

K-5 Teacher Resource

Incorporating nature into core curriculum

This supplementary curriculum was developed by teachers, for teachers with funding support from Nature Sacred.

Inside, you'll find:



Grade-Specific Lessons

Tailored lesson plans for grades K-5 that incorporate the outdoor environment into science, art, and design learning objectives.



Material Lists

Comprehensive materials lists to help facilitate outdoor lessons, making it easy to implement each plan.



Learning Objectives & Standards

Each grade's lessons are aligned with Next Generation Science Standards (NGSS) and relevant art and design standards, providing a seamless integration of outdoor learning into the traditional classroom.



Hands-On Activities

Detailed instructions for interactive, nature-based activities that engage students in understanding key scientific concepts while exploring the outdoors.



Through this curriculum, students will not only meet their academic goals but also deepen their connection to nature, developing a lifelong appreciation for the world around them.

This curriculum can be coupled with the following PowerPoint presentations linked below to guide classes through the lessons.

[Kindergarten Presentation](#)

[1st grade - presentation](#)

[2nd grade - presentation](#)

[3rd grade - presentation](#)

[4th grade - presentation](#)

[5th grade - presentation](#)

If objectives include gathering landscape design preferences and vision for an outdoor classroom and Sacred Place, this video can be presented as context setting for students:



[What can happen in
Sacred Places?](#)

Grade Level: Kindergarten

Standards:

- K-PS3-2 Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on Earth's surface.
- VA: Cr2.3.Ka Create art that represents natural and constructed environments.

Objectives:

Students will be able to (SWBAT) use tools and materials to design and build a model structure that will reduce the warning effects of sunlight on Earth's surface.

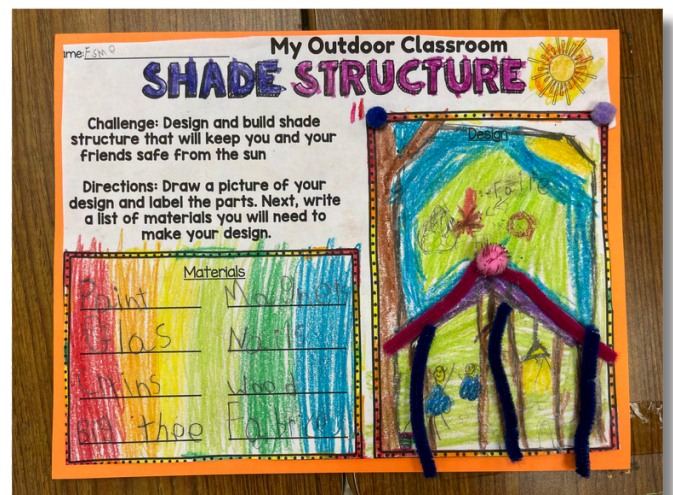
SWBAT obtain scientific information about the warming effects of the sunlight on the Earth's surface.

SWBAT explain the Engineering Design Process!



Materials:

- Dry erase markers - 2 packs of 36 assorted colors
- Crayons – assorted colors
- Play-doh - assorted colors
- Model magic – assorted colors
- Pipe cleaners
- Cardstock - 1 pack white, 1 pack assorted colors



Grade Level: 1st

Standards:

- 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.

Objective:

Students will explore the ways that plants get recycled into soil/food for other plants.



Materials:

- Pipe cleaners
- Glue (glitter glue, and assorted colors)
- Cardstock
- Playdoh
- Model magic
- Cotton balls
- Paint (finger paint, watercolor)
- Chart paper



Grade Level: 2nd

Standards:

- 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

Objective:

Students will demonstrate understanding and explain the function of a plant's roots and stems.



Materials:

- Pipe cleaners
- Glues (glitter glues, color glues, etc.)
- Crayons, markers, color pencils
- Cardstock
- Stamps
- Paint (finger paint, watercolor)
- Stencils
- Tissue paper
- Playdoh
- Model magic
- Cotton balls
- Colored paper



Grade Level: 3rd

Standards:

- 3-LS3-1 Analyze and interpret data to provide evidence that the plants and animals have traits and inherited from parents in that variation of these traits exists in group of similar organisms.
- VA:Cr2.3.3a Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life

Objectives:

Students will explore school grounds in order to create a model of different plant structures to be used in an outdoor classroom, students will accomplish this by determining how plants use these structures to meet their needs.



Materials:

- Pom poms
- Play doh
- Model magic
- Pipe cleaners
- Cardstock
- Styrofoam rectangles
- Toothpicks to stick in the rectangle styrofoam
- Markers
- Liquid glue
- Mini model trees



Grade Level: 4th

Standards:

- 4-LS1-1. Construct an argument that plants and animals have internal and external
- VA:Cr1.2.4a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

Objectives:

Students will be able to identify animals from Maryland, observe and identify these animals' internal and external parts that help them survive in their environment. Students will identify what animals may impact César Chávez outdoor classroom and create a model of outdoor classroom environment that would benefit these animals.



Materials:

- Pipe cleaners
- Glues (glitter glues, color glues, etc)
- Scissors
- Crayons, markers, color pencils
- Cardstock
- Stamps
- Paint (finger paint, watercolor)
- Stencils
- Rulers
- Tissue paper
- Playdoh
- Model magic
- Cotton balls
- Textiles
- Moss
- Felt



Grade Level: 5th

Standards:

- 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers and the environment.
- VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

Objectives:

Students will be able to develop a model to describe the transfer of energy among plants, animals, decomposers and the environment



Materials:

- Pipe cleaners
- Glues (glitter glues, color glues, etc)
- Scissors
- Crayons, markers, color pencils
- Cardstock
- Stamps
- Paint (finger paint, watercolor)
- Stencils
- Rulers
- Tissue paper
- Playdoh
- Model magic
- Cotton balls
- Textiles
- Moss
- Felt

