

Sample Lesson Plan

Participant Name: Angela Christensen

Current Teaching situation: prekindergarten

Activity: Name and page number: Tracks (p36-37)

Identify opportunities within current program or curriculum to integrate lesson plan (When, where, extension of current learning opportunity): This activity would work with our fall unit. We could also use it in the spring when there is a lot of mud on and around our playground.

Outline use of activity components:

***Identify activity component, when it will be used, and how**

1. Begin with questions: "Do you think any animals live on our playground or near the school? Do you think we'll see any when we go outside? If not, what could we look for to see if there are any animals in the area? Where could we look to find tracks? Are animals the only thing that leaves tracks?"
2. "Take me Outside-We're going on a track hunt" - discuss and take photos of what they find, also discuss "helping hands - give them space."
3. At small groups during the week, do "Procedure," "track crackers," "track stories," "track art," "mighty math - taking it in stride," "animal track stencils," "track puzzles," "sand prints," "realistic animal tracks." Some of these activities will require adult assistance to complete.
4. During large group during the week, do the music and movement activities: "Animals on the Move" and "Tracks! Tracks!" and read the story, Animal Tracks.
5. At snack, we'd eat the "track crackers" that they made earlier at small group.
6. The next day, have the prints for "warm up" ready and setting outside the door when students arrive to stimulate conversation and prepare students for the additional small group activities.
7. Later during the week, go outside and do "Healthy me - A hop, skip, and jump, and My what big feet you have."
8. Send home a copy of the home connections letter explaining what we are doing at school with the study of tracks and how they can continue the exploration at home.

Description of your outdoor exploration:

***Location** (we'd begin outside on our playground, walking further along the path towards the gazebo/flower area and bridge/stream area, depending on time, amount of tracks found, & amount of discussion taking place)

***Identify additional preparation needed for exploration:** We'd try to plan for a morning after a rain. If we weren't very successful, we'd set out materials to try to get prints. I would check out the path ahead of time for safety. Before leaving, review expectations. Take cell phone & leave number at office, take 1st aid bag & Kleenex.

***What will the exploration look like?** Once outside, the students will be able to explore a designated area looking for tracks. If they find something, we can mark it with a cone or have everyone come over immediately to look at it. We'll take photos of the tracks to add to a class book.

***Draft 2 open-ended questions to encourage further student investigation:** I would pose these questions before we go outside, "Do you think any animals live on our playground or near the school? Do you think we'll see any when we go outside? If not, what could we look for to see if

there are any animals in the area? Where could we look to find tracks? Are animals the only thing that leaves tracks?"

List activities that could be used as pre and/or post learning opportunities My pre activities would be the questions listed above before we go outside and begin exploring. Post learning opportunities would include sending the note home to parents discussing what we did at school and how they can continue the learning at home. We could also extend the track searching activity to other seasons and locations, such as at the pond during our field trip.

Indicate any modifications you will make to the activity or components within: (classroom usability)

Modifications to 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 (books, periodicals, websites) that can used as part of activity:

*Must include: type of literature, title, author, learning opportunity

Animal Tracks by Arthur Dorros (read during large group after the track search)

Footprints in the Snow by Cynthia Benjamin (story about tracks to read later in week)

The Kids' Wildlife Book by Warner Shedd (additional resource with info about animals)

tracks sheet from Iowa Wild supplement (can be used to identify found tracks)

Indicate modifications/considerations for children with special needs:

If students have difficulty with mobility, they'll need assistance on the walk and while making their own footprints. Social stories of expectations and step by step pictures of how to complete an activity may also be of benefit to some students.

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

*List name, contact information, learning opportunity (exploration area, presentation information, etc)

- Jenny Ammon or Carol Freund, Naturalist - Swiss Valley Nature Center 563-556-6745, 563-588-8041, contacts for coming into our classroom to do a presentation about animals & their tracks or a field trip location

- Michele Olson, Naturalist - Jones County Central Park, resource for tracks information and materials

-playground, Horsfield's pond, walking path through town, bridge & creek area by Divine Word, gazebo & flower area near turnoff to school

List standards/benchmarks/concepts that were met using components taught: (based on current teaching position)

7.2 play & senses, 7.4 fine motor development, 10.1 language understanding & use, 10.2 early literacy, 11.2 patterns, 11.4 scientific reasoning, 11.5 scientific problem solving, 11.6 measuring, 12.1 art