The Young Naturalist

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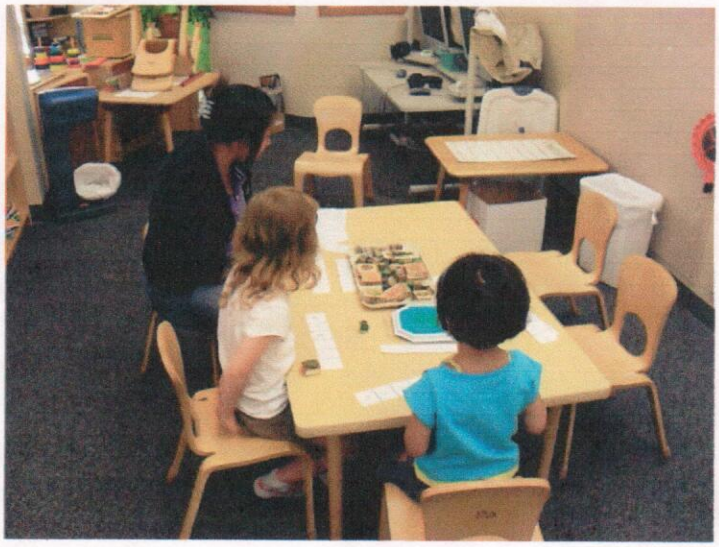
Investigating the role a naturalist and their contributions to science

Children use their observation skills like a naturalist during the reading of books. The purpose of this is to allow children to make connections, practice their observation skills and communicate clearly.

Bug stamp patterns: Children develop their independent skills and social skills (working with a peer & adult). This activity provides a math experience while studying a science topic.



Soil exploration: During this experiment children develop different observation skills such as: touch and smell along with sight. Children also see that their words can be recorded and record their selves to document like a naturalist.

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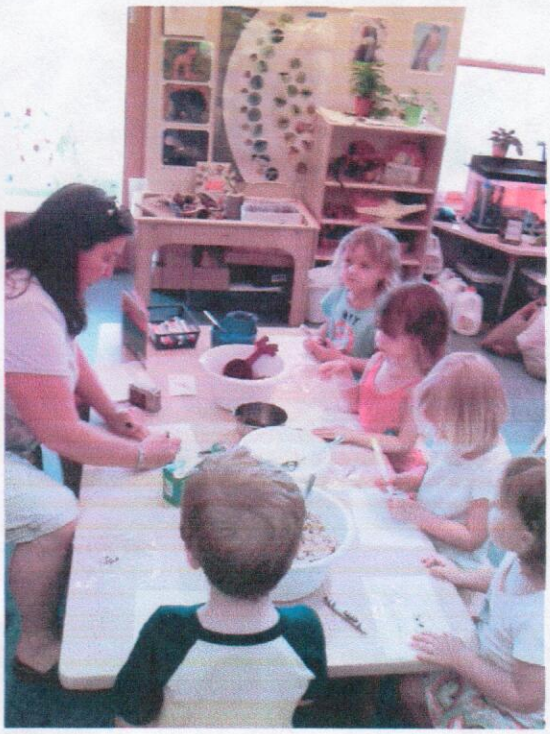
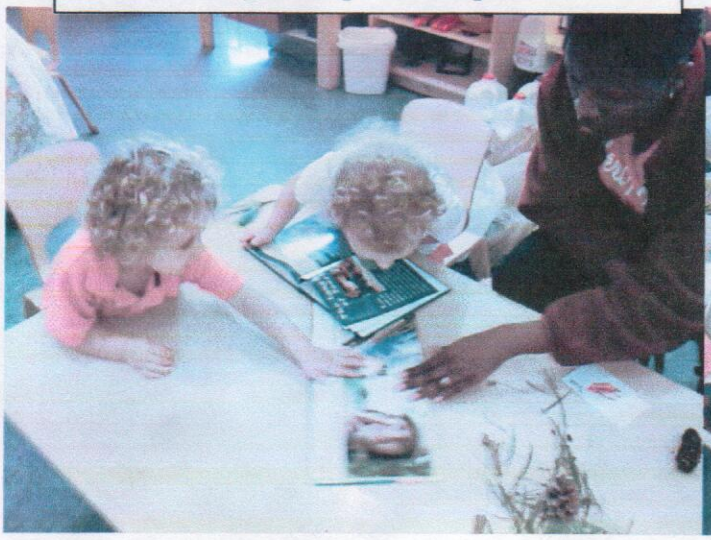
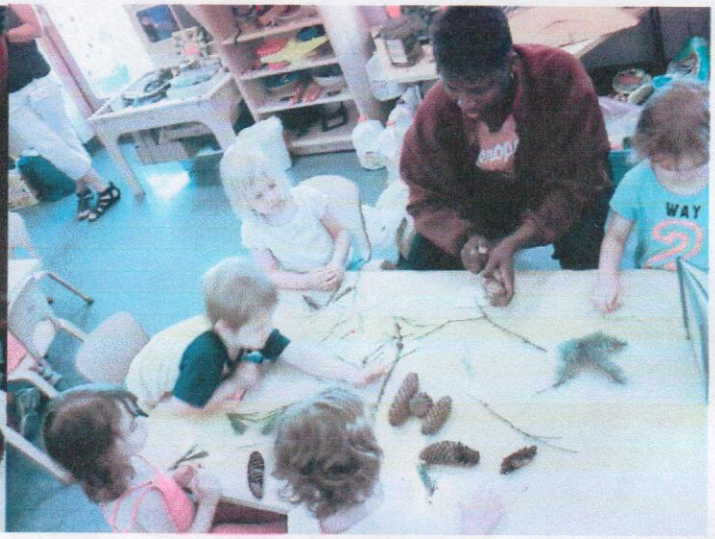


