

# Kindergarten Unit Plan

## Introduction

This unit is designed to engage students in active, hands-on learning about ecosystems, beginning with the question “what are living things?”, followed by activities to explore the patterns and needs of living things. The unit will move on to introduce the notion of community by beginning with the classroom community, and the idea of interconnectedness. This knowledge will be transferred to other communities in the environment, specifically a wetland ecosystem, in which students will use their senses to collect data, describe features of plants and animals in that ecosystem, and reflect upon their experiences in nature. Linking lesson references are provided for those who wish to further student learning for a given topic.

## How to use this Unit Plan

The Unit Plan was developed assuming **two 20-30 minute Science blocks per week with one entire morning or afternoon block for a fieldtrip to a local wetland ecosystem.** It would be helpful if students had experience with sorting, their five senses and recording knowledge in a journal.

A 6-week implementation, broken down into 10 lesson plans, is outlined in the following Unit Plan Chart. The time line is variable based on the activities you choose. Teaching suggestions are given in the “Tips” section. The Assessment column indicates that an Assessment Tool and Rubric is available and can be found on the Teacher CD. The Dragonfly Symbol indicates that the lesson has a component of physical activity.

## Resources used to develop unit plan:

**Project WILD** – this activity guide contains 121 activities focused on environmental and conservation education. 

**Leap Into Action! Simple Steps to Environmental Action** – this resource will assist you and your students in choosing, planning and implementing action learning in your classroom.

*Wild BC provides numerous publications and workshops for educators. Over 20 activity guides developed to increase environmental literacy are available. To obtain any of the publications listed above, please contact Wild BC at 250 356 7111 or 1 800 387 9853 or visit their website at [www.hctf.ca/wild.htm](http://www.hctf.ca/wild.htm)*

## Your Notes Here

# Kindergarten Unit Plan



**Lesson at a Glance**

**Summary**

**B.C. Min. of Education Learning Outcomes**

**Linked Activities**

**Assessment**

**Teaching Tips**

Week 1

**Lesson 1**  
*Wild Words . . . A Journal Making Activity*  
Project WILD p. 82  
One 20-min block  
Fall/Spring  
Indoor

**Goal:** illustrating observations, feelings, and actions related to living things.

**How:** students decorate their nature journals.

**Processes of Science**

- Use the five senses to make observations

**Earth and Space Science**

- Demonstrate the ability to observe surroundings
- Describe features of their immediate environment

*Aqua Words*  
Project WILD p. 55

*Animal Charades*  
Project WILD p. 4

*Colour Crazy*  
Project WILD p. 11



- Use half page interlined notebooks for the student journals. This will allow for both text and illustration for each entry.
- Explain to students that they are beginning a unit of study on local plants and animals and this journal will be their place to record their learning, ideas and questions.
- Use old magazines and have students cut out pictures of plants and animals to glue onto their nature journals to create a collage cover.

**Lesson 2**  
*Microtrek Scavenger Hunt*  
Project WILD p. 20  
Two 20-min blocks  
Fall/Spring  
Outdoor



**Goal:** understanding the difference between living and non-living things.

**How:** students go into an outdoor setting to conduct a scavenger hunt and write in their nature journals.

**Processes of Science**

- Use the five senses to make observations
- Share with others information gained by observing

**Earth and Space Science**

- Demonstrate the ability to observe surroundings
- Describe features of their immediate environment

**Life Science**

- Describe features of local plants and animals
- Compare local plants

*What's Wild*  
Project WILD p. 2

*Urban Nature Search*  
Project WILD p. 127



- While on the Microtrek Scavenger Hunt around your schoolyard, give students a task: collect objects from the ground; in class have students sort their items in two groups (what they think are living and non-living things); in a circle give each student the chance to share.
- Discuss the difference between living and non-living. Come up with a class definition for each. If possible, have students copy definitions into their journals.
- Have students illustrate one living and one non-living thing in their journals.

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**Summary**

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**Teaching Tips**

Week 2

**Lesson 3**  
*Nature Table*  
One 20-min block  
Fall/Spring  
Indoor or Outdoor

**Goal:** observing patterns in living things and recording observations in a journal.

**How:** students observe natural objects and record their observations.

**Processes of Science**

- Use the five senses to make observations
- Share with others information gained by observing

**Earth and Space Science**

- Demonstrate the ability to observe surroundings
- Describe features of their immediate environment

**Life Science**

- Describe features of local plants and animals

*Learning to Look, Looking to See*  
Project WILD p. 280



- Set up two nature tables with a variety of natural objects such as leaves, branches, pinecones, rocks, shells, skulls or bones, feathers etc. Provide tools for observation (magnifying glasses, scales, rulers, etc.).
- Allow students about 10 minutes to explore using their senses.
- As a class, discuss: what things are living? Non-living? Once living? Which small items are parts of something larger?
- Have students choose one small item that is from a larger item (e.g a petal) and draw the whole (e.g a flower) in their journal.

