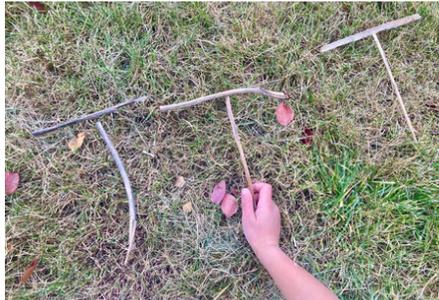


Literacy in the Wild! Impactful and Engaging Outdoor Literacy Activities for K-2



Visit www.outdoorliteracy.com or scan the QR Code:



All resources are FREE to download!

Grade Level: K -Grade 1

Phonemic Awareness & Phonics

Target Skill: Identifying letters & Isolating Beginning Sounds

Find that Letter Sound

Nature Search Game

INSTRUCTIONS

1. Gather students in an outdoor learning circle. Set out boundaries for the activity (eg. outdoor classroom area, stand of trees, playground, etc.)
2. Teacher holds up a letter card of a target letter.
3. Students identify the letter name and associated letter sound(s).
4. Students search within the boundaries for anything they can see that begins with the target letter sound(s).
5. Afterward, gather students back into circle and share findings. Have students repeat each finding aloud.
6. If available, record word list on a whiteboard so students can match the sound to the written word.
7. Repeat with additional target letters!

This is a great game for reviewing and consolidating the letters covered in your letter learning program!

EXTENSION/DIFFERENTIATION SUGGESTIONS:

- Repeat activity with ending or medial sounds.
- Repeat activity with blends or digraphs
- Distribute whiteboards and markers and have student use their inventive spelling skills to record the things find that begin with the target sound. Bring these back to the circle and share.



10 Fun & Easy Ways to Practice Letters Outdoors!

1. Build letters out of sticks or pinecones
 2. Draw letters in the snow with a finger or stick
 3. Print letters with sidewalk chalk
 4. Paint letters with water on your school walls or sidewalk
 5. Make letters with your bodies
 6. Search for letters on your playground. These could be printed letters, or those found in the shapes of the playground equipment.
 7. Build snow letter sculptures if you get a perfect “snowman snow” kind of day!
 9. Search for letters hiding in the shapes of tree branches
 10. Go on a hunt around your school grounds searching for letters on signs and equipment.
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Extension Note: To keep the outdoor fun going as students progress, many of these activities can be repeated with CVC words, sight words, student names, etc.

Consonant Sounds Search

INSTRUCTIONS

Search for things outdoors that begin with the target consonant sound. Draw a picture or record a word to match the letter in each square. Find a bonus word that starts with any consonant! Once you've filled your card, return to your teacher and share your words.

Mm	Nn	Ll
Rr	Ss	Zz
Jj	Ww	Bonus Word!

Nature Solve & Search Instructions

Notes for Educators:

These Nature Solve & Search activities are designed to reinforce knowledge of phonics patterns while having fun exploring in nature!

When using the CVC Solve & Search cards, there are three different cards targeting beginning, medial or ending sounds. The words and images on each card are the same, with different letters blanked out. This allows educators to easily differentiate the activity to support skill growth for every student. It also allows educators to revisit the activity multiple times throughout the year as the instructional focus shifts from beginning to ending to medial sounds.

Instructions for Use:

- Students may complete these tasks as individuals or in small groups
- Students first solve for the missing letter(s) in each word on the card
- After all words have been solved, students search in nature for the identified items and check off as many as they can find! Prepare students beforehand that they may not find all items as it depends on the season and the specific natural area.
- Once complete, invite all students to join you in an outdoor sharing circle. First review all words orally together. Have students identify the missing phonics pattern and the corresponding letter name(s) for each blank.
- Then have students share how many of the items on the card they found in nature.
- If time allows, take a walk as a class and have students point out where they found the items on the Solve & Search card.
- **Have fun taking literacy learning outdoors!**

CVC Medial Sounds

Nature Solve & Search



b _ d



s _ p



w _ b



l _ g



b _ g



m _ d



k _ d



n _ t



r _ ck

Blends

Nature Solve & Search



__ow



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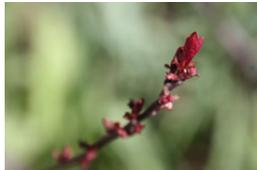
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Grade Level: ECS -Grade 1

Phonological Awareness

Target Skill: Rhyming

INSTRUCTIONS

First, students gather in an outdoor circle. Teacher explains that they will be searching for objects that rhyme with the word in the song. Sing through the song. Have all students repeat the given word. Then, students are challenged to get up and search for something in nature that rhymes with the word.

Can you Find the Rhyme?
(Sung to the tune of The Farmer in the Dell)

Can you find the rhyme?
Oh, can you find the rhyme?
Find something that rhymes with _____
Go and find the rhyme!