Play institute using out our senses and making trail mix: Children follow simple directions; make their own recipe, use their sense of smell and touch. When finished children get to take home trail mix to taste at home!

Play institute and our senses: Children use their sense of touch and use visual field guides. Children explore using their sense of touch while working with peers and adults to communicate clearly, waiting and taking turns.





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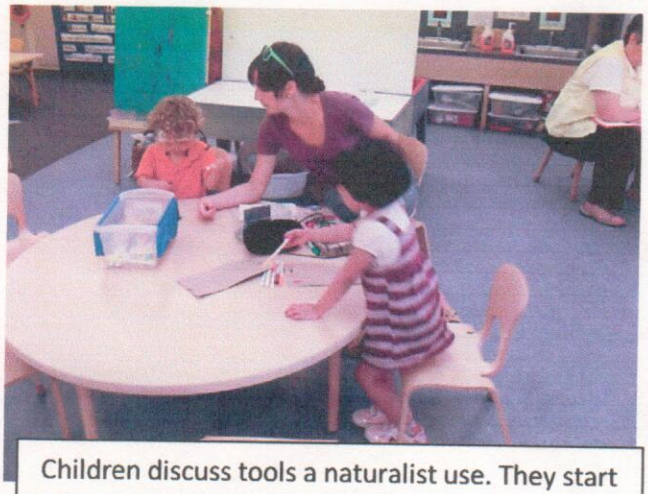
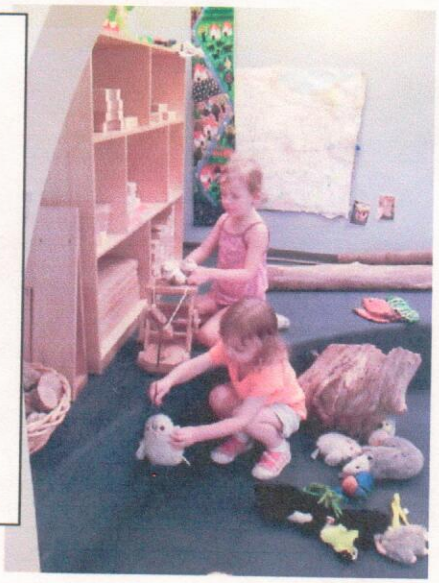
Children develop their observation skills and practice using tools like a naturalist. They also develop prediction skills while predicting what will happen to soil when water is added.

Children describe something they like to do outside or time when they did something outside. Children recall, communicate and describe their illustrations. While recording their words children will see that what they say can be written. They also use their fine motor skills to develop an illustration.



Children discuss tools a naturalist use. They start to put together their own naturalist kit. Children use their fine motor skills to write their name and design their naturalist bag.

Enchanted Forest: Here children use their imagination and problem solving skills while explore with pieces from nature and stuff animals.



