at home.

Description of your outdoor exploration.

We would be in the classroom to start discussions then go to park to play “ready set go”. The second day we would go to the playground to do “take me outside” and then discuss the difference between the playground and the park, so we would go back to the park.

During the “Ready Set Go” the students will have a designated area to stand and walk to find the correct items needed. During the “Take Me Outside” the students on the playground will have to stay within the fenced area they will be able to venture through the whole playground. When they hear the whistle we will regroup to discuss and get further instructions. In the park the students will have an area marked by trees or cones in which they will roam again coming back for discussion at the sound of a whistle.

Identify additional preparation needed for exploration.

We would check to make sure it wasn’t going to rain on the days we would walk to the park. We would also check with the school to ensure that no one else from the school is planning on using the playground or the park. We would have cards ready to add and strips of paper cut for the head bands.

Draft 2 open-ended questions to encourage further student investigation.

I would ask these questions before going outside. “Do we need the same things?” “How do we get what we need?” “How do animals get what they need?” “Have you seen a deer? Where? What was the deer doing?”

List activities that could be used as pre and/or post learning opportunities. My pre activities would be questions above before going outside. I think I might also do the track portion of the book first in order to establish that deer are in our area teach students about the tracks. A post activity I would do is having Connie come to our room to present the lesson on Salamanders room. This story reinforces what animals need to live and why they would not survive in a room. Before this I would do my second lesson plan to see more animal habitats.

Indicate any modifications you will make to the activity or components within (classroom usability). Our playground has no green life on it so we will walk to the park which has some trees and grass. We will need to modify more after we have tried it on a classroom to see what works and what doesn't.

List age appropriate literature (books, periodicals, websites)that can used as part of activity:

Deer, Moose, Elk, and Caribou Kids can press wildlife series [paperback] Deborah Hodge Author Pat Stephens illustrator (discusses the difference between the four animals and similarities, coincides with "The Deer Family" in writing area.)

All About Deer (all about series) by Jim Arnosky(discuss the life of a deer)

Dear World by Dave Taylor (pictures of the deer's world based on months)

Lost in the Woods: A Photographic Fantasy by Carl R Sams and Jean Stoick(a tale of a lost deer that isn't really lost and how the deer needs to stay where they are at)

Indicate modifications/considerations for children with special needs:

If a student needs help to walk on uneven ground we would need to pick a different location for our adventures to the park. Students will need one on one assistance to pattern and to cut and trace hands. Social stories of expectations and step by step pictures of rules to an activity may also be needed.

Identify local natural areas, parks, or guest speakers that could be included in activity:

Connie Betts Harrison County Naturalist 2725 Easton Trail Woodbine, Iowa 51579 **Phone:** (712) 647-2785 **Fax:** (712) 647-3225 (Salamander room teaches children about not taking animals from the wild home)

Schaben Park (seeing a deer environment)

Willow Park (seeing a deer environment as well as nature center)

List standards/benchmarks/concepts that were met using components taught.

1A1, 1A4, 1B1, 1B3, 3A3, 4B1, 5B1, 6C1, 6D3,6E4,7B1