

Grade 4 Science - Earth Systems

Activity #2

Nature Walk

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Duration: 60 minutes

Objective	Overview:
<p>By the end of the activity, students should be able to:</p> <ul style="list-style-type: none">- Understand how all things are connected- Understand the First Nation, Metis and Inuit perspective on interconnectedness- Understand how the Earth provides opportunity for life- How sunlight can change dependent on the time of day and the seasons	<ul style="list-style-type: none">- This activity introduces students to the concept of how the Earth supports life on our planet. Students will explore how different Earth systems are connected to each other and how they need to be respected. Through observations and reflections students will gain a deeper understanding of the connection of Earth systems as well as the First Nations, Metis and Inuit perspective.

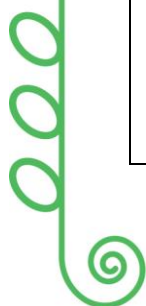
Science Guiding Question	Learning Outcome
How does Earth sustain life?	Students investigate the systems of Earth and reflect on how their interconnections sustain life.
Knowledge	<ul style="list-style-type: none">- First Nations, Metis and Inuit hold understandings of Earth systems that sustain life, including that all things are interconnected.- In Alberta, sunlight is more direct, and the length of daylight is longer, in summer than in winter.
Understanding	<ul style="list-style-type: none">- Earth's surface is warmed by the Sun, allowing for life.
Skills and Procedures	<ul style="list-style-type: none">- Describe the importance of the amount of sunlight and warmth on a variety of organisms.

ELA Guiding Question	Learning Outcome
How can text organization influence communication?	Students examine how the form and structure of texts can support the communication of ideas and information.
Knowledge	<ul style="list-style-type: none">- Literary forms of fiction and non-fiction texts include -novels

	<ul style="list-style-type: none"> -journal entries -media
Understanding	<ul style="list-style-type: none"> - Text form or structure can support the enjoyment and communication of ideas and information for a variety of purposes.
Skills and Procedures	<ul style="list-style-type: none"> - Explain how personal preferences for texts inspire, fascinate, or expand understandings.

Teacher Materials	Student Materials	Safety Concerns
None	Pencils, markers, journal	Outdoor walking safety concerns, Weather

Timing	Instructional Element	Student Tasks
Introduction Starting in a Good Way (10 minutes)	<ul style="list-style-type: none"> - Teacher checks in with students - Teacher talks to students about how everything in our world is interconnected 	<ul style="list-style-type: none"> - Listen and participate in classroom discussion
Development Weaving Knowledge (15 minutes)	Community/Nature Walk: <ul style="list-style-type: none"> - Teacher explains that they will be going on a nature walk (virtual or in-person) to observe the ways different aspects of our world sustain life. https://vr.loveabforests.com/ https://www.youtube.com/user/AlbertaParks - Emphasize the sunlight and what the sun does for the environment. You can also discuss how observations could be different during different times of the day and the different seasons. - The teacher wants students to focus on how living things are connected to factors like the Sun, water, wind and the Earth. - Teacher explains that students will be reflecting on their observations in their journals after the walk. - This activity works best when it's repeated throughout the different seasons, giving students a chance to reflect on both the similarities and 	<ul style="list-style-type: none"> - Students listen to the teacher for instructions and expectations. - Students participate in community walk and make observations as they walk.



	the changes they notice over time.	
Independent Work Gathering Knowledge (15 minutes)	Journal Activity: <ul style="list-style-type: none"> - Teacher asks students to create a journal entry to reflect on what they observed during their nature walk. - Journal response format can vary from writing summaries, writing a story, writing poems or drawing pictures. - Teacher can use the accompanying doc to help students with their journal entries: “Journal Entry Prompt” 	<ul style="list-style-type: none"> - Students reflect on what they observed and use a journal entry to demonstrate their observations.
Conclusion: Sharing knowledge (10 minutes):	<ul style="list-style-type: none"> - Invite a few students to share their journal entries, and ask the other students to compare with their journal observations. 	<ul style="list-style-type: none"> - If selected , students will present the information that they have found about how different Earth system factors are interconnected.

