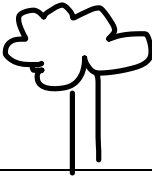





NATURE OBSERVER!

Science is all about OBSERVING and RECORDING. Let's see how many different things we can OBSERVE and RECORD them below!

LIVING THINGS		
PLANTS WRITE OR DRAW TYPE	DO YOU KNOW THE SPECIFIC NAME?	HOW MANY DID YOU SEE?
tree 	pine 	////
ANIMALS WRITE OR DRAW TYPE	DO YOU KNOW THE SPECIFIC NAME?	HOW MANY DID YOU SEE OR HEAR?
bird 	seagull 	—

	NON-LIVING THINGS	
ex- puddle, river, fallen leaves		

Multidisciplinary Unit Plan: The World Around Me (Grades K-5)

Objective: Let your child’s walk through nature ignite their imagination and serve as the basis for a three-day-long inquiry into your local environment. Day 1 (morning):

Print out the attached worksheet and give your child a copy, along with a pencil and a clipboard. Explain that you’re going to be scientists for a day and observe the world around you, and record your “data.” You can explain to older children that scientists use *classification* (i.e., what kind of tree/bird did you see?) and *categorization* (i.e., living vs. non-living; plants vs. animals) to order that data. (science, math)

As you walk, use the voice recorder on your phone to record children’s questions as “seeds” for future lessons. (PE, technology)

Day 1 (afternoon):

After lunch and nap, take a look back over the data recording. Did you forget anything that you would like to include?

Transcribe questions from voice recording to a notebook. Encourage your child to add any other questions that they might have thought of since the morning. Possible questions suitable for future inquiry might include (questions further down in each list are more suitable for older children):

History / Social Studies

- Who was <name of park>?
- What (native) peoples used to live here?
- How did they use these same natural elements to survive?
- What was / were their language / culture / homes / food / religion / dress / customs like?

Science

- What are the names of the shells / seaweed / grasses / trees / flowers / birds that we saw during our walk?
- How does the land we see change from season to season? from day to day? from year to year?
- (If you were near tidal water) What “makes” the tides?
- Why do some bodies of water have tides and others do not?
- How was the land that we’re standing on affected by global shifts? (e.g., Long Island was formed by an enormous glacial deposit after the last Ice Age)

Day 2 (morning): Research online and record the answers to your questions in a notebook.

Day 2 (afternoon): Write and / or draw a story (older students should do both) about a native or colonial person who might have lived in where we walked yesterday. How might he or she have used or viewed the items from our worksheet? Incorporate at least five details from the worksheet. (Social Studies / ELA / Art)

Ideas for Days 3, depending on the child's interest

- Make a diorama / drawing of the homes or village that the people native to your area lived in. (Social Studies / Art)
- Write a report about what happened to those people. (Social Studies / ELA)
- Write a poem / haiku / short story about your outing to the park / beach / nature. How did you feel? Use descriptions from your five senses. Illustrate your writing. (ELA / Art)
- Give a presentation / make a video about one scientific process you learned (e.g., seasonal change, tides, sedimentation). (Science / ELA / Technology)
- Write and perform a song about one scientific process you learned (e.g., seasonal change, tides, sedimentation). (Science / Music)

The only limits to this process are your child's imagination, so enjoy!

