

Scavenger hunt for Living and Non-living things

Materials needed

- Paper labels: Living, and non-living
- Samples collected from walk/hike
- Art supplies

Description of activity

- Enjoy a walk with family or explore your yard.
- Collect things that you like.
- Put two paper labels on a table: "Living" and "Non-living".
- Together, look at the items from your basket. Try and place each item in one category, either living or non-living.
- Make a booklet: Divide a page into two. Write "Living" on one half and "Non-living" on the other half. Make illustrations in each category of the objects gathered during your walk.

Direct aim

1. Learning about the world around us.
2. An awareness of living and non-living

Indirect aim

1. Development of order, Coordination, Concentration and independence



Hunt for Plants and Animals

Materials needed

- 20 sets of labels "plants" and "animals". (can be hand written)
- A small bag for each of the member going outside

Description of activity

When you go hiking or walking, tell your child what you see.

For example, "I see a big tall tree over there. It is a plant." Then put a label "plant" in your bag.

"I see a spider! It's an animal." Then put a label "animal" in your bag.

Then ask your child to tell you what he/she sees, and put the corresponding label in her bag.

Go home to check how many plants and how many animals you see during the journey.

Direct aim

1. Learning about and developing an appreciation of the natural world.

Indirect aim

1. Development of order, Coordination, Concentration and independence

Parts of a Plant

Materials needed

- An example of a root (for example: Carrots or beets)
- An example of a stem (for example: asparagus or celery)
- An example of a leaf (for example: lettuce or spinach)
- An example of a flower (for example: broccoli or cauliflower)
- An example of a fruit (for example: tomato or zucchini)

Description of activity

- For each vegetable, identify the part of the plant it comes from.
- Ask your child to help wash and chop the vegetables.

- Have your child help you make soup with the different parts of plants.

Direct aim

1. Knowledge about the different parts of a plant.
2. Developing an appreciation of nature.

Indirect aim

1. Development of order, Coordination, Concentration and independence.



Sorting seeds

Materials needed

- Seeds available in your home
- 2-3 labels with names of the seeds
- 2-3 bowls
- a tweezer

Description of activity

- Gather two or three kinds of seeds you have at home, such as red beans, green beans, kidney beans, corn, sunflower seeds, coffee beans etc. Mix them together.
- Put labels with the name of the seeds on the table and a bowl under each label.

- Ask your child to sort the seeds into the corresponding bowls. They can use their fingers or a tweezer (to make it more challenging).
- As an extension, an older child can create a booklet of seeds that includes:
 - the name of the seed
 - an illustration of the seed (or a seed taped to the paper)

Direct aim

1. To learn to sort into categories.
2. Fine motor coordination
3. Learning about seeds

Indirect aim

1. Development of order, Coordination, Concentration and independence



Stem Maze

Materials needed

- Stems and twigs collected on a nature walk.

Description of activity

- Identify 10 sticks of different length.
- Put them in order from the longest to shortest.
- Build a maze with them.

Direct aim

1. Exploring different types of stems.
2. Discrimination of length.
3. Developing an appreciation of nature.

Indirect aim

1. Development of order, Coordination, Concentration and independence.



Flower Bracelet

Materials needed

- Tape
- Flowers collected from your walk/hike

Description of activity

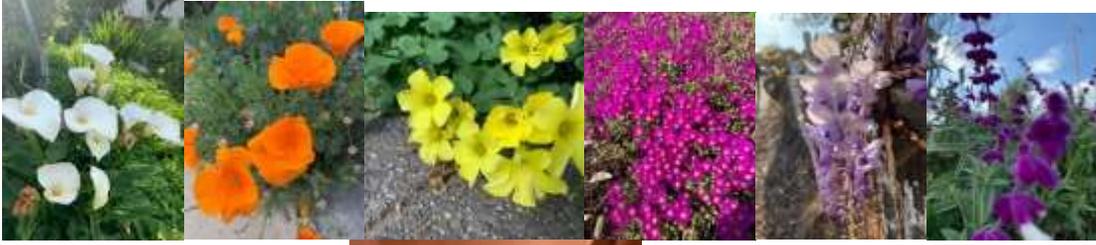
- Enjoy a walk or hike with family.
- Observe, and have a discussion about the different colors of the flowers and the smells of the flowers in spring! Collect fallen petals of different colors.
- Make a bracelet ring with tape around your child's wrist. Make sure the sticky side is facing out.
- Add petals to the tape to make a flower bracelet. (examples below).

Direct aim

1. Refinement of visual, tactile senses of flowers
2. Develop of an appreciation of the beauty of nature

Indirect aim

1. Development of order, Coordination, Concentration and independence



Fruit salad

Materials needed

- Fruits that you have at home

Description of activity

- Cut fruits like bananas and strawberries with a chopper, add blueberries or other fruits if you have.
- Mix them and make a fruit salad for your dinner!

