

I then offered a similar provocation as above, spreading out our class-collected nature treasures and asking: What should we do with our nature treasures?

"Make a nature book." - Samrath  
 "Make pictures." - Tahlia and Cassandra

"Build with leaves." - Naya  
 "Make a flag." - Maya

I asked - Should we just leave it all spread out on the carpet?  
 No! most of them answered....  
 Then What?

One student said: We could make piles?

I asked: What kind of piles?

"Put things in piles that are the same things." - Kyle

"The leaves of the same shape in a pile." - Samrath

"Leaves go here, sticks go there and pinecones over there." - Kailey

"What are we doing when we put things in piles that are the same?" I asked.

"SORTING!"

We worked as one big team to sort out our items, using and building our math language as we went to figure out how and why things went where they did. Even when we thought we were done, students started coming up with different rules and started to move things around. Our next step is to revisit our sorting to see if we want to change anything and then split up into smaller groups to look more closely at the individually sorted piles.



Our learning journey has so many possibilities ahead. We know we will continue to work with our nature treasures in our classrooms to continue to explore the mathematical thinking that lies within. What we have uncovered through these experiences will guide our next steps:

- Could we extend this activity to individual nature treasures?
- Could we look at patterns?
- Could we face time with our classes and describe our nature treasures to each other?
- Could we offer math tools to our students to further investigate (rulers, measuring tapes, numbers, glass beads, etc.) - How can you show what math lives inside our nature treasures?
- Could we try this activity again in January, incorporating it in with counting collections, so that students have more counting strategies?



## Nature Treasures

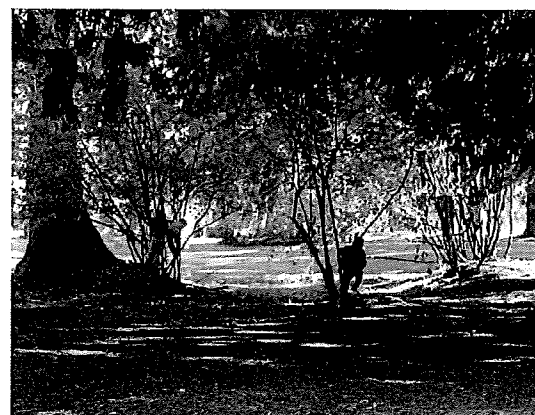
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### What nature treasures live in our community? What math lives inside of our nature treasures?

Annieville Elementary:



Chalmers Elementary:



In Kindergarten and Grade 1 at Annieville, we began by asking students to bring in a nature treasure from their own community. Something special to them. Something unique. We wondered what other nature treasures lived in our community? On Wilderness Wednesday, our students each chose 5 treasures to collect and bring back to our classroom.

From their own community:



From our classroom community:



We laid our collection out on the floor and asked: What can we do with our nature treasures? The students wondered many different things: Could we make art with them? Play with them? Build with the sticks? Make a forest? Make a house? Tell some stories? Then Sadie had a new idea... we could sort them.

We asked: What is Sorting? Jax said that he thinks sorting is putting stuff together. Caleigh suggested we put shapes together. Bowen thought we could see the colour and put the same colours together. Isabella ultimately came up with a sorting rule that we all agreed upon: We could sort our nature treasures leaf by leaf, stick by stick and rock by rock.

As we sorted, we asked our students to share their thinking: Why did a treasure go in a particular pile? Did a new pile need to be created? Why?