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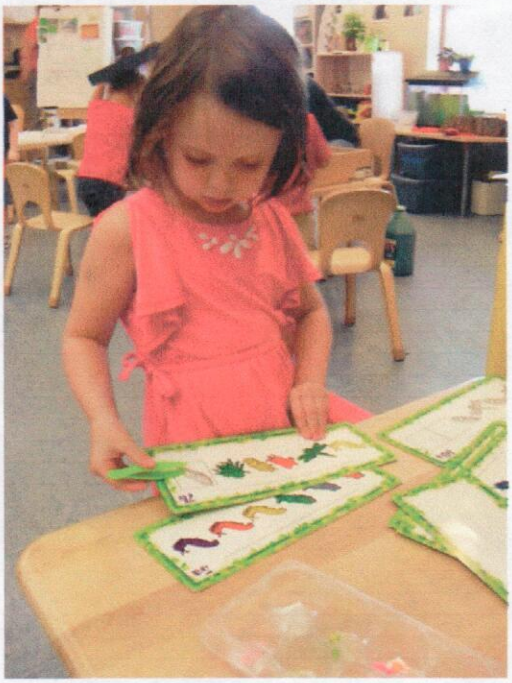
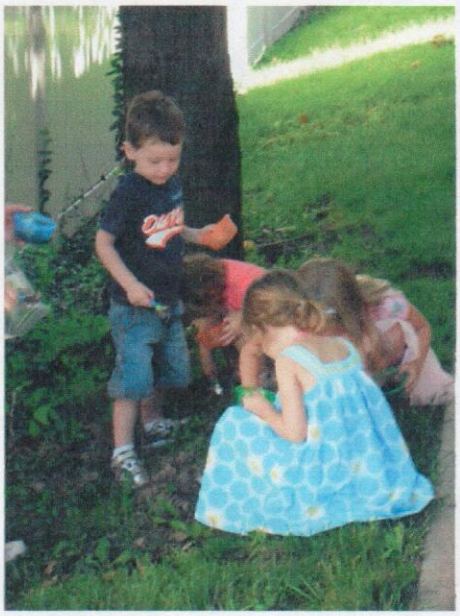


Children finish what comes next on the bug pattern. This is an experience that children can complete independently and have space to work in a small group or alone.

Collecting soil samples from outside the classroom. Children develop an understanding of nature and the world surrounding them.



Creative expression is brought into the science topic of a naturalist through pinecone rolling. Before creating children identify sizes of their pinecone and verbally identify small medium and large; allowing math to also be brought into the experience.

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Play institute and our senses: Children use their different to explore the world around them. Children use their sense of sight and sent to match to the smell in the jar to an image. Children have to use their observational skills, matching, background knowledge and problem solving to be able to complete the task.

Here children use their sense of touch to identify the different textures they feel. Next children predict what they think they are feeling.

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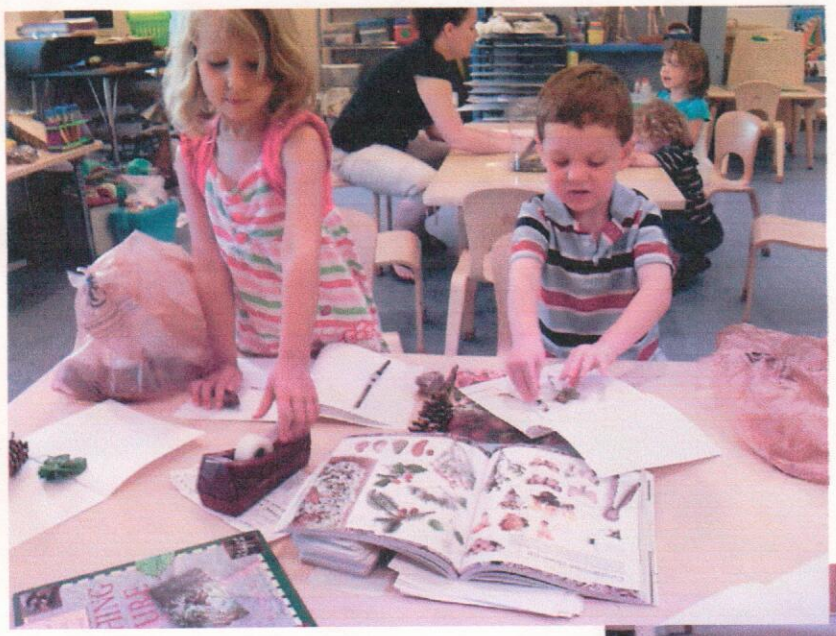
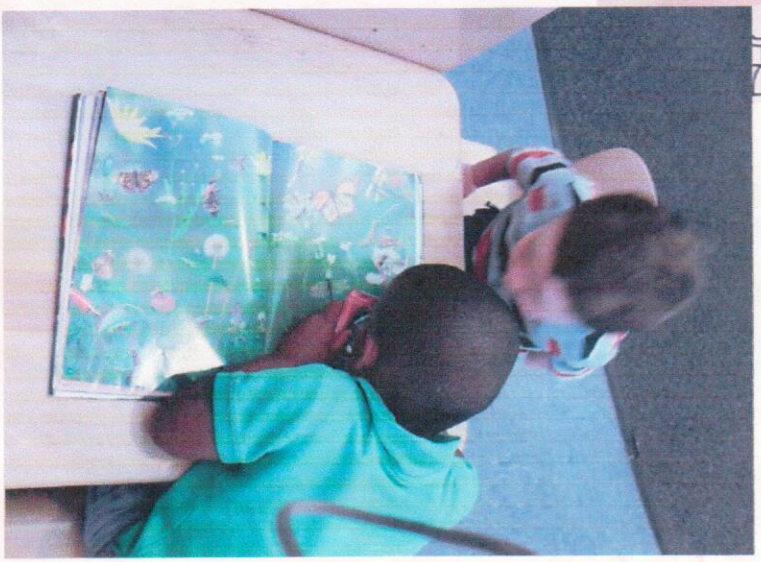


