

## Project Learning Tree Environmental Experiences for Early Childhood Lesson

**Participant Name:** Jodi Davis

**Current Teaching situation:** Prekindergarten

**Activity:** The Shape of Things (pg. 19-25)

**Identify opportunities within current program or curriculum to integrate lesson:** This activity would be good in the fall when we are discussing shapes.

### Outline use of activity components:

1. Introduce the theme by collecting a variety of natural and built objects that have defined shapes. Have the children sort the objects by shape.
2. Introduce vocabulary words: binoculars, circle, close-up, magnify, mat, observation, oval, rectangle, shape and tangram.
3. Featured Experience-Shape Walk: Give each child a construction paper shape cutout and have them string them onto a necklace. Take a short walk outside and have them look for various shapes outside. When return to classroom, hold up each shape and have them tell you what they saw outside that was that shape.
4. Snacks we would make and eat fruit kabobs using fruit that is cut into various shapes.
5. Centers
  - **Art-** Make binoculars using toilet paper tubes to use on the shape walk.
  - **Math-** Sorting nature items by shapes and make animals and other designs using tangrams
  - **Blocks-** Add twigs and tree blocks to the block area to build with.
  - **Music-** Dance with Leaves using the CD PLT's Environmental Experiences for EC Track 1- Shape Walk and Sing and dance with Billy B using the CD PLT's Environmental Experiences for EC track 2- Outside
  - **Library-** I Took a Walk by Henry Cole, The Shape of Things by Dayle Ann Dodds, Nature Spy by Shelley Rotner and What I Did with a Leaf by Morteza E. Sohi
6. Small Groups: Make a shape guide to your schoolyard. Encourage children to find things outside that are different shapes and take pictures of them. Come inside and print the pictures and make a book. Have the child dictate their picture and write it down. Make into a book to read to the class and then add to your library.
7. Small Groups: Make Sun prints- Have children locate items outside to put on their dark piece of construction paper and place in a sunny location for a few hours.
8. Outdoors time: Shape Walk, Cloud Watching, hide toy animals around the playground and have the children take their binoculars outside and use them to locate the animals.
9. Send home the "Family and Friends" note that explains what we did during the week.

### Description of Outdoor Exploration:

We would leave the school area and walk 8 block radius around town and come back to the school. Also some of our outdoor time would be right on our playground.

During the walk we will be looking for objects in nature that are the different shapes (triangle, square, circle, oval, rectangle, and diamond) Also we will be using our imagination when we are cloud watching to look for various shapes in the clouds.

**Identify additional preparation needed for exploration:** Precut shapes out of construction paper for the shape walk activity. Collect toilet paper tubes to have a class supply for binoculars. Collect a variety of natural and built things in various shapes.

**Draft 2 open-ended questions to encourage further student investigation.** I will ask these questions before going outside: 1) What objects should we look at outside for the various shapes? 2) What other shapes did you see outside that were not on your necklace.

**List activities that could be used as pre and/or post learning opportunities.** My preactivities to discuss the shapes that are going on the necklace and brainstorm some items outside that could be those shapes. Post learning activities would be to send home the note discussing what we did at school. Also have the student draw a picture of one of the shapes they saw either in the clouds or something they found on the shape walk and identify the shape.

**Indicate any modifications you will make to the activity or components within:** Modifications to the activities are listed in the above description of activity components. Additional modifications may be needed after we've tried it out in the classroom to see what will and won't work as written.

**List age appropriate literature that can be used as part of activity:**

The Shape of Things by Dayle Ann Dodds (Non-Fiction) (Read in large group before going outside on the Shape Walk)

I Took a Walk by Henry Cole (Non-Fiction) (Can be read anytime during the week to discuss wild animals)

Nature Spy by Shelley Rotner (Fiction) (Can be read anytime during the week to discuss what a pet is)

What I Did with a Leaf by Morteza E. Sohi (Fiction) (Can be read anytime during the week to discuss what a pet is)

**Indicate modifications/considerations for children with special needs:** Modifications could be if we have a student that is unable to walk, we could put them in a wagon and pull them.

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

Scott Nelson, Harrison County Naturalist- 712-547-2785, contact about coming to the classroom for a presentation on wild animals and bring in furs of animals.

Hitchcock Nature Center in Crescent, Iowa- Tina Popson, Education Program Manager  
Phone:(712)545-3283 for a field trip

**List standards/benchmarks/concepts that were met using components taught:**

Head Start Domains: 1A2, 1B1, 1B3, 2A3,2B3, 3A2, 4A2, 4B1, 5B1, 5D2, 6B2, 6D3, 7C3