Goal: *Observations of patterns in nature; listening skills.*

Directions:
We suggest taking time to stop and look at the butterfly bush next to the arbor in the pollination garden either before or after reading this book with your students.

1) Read Butterfly Alphabet with your students.
2) Ask the students what they see in the colorful pictures.
3) Have a child trace a letter with his/her finger.
4) Visit the butterfly bush to see if any butterflies are there. What are the butterflies doing? Why are they there?
5) What color are the flowers?

Extensions for Upper Grades:

Are any butterflies on the bush like those in the book?
Do you know the name of the butterfly?
Activity:
Find a Leaf Scavenger Hunt

Goal:
Use senses of sight and touch to develop observation skills.

Directions:
1) Read the list of Scavenger Hunt items to the students.
2) You may do the hunt as a group or let the students each have a copy of the hunt.
3) Use the pens from the pack to mark off each find from the hunt.
4) After completing the activity, wipe off the scavenger hunts with the enclosed wipes.

Extensions for Upper Grades:
Have students trace or make rubbings of two different leaves that have fallen to the ground. How are the leaves different? Alike? Return leaves to the ground.
Activity: Rainbow in the Sky

Goal:
Using the sense of sight to see how colors & angles change what we see.

Directions:
1) Ask the students what a rainbow is. Explain to them that it is sunlight reflected in the sky.
2) Let the students take turns looking through the prism from the pack. Can they see a rainbow?
3) Have the students look through the colored paddles at different objects in a garden. What do they notice about the color of the objects?
4) Tell them that combining different colors creates new colors (i.e. red + blue = purple).
5) Let the students take turns combining colors and looking through the paddles.
6) Have them share about how looking through the different paddles at something will change the way it looks.

Additional Information:
Explain to students that red, blue, and yellow are primary colors. Combining any two primary colors will create a secondary color. Green, orange, & purple are secondary colors.
Activity: What is that Smell?

Goal: Differentiating between odors.

Directions:

1) Have the students smell each canister without telling the students what is inside the canisters.
2) Ask them to describe what they smelled. Was it sweet, tangy, or sour? Can they name the smell?
3) Talk with the students about where they have smelled these odors. What kinds of products, candy, fruit, etc., smell similar?

Extensions for Upper Grades:

Visit the herb garden to see if the students can find herbs that smell similar to those scents from the canisters.
Activity:
Sensory Explorations

Goal:
Use sight, smell, and hearing to explore the natural environment.

Directions:
1) You will be writing on the Sensory Explorations Sheet for your students.
2) Choose two different sites on the grounds that you want to explore.
3) At the first site ask the students to tell you what they see, hear, & smell. Write the student answers in the appropriate boxes.
4) When doing this activity have the students sit very still during the listening portions and have them close their eyes.
5) Repeat steps three and four at the second site.
6) Talk with the students about how the sites are the same and different.

Extensions for older students:
Older students can draw pictures of the different sites.
Have them share their pictures with the group.
Activity: Touch Bag

Goal:
*Use sense of touch to explore and identify items from the natural environment.*

Directions:
The touch bag contains items that might be found in nature (bark, feather, rock, fur, pine needles, etc.).

1) Without letting the students see inside the bag, let each one take a turn feeling what is inside.
2) After everyone has had a turn, ask him or her to tell you what he or she thinks they felt.
3) Empty out the bag and let everyone see the contents.
4) Give everyone the chance to hold / feel the items from the bag.
5) Ask the students to explain why they think the items felt the way they did (i.e. sharp, smooth, rough, soft, etc.).

Extensions for Upper Grades:

Have the students come up with a list of other items that feel like the ones in the bag.