

GET IN TOUCH WITH NATURE

Adapted from: Project Learning Tree

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Grade Level: Kindergarten

Focus:

This lesson will address different parts of the forest ecosystem and how they relate to each other.

Objectives:

1. Students will be able to use their sense of touch to determine differences between objects.
2. Students will be able to use their observations to locate objects that feel the same in the natural environment.
3. Students will be able to compare different shapes and textures of objects.
4. Students will be able to observe and compare living objects in their natural environment.

Standards:

EL.K.7.1 2006

Understand and follow one and two step-spoken directions.

SC.K.1.1 2000

Raise questions about the natural world

SC.K.1.2 2000

Begin to demonstrate that everybody can do science.

SCI.K.1.1 2010

Use all senses as appropriate to observe, sort and describe objects according to their composition and physical properties, such as size, color and shape. Explain these choices to others and generate questions about the objects.

SCI.K.3.2 2010

Describe and compare living animals in terms of shape, texture of body covering, size, weight, color and the way they move.

SCI.K.3.3 2010

Describe and compare living plants in terms of growth, parts, shape, size, color, and texture

Background:

Trees are an important part of nature. They give us oxygen, give animals places to live and give us shade on a sunny, hot day. Not only are trees important to humans, but so is our sense of touch. Can anyone tell me what “sense of touch” means? Your sense of touch is how you feel things with parts of us such as your hands, arms, legs or feet to name a few. Do you think you could locate an object from a tree if you didn’t know what it looked like, only what it felt like?

Materials:

1. Five mystery boxes (can use boxes with holes cut in them)
2. Twigs
3. Leaves
4. Pinecones
5. Bark
6. Stuffed animal squirrel

Procedure: (45 minutes)

1. Set up mystery boxes around the classroom or picnic area. The location of the mystery boxes is up to the teacher.
2. Place an object in each mystery box, such as pinecones, leaves, twigs or the stuffed animals.
3. Teachers will also need to place duplicate items (the same items placed in the mystery boxes) in forest area. Items should be placed in plain sight so students can find them easily.
4. Break the class up into five groups.
5. Each group will head out to the picnic areas by the forest habitat.
6. Each group will take turns reaching their hands into their mystery box to feel the object located inside.
7. The students, in their groups, will then be allowed to walk around the forest habitat to see if they can locate their item.
8. When the students think they have located the correct item, the teacher will confirm if it is correct or not.
9. Duplicate items in boxes will be set around ahead of time to ensure students can find the items.
10. After the students have located the items in their mystery box, the groups will switch to the next mystery box and repeat steps 4 and 5.

Evaluation:

1. Have students describe what the items were like that they felt and have them use descriptive words in their descriptions.
2. Ask students what is important about their sense of touch. How do they use it in their everyday lives? Could they live without it? Can they identify objects by using only their sense of touch?