



A GUMBOOT KIDS CURRICULUM

AS SEEN ON



CBC Kids



SPRING CURRICULUM

AGES 4-8



 curio.ca

GUMBOOTKIDS.COM

This teaching guide supports the Gumboot Kids spring special, [A Spring Feast](#), found on CBC. Additional spring themed episodes are listed on the following page.

Please refer to [General Considerations for Educators](#) for usage guidelines.



SPRING SPECIAL—A *SPRING FEAST*

The seasons are changing. Scout, Daisy and the Gumboots kids are excited to observe the changes as winter turns to spring. In this special episode, *A Spring Feast*, Scout and Daisy send the Gumboot Kids on a scavenger hunt to search for signs of spring. To help you get into the spring spirit here's a collection of episodes and activities inspired by springtime.

SPRING EPISODES

Scout & the Gumboot Kids

- [A Spring Feast](#)
- [The Case of the Buried Treasure](#)
- [The Case of the Pebble Eaters](#)
- [The Case of the Quiet Diggers](#)
- [The Case of the Spotted Jelly](#)
- [The Case of the Abandoned Home](#)

Daisy & The Gumboot Kids

- [Nature Weaving](#)
- [Willow Crowns](#)

Jessie & The Gumboot Kids

- [I Love Tulips](#)
- [Birds of a Feather](#)
- [Do The Bop Bop](#)
- [I Just Want to Be a Frog](#)
- [Chirp Chirp Happy](#)



[The Case of the Buried Treasure](#) (TULIPS)

In this episode Scout discovers a mysterious treasure and sends the Gumboot Kids to investigate. The Gumboot Kids learn about tulips.

The three clues: flower bed, tulips, underground

Vocabulary: flower bed, bulb, tulip

[The Case of the Pebble Eaters](#) (CHICKENS)

In this episode Scout goes for a walk and finds a creature eating pebbles off the ground so he sends the Gumboot Kids to investigate. The Gumboot Kids learn about chickens.

The three clues: barn, egg, beak

Vocabulary: pebble, chickens, eggs

[The Case of the Quiet Diggers](#) (BUNNIES)

In this episode Scout introduces the Gumboot Kids to a furry friend who loves to dig and is very quiet. The Gumboot Kids learn about bunnies.

The three clues: carrot, hutch, furry ears

Vocabulary: creature, hutch, hop

[The Case of the Spotted Jelly](#) (FROGS)

In this episode Scout sees some spotted jelly creature while out on his morning walk and sends the Gumboot Kids to investigate. The Gumboot Kids learn about frogs.

The three clues: marsh, lily pad, frog

Vocabulary: frog eggs, tadpole, life cycle

[The Case of the Abandoned Home](#) (NESTS)

In this episode Scout sends the Gumboot Kids to the park to search for an abandoned home. The Gumboot Kids investigate and learn about a robin's nest.

The three clues: trees, twigs, egg shells

Vocabulary: nest, robin, hatch

POST VIEWING QUESTIONS, PROMPTS & SUGGESTIONS

After viewing the episodes, encourage the child(ren) to think about what they have viewed by responding to some, or all, of the following prompts. Children could respond in a variety of ways either individually or as a large group. For example, children could respond by making something with loose parts, sharing their ideas verbally with a friend, drawing a picture, recording a video on a tablet, or creating a brief written response. All of their observations can be included in their field notebook. You can also record the observations on the board as a way for the students to be inspired and follow.

A Spring Feast (SPRING)

- What inspired you about the Gumboot Kids spring special? This episode celebrates the spring, what's your favourite season and why?
- What senses are used for the spring scavenger hunt? (sight, smell, touch, hearing and taste).
- What makes you think of spring? What are signs of spring? (snow has melted, buds of greenery appear on deciduous trees, animals start to wake up from hibernation, insects return, birds return home, warmer weather, longer days...).

