



**Lesson Plan**

**Theme:** We can explore nature with all of our five senses to make discoveries, especially about the seasons! It is also important to know the difference between living and nonliving things we might explore or observe in nature.

**Length of Lesson:** 1.5 hours

Introduction: 20 minutes

Field and Interpretive Center (IC) Activities: 1 hour

Conclusion: 10 minutes

**Minnesota Academic Science Standards/Benchmarks:**

- 0.1.1.2.1 Use observations to develop an accurate description of a natural phenomenon and compare one's observations and descriptions with those of others.
- 0.3.2.2.1 Monitor daily and seasonal changes in weather and summarize the changes
- 0.4.1.1.3 Differentiate between living and nonliving things.

**Excellence in EE: Guidelines for Learning Standards:**

- Grades (K-4) - Strand 1 Questioning, Analysis, and Interpretive Skills C) Collecting Information
- Grades (K-4) Strand 2.1 The Earth as a Physical System A) Processes that Shape the Earth

**Objectives (Students will be able to...):**

- Use their senses to make observations about the world around them.
- Distinguish between living and non-living things.
- Explain how they know which season it is using their observations.

**Background Information :**

What can we use to help us explore nature and the seasons? Minnesota has four seasons: Winter, spring, summer, and fall. Each season varies in temperature, weather patterns, plant and animal life, and more. People can use their five senses (sight, smell, taste, touch, and hearing) to determine which season it is. Making calculated observations of the world can tell us a lot about our environment and how we should act (for example, wearing warm layers in winter). Also important to think about is this: Is everything in nature alive? Everything that lives will eventually die, but there are also many things in nature that are never alive but are still very important (Air, Water, Sunlight, and Rocks.)

*Helping people discover, enjoy,  
understand, and preserve the incredible  
natural world that surrounds us.*

# Seasons and Senses

## School Program (Kinders)

### **Introduction:**

**Goals:** Welcome students to River Bend, introduce the River Bend leaders, and introduce the program content.

**Key points:**

- Welcome
- Review student knowledge of seasons
- Explain living and non-living
- Set expectations for the day

### **Activities:**

#### **1. Forest, Prairie, and Pond Hike**

**Goal:** To experience the season with all 5 senses on an on-site hike, as well as learn and cement the meanings of living and nonliving with examples.

**Key points:**

- Compare several different habitats, including a prairie, pond, and forest spot.
- Make observations regarding the season and weather
- Locate examples of living and nonliving things in nature

**Assessment:** Discuss with students how they know what season it is, with an emphasis on which senses they are using to discover this. Look for further understanding by pointing out objects along the hike and asking “living or non-living” and quizzing them on how they made that conclusion.

### **Conclusion (10 minutes)**

**Goals:** Thank students for coming and reinforce explanations of living/non-living

**Key Points:**

- Inquire about discoveries on the trail
- Talk about some of the living/non-living things they saw and explored
- Encourage continued sensory exploration of the natural world
- Invite the students to return on their own with family and friends