

LE 1.A Sharing Places: Neighborhood Walk

Activity Purpose

Use this activity to explore your neighborhood. While walking in your neighborhood, observe and reflect on the physical places in your neighborhood, and who and what you share those places with, such as plants, animals, water, and other people. You can use the three-page activity sheet provided for this activity to write and draw observations and questions, or make your own template on blank sheets of paper.

Activity Overview

This is a two-part activity.

- **Part 1:** Write or draw who and what you think you share your neighborhood with. Discuss what you might learn by exploring your neighborhood.
- **Part 2:** During or after your walk, write or draw who and what you observed in your neighborhood.

Look back at Part 1 after you walk in your neighborhood and observe. Would you change anything to the picture you created in Part 1? If so, what would you change and why?



What
can you
do to
support
learning?

- » The goal of this activity is to have fun walking in your neighborhood, and to make observations and ask questions (instead of looking for a "right" answer).
- » You can ask questions throughout this activity to encourage family members to share. For example, you can ask what is important to family members in your neighborhood. You can ask about what types of things they notice and why. You can ask if they have questions about what they are noticing.
- » For other questions to ask family members look on page 3 of the activity sheet.

Connecting with other families

- » Ask other family members and friends to participate in this activity, then share your observations and questions. You can share these over phone or email, and/or text pictures of what you observe on your walks to each other with any questions about what you photographed.

Science Practices Emphasized

- Asking Questions
- Carrying Out Investigations
- Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas & Important Phenomena

“There are many different kinds of living things in any area and they exist in different places on land and in water.”
(K-2; Next Generation Science Standards)

Key Ideas & Practices

Making Observations

- Practice recording observations. Recording them helps you remember what you saw, heard, smelled, felt, and tasted. Plus, you can revisit your observations at a later time or use them as part of another activity. Use pictures, symbols, or words to record observations. Young family members may describe their observations or drawings so that an adult can write them down.
- Remember to only feel, smell, and taste if it is safe to use those senses. For example, you do not want to feel poison ivy or taste a berry without knowing if it is edible and safe to eat.

Asking Questions

- Asking questions is an important part of learning. Questions help make family members' thoughts and interests visible. Family members can investigate their questions using different resources such as books, video, asking others, and making more observations, for example.
- Some different types of questions to try:
 - » **Exploratory** (“How does...?”, “Why does...?”, “How come...?”)
 - » **“Should We”** (“Should we remove X from Y?”, “Should we add X to Y?”)
 - » **Predictive** (“Will...?”, “What if...?”)
 - » **Relational** (“How is this related to...?”, “What does the relationship between X and Y mean for Z?”)
 - » **Connecting** (“How does this observation connect to the other observation you made?”)

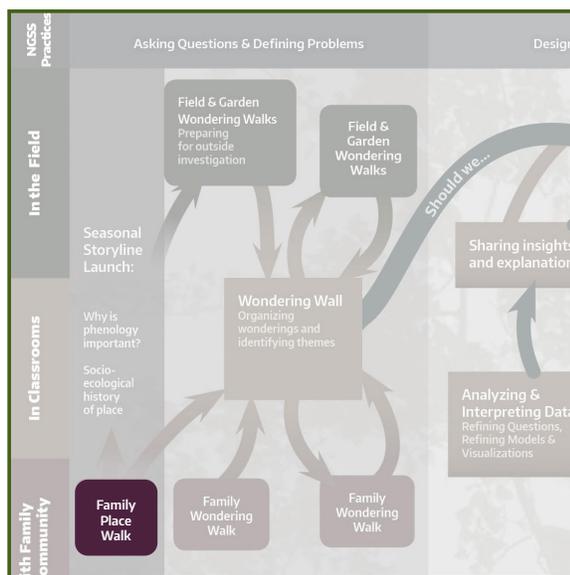
CONNECT TO OTHER ACTIVITIES

- 1.B: Family Learning Across Places

LEARNING IN PLACES FRAMEWORKS TO CONSIDER

- Socioecological Histories of Place
- Observation and Data Collection
- Collaborative Discussions
- Asking Powerful Questions in Field-Based Science

YOUR PLACE IN THE SEASONAL STORYLINE





Sharing Places -- Neighborhood Walk

Part 1: Before Our Walk

We share our neighborhood with many others including animals, plants, water, and other humans. We can learn a lot from others about our neighborhood by making observations and asking questions.

*Before you go outside for a walk, create a picture of **who** and **what** you remember is outside around your neighborhood. You can include words, symbols, and drawings.*

What kinds of things do you think you can learn by walking in your neighborhood?





Part 2: During (or After) Our Walk

*Think about what you have observed on your walk. Create another picture of **who** and **what** is in your neighborhood. You can use words, symbols, and drawings to share your ideas.*

Talk about if your first picture (that you made before the walk) changed after your walk. If your first picture did change, describe how it changed and why you think it changed.





Possible Prompts and Questions to Use When Walking in Your Neighborhood

Below are *example* prompts and questions you can use as you and your family walk outside.

	Species & Behaviors	Relationships	Lands & Water
Observations	<p>What do you see, hear, smell, or feel outside today?</p> <p>You noticed lots of holes in the ground. Who do you think might have made those?</p> <p>Prompt family members to use all their senses and to look up, down, and around.</p>	<p>You found flowers! Who else besides humans do you think would like to find flowers and why?</p> <p>Prompt family members to consider web-like relationships about species or kinds (animals, plants, people, elements) they find.</p>	<p>Why do you think you noticed flowers growing in this place?</p> <p>Do you see water or evidence of water? Where?</p>
Connections	<p>Do you notice the same animals or plants here as in other places in our neighborhood?</p> <p>Does this remind you of another place that we go to often? What are the similarities and differences?</p>	<p>Why do you think some animals are easy to observe by humans and others are harder to observe by humans?</p>	<p>Does the land and/or water here look the same or different than the land and/or water in other parts of our neighborhood or city?</p>
Purpose	<p>Why do you think it's important to learn about who we share this place with?</p>	<p>What role do you think XX plays in this place? What are they doing? Why is what they are doing important?</p>	<p>How did this place come to be this way?</p> <p>Why do you think it's important for us to learn about this place and who we might share it with?</p>

