

Science and nature materials should be accessible to children daily.

Children should be involved in science and nature activities (i.e. add to displayed items, help care for plants/animals, etc.).

Teachers should extend children's interest in science by encouraging questions and expanding on concepts that are of interest to children. They should introduce science concepts such as the species of animals, caring for the earth, or the solar system etc.).

Field trips should be used to encourage children's interest in science.

Science/nature books should be used, (by staff or other children), to help extend children's information (i.e. book about trees next to a container of leaves and acorns, information about constellations and stars with a telescope), and should be displayed in the classroom.

The classroom should have a variety of materials accessible to the children. Variety means several different types of nature/science experiences, with more materials needed for larger group sizes.

Some examples of materials that the children could have access to:

Collection of natural objects (e.g. groups of similar natural objects that can be classified together. There should be enough of each collection for children to facilitate play, such as rocks, seeds, leaves, pinecones, or shells).

Living things are plants and animals that the children can actively observe and care for. (i.e. class pets, gardens, bird feeders, plants)

Books, games, or toys will have limited involvement required of the staff and will show items that represent nature realistically. Games or toys will show facts about animals, and portray animals realistically (i.e. life cycle games).

Activities require active involvement from the children (i.e. magnifying glasses with a basket of shells or other natural objects.)

