Centerville-Washington PARK DISTRICT

Nature on the Go Boxes

Resources for Educators

Description:

Our Nature on the Go Boxes are intended to be easy to use, high-quality resources for local educators. All units are hands-on and aim to inspire nature inquiry. The units are aligned with the Ohio learning standards. Each box includes 1 unit for each grade band: K-1, 2-3. These units come with digital and physical materials to be checked out. Within each box, physical materials are labeled for each grade band.

Topic & Grade	Standards /Lesson Description
Herptiles K-1	- **K.LS.1, K.LS.2, 1.LS.1, 1.LS.2** ● Observing and identifying **body parts** of each animal by exploring animal artifacts and images of animals. ● Talk about the **needs** of each animal- habitat, food, water source, etc. ● Students will identify important **parts of the environment** the animals live in.
Herptiles 2-3	- **2.LS.1, 3.LS.3** ● Use **observation skills** to make observations about **herptile artifacts** ● Learning about **life cycles**: Identifying parts of a life cycle, discussing how life cycles help survival, identifying adaptations in animals bodies throughout their life cycle. ● Discuss ways in which **herptiles impact the environment** and the environment impacts the survival of herptiles.
Herptiles 4-5	- **4.LS.1, 1.LS.1** ● Making observations about the **characteristics of both reptiles and amphibians** using artifacts. ● Learning about **ideal environments** for herptiles and the

	adaptations that make those environments suitable. ● Use learned knowledge in a fun way by playing games and completing an enclosure challenge.
Trees K-1	- **K.LS.1, K.LS.2, 1.LS.1, 1.LS.2** ● Identify the **parts of a tree** (trunk, branches, twigs, leaves, fruit, flower, and seed) ● Learn to compare and contrast identifying qualities to **ID a tree** ● Learn what **resources** help trees grow in their habitats
Trees 2-3	● **2.LS.1, 3.LS.3** ● Using artifacts, images, texts, and videos we will examine the tree **life cycle** ● Students will discuss the **importance of trees** on Earth and in the environment ● Learn about tree **adaptations** and their role in helping tree populations survive
Trees 4-5	● **4. ESS.1, 4.ESS.3, 1.LS.1, 1.LS.2** ● Students will model the process of **photosynthesis** through art work using knowledge gained from guided notes. ● Students will discuss the **impact trees have** on the world around us and then sit amongst the trees and observe those impacts.
Birds K-1	- **K.LS.1, K.LS.2, 1.LS.1, 1.LS.2** ● Observing and **identifying birds** using identification strategies ● Identify the usefulness of several **adaptations** birds have. ● Talk about the **needs** of each animal- habitat, food, water source, etc. and how those needs are met in the animal's habitat
Birds 2-3	- **2.LS.1, 3.LS.1, 3.LS.2, 3.LS.3** ● Learn to **identify physical characteristics** of birds to identify the type of bird ● Examine the **life cycle of birds** and how it helps their survival

	● Compare and contrast **offspring** of birds to their parents and identity traits that help them survive.
Birds 4-5	- **4.LS.1, 1.LS.1, 1.LS.2** - Students will discuss the **characteristics and adaptations** of birds. - Students will conduct their OWN research on a specific bird. - Following along with a model students will experience a **year in the life** of a bird and then get to tell their story. - Students are given the opportunity to observe birds in their natural habitats.
Mammals K-1	- **K.LS.1, K.LS.2, 1.LS.1, 1.LS.2** ● Analyze examples and nonexamples to critically discuss the **definition of mammals.** ● Observe **mammal pelts** and discuss how **adaptations** help animals survive. ● Examine replicas of mammal clues such as **animal tracks** and **scat** that can be found in a forest and learn to identify what animal it may be.
Mammals 2-3	- **2.LS.1, 3.LS.1, 3.LS.3** ● Discuss what **mammals** are and learn about common Ohio mammals ● Compare and contrast the **life cycles** of several Ohio mammals. ● Learn to find **animal clues** including animal tracks and scat in a forest and identify the animal that left it. ● Analyze the **impact of Ohio mammal populations** on our environment.
Mammals 4-5	- **4.LS.1, 4.LS.2, 1.LS.2, 1.LS.1** ● Students will answer questions about **the relation of mammals and energy.** ● Students will create a model of a **food chain** in various ways. ● Students will discuss the **impacts** that different types of **changes have on mammals and their environment.** ● Students will take this gained knowledge and act out different

	scenarios. • If time allows students will look at artifacts and discover the differences between a **predator and prey**.
Bats K-3 (Lesson)	- **K.LS.1, 1.LS.1, 2.LS.1, 3.LS.3** ● Learn facts about bats through text and games. ● Observe **bat materials** including images and skeletons. ● Use senses to imagine the life of a bat.