



Wild Wisdom

curriculum-infused
outdoor Learning ideas

Grade
1



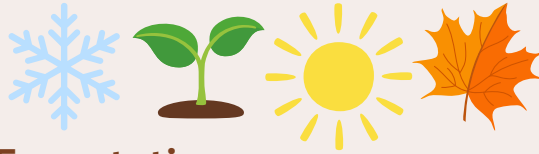
by Rebecca Seiling



Tree Friends



Season: All



Curriculum Expectations:

Science and Technology, Life Systems

B2.3 identify the characteristics of various plants and animals, including humans, and explain how these characteristics help the plants and animals meet their basic needs.

Math,

Materials needed:

- clipboards
- pencils
- paper or nature journals

Book connection: *Peter and the Tree Children* by Peter Wohlleben

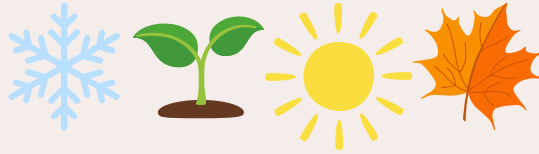
Talk about the difference between coniferous and deciduous trees - especially related to what their leaves do in the fall. Be careful to NOT say that coniferous trees do not shed their leaves - they do! Just not like deciduous trees do. The tamarack tree is one example of a coniferous tree whose leaves change colour in the fall - from green to yellow - and then shed.

Have students work individually or in small groups, scoping out the school grounds for various shapes of leaves. In the fall, collect leaves on the ground to sort inside. Graph the number and shape of leaves found.

Tree Faces



Season: All



Curriculum Expectations:

Art

D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences

Oral Communication

1.1 identify purposes for listening in a few different situations, formal and informal

Materials needed:

- clipboards
- pencils
- paper or nature journals

The goal of this activity is to have children think of trees as living beings, and to ascribe personality to them. Some questions to prompt their creation of tree faces with clay include:

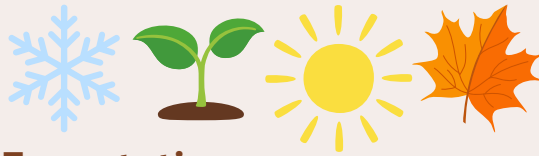
- How old do you think your tree is?
- How is your tree feeling today and why?
- What is your tree's name?
- What natural objects could you add to the clay to create an interesting face?

Take photos of the faces, which children could use afterwards as a writing prompt to create stories about their trees.

Poet-tree



Season: All



Curriculum Expectations:

Oral Communication

1.1 identify purposes for listening in a few different situations, formal and informal

Writing

1.2 generate ideas about a potential topic, using a variety of strategies and resources

2.1 write short texts using a few simple forms

2.3 use familiar words and phrases to convey a clear meaning

Materials needed:

- nature journals
- pencils and pencil crayons

Have students choose a special tree to observe. Have them draw the tree silently, thinking of words that the tree reminds them of as they draw. You could have them reflect on the following types of questions as they observe and draw the tree quietly in their journals:

- What colours do you see?
- What lines or shapes do you see and can you draw?
- How long has this tree been alive?
- What does this tree see that makes the tree happy?
- If this tree could send us a clear message, what would it be?

Encourage them to draw the tree as they see it, not as they have learned a tree should look like on their page (two lines for a trunk, and a fluffy leaf top). This is an exercise in observation - what details can they see in the branches, bark, leaves, etc.?

Poet-tree



Ask them: If you could write a poem to this tree, what would you say? Your poem doesn't need to be long. They can either write letters or words, as their ability allows, or speak their poem out loud. Perhaps they'd like to whisper it to the tree!

You could come back to the same tree/s, week after week, or visit them each month, to observe new things about them, and to write more poet-tree.

Here is a poem to read aloud to the group:

**"The beauty of the trees,
the softness of the air,
the fragrance of the grass,
speaks to me.
The summit of the mountain,
the thunder of the sky,
speaks to me.
The faintness of the stars,
the trail of the sun,
the strength of fire,
and the life that never goes away,
they speak to me.
And my heart soars."**

- Chief Dan George

Buzz Around Game



Season: Fall, Spring



Curriculum Expectations:

Health and Physical Education

B1.1 actively participate in a wide variety of program activities (e.g., activity centre and circuit activities, tag games, parachute activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part

B2.1 Daily physical activity (DPA): participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day

Materials needed:

- hula hoop

Choose one student to be the frog. A hula hoop represents the lily pad that the frog stays on. Frogs are lazy, and don't chase after their food. They are looking for food that is moving and they wait patiently until their food comes to them. This game is a type of "freeze" game where other students play the parts of insects. They can choose what kind of insect they want to be. When the frog calls out, "Buzz around!" the insects run around the play space. When the frog calls out, "1, 2, 3, food for me!" they freeze in their spot. The frog looks around carefully, trying to notice any movement. If the frog sees movement, they call out the name of the moving bug. This bug comes to be with the frog on the lily pad area, and can help look for moving bugs the next round of the freeze game.

Play this for several rounds - it's a great way to have students attend to your voice in the early months of the year, and it relates to the natural world in the spring/fall.

Planting



Season: Spring



Curriculum Expectations:

Science, Life Systems

B2.2 identify the basic needs of living things, including the need for air, water, food, heat, shelter, and space

B2.3 identify the physical characteristics of various plants and animals, including humans, and explain how these characteristics help the plants and animals meet their basic needs

C2.3 identify food as a source of energy for living things

D1.1 identify the kinds of waste materials produced by humans, and plan and carry out a course of action for minimizing waste in the classroom or at home, explaining why each action is important

Health and Physical Education

D1.1 explain why people need food to have healthy bodies and minds

Materials needed:

- Vegetable scraps (see instructions)
- soil
- planting boxes & containers for planting
- watering cans with water
- popsicle sticks for labeling plants

Instructions:

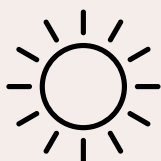
Students will grow plants using parts of vegetables and fruits that are usually thrown away in the compost (ie. potatoes from potato skins), while learning about sustainability by regrowing them from scraps. Students will be responsible for maintenance of the plant and planning times to water, where to keep the garden, etc. demonstrating their knowledge of the basic needs of living things (water, air, sun). Videos in the “Other resources” section highlight vegetables that can be regrown from scraps. Students can be encouraged to bring some from home for this experiment. When seedlings are strong enough, they could be planted in the vegetable garden boxes.

Log it!



Date:

Weather:



Wind:



Temperature:

I notice...

Log it!



I wonder...

This reminds me of...

what do you sense?



Date:



Imagination space



Date:

