

WONDERFULLY WILD UNIT
LESSON 1: Grades 4-6
WILD WONDERS WALK

Show Me Standards: 1.5, 1.10, 2.1, 2.2, 2.3, 2.4, 4.1, 4.4, 4.6 & 4.7

Knowledge Goals: Communication Arts: 1, 2, 4 & 6; Science: 3

Objective: To introduce students to the unnoticed wonders and the creatures of the outdoors through the use of all five senses. Students will share what they have experienced through poetry and will work cooperatively with others during this experience.

Materials:

- Quiet, safe outdoor area, preferably a park (away from traffic, broken glass, etc.)
- Blindfolds (for half the class)
- Pencils
- Paper
- “Words for Our Natural World” handout

Method: Begin this unit by encouraging the students to “stop and smell the roses” around them.

Take the class to a quiet, safe outdoor area that has previously been inspected by you. Preferably an area with grass, trees, and flowers where insects, birds, squirrels and other wildlife can be found. Ask them to select a partner or divide the class into pairs yourself. Using a calm, soothing, subdued voice, ask them to close their eyes for a moment and take a deep breath. Guide them through this while their eyes are closed and ask them to continue taking deep breaths while focusing on letting their bodies relax.

Once relaxed, ask them to open their eyes but not their mouths. They are not to talk for the remainder of this exercise. Demonstrate the following with a blindfolded student. Explain that one person in each pair will wear a blindfold while their partner(you) leads them SAFELY around by the shoulders, directing them towards something you have noticed in nature. You should try to find something that can be experienced by different senses. For example, you hear a bird chirping. You would gently face their blindfolded partner’s face towards the noise and gently tap his/her ear. The blindfolded person would then focus on listening for about 20 seconds to the bird chirping. You might see a beautiful dandelion and guide his/her partner to it, tilt their head towards it, slide their blind fold up and then tap them on the corner of the eye so he/she could open it and look closely at the flower for 20 seconds. Explain that they should continue doing this until the blindfolded partner has experienced something in nature using all five senses (sight, hearing, touching, tasting and smelling). They can watch an ant crawling on a blade of grass or touch the fuzzy under side of a leaf, etc. Give one person in each pair a blindfold to put on and explain that they will have 10 minutes to experience their senses and then the partners will switch so the other one is blindfolded. Remind them not to pull any flowers and ask the guides to lead their partners around flowers and plants, helping them not to step on the plants. Remember: we want to leave the land as we left it.

Call to Action: Each student will write a poem (any type) that describes their experience. Each poem should make mention of all five senses. Display in the cafeteria, gym or hallway in a high-traffic area under the headline “Take Time to Sniff the Flowers”.

Web sites: For recommended animal-related web sites visit www.apamo.org and choose “Animal Issues” from the left-side menu, then choose “Links” from the top of the page. Or [click here](#) to launch your browser and link directly to the list.

Name _____

Words for Our Natural World

Nature is made up of wonderful surprises. Each time you head out on a nature walk, you are likely to discover new and interesting things. A wildflower you never noticed before may be in full, beautiful bloom. A caterpillar may break out of a cocoon right before your eyes. Or you may discover a bird's nest full of tiny eggs.

It's tempting to bring home animals or plants you find outdoors, but it's better to leave them alone. During nature walks, stay on clearly marked trails or pathways. Avoid picking flowers or pulling leaves from trees. Enjoy the natural world without disturbing it. That way, other people and animals can enjoy it too!

Crack the code to spell out a nature message to live by.

move through the air using wings
27 18 8

mice is to mouse as geese is to _____.
13 29 5 34 4

our planet
22 15 31 11 16

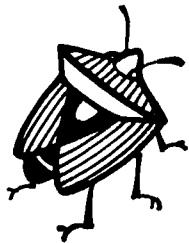
a long, scaly reptile without legs
17 6 20 3 19

a kind of diving bird whose name rhymes with *noon*
7 12 23 33

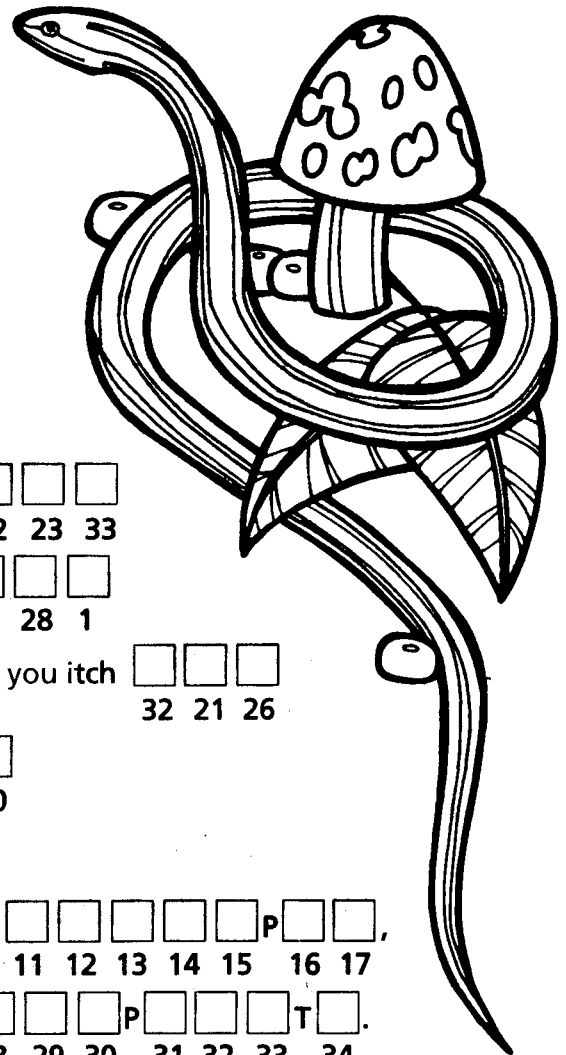
the part of a plant that usually grows underground
14 10 28 1

a vine that can trail along the ground, climb walls, or make you itch
32 21 26

put seeds or trees in the ground to grow
9 25 2 24 30



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18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34					



On the back, write a poem about a nature walk. What do you see, hear, and smell? How might it be different on a rainy or windy day?