

Nature & Science

ITERS-R Indicator	Why is this important?
<ul style="list-style-type: none"> Nature/science toys should be accessible to children at least 1 hour a day – see page 284 in All About ITERS-R book for more info. <p>Definition: Accessible – children don't have to ask the teacher to get/open materials.</p>	<ul style="list-style-type: none"> Children learn about nature from pictures, toys, poster, books, etc. By offering these toys, children are able to see and explore different nature/science activities.
<ul style="list-style-type: none"> Some pictures, books, or toys that represent nature realistically (not cartoonish) - see page 280 of the All About ITERS for examples. <ul style="list-style-type: none"> At least two items from each category (pictures, books or toys) should be present for children to play with. 	<ul style="list-style-type: none"> By offering nature toys, books, and pictures, children will learn more about the world around them. Children need to see realistic accurate pictures of what animals around them look like. They will not associate a cartoon cow with a real one because they don't look like the real thing.
<ul style="list-style-type: none"> Nature/science toys are organized and in good repair. <ul style="list-style-type: none"> Toys and materials should be in good condition and not broken, torn, missing pages or covers and complete with all pieces. Animal cages/aquariums cleaned. 	<ul style="list-style-type: none"> Materials should be organized and grouped by type so children know where to find them. By having a well-organized area, children won't be frustrated by not having all of the pieces to finish a puzzle. Children are more likely to play with the materials if it is easy to find all the pieces or turn the pages in the book.
<ul style="list-style-type: none"> Children should experience natural objects either indoors or outdoors more than once daily. <ul style="list-style-type: none"> Living plant or animal in classroom to look at. Field trips to zoo/aquarium. Staff point out flowers, trees, birds, from window. 	<ul style="list-style-type: none"> Children learn about nature through a variety of activities. By having a classroom pet, the children are learning how to care for it and watch it grow and develop. By allowing children to help feed fish or water plants, it teaches them responsibility for other living things.
<ul style="list-style-type: none"> Children should go outdoors at least twice a week (weather permitting) where teachers point out nature. <ul style="list-style-type: none"> There will be relatively few days in most areas when children will not be able to go outdoors at all. 	<ul style="list-style-type: none"> The best way for children to learn about nature is to experience it first-hand! By going outside, children are exposed to grass, trees, birds, animals, insects, dirt, rocks, wind, sun, snow, etc.
<ul style="list-style-type: none"> Everyday events can be used as a basis for talking about nature/science. <ul style="list-style-type: none"> Pointing out insects, blowing bubbles, watching rain/snow. One example must be observed during observation. 	<ul style="list-style-type: none"> Teachers should point out or draw attention to natural occurrences they experience with nature and science. When teachers expand on what the child is experiencing by talking about it (You are squinting because the sun is bright today), you are allowing them to learn about the many wonders of nature and science that are part of their everyday world.



SOURCE: *Infant/Toddler Environment Rating Scale (ITERS)*