

THEME: Creek Habitat and Salmon Enhancement
SCOPE & SEQUENCE UNIT: Inspired by Nature
OBJECTIVE: Be in the presence of the creek
ACTIVITY 2.: Private Eye© Investigations
www.the-private-eye.com

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| Notes: | In-class and outside |
| Teacher Prep.: | With young students it is best to spend one session becoming familiar with using the loupe, practicing drawing big, and coming up with analogies. Whether you use different objects among the students or each student has a similar object (i.e. a pebble, a cone, a feather, a shell) be sure it is familiar to the student. Otherwise, take 15 minutes to have each student use their loupe and observe the tip of one of their finger prints, draw that image, and list 3 analogies. Then travel to the creek to conduct the activity in nature. |
| Time: | 15 minutes inside with loupe, 20 minutes in nature with loupe, travel time |

Skills:

- ♦ Writing & oral language
- ♦ Creative (& critical) thinking

Objectives:

- ♦ Make a personal connection with nature
- ♦ Observe patterns in nature

Background Information:

This activity, Private Eye© is used to encourage students to look closely and to hone their observations skills. We often look without taking the time to give much attention to what we are seeing. Often we see what we expect. By using a loupe it draws our attention into the area under magnification, giving us a sense of seeing that is new, revealing new sights to us. This is the awe and wonder. But to take it further, we need to consider what we are seeing and where else we might have seen a similar pattern. Students choose something in nature to look closely at, and draw it as largely on their page as they can be encouraged to draw. Many patterns in nature repeat themselves, and the student is tasked with coming up with analogies of their nature piece, something it is like or what it reminds them of, or smells like, etc.

Vocabulary:

Analogy: a cognitive process of transferring information or meaning from one particular thing to another particular thing. OR – similarity between things that are otherwise dissimilar. Metaphors and similes are analogies.

Materials:

Magnifying (5X) loupes (private eye loupes) – one for each student
Clipboard, paper, pencil, & eraser with each student;
pencil sharpener and spare pencils with teacher

Instructions for using loupe: hold the loupe, broad side up, close to one eye. (Actually inside the bone of the eye socket) With the other hand hold the object for observation and bring it to within 5 cm of the loupe. Adjust the distance for bringing the object into focus. If wearing glasses, remove the glasses and try to focus through the loupe as above. If this does not work, replace glasses and then use loupe.

NOTE: These loupes are easy to lose (and break). Best if they are carried in the box and given out at the field site, then collected back into the box with each student individually handing in their loupe. (easy to replace if lost)

Introductory Discussion:

Becoming familiar with the loupe: to look at patterns in nature using a 5X magnifying loupe. Patterns are often repeated in nature. Choose the print of a finger to look at closely with the loupe. Make a drawing of the observation. Then list 3 things it is like.

In the field: Remembering the fingerprint observed in class, find something in nature to observe closely and with magnification. Remember when drawing the image to fill the circle on the page. See how many things you can list that it is like. Ask yourself, What else does it remind me of? What else does it look like?

Reflection Discussion:

Gather as a class in a circle and ask students to share their work. Ask other students to offer one thing they like about it.

Student Page:

Private Eye Investigations

Resources:

The Private Eye: (5X) Looking/Thinking by Analogy, 1992
www.the-private-eye.com

Taking it Further:

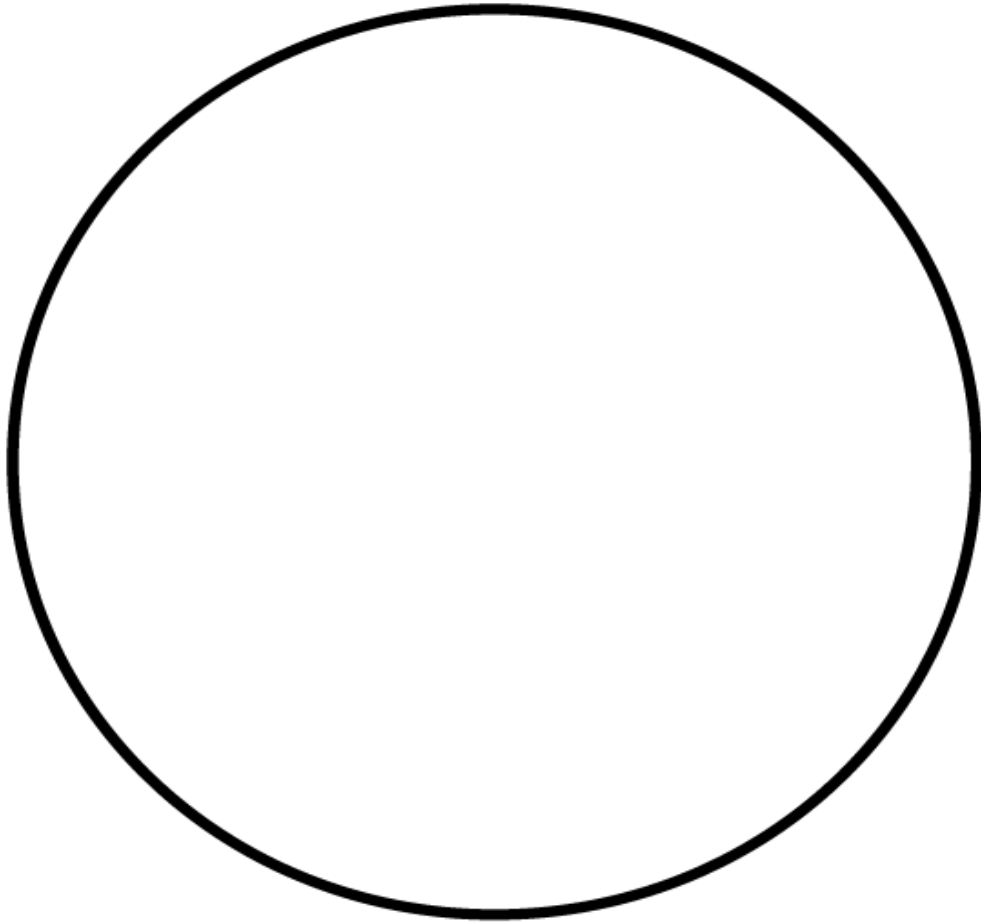
Use the list of analogies and create a poem.

See: River of Words ® K-12 educator's Guide, Watershed Explorer™ Curriculum
www.riverofwords.org

Observer: _____

Date: _____
(mm/dd/yyyy)

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I drew my close-up observation of _____

What else does it remind me of? What else does it look like?:
