

## CLASSROOM ENVIRONMENT CHECKLIST

### Classroom Materials Inventory

Complete an inventory of the materials you have for the “Discovering Nature” exploration by filling in the middle column of the chart below. In the right column, list what you need to obtain. Refer to pp. 16–18 of the teacher’s guide for a more complete list of recommended materials.

Item	Inventory	Needs
Hand lens		
Bug boxes		
Penlights		
Containers for collecting		
Large terrarium		
Gravel, charcoal		
Flower pots or plastic containers		
Potting soil, bean seeds		
Plant sprayer		
Clipboards, pencils, paper		
Hand trowels		
Tongue depressors		
Plexiglass		
Measuring tape		
Field guide and other books		

## CLASSROOM ENVIRONMENT CHECKLIST (CONT'D)

### Set Up the Classroom

Complete the chart below to help you plan how your space will reflect your study of living things. Use the check column on the right to note your accomplishments. See p. 18 in the teacher's guide for specific recommendations.

Recommendations	Plans	✓
Surface for terrarium		
Wall space		
Book space		
Table space for three-dimensional work		
Accessible materials and tool storage		

### Plan the Schedule

Two special times for naturalist work are recommended on p. 19 of the teacher's guide: outdoor time and planning and reflection time. Use the following chart to assess your needs and plan necessary changes to your daily schedule.

Time	Current Schedule	Change in Schedule
<b>Outdoor time</b> At least 30 minutes twice per week for outdoor exploration		
<b>Choice time</b> 30–45 minutes of choice time at least three times per week		
<b>Science talk</b> 10–15 minutes as a whole group at least once per week		

## CLASSROOM ENVIRONMENT CHECKLIST (CONT'D)

### Find Outdoor Space for Exploration

You will need at least one space to explore outdoors with your children. Consider your playground, other places on the premises, and nearby parks or fields. Look for the following:

- A variety of plants such as flowers, weeds, bushes, and trees
- Small animals such as snails, ants, pill bugs, and/or worms
- Larger animals such as birds and squirrels
- Accessibility to classroom
- Activities for children who are not exploring
- Safety from glass, poisonous plants, and traffic

Identify what you have found on this chart.

Specific Location	What You Found