The Case of the Buried Treasure (TULIPS)

- What did you learn from Scout and the Gumboot Kids as they solved *The Case of the Buried Treasure*?
- Have you seen tulips growing in a garden? Where and when do you remember seeing them? What have you noticed about tulips? How do they look? What colours are tulips? How do they feel? Smell?
- What other flowers come from bulbs? (daffodil, hyacinth, crocus...).

- In *The Case of The Buried Treasure* you learned that tulips grow from bulbs planted underground. When do you plant bulbs and why? (Scout talks about this in the episode).
- There are over 3,000 varieties of tulips, why not do some research and study these gorgeous spring flowers.
- Scout and the Gumboot Kids enjoy painting tulips. Painting tulips or anything you see in nature is a wonderful way to make mindful observations.
- You can sketch, paint, label and draw tulips in real life (tulips in a vase or in a garden) or from photographs you find online or in a book. These images are an interesting addition for your field notes.

The Case of the Pebble Eaters (CHICKENS)

- What did you think of this nature mystery? Why do chickens eat pebbles? How do pebbles help chickens?
- How are chickens and ducks the same? How are they different?
- Chickens lay eggs. What other animals do you know that lay eggs?
- In this episode, the Gumboot Kids discover some Polish Ornamental Chickens. What makes them unique? There are over 450 varieties of chickens. Why not look at photographs of chickens and sketch some in your field notebook.
- What are you still wondering about chickens?

“In the spring, at the end of the day, you should smell like dirt.”
—MARGARET ATWOOD, AUTHOR



- What other animals do you know that are similar to a rabbit? How are they similar?
- How are you similar to a rabbit? How are you different?
- Find an image of a rabbit online and sketch it in your field notes.

The Case of the Spotted Jelly (FROGS)

- What was the spotted jelly? (frog eggs) What are the speckles?
- Frogs hatch from eggs just like chickens and ducks. How are frog eggs similar to chick and ducks eggs? How are they different?
- Tadpoles are baby frogs, what other animals do you know that have special names for their babies? Let's make a list of all the baby animals (eg. Cow/calf, goat/kid, frog/tadpole, etc).
- Where might you find a marsh in your community? Based on the episode, what are some characteristics of a marsh you observed?
- What is the life cycle of a frog? Feel free to record all of your Frog observations in your field notebook.



The Case of the Abandoned Home (NESTS)

- What did you learn about nests in this episode?
- What do birds use to make a nest?
- Have you ever seen a nest?
- There are many styles of nests made by birds, have you ever seen an eagle's nest?
- Why are robin's eggs blue? Have you ever seen shells on the ground?
- Have you heard birds sing lately? Do you know what types of birds are chirping?

The Case of the Quiet Diggers (BUNNIES)

- What did you learn in this episode? Who are the quiet diggers and why do they love to dig?
- What do you know about Rabbits? Are they a social animal (yes), do they make good pets (lots of pros and many cons).
- There are 29 varieties of rabbits (mammals), have you ever seen wild rabbits? Pet rabbits?



LET'S GO OUTSIDE!

Spring Scavenger Hunt

Spring is time of renewal and change in the natural world. Trees are budding, flowers are beginning to grow, animals are emerging from their winter hibernation and the days are getting longer and warmer. For young learners curious about nature, spring is a wonderful time of year to get outdoors, get some fresh air and explore nature. In this scavenger hunt activity, children will work together, use all their sense and search for signs of spring.

Before going outside have the children pair up and give each group a *Spring Senses Scavenger Hunt* activity sheet (see page 12). For children still developing their reading skills make sure they understand what the images represent and what they are supposed to do before beginning the activity. Once everyone understands the activity it is time to go outside and start searching!

You may wish to take the children on a guided walk around the neighbourhood to complete the scavenger hunt or simply provide them time to

freely explore the school grounds and surrounding area. Use your best judgment based on your students and the environment in which you live. As an extension, children could be encouraged to take the scavenger hunt sheet home and complete it a second time with their family at home. You could then have a class discussion about the similarities and differences of the items students found near the school versus near their homes.

