



**KINDERGARTEN:**  
**INTRODUCTION TO NATURE PROGRAM**  
**OVERVIEW**

**Key Concepts:** Nature is made up of both living and non-living things. Nature is all around us; people are part of nature.

**Goals:** To help children become comfortable in nature; to foster an awareness and appreciation of nature, with emphasis on sensory exploration.

**Objectives:** Students will be able to:

- 1) interact appropriately with the natural world
- 2) express ways in which nature is important to them
- 3) suggest how they can help care for nature at home.

**PROGRAM SCHEDULE**

9:00- 9:30	Introduction, bathroom break
9:30-10:00	Field Activities: 1st rotation
10:00-10:30	Field Activities: 2nd rotation
10:30-11:00	Field Activities: 3rd rotation
11:00-11:45	Lunch, clean up
11:45-12:00	After lunch activity
12:00-12:30	Summary, return to school

**INTRODUCTION**

**Key Concepts:** Nature is made up of both living and non-living things. Nature is all around us. People depend on nature for many things. We can give back to nature by helping to take care of it. We can experience and learn about nature using our senses.

**Objectives:** Students will be able to:

1. Categorize objects that are living and non-living; differentiate between non-living objects that are people-made and natural.  
<Benchmark SC.K.4.1: Interdependence. Identify differences between living and non-living things.>  
<Benchmark SC.K.6.1: Nature of Matter. Classify objects by their attributes.>
2. Explain how all of the things we use, eat, wear, etc. come from or are connected to a natural source.  
<Benchmark SC.K.1.2: Scientific Inquiry. Ask questions about the world around them.>
3. Describe their senses and how they can use them to observe nature.  
<Benchmark SC.K.1.1: Scientific Inquiry. Use the senses to make observations.>

**Activity:** Students will gather in the classroom for an introduction to the day and preparation for their adventures. We will begin by learning to categorize objects as living or non-living and to recognize non-living objects as natural or human made. Students will also learn how to use their senses to experience and observe nature.

## MORNING ACTIVITIES

### Stream S`plorations

**Key Concept:** Streams are made up of living and non-living things. All living things in the stream need food and water. We can help by using only the water we need.

**Objectives:** Students will be able to:

1. Use their senses to make observations about the stream.  
<Benchmark SC.K.1.1: Scientific Inquiry. Use the senses to make observations.>
2. Observe and differentiate between living and non-living things in and around the stream.  
<Benchmark SC.K.1.3: Scientific Inquiry. Collect data about living and non-living things.>
3. Collect and observe small stream life in the buckets using proper etiquette.  
<Benchmark SC.K.3.1: Interdependence. Identify similarities and differences between plants and animals.>
4. Identify one reason why water is important in nature.  
<Benchmark SC.K.1.2: Scientific Inquiry. Ask questions about the world around them.>

**Activity:** Students will collect living and non-living things from the stream, i.e. rocks, algae, shrimp, guppies, tadpoles, etc. (Stream life will be pre-set in buckets.) They will use their senses to closely observe different parts of the stream. Students will learn why water is important and collect stream water in watering cans to water nearby plants.

### Soil Cookies

**Key Concepts:** Soil is very important to living parts of nature. Soil (or dirt) is composed of rock, plant and animal parts, and water. It takes nature a long time to “make” soil. Children can be helpful by making soil cookies and giving them to trees.

**Objectives:** Students will be able to:

1. Identify the primary ingredients of soil.  
<Benchmark SC.K.1.3: Scientific Inquiry. Collect data about living and non-living things.>
2. Explain why healthy soil is important.  
<Benchmark SC.K.1.2: Scientific Inquiry. Ask questions about the world around them.>  
<Benchmark SC.K.4.1: Interdependence. Identify differences between living and non-living things.>

**Activity:** Students will grind up rocks, break up dead leaves, and add water to make soil cookies! Afterwards, each student will mold a cookie and give it to the roots of a special tree.

### The Bamboo Forest

**Key Concept:** People use nature in many ways. Bamboo is a giant grass that re-grows very quickly (\*renewable resource). Bamboo is one of the most useful plants for people.

**Objectives:** Students will be able to:

1. Name three characteristics of bamboo.  
<Benchmark SC.K.1.3: Scientific Inquiry. Collect data about living and non-living things.>
2. Describe three ways bamboo is useful to people.  
<Benchmark SC.K.1.2: Scientific Inquiry. Ask questions about the world around them.>
3. Experience the bamboo forest using their senses.  
<Benchmark SC.K.1.1: Scientific Inquiry. Use the senses to make observations.>

Activity: We will walk through the bamboo forest and study bamboo. Students will play with a variety of games and objects made of bamboo, i.e. musical instruments, fishing poles, etc.

## **SUMMARY**

Key Concepts: Everything comes from nature; people depend on nature and are part of it. Nature is valuable on its own, not only for people. We can help take care of nature.

Objectives: Students will be able to:

1. Describe one way nature helps people.
2. Identify some ways that they can help nature.
3. Name one way nature is important beyond its usefulness to people.

Activity: The Kindergarten Program is so full of fun and adventuresome activities, it's easy to forget all we have done and learned. Our summary will lead students through a final review of the day's activities and encourage them to continue to explore the natural world.