Field guides: Children collected things on the ground from nature from a nature walk. Next they add items they found on walk to a field guide. Children problem solve how to attach items to book, identify the items and discuss harmful actions on the environment.

Habitats: Children build their observational skills, use different tools and discuss different parts of a cricket. As a way to introduce them to a cricket before they take is home and take care of it. During a discussion children also identify the needs of a cricket.



Picture walk as a naturalist: Children work in pairs, using a magnify glass to take a picture walk and work cooperatively with each other.

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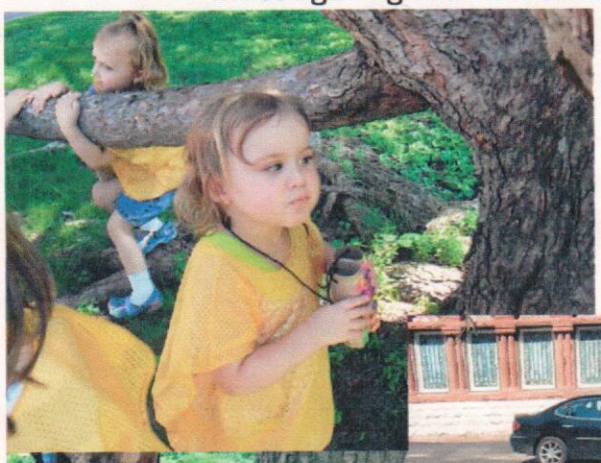
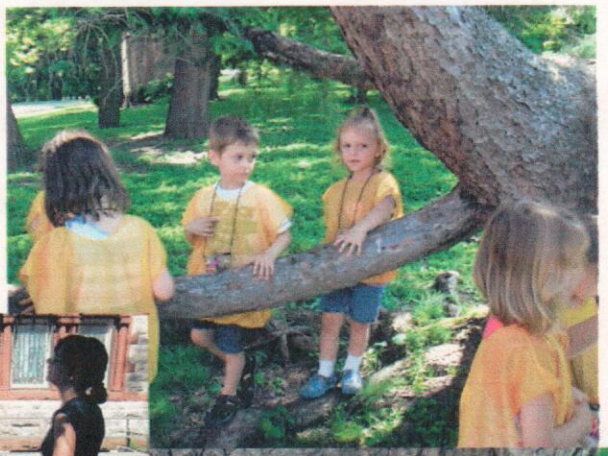
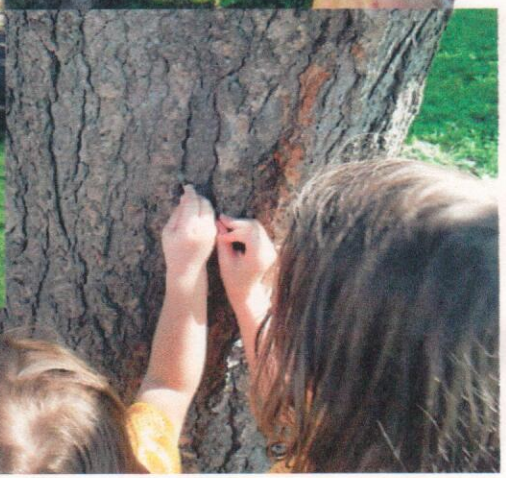


Walk to Woodland Cemetery





Children go out into nature to have an opportunity to put into practice the information from the science session: Children can develop their observation skills, use their different senses, develop a sense of respect for nature, count the different things they see, collect soil samples from different areas, share their observations with their peers, develop a sense of belonging to a group, and use tools that a naturalist might use.

