

Learning Strategies for the Naturalist

Provide opportunities that encourage the following:

- Observing through senses: feeling, smelling, listening
- Collecting data from observation
- Grouping natural objects (classification)
- Observing animal behavior
- Growing things—plants, gardens, butterfly garden
- Creating worm boxes and recycling projects
- Doing field studies out of doors
- Observing through the microscope, telescope, binoculars, hand lens
- Drawing, sketching, photographing, videotaping nature
- Manipulating outdoor equipment or kits (such as water testing kits or nets)
- Observing, reflecting, and journalizing silently outdoors
- Identifying sounds in nature
- Interacting with animals, bugs, and plants
- Establishing nature trails, viewing decks, or outdoor classrooms
- Inventing scientific instruments
- Designing experiments
- Going on real, electronic, video, and imagined field trips
- Walking outside in fresh air to listen to sounds of nature and feel dirt underfoot
- Modeling, measuring, or drawing to scale animals, plants, or outdoor settings
- Writing poems or songs using adjectives from the outdoors
- Identifying shapes in natural setting
- Observing plants or changes outdoors over the course of the school year
- Observing a fruit, vegetable, or other plant or animal material decompose over time
- Collecting trash or other items (rocks, feathers, flowers, leaves) in the school yard and grouping the items by their characteristics
- Reading aloud stories or articles that relate to the outdoors, space, natural phenomena, animals, and plants
- Performing role-plays of cycles in nature, animal behavior, plant growth, and so on

Source: Zephyr Press, Inc., *Discovering the Naturalist Intelligence: Science in the Schoolyard*, by Jenna Glock, Susan Wertz, and Maggie Meyer.