



**St. Kateri Outdoor Learning Centre**  
**Lesson Plan**  
**Leaf Man**



<p>Target Station(s):</p>	<ul style="list-style-type: none"> <li>• The “Teaching Rock”</li> <li>• Stations 3 , 10, 11 &amp; 12</li> <li>• Picnic Shelter &amp; Stage Area</li> </ul>
<p>Target Grade(s):</p>	<p>Junior Kindergarten and Kindergarten (FDK)</p>
<p>Target Subject(s):</p>	<p>All four FDK Frames in the Curriculum Document are addressed in this lesson plan:</p> <ul style="list-style-type: none"> <li>• Belonging and Contributing</li> <li>• Self-Regulation and Well-Being</li> <li>• Demonstrating Literacy and Mathematics Behaviours</li> <li>• Problem Solving and Innovation</li> </ul>
<p>Overall Curriculum Expectation(s):</p>	<ol style="list-style-type: none"> <li>1. Communicate with others in a variety of ways, for a variety of purposes and in a variety of contexts.</li> <li>2. Demonstrate independence, self-regulation and a willingness to take a responsibility in learning and other activities.</li> <li>3. Identify and use social skills in play and other contexts.</li> <li>4. Demonstrate an ability to use problem solving skills in a variety of social contexts.</li> <li>7. Participate actively and regularly in a variety of activities that require the application of movement concepts.</li> <li>8. Use their growing bodies to move in a variety of ways and in a variety of contexts.</li> <li>11. Demonstrate an understanding and critical awareness of a variety of written materials that are written by and with the educators.</li> <li>13. Use the processes and skills associated with learning in an inquiry stance.</li> <li>14. Demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions and representations of their findings.</li> <li>15. Demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity and number relationships.</li> <li>22. Communicate their thoughts and feelings, theories and ideas through various art forms.</li> <li>24. Use technical problem solving skills when creating and designing.</li> <li>28. Demonstrate an awareness of their surroundings.</li> <li>29. Demonstrate an understanding of the natural world and the need to care for and respect their environment.</li> <li>33. Demonstrate basic knowledge and skills gained through exposure to visual arts and engagement in visual arts.</li> </ol>
<p>Specific Curriculum Expectation(s):</p>	<p>This activity covers many specific curriculum expectations in the Kindergarten document. See the above overall expectations taken from the most recent copy of our curriculum. An updated curriculum document will be released sometime in 2016.</p>
<p>Catholic Graduate Expectation(s):</p>	<ul style="list-style-type: none"> <li>• CGE2c -presents information and ideas clearly and honestly and with sensitivity to others</li> <li>• CGE3c -thinks reflectively and creatively to evaluate situations and solve problems</li> </ul>

	<ul style="list-style-type: none"> <li>• CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills</li> <li>• CGE5g -achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others</li> <li>• CGE7i -respects the environment and uses resources wisely</li> </ul>
Connection to FNMI Perspectives and/or Teachings:	Mother Earth is of great importance to First Nation, Metis, and Inuit peoples. The natural world provides people with what they need to survive and lead a healthy life: food, water, materials for housing and crafts (e.g., wood, feathers), and medicines. Many FNMI people have a deep reverence for all of the plants, animals, and elements found on earth.
Learning Goals:	We are learning to create, from nature, a picture using found materials along our walk.
Prerequisite Knowledge and/or Skills:	<p>Before coming to St. Kateri, students should be:</p> <ul style="list-style-type: none"> <li>• Warned in advance to wear clothing that suits the weather (e.g., boots, hats, mittens).</li> <li>• Reminded of safety rules, particularly near water and rough ground.</li> </ul>
Required Materials:	<p>The tote will include:</p> <ul style="list-style-type: none"> <li>• 1 copy of <i>Leaf Man</i> by Lois Ehlert</li> <li>• 11 x 17 white paper (1 per child)</li> <li>• 24 bottles of white glue</li> <li>• 24 pencils</li> <li>• 15 clear salad/fruit/vegetables dome containers from the grocery store (with or without lids)</li> </ul>
Activity and Approximate Times:	<ol style="list-style-type: none"> <li>1. Begin walking the Self-Guided Trail and stop at the “teaching rock” on the left to do a picture walk of <i>Leaf Man</i> with the entire class. (10 minutes)</li> <li>2. Continue to walk the Self-Guided Trail until you arrive at Station 3. Have students sit on the logs on either side of the trail and then read the story <i>Leaf Man</i> to your class. (10 minutes)</li> <li>3. Discuss with the students the possible natural materials they can collect on their hike to make their own leaf man. They should not go too far off of the trail and should always be with a buddy. At this station, you can partner up students to collect natural materials. (5 minutes)</li> <li>4. Students will walk with their partner along the trail until they arrive at Station 10. When students arrive at Station 10, they will be given a clear dome to collect their materials. Instruct students to continue to walk and collect along the trail until they get to Station 12. (15 minutes to look around and collect)</li> </ol>
	<ol style="list-style-type: none"> <li>5. Return to the picnic area, by following the trail to the end. Students should gather under the shelter to create their own leaf man. (20 minutes)</li> <li>6. If time allows, walk over to the stage area and have students present their leaf men to the entire class.</li> </ol>

Suggested Modifications or Extensions:	Students with mobility issues will be able to participate and travel on the trail until Station 3. They can go back to the picnic shelter area to do their collections in and around the shelter or by the main building.
Assessment:	Photographs can be taken of students' finished products.
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Modified by:	
Date:	