Direct aim

1. Exploring different kinds fruits.
2. Development of fine motor skills and hand-eye coordination.

Indirect aim

1. Development of order, Coordination, Concentration and independence.



Leaf scavenger hunt:

Materials needed:

- Art supplies
- Paper
- Samples of leaves collected from walk/hike
- Montessori leaf cabinet/leaf shapes:
<https://i.pinimg.com/originals/54/53/67/545367202a5e60d45a1dd23c5f6f30c6.jpg>

Directions:

- Enjoy a walk or hike with family.
- Collect samples of leaves from various plants, shrubs and trees. Find as many different shapes as you can.
- When you return compare your samples with the leaf shapes chart. Which shapes can you see?
- make a book and include the following:

Illustration or rubbing of the leaf

A pressed leaf

The name of its shape

Direct aims:

1. Learning about the natural world.
2. Developing an appreciation of our interconnectedness with the natural world.

Indirect aims:

- 1 Development of order, Coordination, Concentration and independence

Fun with Leaves:

Materials:

- Art supplies like glue, paper, markers
- Leaf samples collected from walk/hike

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Description:

- Enjoy a walk or hike with family.
- Collect leaves of different sizes, such as: "find leaves bigger than your hand", "find leaves smaller than your hand", "find leaves longer than your fingers", "find leaves shorter than your fingers".
- Get creative. Make shapes or objects on papers with the leaves collected. Some examples below.

Direct aims:

1. Learning about and developing an appreciation of the natural world.

Indirect aims:

1. Development of order, Coordination, Concentration and independence



Examples from: pinterest and *Look what I did with a leaf*

Native and non-native trees Scavenger hunt:

Materials needed:

- Art supplies
- Paper
- Samples collected from walk/hike
- Free downloadable app such as *inaturalist*

Directions:

- Enjoy a walk or hike with family.
- Take pictures of trees and plants using *inaturalist* as you walk by
- Take a sample leaf from that tree or plant
- When you return research the tree/plant in your picture
- make a book and include the following:

Illustration of the tree

Name of the tree/plant

A pressed leaf

Native or Non-native tree/plant

If it's native, was it useful to the Native People who lived in the East Bay.

Direct aims:

1. Learning about the natural world.
2. Developing an appreciation of our interconnectedness with the natural world.

Indirect aims:

1. Development of order, Coordination, Concentration and independence

Helping Neighborhood birds:

Materials needed:

- Art supplies
- Free downloadable app such as the Audobon Society app

Directions:

- Enjoy a walk or hike with family.
- Take pictures of birds you see.
- Identify your neighborhood birds using the Audobon Society app or google.
- make a book that includes:

Illustration/picture of the bird

Name of the bird

Natural prey and predator for this bird

Type of nest this bird makes

How can you help this bird? Make a bird feeder. (examples below)

- <https://www.craftsonsea.co.uk/easy-bird-feeders-kids-can-make/>



Direct aims:

1. Learning about the natural world.
2. Developing an appreciation of our interconnectedness with the natural world.
3. Being a steward and caretaker of the birds and animals around us.

Indirect aims:

1. Development of order, Coordination, Concentration and independence.

Making a Self Portrait:

Materials needed:

- Art supplies such as pompoms, yarn, construction paper

- Mirror

Directions:

- Look at yourself in the mirror, observe the various parts of your face.
- Using various art supplies available try and recreate what you see.

Direct aims:

1. Developing a sense of self and pride in one's self.

Indirect aims:

1. Development of order, Coordination, Concentration and independence.



A Book of Me:

Materials needed:

- Art supplies
- Pictures of you from birth to now

- Information from your parents

Directions:

- Look at baby pictures of you. Sequence them in order from birth to now.
- Create a book about you which includes:

Your full name

An imprint of your thumb and fingers or print of a hand, and foot print

Where were you born?

What day and date were you born?

How much did you weigh at birth?

How long were you?

The pictures of you ordered by year

Direct aims:

1. Learning about the personal history of self.
2. Developing a sense of self and pride in one's self.

Indirect aims:

1. Development of order, Coordination, Concentration and independence

My Family Tree:

Materials needed:

- Art supplies
- Pictures of you, your siblings, parents, grandparents and great grandparents (if possible)

Directions:

- Draw a tree with branches. (You can trace your hand including your wrist on a paper; example below).
- Glue a picture of you at the bottom of the trunk (your wrist).
- Glue a picture of Mom and Dad at the bottom of two branches (your fingers).
- Glue a picture of grandparents at the next level of branches (or your finger-tips).

- Add more "branches" if needed to add more members of your family.

Direct aims:

1. Learning about family and history.
2. Developing a sense of self and pride in one's self.

Indirect aims:

1. Development of order, Coordination, Concentration and independence.

