

Teacher Candidate: Kendi Freelain

Date: 03/13/2026

LESSON INFORMATION

Title: Our Little Nature Book

Topic: Things We See In Nature

Subject: Science

Integrated Subject: Language Arts

Grade: 12 months- 3 years

Time/duration:

20-25 minutes

OBJECTIVES & STANDARDS

Objectives:

The students should be able to:

Primary Objective(s)

While reading, “What Do You See When You Look At a Tree?” written by Emma Carlisle, students will be able to identify 2-4 common things found in nature.

Supporting Objective(s):

While reading “What Do You See When You Look At a Tree”, students will engage with the story and demonstrate early vocabulary development by responding to words in the story through sounds or gestures (pointing).

Rationale:

Why this activity?

Nature lessons help students to learn about the world around them and sparks their curiosity.

Why this activity *now*?

This activity will be conducted during the Spring time, which is when the world is finally coming back to life after Winter. The leaves are growing back on the trees and the grass is getting greener. Having hands-on and meaningful activities that connect to what they can observe in the world around them will makes for a relevant and positive learning experience.

Standards:

[Content Standard]

Science: 12.A.ECa – Observe, investigate, describe, and categorize living things.

Language Arts Standard: 2.B.ECa – With teacher assistance, ask and answer questions about books read aloud.

EDEC Lesson Plan
Governors State University

ASSESSMENT

Lesson Assessment:

Include a thoughtful explanation of your assessment for your primary objective by completing the table.

- How will you record the students' evidence of learning your primary objective?
 - Worksheet? Game? Performance task?

Primary Objective(s)	Evidence of Learning	Documentation
While reading, "What Do You See When You Look At a Tree?" written by Emma Carlisle, students will be able to identify 2-4 common things found in nature.	Students will show evidence of their learning by pointing to pictures of nature items in the book and/or responding to prompting by using gestures or spoken words.	I will make note of how well students can engage in the story and participate in the reading, as well as the nature flip book.

Rubric or Checklist:

Rubric Template:

Primary Objective(s)	Non-Mastery	Emerging	Mastery
While reading, "What Do You See When You Look At a Tree?" written by Emma Carlisle, students will be able to identify 2-4 common things found in nature.	Student does not engage with the story, and is not able to identify any common things found in nature.	Student engages with the story with teacher assistance, and is able to identify at least 1 common thing found in nature.	Student ages full with the story and is able to identify 2-4 common things found in nature,

Key Examples:

Non-Mastery = X
Emerging =]
Mastery = ✓

Anecdotal Template:

EDEC Lesson Plan
Governors State University

MATERIALS

Materials:

Teacher Materials:

- “What Do You See When You Look At a Tree”
- Teacher made “Our Little Nature Book” busy book

Student Materials:

N/A

CONTENT

Research-Based Strategies:

Strategy 1: Nonlinguistic Representations

- a. Summary:** Non-linguistic representations are a great strategy for teaching this specific age of students (toddlers) as they learn best through hands on sensory experiences that can be modeled for them.
- b. Connection to Lesson:** In this lesson, I will be modeling for students how to open and close the book, and how to interact with what is inside.
- c. Rationale:** This strategy is effective because young children learn well through visual cues and examples. They are at the point in their development where they can hear you, but may not understand, so visual aids are vital.

Kulke, S. (2024, December 17). Study sheds new light on infants’ ability to learn from nonlinguistic signals. Northwestern Now.

Strategy 2: Interactive (Dialogic) Read-Alouds

- a. Summary:** Read alouds are essential for children at this age as they help to introduce them to language as well as the world around them and beyond.
- b. Connection to Lesson:** I will be reading a story during this lesson that will show students what they can do with their hands, and why their hands are so special.
- c. Rationale:** This strategy is effective because it allows them to practice comprehension skills, responding, language and communication skills.
- Whitehurst, G. J., & Lonigan, C. J. (1998). Child development and emergent literacy. Child Development, 69(3), 848–872.**

Academic Language/Vocabulary:

Grass — the soft green plants that cover the ground.

