

Lesson Plan by Erin Kurk, July 2020

| | |
|----------------------|---|
| TOPIC: ANIMAL TRACKS | SUBJECT AREAS: KINDERGARTEN SCIENCE (HABITATS, LOCAL ECOLOGY) |
|----------------------|---|

| | |
|---|---|
| <p>UNDERSTAND (BIG IDEAS):</p> <ul style="list-style-type: none">Plants and animals have observable features <p>Essential questions:</p> <ul style="list-style-type: none">What tracks do different animals make?Why is tracking important? What can it tell us? | <p>FIRST PEOPLES PRINCIPLES OF LEARNING :</p> <ul style="list-style-type: none">Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). |
| <p>KNOW (CONTENT):</p> <ul style="list-style-type: none">Basic needs of plants and animalsAdaptations of local plants and animalsLocal First Peoples uses of plants and animals | <p>DO (CURRICULAR COMPETENCIES):</p> <ul style="list-style-type: none">Demonstrate curiosity and a sense of wonder about the worldMake exploratory observations using their sensesExperience and interpret the local environmentExpress and reflect on personal experiences of place |

| |
|--|
| <p>DESCRIPTION OF ACTIVITY:</p> <ul style="list-style-type: none">This activity is place-based and examines the local forest on our school ground. It begins with a mindfulness exercise (which our class does every day) and then uses a game to try to help students learn different animal tracks. It uses the Reggio approach by using nature as the learning environment, is play-based, and is part of a larger inquiry unit.This lesson brings in global awareness because it is part of a bigger unit that explores our ecological footprint (how much nature we have and how much nature we use) and understanding that cities are large growing ecosystems. Animals become a part of this ecosystem and adapt to the changes humans make. I hope that |
|--|

this would lead into learning about how our actions affect other living things and gives students a sense of ecological responsibility. Becoming aware of our place and the animals that live in the space alongside us will hopefully encourage students to become ecological citizens.

LEARNING ACTIVITY:

The class has been learning about animals that live around our school. We have spent a bunch of time exploring our forest behind the school, looking for animals and signs of animals, searching for tracks, looking for nests and animal homes. Currently, we are in the process of looking at the track prints of rabbits, squirrels, mice, and crows (the animals that we discovered live in our forest). In upcoming lessons, we will also look at the importance of these animals and our environment to the Sto:lo, Kwantlen, and Semiahmo people.

- Mindfulness Introduction - The class finds a comfortable space in part of the forest and spreads out their towel. They lay on their towel and we practice mindfulness by focusing on our breathing (4-Square Breathing exercise). Once we have breathed deeply and relaxed for a couple minutes, the teacher directs the students to imagine that they are a bird. Imagine that their arms are wings. What do they feel like? Bring their attention down to their toes. Imagine their feet are bird feet and their toes are claws. What do they feel like? Bring attention to your hearts. Imagine your heart is a bird heart. Is it beating slowly or quickly? As a bird, does your heart beat faster or slower? With your eyes closed, bring your attention to the sounds of the forest. What do you hear? Do you hear the birds chirping high in the tree? Do you hear the rustling of the wind on the tree leaves? Etc.
- Game - Teacher reminds students that last day we explored the forest for track prints. Today we will be playing a game to help us learn what the track prints of 4 animals look like (rabbits, squirrels, mice, and crows) since we only were able to see bird tracks yesterday. Teacher explains how "Animal Tracks Hide and Seek" the game works:
 - Teacher will divide the class into two teams. Each will be provided a set of rabbit tracks, squirrel tracks, mice tracks, and crow tracks (made on cardboard cutout). One team will have a blue set, the other will have a green set. The teacher gives the teams 5 minutes to hide their tracks around the forest, trying to place each track print in a spot that they think that animal would be (one team will hide them in one half of the forest, the other team in the other half). When all tracks are hidden, the teams have to search for the other colour's tracks. When they are all found, the class comes together in a

circle and the students tell what animal the track print they found came from. Play again.

- Closing - The teacher discusses how even though we live in a city, there is nature around us. The animals in our school forest are affected by how we act and treat nature. (For instance, when we were playing the game, we saw a littered chip bag and noticed that a bird was eating the doritos). In the coming days, we will continue to look at the animals in their forest habitat and think about how things we do affect their living. Next day we will look at animal homes and begin to build our own animal nests/homes.

WAYS TO DIFFERENTIATE INSTRUCTION

- Pre-teach vocabulary such as “animal tracks”, “ecosystem”, and “responsibility”
- Explain the game rules slowly. Repeat the directions. Have students repeat back how to play.
- Students who would like can bring a piece of paper with the different track prints on them as a visual cue

ASSESSMENT

- Formative Assessment
 - The teacher will formatively assess the students' ability to identify different animal tracks. Teacher will listen to the conversations about where the students think they should hide the tracks. Teacher will ask students open-ended questions to encourage critical thinking.