Spring Photo Walk

In the episode *The Case of the Pebble Eaters* Scout encourages the Gumboot Kids to use their observational skills to mindfully observe animals in a farm. In this activity children are encouraged to observe signs of spring and document what they find using a camera or tablet so they can share it with their classmates. For this activity you will need a camera or tablet for each group of 2-5 students. The power in using technology in the classroom comes from the opportunities for collaboration that it provides. When children each work on their own

device the opportunity for the rich conversations and shared thinking and learning of collaboration is lost.

To begin the activity, give each group of children a device to document what they see outside. Whenever you use technology it is important to give time before starting the activity to go over the appropriate use and handling of the devices. Do this before you go outside. Once outside allow the children to roam freely within a certain area to look for signs of spring. Encourage them to work on their observation skills by looking at different angles and looking both near and far. Encourage children to explore different perspectives; lie on the ground and look up or crouch down and look at things low to the ground. When the group finds a sign of spring they can document it by taking a picture or video on their device. For example, a group of birds flying overhead would make a great video; a flower bud is perfect for a photo. As an extension, the children could even appear in their video clips if they want to explain something. Once everyone has had enough time to document their signs of spring you could make a class slideshow of what the children discovered. This slideshow provides an excellent opportunity to allow the children to further share their thinking with each other. While the slideshow is played, the children could be encouraged to share what sense they were using when they observed each sign of spring and possibly where or how they found the sign of spring.

Soundscape

In the episode *The Case of the Abandoned Home*, Scout encourages the Gumboot Kids to close their eyes and listen to the sounds of nature. They're rewarded with the beautiful sound of birds singing.

It can be very challenging for young children to pause and calm their bodies enough to allow them to quietly listen for an extended period of time. Being mindful and listening carefully actually takes a lot of practice. Therefore, for best results you may wish to do this activity a number of times over the course of a month or more both to develop the

children's ability to calm their bodies and also to compare the different sounds they hear at different times of day or in different seasons.

This is an outdoor activity, however before going outside make sure to set up students for success by discussing the expectations of the activity (everyone is silent and is focussing on calming their bodies and minds, not communicating verbally or otherwise with each other) and giving the children a quiet way to ask an adult for support should they need it. You will want the children to be fully prepared with their materials before going outside so give each child a blank piece of paper, a pencil or pencil crayons and a hard surface to write on. Once outside have each child find their own spot to sit. If possible use a large area for this activity so the children are well spaced out and not close to each other. This will decrease the children's temptation to interact with each other. If possible also provide spots for children to sit on different surfaces such as grass, concrete, wood chips etc. to accommodate children who prefer different types of sensory experiences.

When everyone is seated and ready set a timer for a specified time period. Five minutes is probably a realistic amount of time for your first soundscape as the activity actually takes a lot of





concentration! The idea of the activity is for each child to be totally silent for the time period chosen and to listen intently. They can use their pencil or pencil crayons to document what they hear. The children will document their observations using words and drawings. As an extension the children could be encouraged to place the image for each sound in a spot on the paper that represents where they heard the sound outside. For example, an image at the top of the page might have come from the sky. Once the 5 minutes is up its time to share the children's soundscapes. There is a lot of benefit to having children share their thinking and documentation in an activity such as a soundscape because children will have so many unique ways to represent their experience. Discussing the similarities and differences of the soundscapes is a great opportunity to observe nature and explore different points of view.

HANDS-ON LEARNING

Plant An Indoor Bulb Garden

In this activity children are given an opportunity to participate in growing flowers from bulbs and observe the bulb as it changes over time. The key material for this activity is a clear glass bulb vase or forcing jar which can be found at your local garden center. Although many bulbs can be forced, paper whites and hyacinths are the most common.

