

### Instructions for Parents (K-5<sup>th</sup> Grade)

<b>Materials in this kit:</b> <ul style="list-style-type: none"><li>• Nature Journal</li><li>• Pencil</li><li>• Ruler</li></ul>	<b>You will need to provide:</b> <ul style="list-style-type: none"><li>• Hard surface to write on, like clipboard or book</li><li>• Walks outside</li><li>• Optional: colored pencils, string, tape, toilet paper rolls</li></ul>
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**Modifications:** K-1<sup>st</sup>: Please plan to help your child with the reading and writing. 2<sup>nd</sup>-3<sup>rd</sup>: Your child might need help with some vocabulary. 4<sup>th</sup>-5<sup>th</sup>: Your child will need supervision on walks.

#### Day 1

- Sit with your child in front of a window that has a view of plants. Talk with them about what they can see. This could be trees, a weed, or grass. It could be close or at a distance. Sit there for the number of minutes that they are old. (A six-year-old should sit for 6 minutes and an 11-year-old for 11 minutes.)
- Have them draw and/or write about what they see.

#### Day 2

- Take a walk in your neighborhood and see what you can find. Walks are being encouraged by the health department. Just stay 6 feet away from other people.
- Talk with your child about what they notice.

#### Day 3

- This activity is a great chance to use your imagination with your child. You can also think what plant or animal you would want to be. You could also create a model of the plant/animal using materials around your house. This could double as a toy for k-1st.

#### Day 4

- The plant you child chooses should be small so they can watch it grow and change over the next week. Count the leaves. Measure its height. If you have time, the adult could also choose a plant and draw it. If you have coloring materials, encourage them to color it in. Take a picture, if you can.

#### Day 5

- Go on a bird walk in your neighborhood. Look for the birds listed and draw additional birds, if you find them. For younger children, make toilet paper binoculars, like the ones to the right. You need 2 rolls, tape and string.



#### Day 6

- Talk about the birds you saw yesterday and their behavior. Discuss birds that your child likes and have them choose a real bird or invent one. Have them imagine what their life would be like if they were that bird.
- *Optional:* Have you child make a bird costume using recycled materials. This could include paper boxes, plastic bags, magazines, and other materials. Have them build a nest using items around the house, like couch cushions and blankets.

#### Day 7

- Draw an imaginary garden. Walk through your neighborhood to look for inspiration. Look at plants, flowers, birds, and landscaping. Do they want a tree house? Strawberries? Mangos? Encourage them to grow fruits and veggies in their plan.

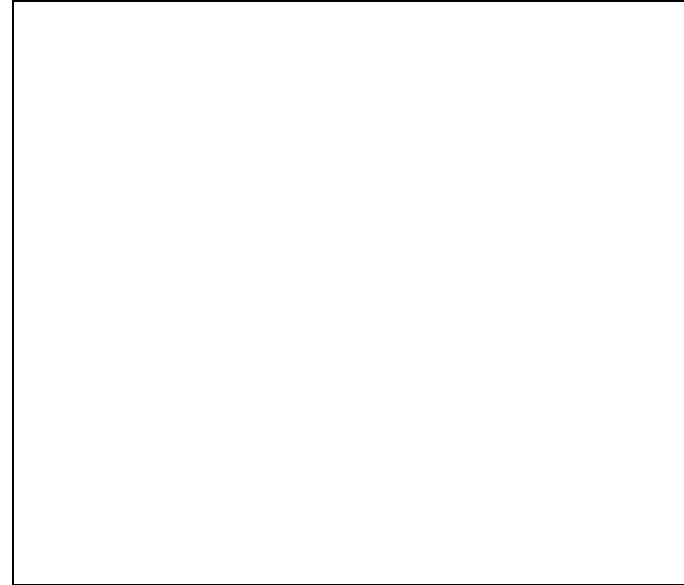
#### Day 8

- Take you child back to the plant from Day 4. How has the plant changed? Measure the height and compare. Count the leaves again. Look at the photo.

#### Day 9

- Have you child compare what changed from the beginning of the journal. Discuss why the spring is such a time of growth and change. Compare spring to childhood. Many plants are quickly growing and will reach maturity in the summer. Ask children to predict what they think will happen next.

