

Nature Walk

Background: This lesson is intended to prepare students to learn how to use the imperative form in English for giving simple direction, learn terminology for reading maps/using a compass, and collect area plant specimens (leaves, flowers, plants) for later classification/labeling.

Desired Results

Established Language Goals:

- SWBAT ask questions using correct use of imperative.
- SWBAT language for reading a map and compass.

Established Academic Goals:

- SWBAT use an English-language map and compass.
- SWBAT give commands/directions to group mates to reach final destination.

Established Content Goals:

- SWBAT classify and label all parts of a map in English.
- SWBAT ask and answer questions about finding destination on a map.

Stage 3 – Learning Plan

Phase 1: Schema Activation and Vocabulary Scaffolding

	Teacher Will	Students Will
Schema Activation (15 min)	<ul style="list-style-type: none"> • Pass blank map out to students. 	Briefly study map and look for familiar markings and symbols
	<ul style="list-style-type: none"> • Lead a brief on how maps have been used throughout history in explorations, and how they are used today. • Point out different parts of a map (cardinal points, measurements, symbols) 	Share experiences with using maps (GPS, train station, maps of Europe, etc.).
	<ul style="list-style-type: none"> • Give instructions to students. • Model instructions. • Monitor labeling. 	<ul style="list-style-type: none"> • Work in pairs to label cardinal directions in English on maps and other key features such as rivers, hills, roads, etc. • Measure distance between two points (cities, countries, etc.).

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<p>Activated Schema into Vocabulary (15 min)</p>	<ul style="list-style-type: none"> • Give instructions to students on how to use imperative form in English. • Demonstrate imperative form by giving students simple commands (stand up, come here, close the door). • Demonstrate on a large map how imperatives are used in giving cardinal directions (“go north fifty miles then head south”); show how to use imperative in smaller settings (“turn left then go straight for ten feet”). 	<ul style="list-style-type: none"> • In pairs, work on using cardinal directions to guide partner to a destination on a map. • Also in pairs, students will give simple commands: tell partner how to reach a destination in the classroom (“go toward the window and stop in front of the desk”).
<p>Assessment (10 min)</p>	<ul style="list-style-type: none"> • Using map from schema activation, give students a starting point with directions to a destination. Verbally assess success. Repeat another set if necessary. • Stand in one place in classroom, give simple directions to an ending place (i.e. stand at the door and give directions to the window). 	<ul style="list-style-type: none"> • Students follow along on map and mark final destinations • Write down directions as teacher gives them then tell teacher where they should be in the classroom. Repeat as many times as necessary to ensure that students understand.

Phase 2: Getting outside for nature walk

	Teacher Will	Students Will
<p>Organizing (5 min)</p>	<ul style="list-style-type: none"> • Split students into groups of 4 or 5, with at least one older student in charge of a group. • Pass out maps to groups. Each group will start from a different source (as mapped out by the teacher the day before) but all end at the same destination marked on the map. • Pass out instructions to students that guide them to destination. 	<ul style="list-style-type: none"> • Decide on different roles to take (map reader, compass reader, guide, leaf collector, note-taker, etc.). • Study maps and instructions and ask questions if necessary.

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	<ul style="list-style-type: none"> • Pass out emergency equipment (walkie-talkies, cell phones) to older students. • Pass out instructions to students on how to stay safe (don't split up, stay in one place if lost, etc.). • Demonstrate to students how to read instructions ("face north and walk ten feet to tree with red ribbon") and use map if necessary. (Teacher will have already walked the trail and made landmarks--preferably tying ribbons on trees-- the day before for students to follow). • Guide students to first nearby location. 	<ul style="list-style-type: none"> • Read sheet of instructions on how to stay safe on the nature walk. • Help each other in reading map and walk with teacher to first landmark. • Each read the compass and map so that everyone gets a turn.
Nature walk (60 min)	<ul style="list-style-type: none"> • Accompany students on walk, preferably one teacher per group to avoid anyone getting lost. • Help students with any confusion in map-reading or direction-giving. 	<ul style="list-style-type: none"> • Read map and directions to get from one landmark to the next until they reach the final designated destination. • Depending on their arranged task, collect plant specimens, take notes/pictures, give directions, guide each other to the destination and return safely.
Coming together (5 min)	<ul style="list-style-type: none"> • Ensure that all students are with groups. • Collect equipment (compass, walkie-talkies, phones) from students. 	<ul style="list-style-type: none"> • Turn in any assigned equipment. • Make sure their collected specimens, notes, maps are in their possession.
Wrap-Up (10 min)	<ul style="list-style-type: none"> • Lead discussion about the walk (relate interesting stories, mishaps of giving wrong directions, working as a team, etc.). 	<ul style="list-style-type: none"> • Swap notes and stories with other group/s about their walk. • Compare collected specimens of plant-life for later classification and use.