**Name:** Andrea MacMurray **Grade:** Older Preschool

**Subject Area:** Cognitive Development **Specific Topic:** Spring Nature Walk

**Length of Time:** 30 minutes **Date Taught**: 4/22/11

**Purpose**: To expand children’s understanding of spring.

**Curriculumn Standards:**

NH Early Learning Guidelines

Cognitive Development

Inquiry: children’s increasing ability to draw on their knowledge and experiences to formulate questions and hypotheses that support the development of mathematical, scientific, linguistic, and sociocultural concepts.

**Objectives**:

1. The children will walk around campus.
2. The children will be touching nature.
3. The children will be smelling nature.
4. The children will be predicting what they might see on the walk. They will do this at morning meeting after reading My Spring Robin. They will each be given the opportunity to state what they might see.
5. The children will be asking questions or making statements about nature. i.e. this plant is growing.

**Background Knowledge Needed:** What do the children know about the seasons? Have they read stories in the class about the changing of seasons? To study spring, has spring sprung yet? Or are we currently having a snow storm in April? If so that might hinder our spring walk. What sort of signs of spring will I be pointing out? (Budding flowers, trees blossoming, birds chirping, green grass/melting snow if there is any, and mud)

**Materials Needed:**

1. My Spring Robin
2. Picture Cards of Spring Items (Squirrel, Grass, Plants, Trees, Dirt, Bugs)

**Student Grouping**: Whole Class Grouping

**Preparation for Experience:**

1. Walk around campus myself and preview what signs of spring I see
2. Pre read My Spring Robin
3. Create spring item picture cards (Google image, cut and paste on construction paper)

**Outline of Experience:**

**Introduction**: Does anyone know what season we are in? Yes we are in spring. Today I am going to read you My Spring Robin. I will point out signs of spring within the story. Taking time to ask the children if they have seen any signs of spring? When they described their idea I would ask “Hmm something like this?” I pulled out a picture of grass, showed it around, and placed it in front of me. Now we are going to go on a walk around campus looking for signs of spring. What do you think you might see?

**Body of the Lesson:** Walking around campus. I will take the time to ask questions and pausing to think out loud. For instance I might bend down and feel the grass. I will wait to see what the children have to say about it. I will ask when was the last time you felt grass (Last fall). Was it a long time ago or a short time ago? I will say I hear something (birds). What do you think that is?

**Conclusion**: Meet back in a circle to discuss what we saw. That was a great walk! What did we see? I will listen and acknowledge all of the children’s answers to what they saw on the walk.

**Assessment Plan**: I will take photo documentation of the children on the walk. The photographs will document the children smelling, and touching nature. I will take anecdotal notes of the children’s answers to what they think they might see and what they saw.

**Child Guidance/Classroom Management Plan**: For safety reasons I will make sure that we have enough teachers to safely take the children on the walk. We will count often to make sure that we have everyone.

**Adaptions and Modifications**: None

**Extension Plan**: The children could extend this to connect with their home. They could look for signs of spring at their home and report back to school what they noticed.

**References**:

Rockwell, A. (1996). *My spring robin.* New York, NY: Aladdin.