

## Lands for Learning

### Grade Level Connections for the EALR's

1. Science 1.1.1
2. Science 1.1.1
3. Science 1.1.6
4. Science 1.1.6, 1.1.1, Geography 2.1
5. Science 1.1.5
6. Science 1.1.6, 1.1.1
7. Science 1.1.5
8. Science 1.1.5
9. Science 1.2.1
10. Science 1.1.5, 3.2.4
11. Science 1.1.6, 1.2.1
12. Science 2.1.1, 2.1.4
13. Science 1.2.1
14. Science 1.2.1
15. Science 1.1.6
16. Science 1.1.5
17. Civics 4.1.2
18. Civics 4.1.2
19. Geography 1.1, 3.2
20. Science 1.1.6, Geography 3.1
21. Science 1.1.6, Geography 3.1

# Lands For Learning

The schoolyard, nearby wooded area, or vacant lot can provide many opportunities for learning. New meanings to science, social studies, mathematics and art can take place in the outdoor classroom. These activities need not be elaborate or long.

Since most young people have an innate curiosity about nature and the out-of-doors, the teacher can further develop this love for learning in the wonderful world of real.

Here are a few activities that can be explored on most schoolyards.

1. What did you hear? Have class be still for one minute and then list all sounds they heard. Repeat in wooded area, if possible. Discuss and stress sounds of nature.
  2. What did you see? (Do same as above—do not comment on observation until back in classroom)
  3. Why do some leaves change color in the fall? How do other living things prepare for winter?
  4. What different plants do we have on the schoolyard? Which are evergreen, deciduous, conifers, broadleaves? Have class develop their own classification key of plants.
  5. Why do soil temperatures differ in flower beds, ball fields, lawn, wooded area? How do soil temperatures affect plant growth in these areas? In the forest?
  6. Is soil living or dead? Place a piece of soil (1" square and 2" deep) on white paper and inspect with naked eye and hard lens. Count and classify all living organisms. Do more animals live in some soils than others? Why? How can we make living soil dead? Will plants grow in dead soil?
  7. How do soils differ (color, feel, location)? Do these things affect where plants grow? How?
  8. Where does the school's water come from? How does this help the schoolyard? Does it harm the schoolyard?
  9. How do plants on the schoolyard use water? What else do they need from the soil?
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10. How clean is the air we breath in the schoolyard? Place a bucket of water out-of-doors and keep a record of how dirty the surface of the water becomes from dust and pollution in the air. How will this dust affect our lives?
11. What wildlife lives on or near the schoolyard? What do wildlife need to live? Is there food, water and shelter nearby? List possible sources of food on the schoolyard.
12. Watch a bird's nest grow in a pan of water. Keep a record of all the seeds that sprout from the nest. Do birds eat these seeds? Be sure to get an old bird's nest, not one that is being used.
13. Do homeless cats do any harm in the neighborhood? How can we find out? What can we do to solve the problem if one exists?
14. What do the birds in the neighborhood eat? Do they keep away harmful insects under control? Which ones?
15. How old are the trees on or near the school? How big around? How tall? What is the volume of the tree cylinder? How many board feet of lumber is in the tree?
16. What things in the schoolyard have minerals in them? Where did the minerals come from? How are minerals important to us?
17. How much does it cost to keep the schoolyard clean? Pick up all litter, keep track of time and costs. What can we do to help the other students be more careful of litter?
18. How can the schoolyard or student's home be improved and made more beautiful (plantings, paint and screen garbage cans, etc.)?
19. What places in the community could be made into better places to play? Make study and submit to city or county planning commission.
20. Where can a conservation corner be established on the schoolyard? (Some are only 20 feet square.) What should be in it?
21. How does a plant **leaf** benefit man; the plant itself? What can the class do with a leaf in the classroom?
22. How are plants like the human race?

These activities can provide an opportunity for students to better understand the relationships in the world around them. This in turn will assist in the proper attitudes and behaviors toward the use and management of our natural resources.