# My Nature Journal



Spring is an exciting time in nature. This journal will help you record what is happening as plants and animals get ready for the summer.

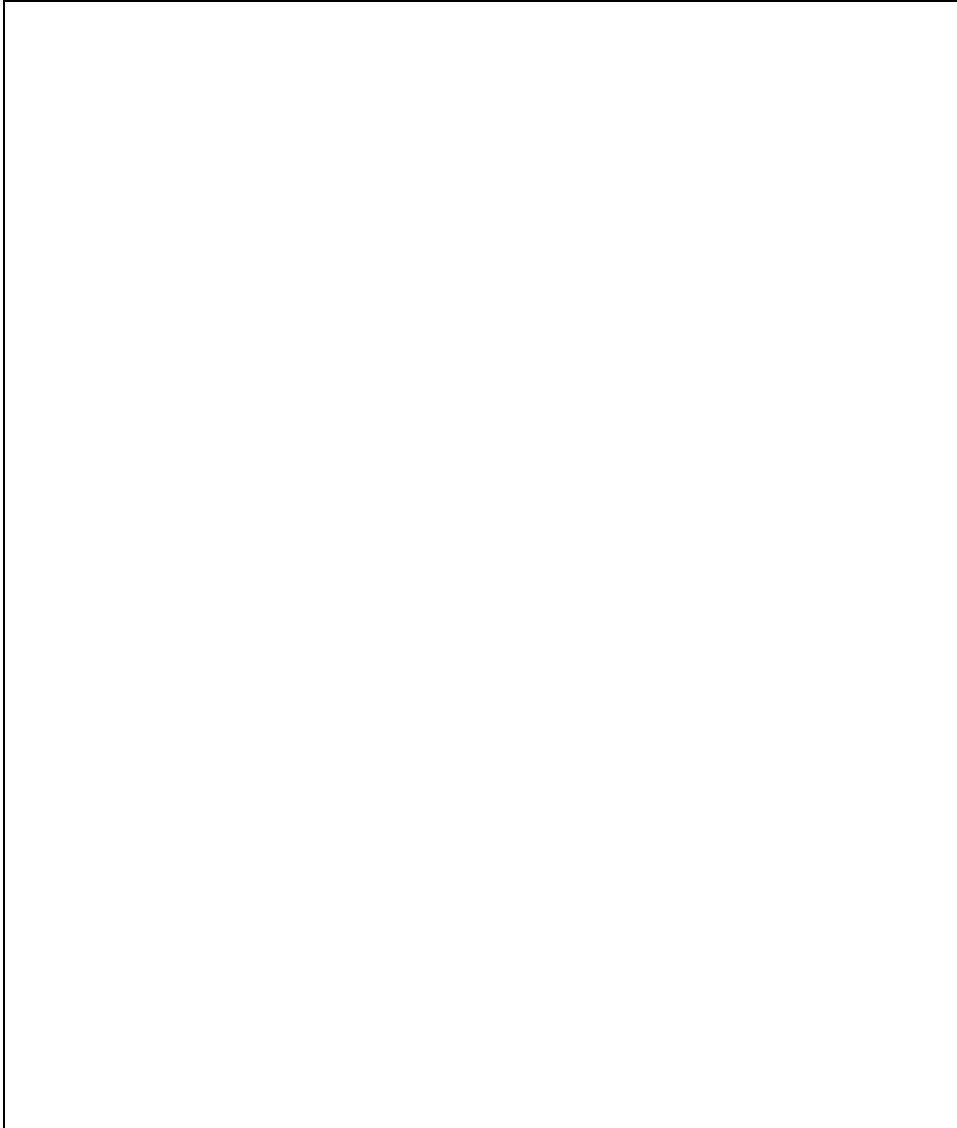
Name: \_\_\_\_\_



and the Santa Fe Community Educators Network

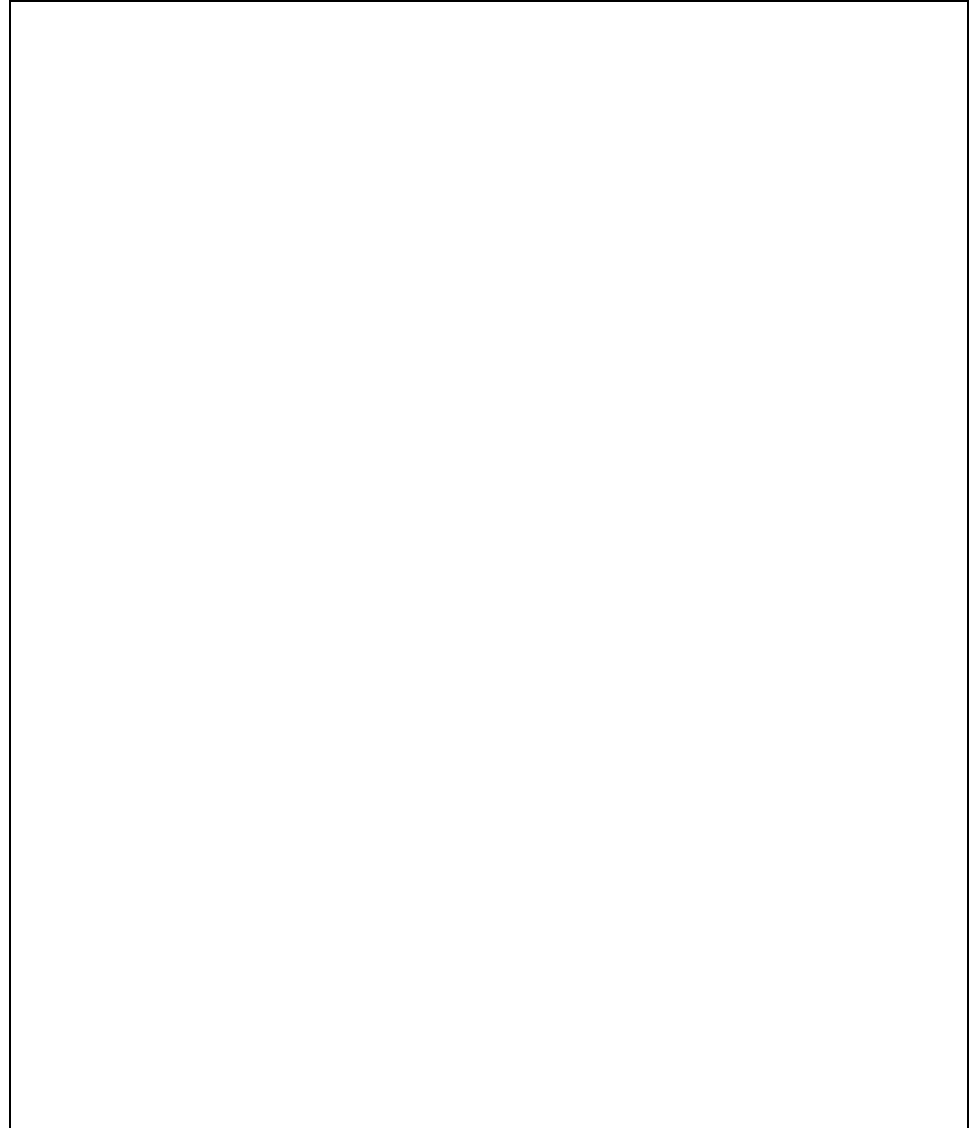
### **Day 1: What do you see from your window?**

Sit in front of a window that has a view of nature. This could be trees, a weed, or grass. Write and draw what you notice below. This could be a bird, weather, wind, sun, plants, people, or anything else! It is amazing what is happening around us!



### **Day 9: How has your view changed?**

Go back to the window where you were on Day 1. How has the view changed? What do you notice today? Write and draw what you notice below. This could be a bird, plants, weather, wind, sun, shadows, people, or anything else! Why do you think it changed?



## Day 8: Visit your Plant

Go back to the plant that you drew and studied on Day 4. How has the plant changed since your visit?

Describe the plant. What does it look like now? Feel like? How many leaves does it have? What do you think it will grow into when it gets larger?

How tall is it now in inches? \_\_\_\_\_

Description: \_\_\_\_\_

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Draw it below.

## Day 2: Scavenger Hunt Walk

Plan a walk through your neighborhood or around your yard to find the following things. Check off what you find.