# Kindergarten Unit Plan



Week 3

**Lesson at a Glance**

**Summary**

**B.C. Min. of Education Learning Outcomes**

**Linked Activities**

**Assessment**

**Teaching Tips**

**Lesson 4**  
*Surprise Terrarium*  
One 20-minute block  
Indoor

**Goal:** identifying the needs of living things.

**How:** Students observe a live animal using camouflage techniques.

**Processes of Science**

- Use the five senses to make observations

**Life Science**

- Describe features of local plants and animals

*Everybody Needs a Home*  
Project WILD p. 26

*The Beautiful Basics*  
Project WILD p. 25

*What's That, Habitat?*  
Project WILD p. 36



- Broaden the observations from camouflage to all the needs – shelter, food, space, water, protection.
- Have students create an illustration of the animal and its habitat in their nature journals. The illustration should show all the main features of the habitat.

**Lesson 5**  
*Wildlife is Everywhere!*  
Project WILD p. 18  
One 30-min block  
Fall/Spring  
Outdoor



**Goal:** thinking about interconnectedness.

**How:** students search their environment for evidence of wildlife.

**Processes of Science**

- Use the five senses to make observations
- Share with others information gained by observing

**Earth and Space Science**

- Demonstrate the ability to observe surroundings
- Describe features of their immediate environment

**Life Science**

- Describe features of local plants and animals
- Compare local plants
- Compare common animals

*Museum Search for Wildlife*  
Project WILD p. 87

*Habitat Rummy*  
Project WILD p. 38

*Owl Pellets*  
Project WILD p. 163



- At the conclusion of the activity, ask how things in nature are connected: how are a tree and a bird connected? How is a tree connected to you? What other connections can they think of?
- In their journals, have students create a detailed sketch of five signs of life they found outdoors.

# Kindergarten Unit Plan



Week 4

**Lesson at a Glance**

**Summary**

**B.C. Min. of Education Learning Outcomes**

**Linked Activities**

**Assessment**

**Teaching Tips**

**Lesson 6**  
*Habitat Lap Sit*  
Project WILD p. 28  
One 20-minute block

**Goal:** introducing the idea of community.  
**How:** Students physically form an interconnected circle to demonstrate components of habitat.

- Processes of Science**
- Use the five senses to make observations
  - Share with others information gained by observing
- Earth and Space Science**
- Demonstrate the ability to observe their immediate surroundings

*Animal Charades*  
Project WILD p. 4  
  
*Everybody Needs A Home*  
Project WILD p. 26



- Introduce the idea of community, which is defined as “a group of plants and/or animals that share the same habitat” (Wildlife Trees, p. 93)
- Enjoy the activity ‘Habitat Lap Sit’ and talk about the word ‘community’ – what is it? What do we share in a community? (space, food, water, shelter)
- Get students moving by imitating their favourite animal!
- Students draw and label (if possible) 5 features of the classroom ecosystem. E.g. food-lunch box, water-sink, shelter-desk/carpet/cushions, space-carpet/centres/reading area, etc. Blackline master available.

**Lesson 7**  
*Wildlife is Everywhere 2*  
Project WILD p. 18  
Two 20-min blocks  
Fall/Spring  
Outdoor



**Goal:** See lesson 5  
**How:** Students search their environment for evidence of wildlife.

- Processes of Science**
- Use the five senses to make observations
  - Share with others information gained by observing
- Earth and Space Science**
- Demonstrate the ability to observe surroundings
  - Describe features of their immediate environment
- Life Science**
- Describe features of local plants and animals
  - Compare local plants
  - Compare common animals

See lesson 5




- Perform the activity ‘Wildlife is Everywhere’, but indoors this time. What signs of life can you find indoors?
- Who is part of our classroom community? Our School community?
- In their journals, have students create a detailed sketch of five signs of life they found indoors.