Hyacinths will require a period of pre-cooling before forcing, but to avoid this step just purchase pre-cooled bulbs. For step by step instructions on how to force bulbs in water, check out [bhg.com/gardening/flowers/bulbs/howto-force-hyacinth-bulbs-in-a-vase](https://www.bhg.com/gardening/flowers/bulbs/howto-force-hyacinth-bulbs-in-a-vase)

Once you have selected the bulbs to force and have collected some forcing jars it is time to plant! Have the children help with the planting where possible. You may wish to have a small group of students take responsibility for each bulb. Assigning children to a specific bulb is a good strategy if your students can write simple sentences on their own and will be observing the bulb changes over time as this will ensure consistency with what they are observing. If your students cannot yet write simple sentences it may be more realistic to have the entire group observe the same few bulbs and track the observations together with the teacher acting as scribe. While planting a bulb in water is rather simple, it is the ongoing observation, hypothesizing and wondering that presents a particularly valuable learning opportunity. Once the bulbs are planted have the children use the attached *Bulb Observation Guide* (see page 13) every few days to track the changes as their plants grow and document their wonders. You could even extend the activity into Math by having children measure and graph the growth of the bulbs.

Frog Life Cycle Sensory Play

This is not a whole group activity but rather something that could be set up and left as part of a learning station for a week or two. In this activity children are invited to use what they have learned about the life cycle of a frog in creative and open-ended play. Fill a large shallow plastic tub with some sand, rocks, water, twigs, grass and plastic frogs (and if you can find something to fill in as an egg and salamander, even better!). Some bubble wrap with black dots (use a sharpie) is a great stand-in for frog eggs. Fold a piece of construction paper or cardstock in half so that it stands up like a tent. On the paper write a provocation such as “come join

the frog pond.” Alternately you could include a big idea or a question you want the children to answer. This is simply an invitation for the children to use their creativity, explore the sensory experience of a frog and put their new frog knowledge into use. There is no right or wrong way to interact with the material. Due to the open-ended nature of the station this is an ideal place for the educator to hang out for short periods of time each day and engage in learning focused conversations with the children to assess their developing understanding of the frog life cycle and to probe for the depth of each child’s knowledge and even their ability to transfer this understanding to a different setting or animal. Young children learn through play, but some adult guidance in terms of provocations and questions is an excellent way to assess children’s understanding and to help guide them to make simple connections across curricular or content areas.



Field Notes / Mindful Observation

In this activity children will extend their learning about flowers and bulbs as well as practicing looking for details and drawing like a scientist. Art and Science are actually closely related, and in fact scientists often use their artistic skills to document what they observe in their studies. Ideally this activity is done outside so children can be immersed in the natural surroundings of the plants and include this aspect in their drawing. However, if flowers are not yet blooming in your community you could certainly do this activity indoors instead.



Begin by going for a nature walk around the neighbourhood and/or school grounds. On the walk the children’s task is to look for flowers. As you walk stop and pause every once and awhile as you notice different types of flowers. Ask the children if they can identify the different flowers that they see or they may also want to use a flower book or identification sheet to help identify what they are seeing. Talk about the different features of each flower such as the colour and length of the stem, the shape, colour and texture of the petals. You might also like to point out the stamen and

carpel which are the male and female plant parts generally found in the middle of the flower or bud.

After the walk invite students back into the classroom or help them get situated in an outdoor learning environment to do some drawing. Ideally each child or pair of children can access a flower of their own (whether cut, potted or living outdoors). Encourage the children to act like a scientist by being detailed oriented in their drawing and even adding labels or other annotation to their drawing if they are able to. This activity works best if children

are given a sharp pencil or set of pencil crayons to use for the drawing rather than crayons or felts. Being able to erase and make changes to the drawing is important as the children notice different aspects of the flower.

