

Rosie's Walk

Pillar: Active Living

Division: I

Grade Level: 1

Core Curriculum Connections: Language Arts and Science

I. Rationale:

This lesson combines Language Arts and Science outcomes at the Grade one level, by exploring the various changes that accompany the different seasons of the year. Students take a walk through the book, "Rosie's Walk", and then create their own stories using a similar format. Students will consider all of the different physical activities that can be enjoyed outdoors at various times of the year and discuss how and why it is important to stay active throughout every season. Additionally, students will incorporate observations of seasonal changes into their stories in relation to weather, plants, animals, and people around them.

II. Activity Objectives (Active Living):

Students will be able to:

- identify numerous types of physical activities to be enjoyed at all times of the year.
- recognize the importance of being active regardless of the weather.

III. Core Curriculum Outcomes: Science and Language Arts

Language Arts	Science
<ul style="list-style-type: none"> • 1.2 Clarity and Extend (Group ideas and information into categories determined by an adult). 	<ul style="list-style-type: none"> • Describe the regular and predictable cycle of seasonal changes. (changes in sunlight)
<ul style="list-style-type: none"> • 2.4 Create Original Text (Write, represent and tell brief narratives about own ideas and experiences). 	<ul style="list-style-type: none"> • Identify and describe examples of plant and animal changes that occur on a seasonal basis.
<ul style="list-style-type: none"> • 3.1 Plan and Focus (Explore and share own ideas on topics of discussion and study). 	<ul style="list-style-type: none"> • Identify human preparations for seasonal change and identify activities that are done on a seasonal basis.
<ul style="list-style-type: none"> • 4.2 Attend to Conventions (Write simple statements, demonstrating awareness of capital letters and periods). (Use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing). 	
<ul style="list-style-type: none"> • 4.3 Present and Share (Add such details as labels, captions and pictures to oral, print and other media texts). 	

IV. Materials:

- "Rosie's Walk" by Pat Hutchins
- Poster paper
- Student writing paper

V. Procedure:

1. Read the book, "Rosie's Walk." Talk about how the pictures and words provide clues about the setting of the story; "where have you seen these things?" (on the farm). Take another walk through the book asking the students: "what season do you think it is; how do you know; what do you see; what do you know about that season?"
2. "What if the story took place during the winter, what would you see, how would the story be different?" With a grid already made on chart paper (4 quadrants) labelled with Weather, Animals, Plants, and People, gather student ideas and record on the chart paper.
3. Present the question: "What are some other forms of great outdoor physical activity, other than walking?" (jogging, biking, skating, sledding, skiing, swimming) brainstorm a list and record student ideas on chart paper. When ideas have been exhausted, have the students highlight those that they would do in the winter time.
4. Students will then select a winter activity from off the list and rewrite the same story format as "Rosie's Walk" with a focus on the winter season. Students will create at least 4 winter pictures for their story; each page must cover a different season outcome (plants/animals/weather/people). They will then write about each picture.
Example: Ethan went sledding. He slid by kids building a snowman. He slid by a bear hibernating. He slid by a tree with no leaves. He slid through the cold wind blowing and got back in time for dinner.
5. Have students share their stories with the rest of the class and discuss the many ways to stay physically active and healthy by exercising at all times of the year. Focus on talking about the fact that although we may not enjoy all things, all people should be able to find something that they like to doing to keep active during each season.

VII. Assessment Ideas:

• Writing Checklist

Your ideas make sense because:	Yes!	Working on it.
You wrote about your own ideas and experiences.		
You have one "big idea."		
You used interesting details.		
Conventions:		
All sentences begin with a capital letter.		
All sentences have an ending mark.		
Tall letters are tall and short letters are short.		
Finger spaces between all words.		
Printing is neat.		

VIII. Source:

- ❖ Lesson idea submitted by Melanie Quance, Grade 1 teacher, Iron Ridge Elementary School, Wolf Creek Public Schools.