# Kindergarten Unit Plan



Week 5

Week 6

| Lesson at a Glance   | Summary   | B.C. Min. of Education Learning Outcomes   | Linked Activities   | Assessment | Teaching Tips   |
|--|---|--|---|------------|---|
| <p><b>Lesson 8</b><br/><i>Ants on a Twig</i><br/>Project Wild p. 9<br/>One 20-minute block<br/>Fall/Spring<br/>Outdoor</p>  | <p><b>Goal:</b> identifying the similarities and differences in the basic needs of ants and humans.</p> <p><b>How:</b> students go outside to observe and demonstrate ant behaviour.</p>    | <p><b>Processes of Science</b></p> <ul style="list-style-type: none"> <li>Use the five senses to make observations</li> </ul> <p><b>Earth and Space Science</b></p> <ul style="list-style-type: none"> <li>Demonstrate the ability to observe surroundings</li> <li>Describe features of their immediate environment</li> </ul> <p><b>Life Science</b></p> <ul style="list-style-type: none"> <li>Describe features of local plants and animals</li> <li>Compare local plants</li> <li>Compare common animals</li> </ul> | <p><i>The Beautiful Basics</i><br/>Project WILD p. 25</p> <p><i>Everybody Needs a Home</i><br/>Project WILD p. 26</p> <p><i>Animal Charades</i><br/>Project WILD p. 4</p> | <p>✓</p>   | <ul style="list-style-type: none"> <li>Review the term 'community' and ask, "Are ants part of our community?"</li> <li>Do the activity 'Ants on a Twig'; play a cooperative tag game like 'crack the whip' ('crack the ant'), dramatizing ant behaviour.</li> <li>Discuss the similarities and differences between humans and ants; give the handout "I Can" (see end of unit) and have students paste into their journals.</li> </ul>  |
| <p><b>Lesson 9</b><br/><i>Designing a Habitat</i><br/>Project WILD p. 70<br/>Two 20-minute blocks<br/>Any Season<br/>Indoor</p>  | <p><b>Goal:</b> reviewing what makes up our community and discovering the meaning of the word ecosystem.</p> <p><b>How:</b> students design a habitat suitable for wildlife to survive.</p> | <p><b>Earth and Space Science</b></p> <ul style="list-style-type: none"> <li>Demonstrate the ability to observe surroundings</li> </ul> <p><b>Life Science</b></p> <ul style="list-style-type: none"> <li>Describe features of local plants and animals</li> <li>Compare local plants</li> <li>Compare common animals</li> </ul>   | <p><i>Everybody Needs A Home</i><br/>Project WILD p. 26</p> <p><i>Oh Deer</i><br/>Project WILD p. 206</p> <p><i>Habitat Rummy</i><br/>Project WILD p. 38</p>              | <p>✓</p>   | <ul style="list-style-type: none"> <li>Review community – what living things are a part of our community? What non-living things are a part of our community? (sun, rocks, soil, buildings etc.).</li> <li>Introduce a simplified version of the word 'ecosystem' ("a community of living and non-living things")</li> <li>Ask students to name things that might be in the ecosystem of a common animal such as a squirrel. Brainstorm ideas and record, using pictures if necessary</li> <li>Have students draw an ecosystem for a common animal. They should include all the necessary habitat components as well as several other animals that the animal is connected to via habitat, predation, etc.</li> </ul> |

# Kindergarten Unit Plan



Lesson at a Glance

Summary

B.C. Min. of Education Learning Outcomes

Linked Activities

Assessment

Teaching Tips

**Lesson 10**

*Ecosystem Field trip*  
One full afternoon period plus 20 minutes for recording observations  
Fall or Spring  
Outdoor

**Goal:** providing students with hands-on opportunities in a wetland ecosystem.

**How:** students visit a local ecosystem and make observations of key features.

**Processes of Science**

- Use the five senses to make observations

**Earth and Space Science**

- Demonstrate the ability to observe surroundings
- Describe features of their immediate environment

**Life Science**

- Describe features of local plants and animals
- Compare local plants
- Compare common animals

N/A



- Show pictures of the type of ecosystem you are planning to visit (vegetation, animals etc.) and talk about the living and non-living things in each – all of these things are part of an Ecosystem!
  - Take a hike to a local area (lagoon, swamp, forest, grassland, etc.); have students use all their senses to review the ecosystem and discuss why it is important to humans; take pictures of each student taking part in the experience.
    - You may wish to create a picture checklist for the habitat components you wish your students to be looking for.
      - As you hike around the ecosystem, have students circle each image as it is found. Be sure to review where each thing was seen before leaving the site.
        - Follow up the field trip by giving each student a picture of himself or herself from the field trip; have them paste into their journals with the title: ‘Our Wetland Ecosystem’ and surround the picture with 10 things they observed with their senses about the wetland ecosystem.

Week 6