

Activity: Word Walk

Grade Level: Grade 3

Major Emphasis: Sensory Awareness



Major Curriculum Area: Language Arts

Related Curriculum Areas:

Refer to Outdoor Education Curriculum Matrix 3-5
Science

Program Indicator:

The student will write to express personal ideas using descriptive language (sensory) and varied word choices.

Student Outcomes: The student will:

1. use their senses to observe a variety of living and non-living things in a natural environment. **(DL2)**
2. record the observations on the Word Walk Graphic Organizer. **(DL2)**
3. apply the accumulated word bank to express personal ideas. **(DL5)**

Readiness:

1. Have students use their senses to make observations in the classroom.
2. Discuss words that can be used to describe textures, sounds, smells, tastes and sights.

Materials:

Supplements A, B & C
hand lenses
container of similar rocks, pine cones or twigs
touchy-feely jugs and objects of different textures (deerskin, pine cone, acorn, etc.)

pencils
hula hoop

scavenger hunt cards

Procedures:

1. Locate a trail area that includes stops in an open field, a forest and a waterfront.
2. Explain that students will be using their senses to observe things at various stops along the trail.
3. Choose a recorder (student or adult) to list word responses on the word sheet. They should record student responses at each of the following stops. Refer to Supplements A and B.
 - a. field observation
 - b. forest observation
 - c. fistful of sound
 - d. hands-on
 - f. micro investigation
 - g. hula hoop mystery
 - h. feeling fuzzy
 - I. scavenger search
 - e. beach stop

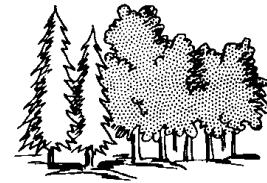
4. *Field Observation Procedures*

- a. Walk to an open area.
- b. Use the following questions to assist students in making observations.
 - What things do you see?
 - What sounds do you hear?
- c. Record observations.
- d. Briefly discuss the human impact on this area. Have students list ways people have tried to maintain a balance with nature or things people need to be aware of to help maintain a balance with nature.



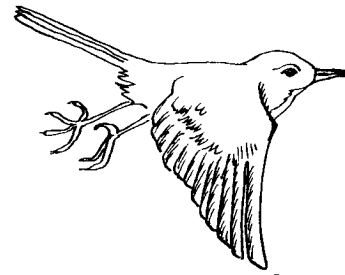
5. *Forest Observation Procedures*

- a. Walk to a forest area.
- b. Use the following questions to assist the students in making observations.
 - Can you name something that has an odor?
 - How would you describe the size of the things you see?
- c. Record observations.
- d. Briefly discuss the human impact on this area. List ways people have tried to maintain a balance with the environment.



6. *Fistful of Sound Procedures*

- a. Have students sit or stand quietly with their eyes closed and their fists in the air.
- b. Have students lift a finger for each sound they hear.
- c. After 2 or 3 minutes, have students describe the sounds.
- d. Use the following questions for discussion.
 - How would you describe the sound?
 - Did you hear anything shrill?
 - Did you hear anything high-pitched?
 - Did you hear anything repetitive?
 - Did you hear anything man-made?



- e. Record observations.

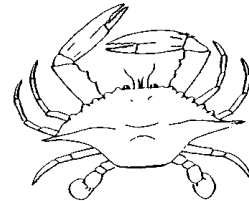
7. *Hands-On Procedures*

- a. Have students sit in a circle and choose a similar object (i.e. acorns, pine cones) from the container and examine it carefully.
- b. Explain to the students that they are to get to know their object well enough so they will be able to recognize it again.

- c. After a minute, put all objects back into the container and pass the objects out in a different order.
- d. Pass the objects around the circle until each student feels they have their original object back.
- e. Students should take turns describing their objects in terms of size, texture, color, weight, thickness, etc.
- f. Record observations.

8. *Beach Speech Procedures*

- a. Proceed to a waterfront stop.
- b. Use the following questions to assist the students in making observations.
 - What do you see here?
 - What things can you feel?
 - How does your object feel?
 - Can you touch something slimy, smooth or soft?
- c. Record observations.
- d. Observe and evaluate human impact on the environment at the waterfront area.



9. *Micro-Investigation Procedures*

- a. Walk to an area with trees, moss, etc. and distribute the hand lenses.
- b. Use the following questions to assist the students in making observations.
 - What can you see with the lens that you could not see before?
 - What does it look like?
- c. Record observations.



