

## GLOBE NATURE NOTE Observation K-2

**Teacher Notes:** The GLOBE Nature Note Observation form can be used to engage K-2 learners in observing the natural world, a moment at a time or over a period-of-time, to gather information related to a specific season or phenomena that you wish to have them explore. Depending on the skill level of the learner you might simply use the first page to have them sketch what they observe and/or use the second page to have them go a little further to describe what they observe. You can have them write their own thoughts or use some of the following sentence starters. **(Remind them to never look directly at the sun and that we do not taste things in nature without permission from an adult.)**

### Prerequisite

We encourage you to use the [Elementary GLOBE modules](#) prior to this activity to equip students with background knowledge. There are several Elementary GLOBE modules related to different Earth science topics, including air quality, climate, clouds, seasons, soils, and water. Each module includes an engaging storybook. To illustrate the GLOBE Nature Notes Grades K-2 activity, we are sharing clouds as an example. Therefore, for this activity, we recommend a guided reading of the storybook "[Do You Know That Clouds Have Names?](#)". Additionally, you can have students complete one or more of the activities suggested on the Elementary GLOBE Clouds module. You can use a different Elementary GLOBE module and its corresponding storybook to focus on a different topic.

### Learning Objectives:

- Learners will observe an element of nature in their "nature spot", sketch what they see, hear, smell, and/or feel (not to include taste) and bring back their observations to the classroom to create a GLOBE Nature Note in their journal.
- Learners will generate new questions or ideas from their observations.

The skills your learners will need as they observe nature depend on the purpose for your GLOBE Nature Note work. If possible, bring learners to their "Nature Spots" multiple times to practice making an observation or collecting data.

If your Nature Note observations are part of a larger investigation (such as observations related to changing seasons), be sure you give learners enough time to focus on making and recording careful observations over a period-of-time. The skill of observation will develop over time. It might be helpful to focus on one element of "I see", "I hear", "I smell", and "I feel" initially, before combining all elements of an observation.

### **Before Going to Your Nature Spot:**

1. Explain that today you will be going outside to make scientific observations. Everyone should take a pencil, journal, or observation form.
2. Before you go, ask each learner to make a prediction about what they might observe in their “nature spot”. Take a couple of minutes to pair and share what they think they will see. Feel free to record some of their predictions.
3. Be sure your learners are recording the dates, times, and locations for their observations!

### **While You are Making Your Observations in your Nature Spot:**

4. Have learners sit quietly and observe what is happening around them. Ask them guiding questions softly to encourage mindfulness in the moment.
  - a. What do you see?
  - b. What do you hear?
  - c. What do you feel?
  - d. What do you smell?
5. After their initial period of making mindful observations, have them sketch or write words to describe what they see, hear, smell, and feel.
6. Allow time for learners to make their observations for about 5 minutes when you first introduce the process of making nature spot observations; this might depend on the attention span of your learners, some may be able to engage in this part of the activity for up to 10 minutes. Over time as they develop this new skill, they will become more aware of their surroundings and be able to observe for longer periods of time.

### **After you Return Inside:**

7. Make sure that learners understand that Nature Notes are about recording observations that the learner finds interesting, but this might not happen for everyone in a class period (and that is okay). This is about practicing observation skills and will take some learners longer than others.
8. Encourage learners to keep their eyes open for interesting observations at other times during their day. A Nature Note observation can happen at any time, and it does not need to occur during class time. They can add to their notes as ideas or questions come to their mind. This makes a great journaling activity to make predictions prior to going out or at the end of the day as a daily wrap-up.

**Sentence starters to help them as they write their nature notes after making their observations:**

- I notice
- I wonder
- What if
- I was surprised because
- Yesterday I noticed . . . . but today . . .
- The sky is
- The trees are
- The air feels (or smells)

**CCSSI-ELA-Writing Standards K-2:**

- **K-**Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **K-** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- **1-** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **2-** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- **2-** Participate in shared research and writing projects (e.g., read several books on a single topic to produce a report; record science observations).
- **2-** Recall information from experiences or gather information from provided sources to answer a question.

**NGSS Science Practices K-2:**

- Ask questions based on observations to find more information about the natural and/or designed world(s).
- Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. Record information (observations, thoughts, and ideas).
- Use and share pictures, drawings, and/or writings of observations.
- Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in-order-to answer scientific questions and solve problems.
- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.

# GLOBE NATURE NOTE OBSERVATION (Example)

Name \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ Location \_\_\_\_\_

I See

I see large puffy clouds in the sky. They look like ice cream. The sky is blue.



I Smell

I smell flowers and the cows across the field. They stink.



I Feel

I feel the wind on my face. I feel the grass on my legs. I wish I could feel the cloud that I see. It would feel soft.

I Hear

I hear my teacher's voice. I hear my friends giggling. I hear the birds.

# NASA GLOBE NATURE NOTE OBSERVATION

Name \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ Location \_\_\_\_\_

I See

I Smell

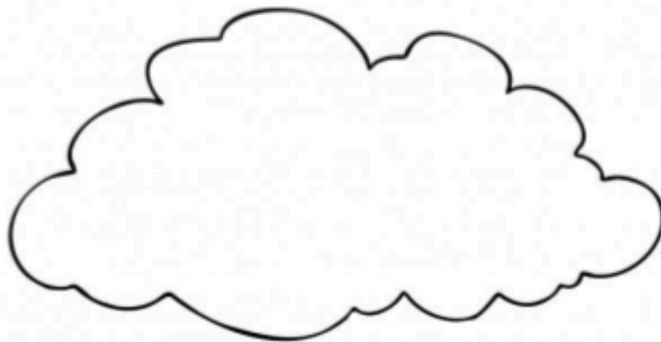
I Feel

I Hear

# GLOBE NATURE NOTE OBSERVATION (Example)

Name \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ Location \_\_\_\_\_

*I see clouds in the sky. They are puffy clouds. They are white. They seem to move across the sky. I wonder what they would feel like. If I could touch them I think they would be soft. I feel the wind on my face. I see the sun, it is hot. I feel the grass on my legs. I smell the flowers and the cows across the field. The cows stink. I hear my teacher. My friends are giggling.*



**Name**\_\_\_\_\_ **Date**\_\_\_\_\_ **Time**\_\_\_\_\_ **Location**\_\_\_\_\_

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