Alternately, children could be asked to observe and document their flower by drawing it each day for a week or two. This way the children can be prompted to observe and share how the flower changes over time as it grows, blooms, the petals fade and eventually fall off.





Gumboot Kids' Nature Craft

 **Nature Weaving** curio.ca/en/video/nature-weaving-24449

In this episode, Daisy sends the Gumboot Kids out on a nature walk to collect some items to create a beautiful nature weaving. This is a simple craft that will allow you to display some beautiful spring treasures you've gathered from nature.

STEP 1

Head out on a nature walk and collect some sticks, leaves, ferns and flowers. Take only what's abundant and only take a little.



STEP 2



Using wool or string, tie your sticks together in a square or triangle to make the frame of your loom. Then thread your wool or string across the frame from side to side. This may require the help of a grownup.

STEP 3

Add your nature treasures into you loom. Weave them up and over, down and under your wool. Be creative! Have patience—with practice you'll become a better weaver.





Gumboot Kids' Nature Craft

 **Willow Crowns** curio.ca/en/video/willow-crowns-24450

In this episode, Daisy shows the Gumboot Kids how to make a wearable Willow Crown. This craft lets you show off what you've gathered on your nature walk in a beautiful crown.

STEP 1

The next time you are out for a nature walk, search for a willow tree. Look on the ground underneath the tree. Chances are you'll find some branches lying below. Gather a few to take with you. You can also use other bendy thin branches if you can't find a willow.



STEP 2



Make a loop with a long, bendy branch. Twist the ends of the branches around and around to make a circle. The circle should be able to fit on the top of your head. Weave more branches in and around the circle until it's nice and sturdy.

STEP 3

Decorate your crown by weaving in colourful flowers and leaves. Voila! Now place your crown on your head and have fun!





Spring Senses Scavenger Hunt

Name _____

Find each of the following items and draw what you see:

A puddle

Something soft

A flower

Something that
smells fresh

An insect

Something that
is yellow

Something prickly

A bird chirping

A leaf



Bulb Observation Guide

Name _____ Date _____

Use this guide to document what you notice as your bulb grows.

1 Date _____

Observations:

2 Date _____

Observations:

3 Date _____

Observations:

I Love Tulips

Music by Jessie Farrell

 Sing Along: curio.ca/en/video/i-love-tulips-24468

I love tulips 'cause they make me happy
 I love tulips yes I do
 Evey spring I have a favourite colour
 This year mine is yellow how about you?

Splendid tulips in a mason jar
 Dancing tulips in a field on a farm
 One tall tulip on a window sill

They're all signs that spring has sprung
 And happiness is all around us...

I love tulips 'cause they make you happy
 I love tulips yes I do
 Thank you tulips for the joy that you bring
 Every year your colours shine through

Splendid tulips in a mason jar
 Dancing tulips in a field on a farm
 One tall tulip on a window sill

They're all signs that spring has sprung
 And happiness is all around us...

I love tulips 'cause they make me happy
 I love tulips and I love you

AVAILABLE ON:
CHIRP CHIRP HAPPY



 gumbootkids.com/music



Birds of a Feather

Music by Jessie Farrell

 Sing Along: curio.ca/en/video/birds-of-a-feather-24454

Hello chickens, hello birds
Hello donkeys, hello ponies
Hello cows, hello everyone

When you're visiting a farm
Don't forget to say hello
To the chickens and the hens,
And the roosters in their pens
They'll tell you something you should know
About chickens scratching, eggs hatching
Keeping busy, wings flappin'
Waking you up at dawn
Because they're birds of a feather
And they like to stick together
Cluck cluck scratch and a cocka doodle doo
to you

When you're visiting a barn
Don't forget to say good day
To the chickens and the hens,
And the roosters in their pens
They'll tell you what you need to know
About chickens scratching, eggs hatching
Keeping busy, wings flappin'
Waking you up at dawn
Because they're birds of a feather
They like to stick together
Cluck cluck scratch and a cocka doodle doo
to you