10. *Hula Hoop Mystery Procedures*

- a. Walk to another area along the trail and position a hula hoop over a selected plot of ground.
- b. Have students observe what is inside the hoop.
- c. Classify natural objects into living or non-living organisms.
- d. Record descriptions of at least one living and one non-living item.

11. *Feeling Fuzzy Procedures*

- a. Students sit in a circle. Pass around a touchy-feely jug with a piece of deerskin inside.
- b. Use the following questions to assist the students in making observations.
 - How does it feel?
 - Is it silky, smooth or furry?

- c. Repeat the activity with other objects such as pine cones, leaf, etc.
- d. Record observations.

12. *Scavenger Hunt Procedures*

- a. At the last stop, give each student a scavenger hunt list or scavenger hunt cards. Refer to Supplement C.
- b. Students look for and list the items they can see. Be sure to state specific area boundaries for the activity.
 - ⇒ Something moving
 - ⇒ A sound made by man
 - ⇒ Something that is smooth
 - ⇒ An old object
 - ⇒ Something found only in the woods
 - ⇒ Something that makes noise
 - ⇒ Something that feels prickly
 - ⇒ Something a bird can eat
 - ⇒ Something hollow
 - ⇒ Something attached to something else
 - ⇒ Something growing

Summary: To end this activity, ask the following questions: **(DL3,4&5)**

- 1. What senses did you use?
- 2. Which sense did you use the most? Why?
- 3. Which sense did you use the least? Why?
- 4. Did you learn any new words to describe the environment?
- 5. How can you use these words in school?



Follow-Up:

1. Use words from the Word Walk Graphic Organizer to write a cinquain, haiku or acrostic poem. **(DL5)**
2. Using the following pre-writing strategy, have students develop a poem. Refer to Figure 1. **(DL5)**



At the shoreline
I see
I feel
I smell
I hear
I know

Figure 1: Pre-writing Strategy and Sample Poem

3. Write a paragraph sharing your feelings about being in a city as compared to being in the natural environment. **(DL2&3)**
4. Choose an object from your scavenger hunt. Draw and label an illustration of this object. Write 2 sentences about your object using descriptive words. **(DL2)**

Extension Activities:

1. Make a list of your favorite sounds, smells or tastes.
2. Have students create an advertisement for an outdoor object or setting.
3. Have students describe how this activity would have changed if one of their senses were taken away. Demonstrate their finds by using blindfolds, mittens or earmuffs. **MC**

Teacher Resources:

Books:

- *Eco-Acts, A Manual of Ecological Activities, Ford, Phyllis, 507 FOR
- *Teaching the Pleasures of Reading, Rowell, Elizabeth and Goodkind, Thomas, 372.4 ROW.
- *Sharing Nature with Childrens, Cornell, Joseph, 371.3 COR.
- *Tips and Tricks in Outdoor Education, Swan, Malcolm, 371.3 SWA.

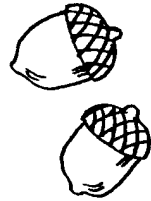
Word Walk Graphic Organizer

Sights

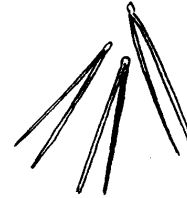
Textures

Size Words

Shapes



Word Walk



Sounds

Smells

Word Walk Graphic Organizer (Sample)

Sights

twig _____
 moss _____
 clouds _____
 canoe _____

acorns _____
 squirrel _____
 marsh _____

Textures

coarse _____
 slick _____
 spongy _____

gritty _____
 sticky _____
 slimy _____

Size Words

narrow _____
 bulky _____
 slender _____
 thick _____

Shapes

oval _____
 oblong _____
 triangular _____



Word Walk

Sounds

insect-like _____
 chirping _____
 high-pitched _____

Smells

marshy odor _____
 pine needles _____
 decaying _____
 leaves _____ rainy _____
 smell _____

Supplement

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Scavenger Hunt

Find the objects listed below and write in the name of the objects on the lines provided.

1. Something moving _____
2. A sound made by man _____
3. Something that is smooth _____
4. An old object _____
5. Something that is only found in the woods _____
6. Something that makes noise _____
7. Something that feels prickly _____
8. Something hollow _____
9. Something a bird can eat _____
10. Something colorful _____
11. Something that is attached to something else _____
12. Something growing _____