Suggested Rhyming Pairs

Teacher Says:

Students Find:

Key

Tree

Nice

Ice

Show

Snow

Talk

Rock

Bump

Stump

Hide

Slide

Ring

Swing

Loud

Cloud

Sleeves

Leaves

Third

Bird

Grade Level: K -Grade 1

Phonemic Awareness

Target Skill: Segmenting & Blending Phonemes

Guess the Word!

Nature Search Game

INSTRUCTIONS

1. Gather students in an outdoor learning circle. Set out boundaries for the activity (eg. outdoor classroom area, stand of trees, playground, etc.).
2. Teacher presents an outdoor word in segmented phonemes (eg. s-u-n)
3. Students repeat the segmented phonemes back to you.
4. Students blend the segmented phonemes to solve the word.
5. Students run to gather or point to the outdoor object that matches the word they have solved.
6. If available, record word list on a whiteboard so students can match the sounds to the written word.
7. Repeat with additional target words.

Extension:

Have students find nature word ideas and try to segment the words for others to guess.

SUGGESTED NATURE WORDS SEGMENTED INTO PHONEMES

3 Phoneme Words:

l-ea-f
b-u-d
s-a-p
l-o-g
b-u-g
f-ee-t
w-e-b
m-u-d
p-a-th
n-u-t
b-i-ke
s-n-ow

4 Phoneme Words

p-o-s-t
h-a-n-d
s-l-i-de
l-ea-v-es
b-oo-t-s
f-l-a-g
n-e-s-t
g-r-a-ss
s-t-e-m
s-l-u-sh
f-l-a-ke
s-a-n-d

5 Phoneme Words

s-t-u-m-p
p-l-a-n-t
s-p-r-u-ce
f-r-o-s-t
s-t-r-ea-m
s-p-l-a-sh

Sensory Vocabulary Bingo



SIGHT

Shimmering	Colourful	Tiny
Bright	Shadowy	Dim
Fluffy	Enormous	Shiny

Sensory Vocabulary Nature Scenes Instructions

Notes for Educators:

This activity is best done after students have completed hunts with the sensory vocabulary bingo cards shared above!

You will need to bring out clipboards with blank paper, drawing supplies, and pencils.

Activity Instructions:

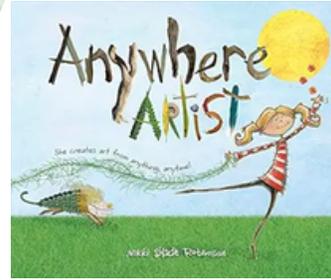
- Students may complete this activity as individuals or in small groups.
- Students first select a natural object to investigate. Remind students that the object may be large such as a tree or small such as a dandelion.
- Give students 5-10 minutes to carefully investigate their chosen object uses their senses.
- Handout clipboards with blank paper, drawing supplies, and pencils.
- Ask students to create a drawing of their chosen natural object and fill it with adjectives that best describe the sensory input they gathered during their investigation.
- Gather the class into an outdoor learning circle and have students share their nature scenes.
- **Have fun taking literacy learning outdoors!**



Nature-Based Read-Aloud Guide

Anywhere Artist

By Nikki Slade Robinson



COMPREHENSION PROMPTS

Make Connections:

Pause after the third page and ask, “Have you ever made art without art supplies? What did you use instead?”

Periodically throughout the story ask, “Does this natural setting remind you of anywhere you have been? How is it similar? How is it different?”

Summarize:

After the story, ask students, “What are some settings the child used to create anywhere art?” The settings are: Forest, beach, rainy day, and the sky. Follow up by asking, “Which natural setting would you enjoy being in to create anywhere art? Why?”

Predict:

Pause after the first page and ask, “What do you predict an anywhere artist might be?”

Pause again after the third page and have students build-on to their earlier predictions by prompting “If she’s not using art supplies such as paint or paper, what kind of materials might she use?”

Infer:

Ask students, “How do you think the child is feeling as she creates anywhere art? Why?”

FOLLOW UP NATURE ACTIVITY: CREATING ANYWHERE ART

- Take class to a natural area with lots of hands-on natural materials such as sticks, twigs, pinecone, leaves, etc.
- Discuss how the girl in the story used a wide variety of materials and settings to create her art. Emphasis that there is no right or wrong way to be an anywhere artist.
- Encourage students to create with natural materials either individually or in small groups. Give students plenty of time to experiment with different materials and creations.
- After 20 minutes or so, gather the class and take a gallery walk to view each other's creations. Have each student/group tell about their creation and allow time for questions or comments from peers.

Extension Ideas:

- Photograph the anywhere art and use these images as inspiration for a descriptive writing project where students create an artist's description of their work.
- Repeat this read-aloud activity seasonally so students can be snow artists, puddle artists, leaf artists, etc.



Example of student-created Anywhere Art!