Branch — a part of a tree that sticks out like an arm.

Bark — the tree’s outside covering like its skin

Rock — a hard piece of the ground.

Leaves — the flat green parts that grow on branches.

Nest — a home that birds build.

Spring — the season when plants grow and the weather gets warmer.

LESSON PROCEDURES

Anticipatory Set/Motivating Activity:

1. TWS: Good morning friends! We are going to read a special story about nature!
2. TWS: Did you look out the window today? If you did, did you see the trees? Did you see the grass?
3. TTWS: Look what I brought today!
4. TTWS: I brought a story about nature! Lets look inside!

Direct Instruction/Modeling: (I do) Teach 1

1. TTWS: What do we see on the cover of our story friends?
2. TSWS: Tree! Bird!
3. TWS: Very good! I see the tree too! Theres a tree like the trees inside!
4. TTWS: Does anyone have a tree at their house?
5. TSWS: Me/I do!
6. TTWS: I have a big tree in front of my house too! It has pretty green leaves.
7. TWS: Okay, lets keep reading!
8. TWS: Continue to read story
9. TTWS: What is this green stuff on the ground?
10. TSWS: Grass!
11. TTWS: Good that is grass! How does grass grow?
12. TTWS: Grass grows because the sunlight gives it food!
13. TTWS: You need food to grow right?
14. TW: Stop at certain images and ask questions to students
15. TWS: What is this animal?
16. TSWS: A fox!
17. TWS: Have you ever seen a fox in real life?
18. TSWS: YES/NO!
19. TTWS: Do you think they are scary? Maybe a little
20. TTW: Continue to read story
21. At the end of the story, the teacher will say "Thank you for the story, thank you very much!"

Guided Practice: (We do) Teach 2

TWS: Okay friends! Now that we have read this awesome story about nature, I want to show you something that I made for you to play with!

TTW: *Pull out nature book*

TTWS: I made a nature book for you!

TTWS: Look at whats in it!

TTW: Flip, flip, flip

TTWS: Look, I grabbed some tree bark from outside! Come feel!

TWS: Come and feel the item

TTWS: _____ can you help me flip to the next page?

TSW: Flip page

TWS: Thank you!

TTWS: What is on this page?!

SWS: This is a berry!

EDEC Lesson Plan
Governors State University

TSWS: This berry is purple!
TTWS: These are not berries for eating they are just pretend!
TSW: Touch the item
TTWS: Have you ever seen berries on a tree?
TSWS: Yes, outside!
TWS: I have too!
TTW: Continue through the flip book.

Collaboration (you do together) Teach 3

AND/OR

Independent Practice: (You do alone) Teach 3

1. TWS: Okay friends! I am going to put this book in the book center for us to look at and feel!
2. TTW: Place the nature book in the book center or on the floor for children to explore.
3. TTW: Encourage students to flip through the pages and explore the nature items.

Closure:

1. TTWS: Great job exploring nature today, friends!
2. TWS: When you look at the book, see what nature items you can find!

STUDENT DIVERSITY

Cultural Representation

In this activity, students are being introduced, or reintroduced to the items that can be found in the world around them. Throughout the lesson, students are being encouraged to share their own experiences in nature, which will help them to feel validated, and connected to the lesson.

Accommodations for Individual Differences

- **UDL, Modifications (physical, visual, auditory, processing, cognitive differences)**

For my young toddlers: I will make a flip book that is large enough for students to be able to flip easily. If they are still having trouble, I or other teachers in the room can offer assistance. Additionally, the students will be able to feel the texture of the item, which will help them to develop their fine motors.

For my older toddlers: I will have more complicated pages in my busy book that require more increased fine motor control, such as flaps, buckles, and buttons to open and close.