When you're visiting a farm
Don't forget to say hello

AVAILABLE ON:
CHIRP CHIRP HAPPY



 gumbootkids.com/music



Do the Bop Bop

Music by Jessie Farrell

Sing Along: curio.ca/en/video/do-the-bop-bop-24452

AVAILABLE ON:
CHIRP CHIRP HAPPY

gumbootkids.com/music

Do the bop
Do the bop bop
Do the bop bop bop bop bunny dance
Like you got got got got ants in your pants
Do the bop bop bop bop bop bop bunny dance

Do the bop bop bop bop bunny dance
Like you got got got got ants in your pants
Do the bop bop bop bop bop bop bunny dance

Hop with me
Hop with me
Bounce with me
Bounce with me
Hop with me, hop with me, hop
Hop with me

Do the bop
Do the bop bop
Do the bop bop bop bop bunny dance
Like you got got got got ants in your pants
Do the bop bop bop bop bop bop bunny dance

Do the bop bop bop bop bunny dance
Like you got got got got to dance
Do the bop bop bop bop bop bop bunny dance

Hop with me
Hop with me
Roll with me
Roll with me
Bounce with me, bounce with me, bounce
Bounce with me

Do the bop
Do the bop bop
Do the bop bop bop bop bunny dance
Like you got got got got ants in your pants
Do the bop bop bop bop bop bop bunny dance

Do the bop bop bop bop bunny dance
Like you got got got got to dance
Do the bop bop bop bop bop bop bunny dance

Hop with me
Hop with me
Bounce with me
Bounce with me
Hop with me, hop with me, hop
Bounce with me

Do the bop
Do the bop bop
Do the bop
Do the bop bop



I Just Want to Be a Frog

Music by Jessie Farrell

 Sing Along: curio.ca/en/video/frogs-24453

Na nana na na, na
Na nana na na
Na nana na na
Na nana na
Nana nana na na

I just want to be a frog
Sitting here on a log
Flickin' my tongue at flies
Croaky voice and big round eyes
I couldn't dream of a better life
I couldn't think of a greener life

I just wanna be a frog
Happy in a big old bog
Leaping from lily pad
Warm sun ain't so bad
I couldn't dream of a better life
I couldn't think of a greener life

I'm just sitting here
Quietly breathing deep
Ready to make that big old leap
I'm just sitting here breathing deep

I just want to be a frog
Sitting here on a log
Flickin' my tongue at flies
Croaky voice and big round eyes
I couldn't dream of a better life
I couldn't think of a greener life



AVAILABLE ON:
CHIRP CHIRP HAPPY

 gumbootkids.com/music

I just wanna be a frog
Happy in a big old bog
Leaping from lily pad
Warm sun ain't so bad
I couldn't dream of a better life
I couldn't think of a greener life

Na nana na na, na
Na nana na na
Na nana na na
Na nana na
Nana nana na na

I could dream of a better life
I couldn't think of a better life



Chirp Chirp Happy

Music by Jessie Farrell

 **Sing Along:** curio.ca/en/video/chirp-chirp-happy-24451



AVAILABLE ON:
CHIRP CHIRP HAPPY

 gumbootkids.com/music

I want my babies to be cozy and warm
Snug in a nest up in a tree

I'll make our nest out of twigs moss and leaves
Strong round sturdy and pretty

And they'll live chirp chirp happy
Chirp chirp healthy
Chirp chirp fed well too

And while they're
Chirp chirp learning
Chirp chirp growing
Chirp chirp flying soon

I want my birdies to be cozy and warm
Snug in a nest up in a tree
I want my birdies to be safe and sound
So they can sing out and be free

And they'll live chirp chirp happy
Chirp chirp freedom
Chirp chirp fed well too

And while their chirp chirp learning
Chirp chirp growing
Chirp chirp flying soon

I want my babies to be cozy and warm
Snug in a nest up in a tree

In this nest I will raise you
Up up
Watch you fly high
Watch them fly, watch them fly

