

Exploration and Investigation

Songline

Help learners remember the special features of your outdoor space by creating a song line.

- Use a song or tune that everyone is familiar with
- Begin to walk in a line, making note of any features that jump out to the children (trees, rocks, shrub, etc)
- Each learner can contribute a feature to include in the song that helps them remember the space
- Ask your learners if they think these features and the songline will stay the same all year long? Why or why not?
- Here is an example using “Twinkle, Twinkle”. You could also make up your own tune.

Big green tree in front of me, everyday it loses leaves

Giant rock is to my right, hiding critters out of sight

To the left I see a nest, to be a bird would be the best

Fall Scavenger Hunt

Use **this scavenger hunt** to explore the changing season and learn the coordinating Ktunaxa (or your local Indigenous language) words using the **First Voices website**.

Math in Nature: Scavenger Hunt

Materials needed: Ruler, measuring tape, (or body parts for younger learners)

A twist on the classic scavenger hunt that includes math connections. Here are a few suggestions that can be modified for different age groups:

- Two trees spaced more than the length of your body apart
- A twig that is exactly 20 cm long
- A twig that is the length of your foot
- The height of your shadow
- Three rocks that measure more than 40 cm when laid in a row
- Three rocks that measure more than the length of your foot



- As many nature items as it takes to make a one-meter long line
- As many nature items as it takes to measure the length of your body

Head out for a walk around your special outdoor space with an eye out for shapes and patterns.

Patterns Walk

Head out for a walk around your special outdoor space. Have

learners consider the following questions:

- Can you see any patterns in nature? Suggestions of where to look include bark on a tree trunk, a patch of grass, different leaves or cones, in the sky or on the ground.
- After exploring and searching for patterns, ask each student to choose one pattern that really jumped out at them. Have them study it, paying close attention to details and encourage them to use “I wonder” questions.
- Will the patterns that were found change with the seasons? Why or why not?

Dive deeper into the world of patterns by using **resources found here**.

Zooming in

Use a piece of cardboard, a photo frame or make your own **nature frame**.

Ask your learners to put their nature frame on a patch of ground in front of them and focus on the ground it frames. They should study it for a few minutes and then consider:

What do they see within their frame? What did their spot remind them of? Would they ever find this exact place again? If so, how?



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Nature Frame Gallery

Put up some rope or string in a spot with natural features and create a nature art walk. With your help, have your learners “frame” a spot they find beautiful or interesting. With clothes pins, hang up the nature frames throughout the space and have students name what they see through the nature frame. Once all frames have been hung up, go on a nature art walk, having students describe what they have framed.

Shapes Walk

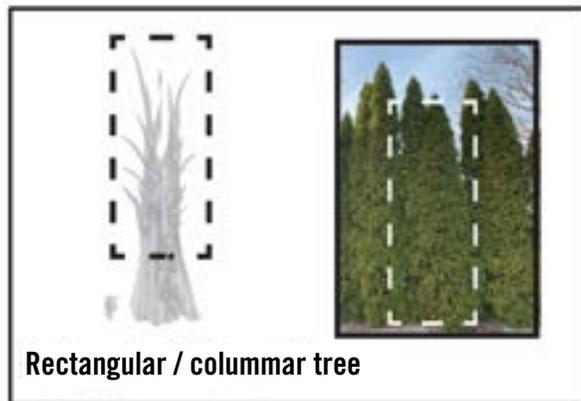
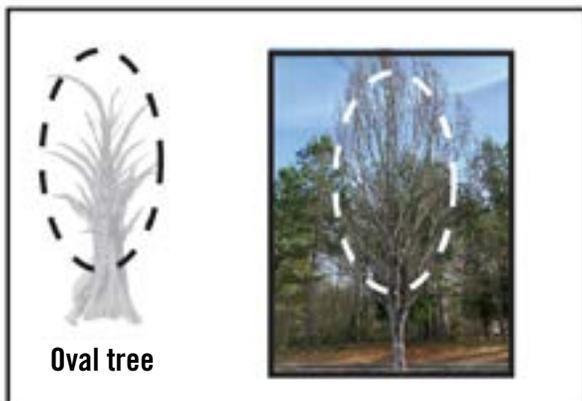
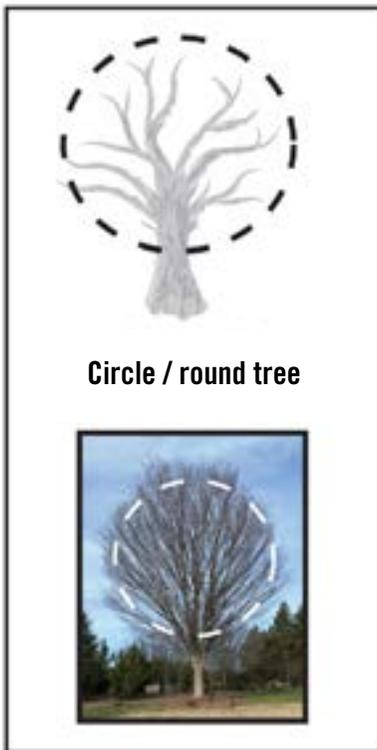
Start with an “I wonder” question such as “I wonder what kind of shapes can be found in nature?”

Encourage learners to find as many different shapes as they can.

How are the shapes of living things different from non-living things?

Can you find the tree shapes in the image below?

Ask learners to record their observations in their journal



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