



Task: Going to the Pond (or Lake)



Teacher Directions:

Steps you will be following over four days of instruction:

1. Share the scenario with your students.
2. Read the picture book *Brown Bear, Brown Bear* by Eric Carle and Bill Martin Jr.
3. Provide the student note book for students to use to draw an animal they know.
4. Take students on a walk in the school yard to practice the sense of sight.
5. Instruct students to complete observational drawings from their school yard walk.
6. Read the booklet *Going to the Pond (or Lake)* by N. Skerritt for PEI.
7. Have students complete note-taking and research questions in a student notebook with support.
8. Conduct field experience.
9. Assign writing prompt.

Scenario:

Your school is sponsoring a writing festival to celebrate nature. Students at grade K are asked to write stories about what it is like to visit a pond or a lake. You will listen to a picture book, go on a nature walk, and read a booklet to give you information for your story. You will also visit a local pond or lake!

Sources Information:

Picture Book: *Brown Bear, Brown Bear* by Eric Carle and Bill Martin Jr.

Reading Booklet: *Going to the Pond (or Lake)* by N. Skerritt for PEI

Other Helpful Resources:

Guide: [Fostering Outdoor Observation Skills](#) by Pacific Education Institute and the Association of Fish and Wildlife



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Day One: Introducing the Scenario

Let's get started!

Share the scenario with your students. Tell the students that they will focus on using their eyesight to learn about their world just like scientists do. They will practice the skill of observation!

Introduce the story ***Brown Bear, Brown Bear***. Tell the students that each animal in the story will observe another animal using their sense of sight. This sense is very important in helping us to learn more about our world. While you read the story, ask the children to think about animals that they see and to draw one of these animals in the student note book. They may want to draw a pet they have, one of the animals from the story book, or an animal from nature. Encourage them to label their drawing.

Take the students outdoors for a walk around the school yard. Ask students to draw and label something from nature that they observe in the school yard. This could be a tree, a flower, a shrub- almost anything that is part of the landscape.

When students return to class, have them share what they observed using the pattern in the story ***Brown Bear, Brown Bear*** but substituting the children's names. For example, "*Johnny, Johnny, what did you see?*" Johnny responds: "*I saw a green bush looking at me.*" Then the next student: "*Alishia, Alishia, what did you see?*" Alishia responds: "*I saw a tall tree looking at me.*" Help students to include one describing word in their response. (**tall** tree, **green** bush, etc.) In the book ***Brown Bear***, all of the describing words are colors. You may want to post the children's observational drawings or even put the drawings together in a class book.



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Day Two: Reading, Note-taking, and Research Questions

Tell students that today they will learn about what it is like to visit a pond or lake. What might they see on this adventure? Review the note-taking template with the students, showing them where to draw pictures of what they might see at the pond or lake. Provide each child with a copy of the reading booklet, ***Going to the Pond or Going to the Lake***, and complete the note-taking tool and research questions with help as needed. Note that there are two options for note-taking, one that has the students draw and one where the students identify describing words. Use the booklet as a shared reading activity or for independent reading depending on the reading level of your students. Check students' notes to make sure that they captured accurate information from the booklet. *(ELA Reading and Research Standards)*

Day Three: Field Experience

Take your students on a walk to a local pond or lake, if possible. Use a note book for students to record what they are observing using their sense of sight. Encourage them to look for things they learned about in their reading booklet. Upon returning to the classroom, discuss with students what they observed on their visit to the pond or the lake. Consider using the Brown Bear pattern to share what each student learned at the pond or the lake.

Day Four: Essay Writing

Assign the writing prompt and allow time for students to write their stories using pictures and words.

Writing Prompt:

Write a story about a visit to a pond or lake. Use information from the booklet and your trip to the pond or the lake to write your story. Use words and pictures to tell



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You are practicing **ELA Writing Standards** including the following expectations at kindergarten:

- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (*ELA Writing Standard 3*)
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (*ELA Writing Standard 7*)
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (*ELA Writing Standard 9*)



Use your district's primary writing rubric for narrative writing to score the student work. If you don't have a primary writing rubric, check on line at [Teacher's College in New York](https://www.teachercollegeinny.org/), Lucy Calkins materials for an example rubric.

Science Notebook suggestions:

Page One: Cover labeled '*My Science Notebook*' with picture and place for student name

Page Two: Labeled *My Animal Drawing*

Page Three: Labeled *My School Yard Observation*

Page Four: Labeled *Going to the Pond (or Lake) Note-taking*

Page Five: My Drawing at the Pond (or Lake)

Page Six: Research Questions

1. What animal can fly at the pond or lake? that live at the pond or lake?
2. What animal can swim at the pond or lake?
3. What grows at the lake?





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Note-taking Tool: Going to the Pond (or Lake)

What I Might See	My Drawing
Water	
Grass	
Birds	
Frogs	
Insects	
Snakes	



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Note-taking: Describing Words	
What I Might See	Describing Word
Water	
Grass	
Birds	
Frogs	
Insects	
Snakes	



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Name: _____

Story: Going to the Pond or Lake

Directions: Write a story about a visit to a pond or lake. Use information from the booklet, the visit to the pond or lake and your notes. Use pictures, labels and sentences in your writing.

(Box for picture)
