



# Reading:

## Butterfly Alphabet

### Goal:

*Observations of patterns in nature; listening skills.*

### Extensions for Upper Grades:

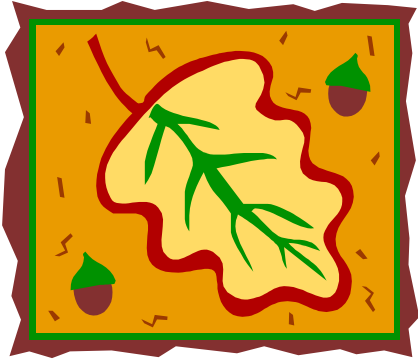
Are any butterflies on the bush like those in the book?

Do you know the name of the butterfly?

### Directions:

We suggest taking time to stop and look at the butterfly bush next to the arbor in the pollination garden either before or after reading this book with your students.

- 1) Read Butterfly Alphabet with your students.
- 2) Ask the students what they see in the colorful pictures.
- 3) Have a child trace a letter with his/her finger.
- 4) Visit the butterfly bush to see if any butterflies are there. What are the butterflies doing? Why are they there?
- 5) What color are the flowers?



# Activity:

## Find a Leaf

## Scavenger Hunt

### Goal:

*Use senses of sight and touch to develop observation skills.*

### Extensions for Upper Grades:

Have students trace or make rubbings of two different leaves that have fallen to the ground. How are the leaves different? Alike? Return leaves to the ground.

### Directions:

- 1) Read the list of Scavenger Hunt items to the students.
- 2) You may do the hunt as a group or let the students each have a copy of the hunt.
- 3) Use the pens from the pack to mark off each find from the hunt.
- 4) After completing the activity, wipe off the scavenger hunts with the enclosed wipes.



# Activity:

## Rainbow in the Sky

### Goal:

*Using the sense of sight to see how colors & angles change what we see.*

### Additional Information:

Explain to students that red, blue, and yellow are primary colors. Combining any two primary colors will create a secondary color. Green, orange, & purple are secondary colors.

### Directions:

- 1) Ask the students what a rainbow is. Explain to them that it is sunlight reflected in the sky.
- 2) Let the students take turns looking through the prism from the pack. Can they see a rainbow?
- 3) Have the students look through the colored paddles at different objects in a garden. What do they notice about the color of the objects?
- 4) Tell them that combining different colors creates new colors (i.e. red + blue = purple).
- 5) Let the students take turns combining colors and looking through the paddles.
- 6) Have them share about how looking through the different paddles at something will change the way it looks.



# Activity:

## What is that Smell?

**Goal:**  
Differentiating  
between odors.

### Extensions for Upper Grades:

Visit the herb garden to see if the students can find herbs that smell similar to those scents from the canisters.

### Directions:

- 1) Have the students smell each canister without telling the students what is inside the canisters.
- 2) Ask them to describe what they smelled. Was it sweet, tangy, or sour? Can they name the smell?
- 3) Talk with the students about where they have smelled these odors. What kinds of products, candy, fruit, etc., smell similar?



# Activity:

## Sensory Explorations

### Goal:

*Use sight, smell, and hearing to explore the natural environment.*

### Extensions for older students:

Older students can draw pictures of the different sites.

Have them share their pictures with the group.

### Directions:

- 1) You will be writing on the Sensory Explorations Sheet for your students.
- 2) Choose two different sites on the grounds that you want to explore.
- 3) At the first site ask the students to tell you what they see, hear, & smell. Write the student answers in the appropriate boxes.
- 4) When doing this activity have the students sit very still during the listening portions and have them close their eyes.
- 5) Repeat steps three and four at the second site.
- 6) Talk with the students about how the sites are the same and different.



# Activity:

## Touch Bag

### Goal:

*Use sense of touch to explore and identify items from the natural environment.*

### Extensions for Upper Grades:

Have the students come up with a list of other items that feel like the ones in the bag.

### Directions:

The touch bag contains items that might be found in nature (bark, feather, rock, fur, pine needles, etc.).

- 1) Without letting the students see inside the bag, let each one take a turn feeling what is inside.
- 2) After everyone has had a turn, ask him or her to tell you what he or she thinks they felt.
- 3) Empty out the bag and let everyone see the contents.
- 4) Give everyone the chance to hold / feel the items from the bag.
- 5) Ask the students to explain why they think the items felt the way they did (i.e. sharp, smooth, rough, soft, etc.).