

It's as easy as one, two, see!

Title: It's as easy as one, two, see!

Subject: Science

Grade Level: Primary

Overview:

The purpose of the following activity is:

1. Allowing the primary student, with the guidance of a buddy (Gr.6), the opportunity to begin carrying out their own explorations and observations by utilizing a combination of the senses, seeing and touching.
2. In accordance with the student expectation guideline as outlined in the Atlantic Canada Science Curriculum: Grade Primary these activities should prompt questioning along with exercising and enhancing analytical and observational skills.

Outcome: (Activity 1)

Through seeing and touching the students will:

1. Learn to examine and manipulate objects purposefully.
2. The students will learn to describe characteristics of the object being studied while enhancing their vocabulary skills or "wonder words" through communication with a buddy.

Description: (Teacher to student)

You will have an opportunity today to become wild explorers of a special outdoor environment! You will walk around to explore and observe this natural setting with the company of a reading partner. You will be paired-up. For today, you will examine your surroundings by using your eyes (seeing) and hands (touching). Using a list of 'seeing' and 'touching' words we will search for objects that demonstrate your understanding of the vocabulary list and collect the materials to bring back to the classroom for further observation and enjoyment.

Part 2 - Outcome: *this activity can also include the older student.

- A. Using the key words the students will learn to detect consistency and pattern in objects they collected.
- B. In this exercise they will identify characteristics or attributes for each of the natural objects and group them accordingly.
- C. Last but not least, students will hopefully gain a lasting awareness and strong appreciation of the natural world around them.

Procedure:

1. Create a table on the board listing both of the senses and vocabulary words.
2. Have the students retrieve an object from the bag and with their eyes closed, have them identify what they feel and describe the object in their own words.
3. Have them decide what descriptive vocabulary word best describes their object and complete the table on the board. Identify what the object is for future reference.
4. Ask the class if the same object could be described using another descriptive vocabulary word and placed into another category. *Optional: What are some other descriptive vocabulary words that could be used to describe the object?
5. Using the collected materials create a mascot on paper that represents their outdoor learning environment and give it a name.