



NATURE BASICS: NATURE QUILT

This lesson plan was created by Kim Thornton as part of the Acadia Teacher Fellows (ATF) program. ATFs created lesson plans are created by educators for educators. Any books or links suggested in this curriculum are not an endorsement by the National Park Service.

Grade Span	Kindergarten-3rd Grade
Time Span	1 hour program
Standards	<p>NJ State Learning Standards</p> <p>SCI.K.K-LS1-1 Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.</p> <p>SCI.1.1-LS1-2.1 Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.</p> <p>SCI.2.2-LS2-2.6 Make observations from several sources to construct an evidence-based account for natural phenomena.</p>
Focus Question	<ul style="list-style-type: none"> • What does it look like and mean to observe nature?
Overview	Students will spend time observing and collecting images of nature to build a nature quilt and create an “I noticed, I wonder” chart.
Objectives	<ul style="list-style-type: none"> • Students will be able to connect to their outdoor environment through observation and thoughtful interaction
Materials Needed	<ul style="list-style-type: none"> • Chart paper and markers • iPads (or photo taking devices) or magnifying lenses (if photographing is not an option, materials for drawing) • Craft supplies or photo printing paper (depending if students are creating an illustrated, collage or photo quilt) • Storybook (possible texts include, but is not limited to; Finding Wild (Wagner), Outside In (Underwood), Outside Your Window(David), I Hear You, Forest (George) • “I noticed, I wonder” chart • Construction paper • Butcher paper or string to connect parts of the quilt
Vocabulary	<p>Observe: to see, watch or perceive something. To regard with attention, especially with an intention to learn</p> <p>Nature: elements of the natural world. The natural world as it exists without human beings.</p>



	Record: to set down (such as writing or drawing), for the purpose of preserving evidence
Teacher Prep	<ul style="list-style-type: none"> • Identify an area around the school grounds to hold the lesson. • Prepare charts with new vocabulary • Gather storybook and materials
Background	Research tells us of the positive impact that nature can have on children’s physical and mental wellness. There is evidence to support that children who have the opportunity to be in natural spaces have reduced stress, think more creatively and develop a sense of curiosity.
Procedure	<p>Engage:</p> <ol style="list-style-type: none"> 1. Gather students and ask them to share their ideas of what the word “nature” means to them and chart their ideas. 2. Introduce the vocabulary word “observe” and ask children what it might look like to observe nature. Remind students that observation can take place through all 5 senses. <p>Explore:</p> <p>PART 1</p> <ol style="list-style-type: none"> 1. Introduce and read a story about spending time in nature, encouraging children to discuss and respond to story moments and highlighting moments of observation. 2. Revisit the vocabulary word “observation” and begin modeling how to make quiet, thoughtful observations and be present. Allow students to silently wander the classroom and practice. 3. Display photos of things in nature and discuss how the photos were taken by the observer (ie; up close, specific, finding detail...) and model how to record in the “I noticed, I wonder chart”. (use included photos or images of things native to location) <p>PART 2</p> <ol style="list-style-type: none"> 1. Move children outside to an area conducive to nature observation. Have students sit apart from one another and quietly look around (plan time according to students’ ability to sit thoughtfully). 2. Tell students that they will be recording (through photographing or drawing) things in nature that they find interesting (determine how many observations need to be made based on class population and



	<p>type of quilt that will be made) . Remind them that they should be thoughtful in their choices as they need to use the images for their “I noticed, I wonder” chart.</p> <p>3. Provide iPads or lenses and drawing materials and allow students to wander and observe within the defined area.</p> <p>Explanation:</p> <p>1. Once all observations are recorded, regroup the class and have students reflect on their choices and complete their own “I noticed, I wonder” charts.</p> <p>Modifications: allow students to record “I noticed, I wonder” ideas on a recording device rather than scribe. Allow students who are not comfortable sharing out to play recording or have a partner read their charts for them.</p> <p>Extension:</p> <p>(SEL) Students will gather to share their feelings about being in nature and tell if this activity has changed what being outside means to them. Consider doing this lesson at the turn of each season to highlight how nature changes with the weather, amount of daylight and precipitation. Introduce nature journaling, including feelings in metadata.</p>
<p>Wrap-Up</p>	<p>Evaluate:</p> <p>Students will use their drawings and photographs to create a nature quilt. Quilts may consist of photographs, drawings, or collage and “I notice, I wonder” charts attached to revisit when wonderings are learned about.</p> <p>Examples of possible quilts;</p> <ul style="list-style-type: none"> -each child creates their own quilt, alternating squares of images and charts -create one class quilt with each child contributing one square representing all of their observations with the chart on the back side



(Choose charts based on final quilt project)

I Noticed	I Wonder



I Noticed	I Wonder

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Commented [1]: close up of an evergreen branch in a person's hand. Branch is covered with dense, short, green evergreen needles, with small amounts of brown branch showing through

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Commented [2]: close up of two pinecones on the ground with a backdrop of duff made up of gray-brown branches, smaller pinecone buds, small amounts of lichen and dried, brown pine needles



Commented [3]: close up of sun bleached , single muscle shell with tint of purple highlighting the curved, textured surface of the shell. There is a patch of shell surface scraped off, appearing white, rimmed in a rust color, in the center of the shell. The shell is sitting on a piece of gray granite, adjacent to pebbles

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Commented [4]: close up of two black ants carrying a dead insect exoskeleton across a tan granite rock

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Commented [5]: close up of cobbles of various colors, shapes and sizes

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Commented [6]: close up of "Old man's beard" lichen attached to a dead branch of an evergreen tree with a small amount of live tree on a branch in the background

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Commented [7]: All above photos arranged to make a nature quilt. The quilt shows alternating rows of three nature photos followed by three "I Wonder, I Notice" charts that describe the photo above each chart. There are 2 rows of each. Each photo and chart are backed on colorful paper, set into a white background to form the grid of the quilt.