



NATURE WALK

Full-Day Early Learning-Kindergarten, Language, Science and Technology, Visual Arts

DESCRIPTION

In this activity, students will familiarize themselves with the living and the non-living things in nature. After reading a seasonal story, students will have the opportunity to explore an outdoor space around their school. They will **communicate** what they notice and what surprises them during the walk. Back inside, students will **create** their own nature inspired class story.

CURRICULUM LINKS – THE FULL-DAY EARLY LEARNING – KINDERGARTEN PROGRAM

Language

Big idea: Children are effective communicators.

Overall Expectation 2: demonstrate understanding and critical awareness of a variety of written materials that are read by and with the EL-K team;

Overall Expectation 4: communicate in writing, using strategies that are appropriate for beginners.

Science and Technology

Big idea: Children are curious and prior knowledge to new contexts in order to understand the world around them.

Overall Expectations 1: demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings;

Overall Expectation 2: conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (questioning, planning, predicting, observing, communicating).

Visual Arts

Overall Expectation V2: demonstrate basic knowledge and skills gained through exposure to visual arts and activities in visual arts;

Overall Expectation V5: communicate their ideas through various visual art forms.

PLANNING NOTES

Materials

- One of the following books (depending on the season):
 - *We're Going on a Leaf Hunt* by Steve Metzger (fall)
 - *No Two Alike* by Keith Baker (winter)
 - *Fletcher and the Springtime Blossoms* by Julia Rawlinson (spring)
- Magnifying glasses
- Crayons/pencil crayons
- Pencils
- Blank paper

Recommended Class Time

- 2 or 3 periods

Things to Think About

When going outside, make sure to have enough adult supervision and select an appropriate outdoor space for the nature walk. If possible, take the class out in smaller groups. This can be done over a period of several days.

TEACHING/LEARNING STRATEGIES

Ignite – Indoors

1. Invite students to the carpet for a read aloud. Show them the book and ask them to what they think the story might be about. Are there any clues on the cover that might help them figure it out?
2. During the read aloud, pause and ask guiding questions that give the students the opportunity to think critically about the story and the topic. Introduce new words and phrases when appropriate.
3. After reading the story, ask students if the book reminds them of anything. Do the pictures look like our playground does now? What do they have in common? What is different? Why do you think we are reading this book now?
4. Explain to the students that they will be going on a nature walk and will get to explore the area around the school (or local park). Ask them if they think they will see anything from the book and give them time to share their ideas with a partner.

Explore - Outdoors

1. Before going out, make sure that all students have a partner and know what area they are allowed to investigate. Go over the boundaries again when they get outdoors.
2. Give students the opportunity to explore the area with a partner and ask them to point out interesting places and objects to each other. Encourage them to look for anything that reminds of the book. Bring a selection of magnifying glasses so that students can see items up close. Guide the class to different areas around the school/park or let students guide their own free exploration of the outdoor space.

Reflect - Indoors

1. Once everyone is back inside, invite students to the carpet to share what they learned and experienced on their nature walk. Did they find anything from the book? What was the most exciting thing they saw? What was the most surprising thing? Where else would they like to go on a nature walk? Why?
2. Ask all students to share their favourite part of the nature walk with a partner. Did they like the same things? Why? Why not?
3. Explain that each student will illustrate their favourite part of the walk for their new class book. Ask them to think carefully about what they choose to draw and to take their time. When the drawings are complete, ask students to add their own caption and scribe for students who require support.
4. Assemble all the pictures into a class book and read it aloud. Give each student a chance to take the book home and share the story with their families.

EXTENSION

Get Outside Again! Repeat the activity in different seasons using appropriate books and explore the outdoor environment each time. Ask students what changes each season and what stays the same. How does this happen? What do they think will happen over the summer?