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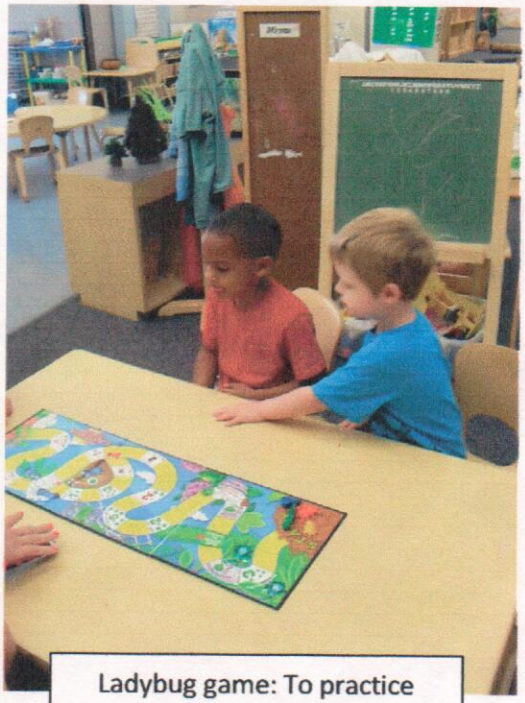
Children are exposed to different sensory materials such as moon sand. This allows them to use fine and large motor skills while creating structures that an ant might live in.

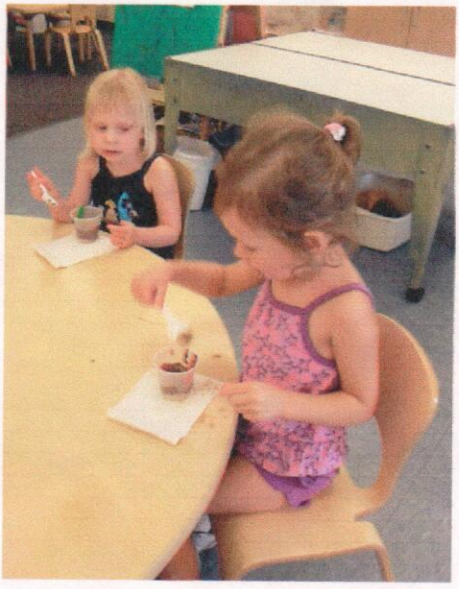
In using tweezers children use their fine motor skills, get to explore using tools that a scientist might use and count colored ants.

Mud pies: Children will experience how mug is made, while discussing different types of soil and comparing and contrasting the different soils from their homes.



Ladybug game: To practice corporation children take turns, follow directions, work as a pair and communicate.

Dirt pudding: In this experiment children layer the sand (gram crackers), mud (pudding) and top soil. This is a way for children to illustrate the different layers in soil while using new vocabulary



