

## Activity: Seek and Find

**Grade Level:** Grade 2

**Major Emphasis:** Letter Sound Patterns in Nature

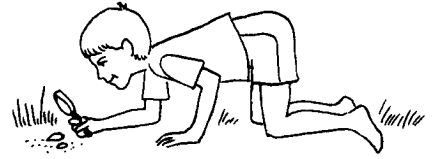
**Major Curriculum Area:** Language Arts and Writing

**Related Curriculum Areas:**

Refer to Outdoor Education Curriculum Matrix K-2

Human Relations

Art



**Program Indicator:**

The student will be able to match sound patterns with natural objects or occurrences.

**Student Outcomes:** The student will:

1. use words about nature to write one or more alliterative sentences.
2. illustrate one of the alliterative sentences.
3. list words from nature that begin or end with a particular letter.

**Readiness:**

1. Introduce vocabulary:
  - adjective
  - alliteration (the occurrence of two or more words having the same initial sound)
  - beginning sounds
  - ending sounds
  - environment
  - hike
  - nature
  - noun
  - scavenger hunt
  - verb
2. Review beginning sounds including blends and digraphs, such as **bl, cr, st, sh, wh**.
3. Review ending sounds including ending blends and digraphs as dictated by the group's ability.
4. Practice finding objects that begin or end with a specific sound.
5. Gather specimens of natural objects. Identify and sort by sounds.
6. Practice writing alliterations. Sentence expansion with slotting may work well such as:
  - a. The **blue butterfly** sat on a **bright buttercup** behind the **blackberry bush**.
  - b. The sun shone on the sunflower seeds.
7. Review Ecology Awareness Safety Rules: Don't break, pluck, stomp, capture, pull, throw or drop anything in the environment.

**Materials:**

Supplements A & B  
enlarged chart (Supplement B)  
clipboards  
pencils  
easel  
magic markers  
drawing paper  
sentence strips

**Procedures: (DL1&2)****Activity A: Alliteration**

1. Assign specific beginning letter sound(s) to pairs of students (i.e. M and D).
2. Review the directions for the Alliteration Worksheet. Refer to Supplement A.
3. Students proceed on hike and fill in Alliteration Worksheet. Adults should assist as needed.
4. Reassemble the students. Group sharing and brainstorming may be used, depending on the ability of the students. Slotting to expand sentences may be done with the group to spark the independent sentence writing.

**Activity B: A to Z Hunt**

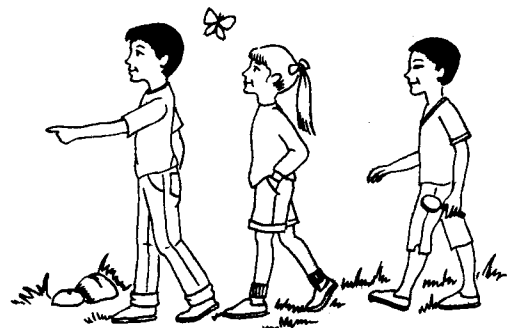
1. Review directions for A to Z Outdoors. Refer to Supplement B.
2. Proceed on the hike or observe in a specific area. Have students work individually, in pairs or in small groups to fill in the A to Z Outdoors chart.
3. Reassemble the students. The activity leader records students' answers on the enlarged chart. Refer to Supplement B.
4. Students may "brainstorm" answers for any letter left blank on the chart.

**Summary: (DL3)**

1. Dictate or write a sentence using alliteration.
2. Illustrate your sentence.

**Follow-Up: (DL3,4&5)**

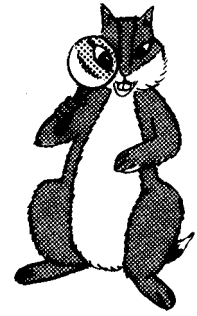
1. Write compound words from your list.
2. Categorize words:
  - a. Nouns-Verbs-Adjectives
  - b. Movable-Immovable
  - c. Winged-Wingless
  - d. Living-Nonliving
  - e. Number of Syllables
  - f. Short Vowels-Long Vowels



3. Alphabetize the words on the Alliteration Worksheet.
4. Make up riddles from word list.
5. Make up tongue twisters. Practice saying them quickly.

6. Publish alliterative sentences, riddles or tongue twisters.

7. Make a Color Wheel, Teaching the Pleasure of Reading, p. 209.



### Extension Activities:

1. Scavenger Hunt, Hug a Tree, "Grab Bag Lotto," pp. 64-65.
2. Sharing Nature With Children, "Scavenger Hunt," pp.76-77.
3. Exploring Environments, "Natural Scavenger Hunt," p. 7.

### Teacher Resources:

#### Books:

- < \*Exploring Nature With Children, Cornell, Joseph.
- < \*Hug a Tree, Rockwell, Robert, et al.
- < \*Sharing Nature With Children, Cornell, Joseph. 507.
- < \*Teaching the Pleasure of Reading, Rowell, Elizabeth and Goodkind, Thomas B. 372.4.

#### Supplementary Material:

- < \*Arlington Echo Scavenger Hunts (file).

# Alliteration Worksheet

Look around you. There are many things to be seen in the natural environment. List as many words as you can in each space below. The words must **begin** with your assigned letters.

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**Nouns**  
person, place, thing

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**Adjectives**  
describing words

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**Verbs**  
action or doing words

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Letter ___		

Letter ___		

Letter ___		

Letter ___		

**Extras:** \_\_\_\_\_

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## A to Z Outdoors

Observe the natural environment and write a word that begins or ends with each letter on the list. *You may use blends or digraphs.* Look for animals, weather, places, equipment, plants or things. You may include unnatural objects left by people.

### Beginning Letters

**b**

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**c**

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**g**

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**h**

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**l**

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**m**

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**p**

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**r**

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**s**

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**t**

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**w**

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### Ending Letters

**d**

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**f**

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**g**

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**l**

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**n**

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**r**

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**s**

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**t**

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