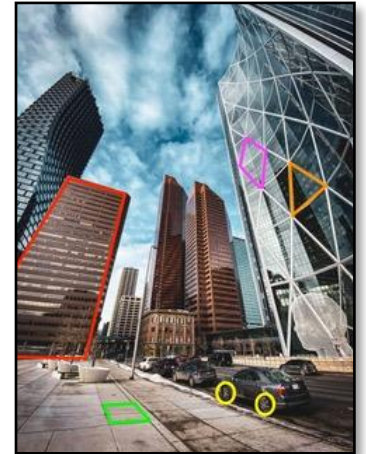


Materials Required: paper or notebook and something to write with (pen, pencil, marker etc.)

Instructions:

Take a walk along your block, sidewalk or street*. What do you notice around you? Use your pen and pencil to count, record and/or draw the answers to the questions below:

1. What shapes do you see? (Hint: look at the picture to the right!)
2. What do you see that has wheels? How many wheels does it have?
3. How many street lights are on your block/street?
4. If there is a sidewalk, how many sections of concrete are on your block? (Did you know? The divided sections of Calgary's sidewalks are called "flags"!)
5. How many cars are parked on your street?
6. Can you find any numbers? Which ones? (*Hint: look at street signs, building/house fronts and license plates*)



Typical sidewalk sections, or "flag".

Extension*: Count how many of your steps it takes to walk:

- From your front door to the end of your driveway or front walk
- 3 sidewalk sections ("flags")
- From one light pole to the next
- From the front of your house to the nearest corner.

Share Your Learning!

If you tried out any of our activities, we would love to hear how it went! Take a photo while out in your community or share a picture of your work. Sharing on social media? Tag us!

@cityofcalgary #neighbourhoodstreets #yycstreets

**Students may need the help and support of an adult or older student to complete these activities.*

This activity incorporates learning outcomes in Math, Science, and Social Studies as outlined in the Alberta Education Program of Studies.

More details on the learning skills used in this activity as well as links to references are provided on the next page.

MATH:

Children make sense of their environment through observations and interactions at home [...] and in the community. Activities can contribute to the development of number and spatial sense in children. Curiosity about mathematics is fostered when children are engaged in, and talking about, such activities as comparing quantities, searching for patterns, sorting objects, ordering objects, creating designs and building with blocks. ([Mathematics, K-9, p.2](#))

General Learner outcomes include 1) developing number sense and 2) using patterns to describe the world and to solve problems. Grade specific learner outcomes include:

- (K): Say numbers in sequence from 1 to 10 in 1s; represent and describe numbers 2 to 10, concretely & pictorially
- (Gr. 1): Represent and describe numbers to 20, concretely, pictorially & symbolically
- (Gr. 2) Identify 2-D shapes as parts of 3-D objects in the environment.
- (Gr. 3): Collect, display and analyze data to solve problems; collect first-hand data and organize it using: tally marks, line plots, charts and/or lists to answer questions.

SCIENCE:

An elementary science program engages students in a process of inquiry and problem solving in which they develop both knowledge and skills. The purpose of the program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings and by building a foundation of experience and understanding upon which later learning can be based. ([Science, Elementary, A.1](#)) In science inquiry, the focus is on asking questions and finding answers based on evidence. The outcome of inquiry is knowledge. Specific Learner Expectations (SLE's) related to "Reflect and Interpret" include:

- describe what was observed, using pictures and oral language
- appreciation of the value of experience and careful observation

SOCIAL STUDIES:

Students become engaged and involved in their communities by asking questions and making connections with their local community ([Program Rational & Philosophy, SS K-6, p. 5](#)). In early grades, there is a strong focus on exploring your own community.