- A flying bird. What color is it? \_\_\_\_\_
- A dry leaf. Draw it here.

- A new sprouting plant. How tall is it? \_\_\_\_\_
- A tree. Describe the bark. What does it feel like? \_\_\_\_\_

Smell like? \_\_\_\_\_

Look like? \_\_\_\_\_

- Find rocks that are every color of the rainbow. Arrange them like a rainbow on the ground.
- Find something that tells you it is spring. I

found \_\_\_\_\_

\_\_\_\_\_.

**Day 3: Imagine I am...**

Have you ever imagined what it would be like to be an animal or a plant? This is your chance. Look out a window or go outside and imagine switching bodies with a plant or animal you can see. What would you think and feel?

I imagine I am a \_\_\_\_\_

I feel \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I wonder \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I want \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

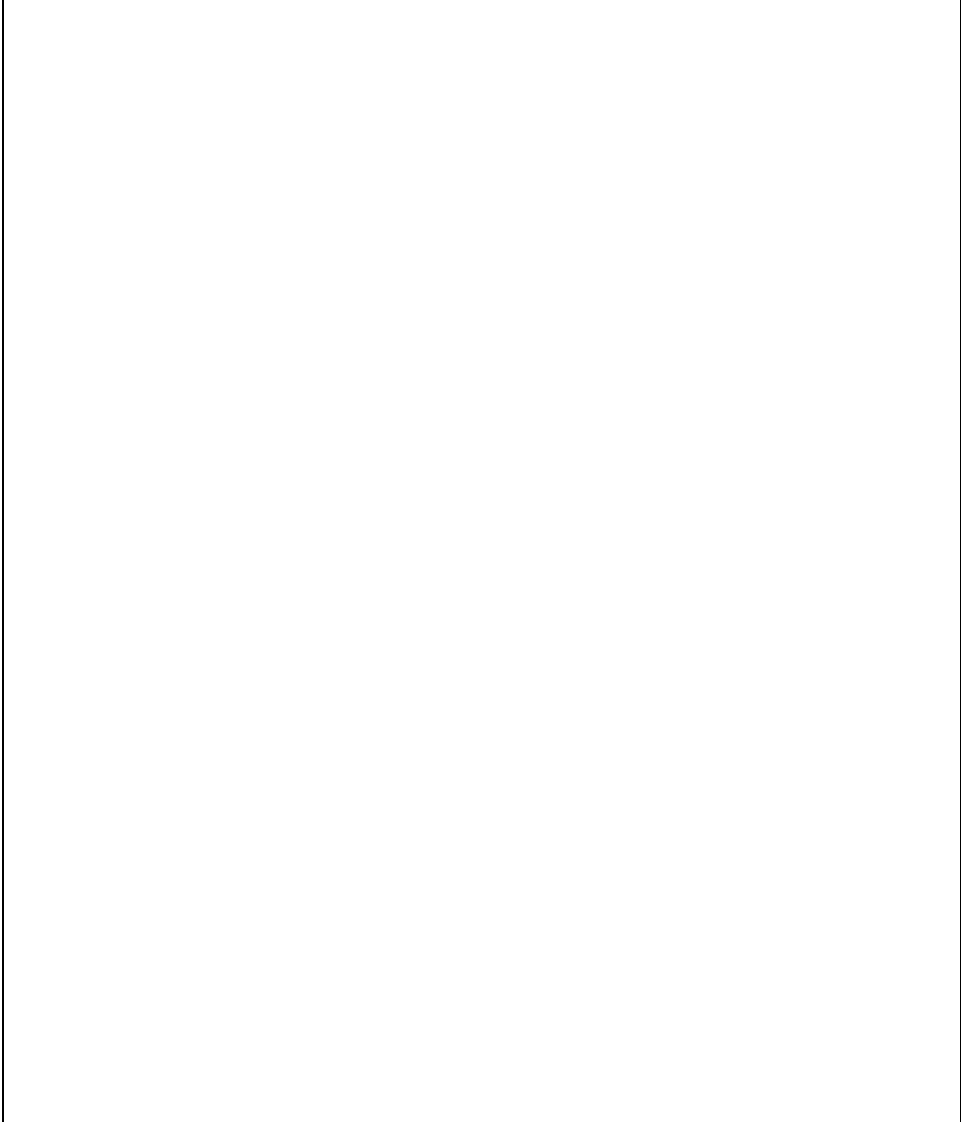
\_\_\_\_\_

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**Day 7: Spring!**

Happy spring! This is the time of year that everything comes to life. Imagine your favorite spring garden and draw it below. What will you grow? Take a walk in your neighborhood to find ideas.

