

Blandy and CCPS K-3 Literacy in the schoolyard lesson plan. Template adapted from K. Lison.

Required information during the PD

<b>Lesson Title</b>	Letters and Leaves	<b>Planned Teaching Date</b>	
<b>Content Objective</b>			
Exploring and understanding the physical properties of leaves through multiple senses			
<b>Essential Question (s)</b>			
How can we compare the physical properties of leaves? How can we use those properties to create something new?			
<b>Materials</b>			
<ul style="list-style-type: none"> <li>• Journals or pages (with letters if needed), writing tools if needed</li> <li>• Gluesticks</li> <li>• Paper grocery bag</li> <li>• <i>Different Trees</i></li> <li>• <i>Leaf Man</i></li> </ul>			
<b>Bloom's Level and Question(s) or DOK</b>			
Recall: identify letters, different body parts are used for different senses Skill/Concept: Observe, Collect, Compare leaves using different senses, graph frequency of letters Strategic thinking: Construct a creature out of leaves			
<b>Reading, Writing, &amp; Science Literacy Connections</b>		<b>SOL Emphasis</b>	
National Geographic Book Title: <i>Different Trees</i>		2018 Science: <b>K.3</b> , K.7, 1.4	
Supplementary Book Title <i>Leaf Man</i> by Lois Ehlert		2018 Science: <b>K.3</b> , 1.4, 2.5 2017 Eng: K.7 (adjectives)	
Outdoor Activity (connected to the readings) Leaf collection, sensory observation		2018 Science K.1, <b>K.3</b> , <b>K.5</b>	
Writing Activity Leaf letter mosaic		2017 Eng: K.6	
<b>Differentiation</b>			
Reading/writing instruction adjusted to the ability of the students.			
<b>Assessment</b>		<b>Vocabulary</b>	
<b>Formative-</b>			
<b>Summative-</b>			
<b>Hook/Engage</b>			
Indoor/outdoor: Read <i>Different Trees</i>			



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Indoor/outdoor: Discuss parts of a tree, and the words that describe the trees as different. What parts of a tree were compared? What senses were used to explore the different trees?	
<b>Guided Lesson/Instructional Strategy</b>	
<p><u>Outdoor:</u> Leaf collection - fill a paper grocery bag with leaves. Consider giving specific instructions, for example: find one big leaf and one small leaf, find a smooth leaf and a leaf with jagged edges, find leaves of different colors...</p> <p><u>Indoor/outdoor:</u> Leaves and senses - "Looking at Leaves" from <i>Growing Up Wild</i>. During the PD we will complete this activity all together on one big poster, however this could be done in small groups or independently. Alternatively, students could develop oral skills by making video recordings of themselves describing what they sense.</p> <ul style="list-style-type: none"> <li>Students select and carefully observe a leaf. They describe and record what they smell, see, hear, and feel (omit taste unless food leaves are used).</li> </ul> <p><u>Indoor/outdoor:</u> Read <i>Leaf Man</i></p> <p><u>Indoor/outdoor:</u> Letters and Leaves collage: Depending on the abilities of your students, have prepared block letters (upper and lowercase) of the first letter of their name, have them write the letters in larger print in their journal, have them write their entire full name, or perhaps have them write the name of a type of tree. Students glue leaves over the letters to fill it up. Then use extra leaves to try to create a leaf creature/picture that starts with their letter. Leaves may be cut or torn to fit. It could be fun to have a hole punch to make leaf confetti</p> <p>Indoor/outdoor: Have students arrange open journals in alphabetical order. Graph the frequency of the letters.</p>	
<p><b>Technology/Computer Science</b> Students can make video recordings of what they sensed. Use a smartboard to make a simple graph of letters used</p>	<p><b>Expected student products or learning objectives met</b> -Mandatory: Use of senses other than taste to describe leaves, letter leaf collage -Optional/preferred:</p>
<b>Reflection/Notes</b>	<b>Supporting Resources</b>
	<p>Extension activities: <i>Growing Up Wild</i> p 30 - "Who Lives in Trees?" and <i>More Picture Perfect Science</i> p 109 - "Be a Friend to Trees", <i>My Leaf Book</i> by Monica Wellington - create a leaf nature journal, focus on colors, textures, shapes, and senses.</p>

