

NATURE Box

Objectives

Students will learn the following:

- > Different ecosystems
- > Value of a tree
- > Plants to avoid
- > Weaving and weaving techniques
- > Types of wildlife
- > About pollinators and endangered species
- > Insect bites and venom removal
- > Hands-on activities (Tree ID chart, craft plant bracelet, explore rotten log, etc.)
- > National Park Spotlight
- > Empathy around deepening a connection with nature

Materials

The materials included in the box are:

- > Bite and sting resource cards
- > Bite and sting kit
- > Magnifying glass
- > Trail tweezers
- > Mosquito Head net

Discussion

You may want to use the following as a discussion guide with your child:

- > What does nature mean to you?
- > Why is it important to protect our natural surroundings?
- > What are some ways we can help preserve and protect nature?
- > Discuss the relationship between humans and the rest of nature? How can it improve?
- > Extinctions are increasing. Why is biodiversity important?

Evaluation

Test your child's newfound knowledge with the following questions:

- > What are four of the six ecosystems?
- > Name as many benefits that a tree provides as you can.
- > What is the simple phrase to help remember what poison ivy looks like?
- > What are four of the six categories for animal groups?
- > How many bites of food that we eat are due to pollinators?
- > What are two of the main reasons species are being threatened by humans?
- > Where should you grab a tick to remove it?

Vocabulary*

**provided by the Merriam-Webster Dictionary*

Aquatic – Growing or living in or frequenting water. CONTEXT: Fish are aquatic animals.

Biodiversity – Biological diversity in an environment as indicated by numbers of different species of plants and animals. CONTEXT: Having the right biodiversity is important to a healthy ecosystem.

Boreal – of, relating to, or located in northern regions. CONTEXT: The boreal forest of Alaska is considered a forest ecosystem.

Ecosystem – The complex of a community of organisms and its environment functioning as an ecological unit. CONTEXT: There are many different ecosystems around the planet.

Endangered Species – A species threatened with extinction. CONTEXT: Thousands of animals are in danger of becoming extinct.

Habitat – The place or environment where a plant or animal naturally or normally lives and grows. CONTEXT: Many animals need a special habitat to survive.

Invertebrate – Lacking a spinal column. CONTEXT: Insects and spiders are invertebrates.

Microhabitat – A small or relatively small usually distinctly specialized and effectively isolated habitat (such as a forest canopy) or environment (as of a neuron). CONTEXT: A rotten log can act as a microhabitat for many different creatures.

Pollinator – An agent (such as an insect) that pollinates flowers. CONTEXT: Bees and other pollinators help us pollinate over 1,200 crops.

Terrestrial – Of or relating to land as distinct from air or water. CONTEXT: Humans are naturally terrestrial creatures.

Vertebrate – Having a spinal column. CONTEXT: Humans and many animals are vertebrate species.

Wildlife – Living things and especially mammals, birds, and fishes that are neither human nor domesticated. CONTEXT: Our national parks are home to a huge variety of wildlife.