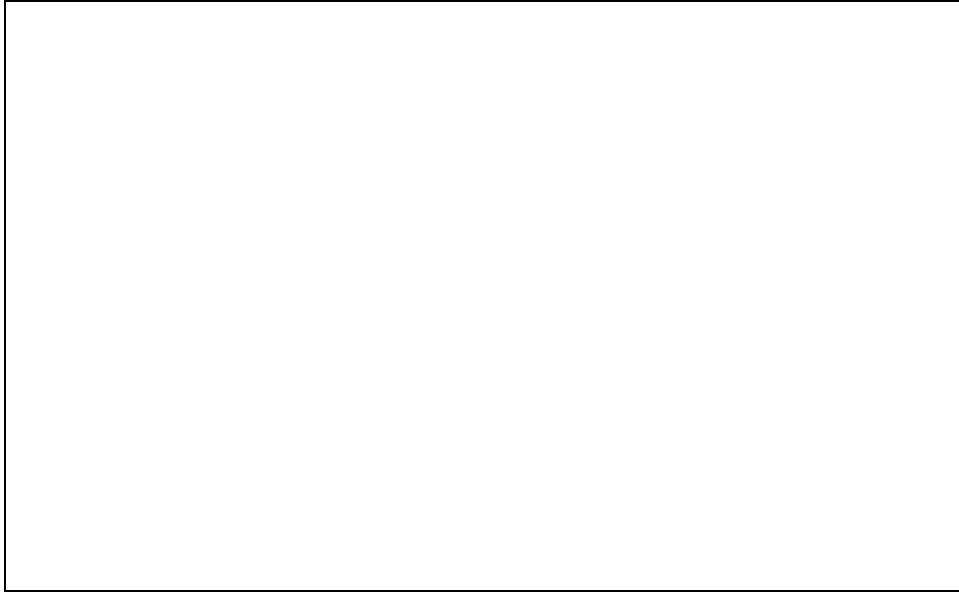
This is my imaginary garden.



**Day 6: I am a bird.**

Imagine that last night you were turned into a bird. What type of bird would you be? Where would you live? What would you eat? Look out of your window and imagine how would survive in our environment.

This is what I look like when I am a bird.



