

# my place my collections







Welcome to your **Book of Lists**.

Welcome to *your* **Book of Lists!**

This is a space for you to collect all the words, images, and ideas you can about your Place. If you have just received this book it will be mostly empty; your book will be composed of blank pages with different headings at the top of them. These headings indicate different topics—or ideas or objects—in your local natural and cultural context that you are going to “collect” examples or information about. (“Local” here means the area(s) that you can easily drive or walk to—places you frequently go to with your friends and family.) For example, in your “Trees” list you can record the names and descriptions of local trees and then you can save photos or information you learn about those trees online. (Set up an online space for your digital collections!) You could use your electronic Book of Lists to actually save the articles that appear under the local “Newspaper Headlines” you write down in this (paper) book or, maybe, actual photographs you take at different community events. Through the on-line format you can even keep recordings of sounds in your community; you can record and save online bird-calls, sounds of the local river, distinctive sounds of different spoken language, etc.



The purpose of your **Book of Lists** is to help you learn more about your Place—that is, the local natural and cultural context in which you live and go to school. Use it as you discover your schoolyard on foot! Use it to collect information about your Place as you explore it and then use this information as you study other curricular topics. For example, you might use the information you collect on “trees” when you study animal habitats in Science or you might use your “maps” in Social Studies. Over time and through your ongoing explorations you will notice the world around you change in subtle—and maybe not-so-subtle—ways! Record any changes you notice in your Book of Lists. You might find it useful to take this book with you as you visit different places in your community with your family and friends outside of school time. You can always add information to your lists later if you discover new things and haven’t got your book with you. Your goal is to learn as much as possible about your place; keep track of your discoveries.

This **Book of Lists** is *yours*; you are in charge of keeping it safe but even more importantly you are in charge of the shape it takes and the words and images that will fill it. While the topics currently listed as headings are shared by everyone in your class you should add to the blank pages at the end of the book topics, ideas, or “things” that you want to explore. Imagine you are a “Place detective”—what do you want to investigate? What aspect of your Place is missing from your Book of Lists that you would like to learn more about? What do you find interesting and engaging? Ideas: Is there a *particular* insect, plant, or bird that you want to collect information about? What is your favourite colour? You might collect examples of where you find this colour in your place—(you might keep the names/locations in your paper Book of Lists and digital pictures of the colour in your electronic book.) You might label a few pages “My Special Place” and record in that space your reflections and observations of that one special spot in the local community that you enjoy visiting or in which you like to spend time. Challenge yourself to notice minute details about this Place. Look for the daily and/or seasonal changes that occur in this Place and record this information in your Book of Lists. If you are a LiD kid you might choose to have a page where you can put information related to your LiD topic. (Haven’t got a LID topic? Ask your teacher!)



This *Book of Lists* belongs to:

Name:

Address:

School:

Grade:

City:

Region/Province:

Country

Continent:

Planet:

Star System:

Galaxy:



## Insects: The 6-Legged Members of My Community

**[What insects live with me in my place? Which have wings? Which do not? What do these insects look and sound like?]**

This image shows a blank sheet of white paper with horizontal yellow lines. The lines are evenly spaced and run across the width of the page, resembling notebook paper. There are no margins, text, or other markings on the page.





# Spiders: My 8-legged Friends

[What kinds of spiders live in my community? How big are they? Are they dangerous?]

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## Native Plants/Grasses

[Name and describe plants and grasses that originate in your place.]

This image shows a blank sheet of white paper with horizontal red ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.



## Invasive Plants/Grasses

[Find out about plants and grasses that have been brought into your community from other places.]

This image shows a blank sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## Trees: Trunks, Bark & Branches

[Name and describe local trees. How are they different? Which do you prefer? Which are climbable and which are not? What does the bark look and feel like?]

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# Shadows & Shade: Become a Shadow-Catcher

[Trace or photograph shadows created on a sunny day. Record the time of the shadow. Sketch a map or make note of where you found the shadow. Check the same shadow at the same time in a few months. Why is it different?]

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## Community Events—Dates/Times/Purposes

[What events draw people together? Where are these events held?]

[illegible]



## Newspaper Headlines

[What current events involve the local natural community?]

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## My Headlines

[Write your *own* headlines for things you are learning about your place and all its inhabitants. What wonderful things are happening that *don't* make the local news?]

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## Ethnicities in My Community

[Where do the people who live in your community come from? What cultures are represented?]

[illegible]



# Languages in My Community

[What different languages are spoken in your community? What do they sound like? What do these languages look like on the page?]

[illegible]



# Birds: My Feathered Friends

[Look for local birds. Take pictures and save these. Record local bird calls and song. Which bird calls can you imitate?]





## Mollusks: Slugs & Snails Friends

[What doesn't have a backbone? What slimy friends share your place? If you live near water—what water born mollusks do you know?]

[illegible]



## Mammals: My Warm-Blooded Friends

[What warm-blooded animals live wild in the community?]

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## Pets

[What domesticated animals live in the community?]



# Moths & Butterflies: Ever Wish *You* Could Fly?

[What moths and butterflies live in your community? Where do you find them?]





## Reptiles: My Cold-Blooded Friends

[What snakes, lizards, salamanders or other reptiles live in my community?]

This image shows a single sheet of white paper with horizontal red ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.



## Rodents: Critters with Sharp Teeth

[What gnawing mammals—rats, mice, squirrels, hamsters, porcupines—live in my community?]

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## Sources of Water

[What sources of water—big & small/moving & still—are in your community? Where do their names come from?]

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# Natural Sounds in My Community

**[What nature sounds do you notice? Take time to really listen...]**

[illegible]



## Soil & Mosses

[Step off the paved roads and sidewalks...What are you standing on? Describe the soil and mosses you find.]

[illegible]



## Shelters & Nests

[What natural shelters exist in your community? What natural objects are used in these shelters? What nests can you find? How big are these and where are they located?]

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# Cloud Shapes & Patterns

[Become sky watchers—sketch cloud shapes and patterns that catch your attention, find “pictures” or images in the clouds, take photos and save them in your electronic Book of Lists]





# My Maps: Favourite Spaces and Hideouts

[Use this section in your Book of Lists for capturing—in sketches or digital images perhaps—your favourite places]



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