

## Preparing for Nature’s Classroom Field Study

**Essential Question:** What will I learn at Nature’s Classroom?

**Objective:** At the end of the lesson, students will engage in a collaborative discussion, respond to specific questions by making contributions and comments that further the discussion in order to identify and understand the various activities that they will engage in and information to be learned in their visit to Nature’s Classroom.

**Standard(s):**

LAFS. 6.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**Materials:**

- Chart Paper
- Colored Markers
- Questions for **Carousel Brainstorming** instructional strategy
  - What plants, animals, or other organisms would you expect to see?
  - Where do you think they would live?
  - What type of adaptations would they need to live along the Hillsborough River?
  - How would we detect the presence of unseen organisms?
  - What biotic factors might affect life in the environment?
  - What are some of the important factors that might affect life in the environment?
- Exit Slip Directions – one per student
- 3X5 cards – one per student for each day of the field study

**Setup/Prep time:** 10-15 minutes:

Have your students prepare their Exit Slip cards prior to going to Nature’s Classroom. Take some extra blank cards with you in case the students lose them.

**Lesson Duration:** 50 minutes/one class period:

**Directions:**

1. Teacher should take about (10 min) to explain the carousel brainstorming process.
2. Teacher should have posted 6 pieces of chart paper around the classroom and each have a question to be commented on by students (questions located in materials).
3. Students should be placed in groups of 4 to 5 and given a colored marker for that group. A timer/ stopwatch should be used so monitor each group at each chart paper/questions. No more than a minute should be allowed for each group. See carousel brainstorming attachment for procedures with this activity. (30min)
4. As an assessment students will complete an exit slip on their learning of the field study expectation for nature classroom (10 min). Go over the directions with them and either assign them a set of prompts or allow them to choose their own.

**Assessment:** Students will complete an exit slip on their learning of the field study.

**Alternative Strategies:**

- Gallery Walk (chart paper/ sticky notes) posting their thoughts and discussing as a whole group. (Teacher led activity).
- Answering the questions within a group and then discussing as a whole group.

## Carousel Brainstorming Process

**Purpose:** To activate students' prior knowledge of a topic or topics through movement and conversation.

**Description:** While Carousel Brainstorming, students will rotate around the classroom in small groups, stopping at various stations for a designated amount of time. While at each station, students will activate their prior knowledge of different topics or different aspects of a single topic through conversation with peers. Ideas shared will be posted at each station for all groups to read. Through movement and conversation, prior knowledge will be activated, providing scaffolding for new information to be learned in the proceeding lesson activity.

**Procedure:**

1. Generate X number of questions for your topic of study and write each question on a separate piece of poster board or chart paper. (Note: The number of questions should reflect the number of groups you intend to use during this activity.) Post questions sheets around your classroom.
2. Divide your students into groups of 5 or less. For example, in a classroom of 30 students, you would divide your class into 6 groups of five that will rotate around the room during this activity.
3. Direct each group to stand in front of a home-based question station. Give each group a colored marker for writing their ideas at the question stations. It is advisable to use a different color for tracking each group.
4. Inform groups that they will have X number of minutes to brainstorm and write ideas at each question station. Usually 2-3 minutes is sufficient. When time is called, groups will rotate to the next station in clockwise order. Numbering the stations will make this easy for students to track. Group 1 would rotate to question station 2; Group 2 would rotate to question station 3 and so on.
5. Using a stopwatch or other timer, begin the group rotation. Continue until each group reaches their last question station.
6. Before leaving the final question station, have each group select the top 3 ideas from their station to share with the entire class.

### Exit Slip Process

1. Pick 3 topics to write about from the list below.
2. Write one on the first line at the top of your card.
3. Put your name on the bottom line of the card.
4. Your work should be completed after each day of the field study.

TOPIC LIST:

- Tell me about at least three things you liked. Be specific about why you like these things.
- Tell me about at least three things you disliked. Be specific about why you dislike these things.
- Tell me how the Nature’s Classroom instructor helped you learn. Is there something specific they should know about teaching you?
- Complete the following sentence. Be sure to tell me how you felt about it. Today at Nature’s Classroom ...
- One thing I learned today was....
- One thing I am not sure about today's lesson is....
- I can use this knowledge or process again when I....
- Describe one topic that we covered today that you would like to learn more about.

EXAMPLE:

One thing I learned today was:

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Name

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