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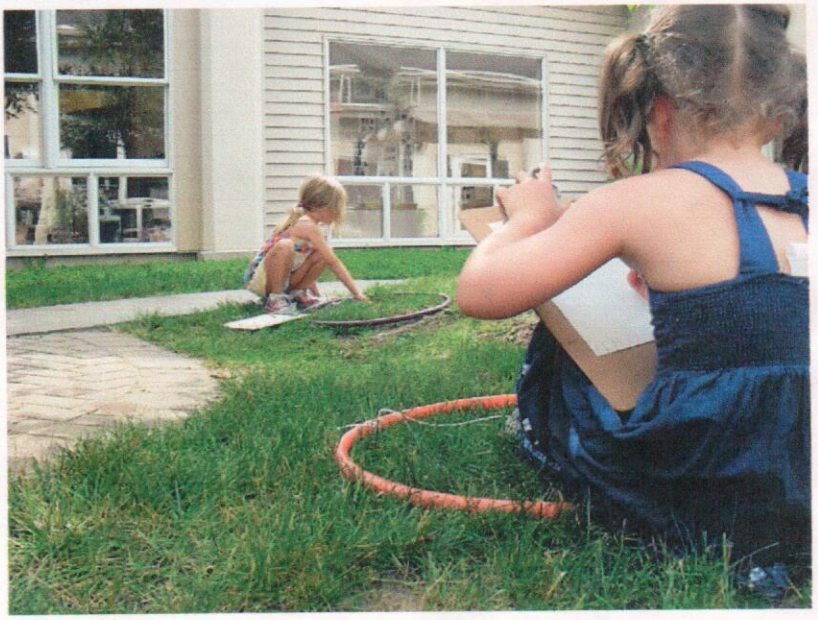
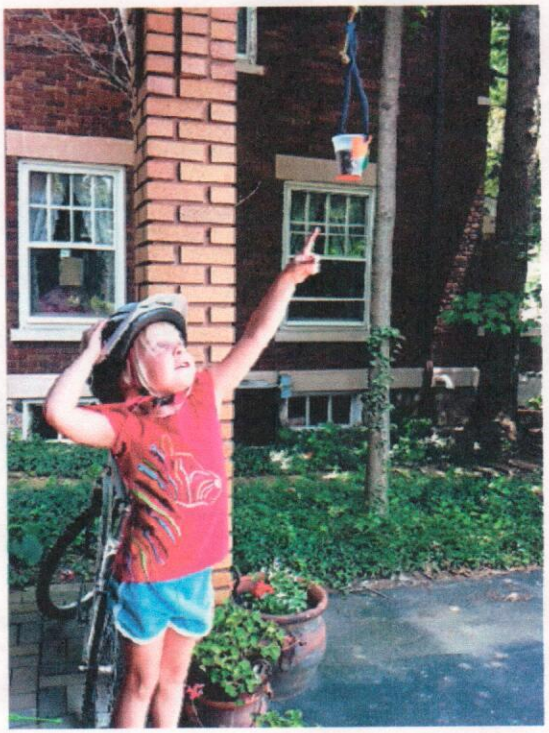
After finding a spot to place a hula-hoop children use their observation skills like a naturalist and then record like a naturalist what they see. On their recordings children can draw or write what they see.



Bird/creature feeders: children decorate one that they can take home. They discuss where they can place their feeder and then use their observation skills to observe creatures from nature.



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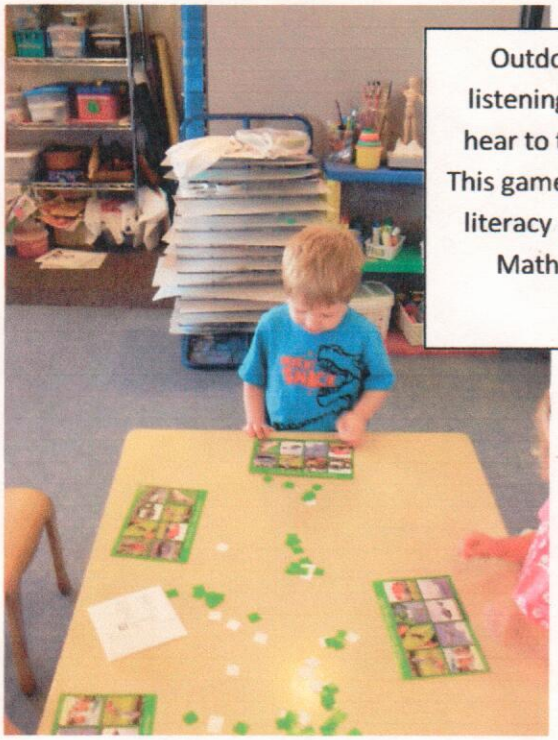

Outdoor sounds: Children use their listening skills to match the sound they hear to the visual image on their board. This game allows children to use their pre-literacy skills by listening and matching. Math is also incorporated through matching.

Group time children list items that a naturalist might collected and/or study in nature. During group time children take turns sharing, waiting, following directions, public speaking and communicating clearly.

Using their fine and large motor skills children create 3D creation, something they might find in nature.

Children discuss things that live in nature, things naturalist might collect, how they might go about collecting those things, taking care of nature and helpful verses harmful actions.

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Children explore different types of soil and worms; layer the soil into a worm habitat. Children measure their worms and observe them in the different types of soil.

Painting with worms: Children use their fine and large motor skills to manipulate the rubber worms. Through the use of the different art mediums of paint and markers children are allowed to explore and build their creative expression.

Hope, Fly or Swim: During this game children develop their listening skills, turn taking, waiting, one-to-one correspondence, predict how that creature moves.