



Gold Seal Lesson

Author(s): Marsha Kucker			Lesson Title: Nature Walk			
Grade Span			ICLE Application Model			
K-4 XX	5-8	9-12	A	B	C	D XX

Instructional Focus:

Speaking –

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening –

Students listen for a variety of purposes appropriate to the grade level.

Habits of Mind –

Students develop habits of mind including curiosity, open-mindedness and persistence.

History and Nature of Science –

Students develop an understanding of the nature of science, its history, and science as a human endeavor.

Performance Task

This lesson provides students with an awareness and appreciation of nature, as well as a fun and healthy class outing.

1. Divide students into teams of 2.
2. Give each team a copy of the Nature Walk Checklist (see Nature Walk Chart 1). Ask students to check off items as they are found or experienced.
3. After the nature walk, ask for students' perceptions of what they saw and experienced. Lead this into a discussion of an appreciation of our environment.
4. Have students record in journals their impressions of what they saw and their understanding of the need to protect our environment.

ICLE Essential Skills

Give oral and written directions that are clear and are understood by another person. (ela 2)

Follow oral or written directions. (ela 4)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

Make observations using senses and instruments. Inferences and interpretations are arrived at based on observations. Classify observable properties and organize observations in a meaningful and logical way. (s 5)

Observe, measure, and examine various landscape characteristics (e.g., hill slopes, stream patterns, and soil associations), and the relationship of characteristics between landscape regions. (s 47)

Know and apply the principles of scientific inquiry. (Implicit in this statement are the processes of prediction, estimation, developing hypotheses, drawing conclusions, evaluation, and following ethical principles and professional procedures.) (s not ranked)

Scoring Guide:

See attachment: Nature Walk Charts

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science Environment Scientific inquiry
Writing	Geometry	Life Science
Communications Discussion Listening Visuals	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

Chart 1

NATURE WALK CHECKLIST

Here is a list of items for you to find on your nature walk. Collect only those things that will not change or harm nature in any way. Be careful and have fun!

- Heart shaped rock
- A rock that sparkles
- A blooming flower
- A tree with pinecones
- An animal with four legs
- A seed
- A pinecone
- Rock with spiral lines
- An animal with wings
- A creature that lives under a rock
- A plant (identify it if you can)
- A twig
- Something Blue
- Something white
- A leaf (identify)
- An arachnid
- A tree with leaves
- Fish
- A feather
- A thorn
- A bone
- Something round
- Something Soft
- Listen to the noise of running water
- Something that is useful to nature
- Something that reminds you of yourself
- Someone's habitat
- Something important to nature
- Something beautiful
- Something perfectly straight
- Plants that live in water
- A piece of fur
- 5 pieces of man made litter (dispose of them properly if you can)
- An insect that does not fly
- Something sharp
- An insect that flies

Chart 2

3	BEYOND	<p>Analyzed and readily understood the task.</p> <p>Developed an efficient and workable strategy.</p> <p>Showed explicit evidence of carrying out the strategy.</p> <p>Showed evidence of mastery of concepts.</p>
2	AT LEVEL	<p>Understood the task.</p> <p>Developed a workable strategy.</p> <p>Showed some evidence of carrying out the strategy.</p> <p>Showed some evidence of carrying out the strategy</p> <p>Showed evidence of understanding concepts.</p>
1	NOT YET AT	<p>Partially understood the task.</p> <p>Appropriate strategy some of the time.</p> <p>Possible evidence of a plan – not clear.</p> <p>Showed evidence of partial understanding of concepts.</p>
0		<p>Totally misunderstood.</p> <p>Inappropriate, unworkable strategy.</p> <p>No evidence of carrying out a plan.</p> <p>No evidence of understanding concepts.</p> <p>Blank.</p>