I eat \_\_\_\_\_

\_\_\_\_\_

My home is \_\_\_\_\_

\_\_\_\_\_

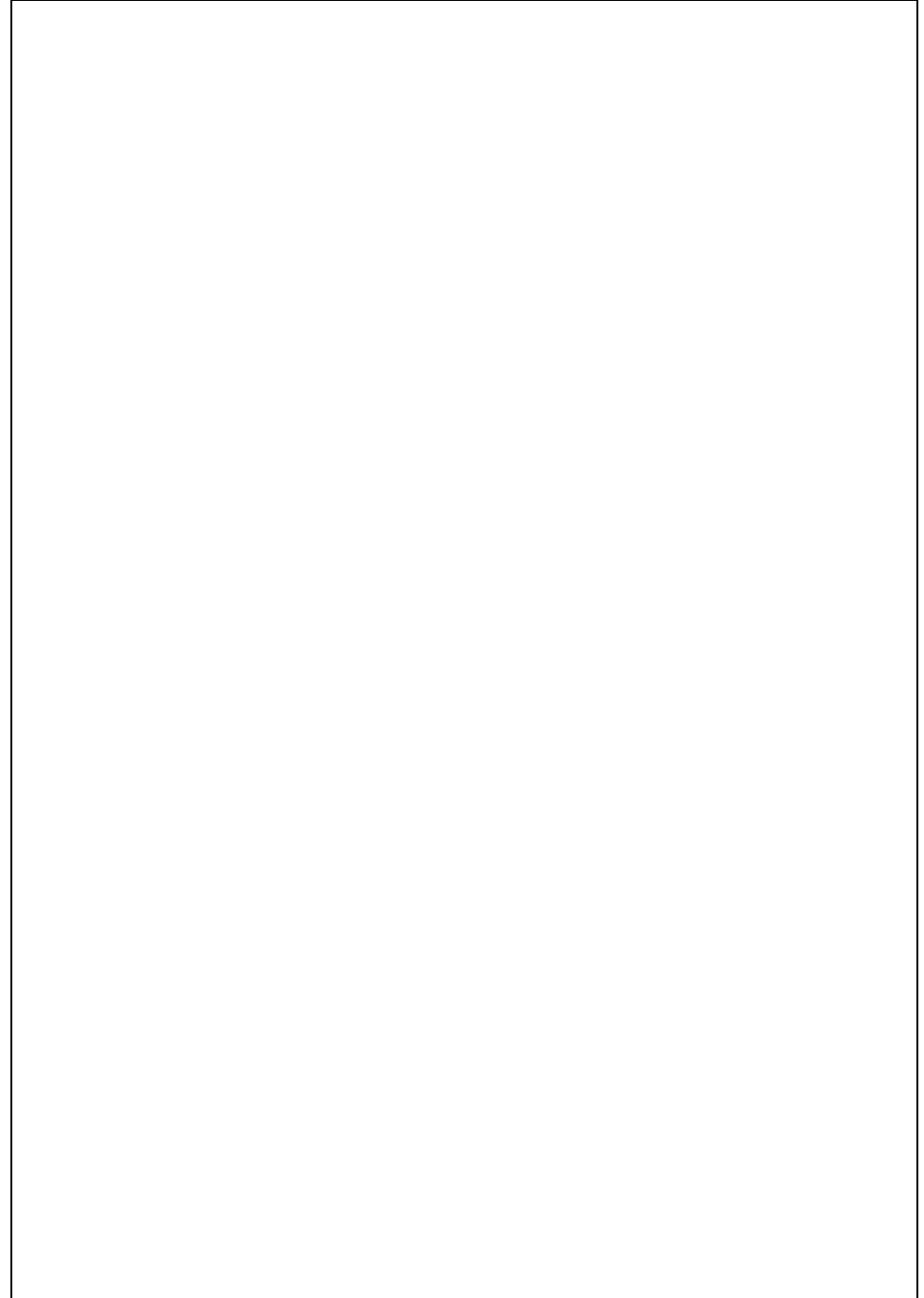
I look like \_\_\_\_\_

\_\_\_\_\_

My favorite activity is \_\_\_\_\_

\_\_\_\_\_

This is what I look like. (Draw yourself as the plant or animal.)



## Day 4: Plant Exploration

Find a plant near your home that is starting to sprout. It can be in a yard, in a crack of a sidewalk, or anywhere else you can find one.

Describe the sprout. What does it look like? Feel like? How many leaves does it have? What do you think it will grow into when it gets larger?

How tall is it in inches? \_\_\_\_\_

Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_










\_\_\_\_\_

Draw it below.

## Day 5: Birds in my Neighborhood

Birds live all around Santa Fe. Take a walk in your neighborhood to see what birds you can find.

Some common birds are listed below. Check off what you find. Draw other birds in the boxes below. How many can you find?

 <p><b>Crow:</b> Large black birds that are often seen flying in small groups. Smaller than a raven.</p>	 <p><b>American robin:</b> Medium bird with a red breast. Seen in trees and on the ground looking for insects</p>	 <p><b>Spotted towhee:</b> Similar size and color as a robin. Look for a red eye. Found on the ground, scratching.</p>
 <p><b>Pigeon:</b> Found in cities, often feeding off trash or scraps. It is a medium/large size.</p>	 <p><b>Red tailed hawk:</b> Large bird, often seen flying or sitting on trees or poles</p>	 <p><b>House sparrow:</b> Small bird seen primarily in cities, eating scraps.</p>
 <p><b>House finch:</b> Male has a red head and chest, female is all brown/tan. Small. Found in town.</p>	 <p><b>Scrub jay:</b> Medium size blue bird with a grey chest. Found in junipers and piñon.</p>	 <p><b>Northern flicker:</b> Medium to large bird in the woodpecker family. Orange under wings.</p>