



'I SPY' – PROPERTIES OUTSIDE

SCIENCE: STRUCTURE & PROPERTIES OF MATERIALS

Every child is different. Do what works best for encouraging each child's exploration of this suggested activity.

OBJECTIVE OF THIS INVESTIGATION:

Children will find objects in the environment based on descriptions of those objects.

Note: This investigation can be done outside, such as during outdoor play or on a buggy/wagon walk, or inside.

VOCABULARY:

- big/small
- tall/short
- heavy/light
- texture (rough, smooth, etc.)

PROGRESSION STEPS (SCIENCE: STRUCTURE & PROPERTIES OF MATERIALS):

Visit [STEMIE Learning Trajectories](#) for details

- Properties Observer
- Properties Recognizer

THIS INVESTIGATION:

- While outside with children begin a game of "I Spy"
"Let's play a game! I'll describe something I see, feel, or hear, and you try to guess what it is!"
- Describe objects in the environment and encourage children to guess what you are describing.
"I feel something rough that really tall and has green leaves at the top."
"I feel something cold blowing on my cheek."
"I hear something loud that says vroom vroom."
- Encourage children to guess what you are describing. **(Properties Recognizer)**
- If children do not yet recognize properties of materials narrate and describe what you see. **(Properties Observer)**
"The car is making a loud vroom, vroom noise. That's the car we hear."
- If children didn't fully hide the orange, help scaffold fixing the problem.
"Hmm, Ms. Moose sees a little bit of orange peeking out from the box. The orange isn't hidden all the way. Let's try a new spot that's bigger and can cover the whole orange!"
- Children can reveal their hiding spots at the end and play again.

ADAPTATIONS:

See [A Guide to Adaptations](#) for general ideas and strategies

Environment:

- Allow children to get close to objects or bring objects to children for them to feel and explore with all their senses.

Materials:

- Provide gloves or grabber tools for children with sensory challenges.

Instruction:

- Draw comparisons to help children better understand new concepts. "The tree is tall. So is that building. But that flower is short."

HOW TO CONTINUE THIS INVESTIGATION:

- Challenge children to give their own clues and describe something they see, hear, or feel in the environment. **(Properties Identifier)**