



LESSON PLAN

Following Sasquatch



Grade Level: K-3

Subjects: English language arts, science, social studies, and art

Duration: 5 weeks

Learning objectives:

- ✿ To understand the importance of environmental conservation through the “leave no trace” principles.
- ✿ To develop vocabulary and comprehension skills related to nature and outdoor activities.
- ✿ To use creative thinking and problem-solving to apply “leave no trace” principles.



WEEK 1

Introduction to Following Sasquatch



Subject: English language arts and social studies

Objective: Identify the main characters, setting, and theme of “leave no trace.”

Activities:

- ✿ Read-aloud session: Read *Following Sasquatch* to the class. Pause to discuss how Sasquatch spends his day.

 - ✿ Character and setting identification: Discuss the characters, the setting (the forest), and the story’s central message.

 - ✿ Vocabulary worksheet: Introduce essential vocabulary from the book, such as “trace,” “wildlife,” “conservation,” and “forest.” Have students match words to their meanings.
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Common Core alignment:

ELA-LITERACY.RL.K.3: Identify characters, settings, and significant events in a story.
ELA-LITERACY.RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade topic or subject area.



WEEK 2

Understanding “leave no trace”



Subject: Science and social studies

Objective: Understand the “leave no trace” principles and how they apply to outdoor activities.

Activities:

- ✿ Discussion: Talk about what “leave no trace” means? How does Sasquatch practice these principles in the story?

 - ✿ Interactive activity: Create a class poster outlining the “leave no trace” principles with drawings or captions.

 - ✿ Matching worksheet: Match actions to their “leave no trace” principles (e.g., “pack it in, pack it out,” “be kind to wildlife”).
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Common Core alignment:

K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air, and other living things in the local environment.

1.5 Social Studies: Identify and describe ways people can change the environment to improve the community or ecosystem.



WEEK 3


Creative writing and reflection




Subject: English language arts

Objective: Encourage creative writing and reflection on how students can apply “leave no trace” in their lives.

Activities:

 Creative sharing: “Imagine you are Sasquatch. Write about your day in the forest and how you leave no trace behind.”

 Reflection worksheet: Invite students to draw, write, or share about one thing they can do to protect the environment, following Sasquatch’s example.

Common Core alignment:

ELA-LITERACY.W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces.

ELA-LITERACY.W.1.3: Write narratives in which they recount two or more appropriately sequenced events.



WEEK 4

Exploring the outdoors



Subject: Science, physical education, and art

Objective: Engage with nature while learning to respect and protect the environment.

Activities:

✿ Outdoor exploration: Walk around the school grounds or a nearby park. Encourage students to observe nature without disturbing it, practicing “leave no trace” principles.

✿ Art project: Invite students to create a nature collage using natural items like leaves and twigs that have already fallen (no picking from plants). They can label their collage.

✿ Physical activity: Incorporate movement by playing “Follow Sasquatch,” where students mimic actions like stepping carefully on rocks or avoiding stepping on flowers.

Common Core alignment:

K-LS1-1: Use observations to describe patterns of what plants and animals need to survive.

VA: Cr1.2.Ka (Visual Arts): Engage in exploration and imaginative play with materials.



WEEK 5

Review and final project



Subject: English language arts and social studies

Objective: Review the story and create a final project that reflects students' understanding of "leave no trace."

Activities:

- ✿ Story retelling: Retell the story of *Following Sasquatch*, focusing on how he leaves no trace in the forest.

 - ✿ Final project: Students create a "leave no trace" booklet with drawings and sentences showing what they learned about protecting the environment.

 - ✿ Class presentation: Each student shares their booklet with the class, explaining their favorite "leave no trace" practice.
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Common Core alignment:

ELA-LITERACY.SL.K.4: Describe familiar people, places, things, and events with prompting and support.

ELA-LITERACY.RL.K.2: Retell familiar stories, including key details, with prompting and support.



WORKSHEETS



Character and setting worksheet:

- ✿ Instructions: Draw Sasquatch and the forest. Label your drawing with words like “Sasquatch,” “forest,” and “trees.”

Matching “leave no trace” principles:

- ✿ Instructions: Match the picture with the correct “leave no trace” principle. (Example: a picture of a trash bin matches “pack it in, pack it out.”)

Creative sharing worksheet:

- ✿ Instructions: Draw a Sasquatch in the forest. Write or share about how he leaves no trace (e.g., “Sasquatch walks on the path. He doesn’t pick flowers.”).

“Leave no trace” booklet:

- ✿ Instructions: Create a booklet with a different principle on each page. Draw a picture and write one sentence about how to follow that principle.

This lesson plan and the coexisting worksheets are designed to teach K-3 students the importance of environmental stewardship through the theme of “leave no trace” while also building language skills and comprehension. The activities are engaging, hands-on, and aligned with Common Core standards.