

Garden Nature Maps

Grade: 1-3

Location: Garden/schoolyard

Time: 1-1.5 hours

Learning objectives:

Math: Geometry and Spatial Sense (Ontario: grade 1)

- describe the relative locations of objects on concrete maps created in the classroom

Description: Students will explore the garden and observe the different things in the garden (garden plots, compost bins, large rocks, fences, trees...). In small groups, they will make a map of the garden, using natural materials found in the garden and in the schoolyard, which they will then present to the rest of the class. (Since the maps will only be temporary, we can take photos so that they can be discussed later on in class.)

Materials:

- digital camera (for teacher use)
- outside space with sticks, stones, leaves, sand, mulch, etc.
- example maps

Activity Outline:

- Today we will go out into the garden, and make maps of it using natural materials.
- Discuss with students:
 - o **What is a map?** (Show maps of your city, country, the world – ask students what it is)
 - some example answers:
 - *a picture of a specific place using pictures or symbols to show different places or objects and their location in relation to one another*
 - *maps help you see things that are too big for you to see the whole thing, or too far to see*
 - *maps can help you get from one place to another*
 - (you can also find some dictionary definitions to help guide the discussion)
 - Why do we have maps? How do we use maps?
 - Have students give some examples of maps they have seen. (World, country, city, classroom...)
 - *Show various maps*
 - Garden maps:
 - *show maps of school/community gardens*
 - o Why do we have them? Why are they useful?
 - Are maps the same size as the real thing? Why not?
- **Making maps outside:**
 - o We will be making maps of the garden outside, but instead of using paper and pencils, we will use materials we find outside in nature (sticks, stones, leaves, sand...)
 - o Divide class into groups of 4-5 students.
 - o Have students move around the garden and observe the different important elements (e.g. garden beds, trees, bushes, compost bins, etc.) – they might need some guidance with this.
 - Alternately, if the garden is too small to accommodate the whole class, one group can come to the garden to make observations while the other group(s)

start to collect materials in the rest of the schoolyard. Switch groups after a few minutes.

- Give students 10-15 minutes to make maps of the garden in their groups.
- Gather students, and have each group quickly explain their map to the rest of the class. **Take pictures of the maps** (for follow-up discussion in class).
- Have students carefully take the maps apart, returning natural materials to where they were found, and placing any garbage in the proper place.

Developed by Elin Marley, 2011, for Blake Street Public School and Withrow Avenue Public School.
seedlingstories.wordpress.com

Map intro resources:

<http://warehouse.tecknoquest.com/samples/BKRr/ctp2506s.pdf>

http://www.superteacherworksheets.com/maps/campground-map_WMZNM.pdf