

# Teacher's Guide

## *"Nature Same and Different"*



### Grade Level:

Kindergarten

### GPS Reference:

SKL1 a,b,c;

SKL2 a,b,c;

SKE2 a,c

### Summary

This program encourages children to investigate the similarities and differences in plants, animals, and rocks. Through hands-on activities, young minds will explore a variety of these living organisms and non-living materials through a variety of sensory activities.

### Objective:

Students will understand that living organisms and non-living materials have similarities and differences. After their visit with CNC, your students should be able to identify that living and non-living things are grouped into categories based on their likeness, and that not all things within a particular category are exactly the same.

### Essential Questions

- How do we know if something is part of nature?
- How are plants and animals alike? How are they different?
- What are some non-living things that you can find in your very own backyard or schoolyard?
- What kinds of living things can we see in the schoolyard?
- What kinds of living things can we see in our backyards?
- How are adult animals different from their young?

You may also want to pose questions to your students about why nature is special and why we should respect nature.

- Why is it important not to bother the animals in the wild?
- Why shouldn't we pick flowers and leaves off of trees and plants?
  - What would happen if we cut down all the trees or harmed animals? How would that make you feel?

### Vocabulary

- 🌀 *Nature* - the outdoor world that consists of things that are not artificial
- 🌀 *Living* - something that moves, grows, and reproduces
- 🌀 *Non-living* - something that can not move, grow, and reproduce
- 🌀 *Compare* - to describe things that are the same
- 🌀 *Contrast* - to describe things that are different

### Pre-Visit Activities

- 🌀 **Review the major concepts and vocabulary.**
- 🌀 **Egg Carton Surprise!** - Have each student save and bring in an egg carton from home. Have each student fill six of the spaces (on one side) with items not from nature. Have examples and they can choose what they would like - toothpicks, cotton balls, string, marbles, coins, or pom poms. Go outside and have them find things in nature that feel the same as the man made objects. Have each child then share.

## Post visit activities

- 🌀 **Review the major concepts and vocabulary.**
- 🌀 **Nature Texture Cards** - collect items outside in nature, such as leaves, sticks, pine needles, and seeds. Have students glue these items to card stock to create their own texture cards. Sort the cards into various groups.
- 🌀 **Color Comparison Hike** - collect different “nature” colors in paint samples from your local home improvement store. Include shades of green, browns, and colors that correspond to what is currently seen outside. In the classroom give each student a color and take a hike around the school. Have them find something in nature on the hike that is close to the color on the paint sample. They can either share with the class while on the hike or share when they return to class. Remind them not to pick up anything while hiking and always leave nature outside.

## Suggesting Reading

How to Hide a Crocodile by Ruth Heller

Keepers of the Animals by Michael Caduto and Joseph Brachac

Ick the Stick by Tabatha Jean D’Agata

Is It the Same or Different? (Looking at Nature) by Bobbie Kalman

## Suggested Websites

<http://www.enchantedlearning.com/crafts/nature>

<http://wilderdom.com/games/EnvironmentalActivities.html>

<http://www.sharingnature.com/nature-activities/>

# Further Investigations!



Circle all of the animals, underline all of the plants, and make a box around all of the non-living things below. Color in the pictures when you are finished.