In this nest I will raise you
Up up
Watch you fly high
Watch you fly, watch you fly

In this nest I will raise em
Up up
Watch em fly high
Watch them fly, watch them fly



GUMBOOT KIDS TEAM

Created by **Eric Hogan & Tara Hungerford**

Mindfulness: Molly Stewart Lawlor, Ph.D
Zoologist: Michelle Tseng, Ph.D
Botanist: Loren Rieseberg, Ph.D
Teacher: Sarah Beairsto, MEd

Developed for Television with Cathy Moss
Head of Production Tracey Mack
Music by Jessie Farrell
Illustrations by Kate Jeong
Photography by Michelle Tseng, Annick Violet
Scout & Daisy Animation Deanna Patridge-David
Additional Animation by Affolter Brothers,
Lynn Dana Wilton

We are passionate about connecting children with nature. We also love how nature teaches and reminds us to be mindful.

We would love to hear from you! Let us know if you have any feedback. We hope you stay connected as we continue to add new curriculums to the Gumboot Kids collection.

Follow us at [@gumbootkids](https://www.instagram.com/gumbootkids)
Share the joy and wonder [#gumbootkids](https://www.facebook.com/gumbootkids)



[gumbootkids.com](https://www.gumbootkids.com)



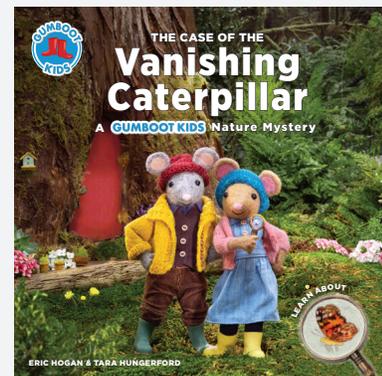
Additional Resources



Soundwaves

By Jessie Farrell

VIEW NOW!



The Case of the Vanishing Caterpillar

By Eric Hogan
& Tara Hungerford

VIEW NOW!



FOR MORE HOLIDAY INSPIRATION:

Visit our Pinterest board at pinterest.ca/gumbootkids/spring-curriculum-gumboot-kids

Gumboot Kids Nature Identification Activity



CAN YOU KNOW NAME EACH PICTURE?



Draw a diamond around each insect



Draw a heart around each animal that lives in the wild



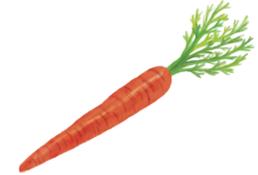
Draw a triangle around each fruit, vegetable, and plant that grows in a garden



Draw a circle around each farm animal



Draw a square around each creature that swims in the water



* You can draw a shape around a picture more than once



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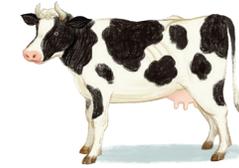
Gumboot Kids Nature Identification Activity



CAN YOU KNOW NAME EACH PICTURE?



Draw a diamond around each insect



Draw a heart around each animal that lives in the wild



Draw a triangle around each fruit, vegetable, and plant that grows in a garden



Draw a circle around each farm animal



Draw a square around each creature that swims in the water



* You can draw a shape around a picture more than once



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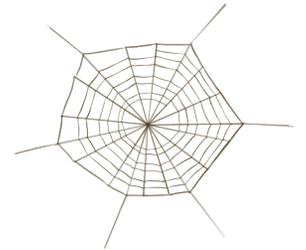
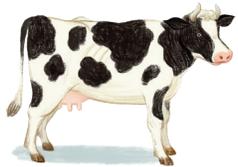
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Gumboot Kids Nature Habitat Activity Sheet



DRAW A LINE TO CONNECT EACH CREATURE WITH ITS HABITAT



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