

Standards and Correlations

A list of numerical codes identifying national standards addressed by the activity.

Head Start Outcomes

A list of numerical codes identifying which Head Start Domains, Subdomains, and Goals the activity addresses. The U.S. Department of Health and Human Services' Head Start Bureau developed an Early Learning Outcomes Framework for child development. See pages 230-231 for a listing of the preschool (ages 3–5) Head Start Domains, Subdomains, and Goals.

NAEYC Accreditation Criteria

A list of numerical codes identifying which National Association of Education for Young Children (NAEYC) Accreditation Criteria the activity addresses. NAEYC has identified several standards for the accreditation of early childhood programs. Standard 2 relates to Curriculum. See pages 232-236 for a complete listing of all pertinent Standard 2: Accreditation for Curriculum Criteria.

Resources

A list of suggested resources relevant to the activity.

Non-Fiction

Fiction

Audio CD

Websites

Show Me Wildlife

Short video clips featuring wildlife, plants, habitat, and other phenomena mentioned in this activity.

Ages	Ages	Ages	Ages
3-4	4-5	5-6	6-7
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

This activity is modified from "Ants on a Twig" from the *Project WILD K-12 Curriculum and Activity Guide*.

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Activity Format

A brief description of the activity.

Quick Facts

Many educators of young children report that they lack the background knowledge to comfortably lead learners when exploring various topics and subject areas, particularly in math and science. Similarly, experiences with nature for children and their families outside of the school or learning center vary tremendously. Knowledge, attitudes, and behaviors with respect to nature are equally varied.

This section equips educators with key information essential to the topic of an activity. Reading **Quick Facts** allows educators to better prepare for guiding group discussion, for providing accurate information to learners, and for encouraging children's questioning. This section may include interesting facts about what we find in nature, description of plants and animals, animal behaviors, habitats, predator and prey relationships, and the many resources people rely on from nature.

The **Quick Facts** in each activity help educators and learners build a knowledge base for further learning and exploration. Educators can confidently launch into *Growing Up WILD* activities knowing that significant prior knowledge is not required for success.

Note: Not all of the information contained in **Quick Facts** is appropriate or necessary for each child's success with the main activity. Educators should choose which and how much information to share based on his or her children's needs.

Additional information and resources to support activities are available at www.pwGrowingUpWILD.org.



Wild Wonderful Words

These words are helpful for developing an understanding of the main topic or feature in each activity. In many cases, the words tie-in directly to the activity procedures, art projects, music and movement, and other activity components. Each word is included in the glossary on pages 238. Educators may choose to explain concepts using simpler words depending on the age of their children.

Materials and Prep

* This section provides a list of supplies and directions for any preparation the educator will need for the activity. The materials are items typically found in and around schools, child care facilities, or homes.

Note: Copy Me pages (see icon below) are referenced by page number in several activities. They provide manipulatives and other resources to support activity procedures. These



special pages are available to photocopy or for download at www.fishwildlife.org/projectwild.

Warm Up

Each activity includes a Warm Up to capture children's interest and attention while also helping the educator determine children's current understanding of the concepts, attitudes, abilities, and skill levels. Questions can be used effectively here to assess prior knowledge.

Ready, Set, Go!

1. These step-by-step instructions break up the larger activity into several portions. Educators may decide the pace at which they engage children in each step. In some cases, a class may complete one step per day—perhaps over the course of a week or more. Other educators may structure the activity so multiple steps are completed in a single day.
2. In some activities, the steps listed in **Ready, Set, Go!** may overlap with or tie directly into the steps from other components in the same activity—such as **Music and Movement** or **Art Projects**. In other activities, the procedures are completely separate from other activity components.

Wrap Up

❁ **Suggested questions or directives bring closure to *Ready, Set, Go!*, help reinforce learning, and help educators assess what children learned at the completion of the main activity. Educators may choose to create additional questions for the related components described on pages 16-17.**



NAAEE Resources for Excellence in Early Childhood Education

The National Project for Excellence in Environmental Education, a program of the North American Association for Environmental Education (NAAEE), has published Guidelines for Excellence to help environmental educators provide quality experiences specifically for early childhood educators and young children. NAAEE also provides the EE Rating Scale, a formative evaluation tool to improve nature education programs. For more information on these two resources go to: <http://www.naaee.net/publications>.

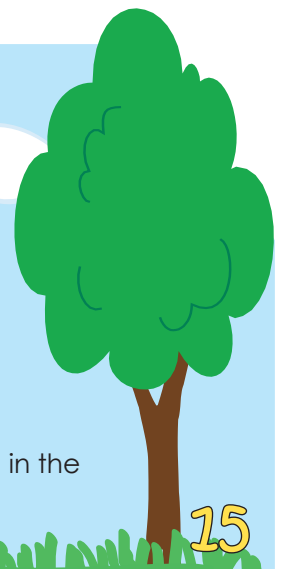
Take Me Outside!

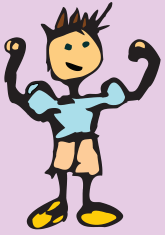
Activity Title

A full body of research shows that children who are connected to nature are healthier, happier, and smarter than those who are not. Yet, children are now spending much less time outdoors than did their parents. Some young children are experiencing a “nature deficit.” Additionally, a number of rising illnesses are related to children spending so little time outdoors.

To help fulfill children's needs for time outdoors and for connections with nature, this section provides ideas for learning experiences that are best suited for outdoors.

Additional activity procedures, extensions, or field investigations may be conducted in the schoolyard, in a nearby park, at the zoo, or even on a sidewalk.





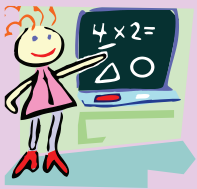
Healthy Me!

Activity Title: Alarming national trends include a rise in childhood obesity and early onset of type 2 diabetes. As these trends now affect younger and younger children, it is vital that early childhood settings work with families to support a healthy lifestyle for children. This section suggests ways to encourage healthy habits in children and involves topics such as physical exercise, nutrition, personal hygiene, or safety.



Helping Hands

Activity Title: Children are born with a sense of wonder and affinity toward nature, and animals are especially fascinating to them. By building on children's natural interest in animals, they can learn respect for all living things. Growing Up WILD's Helping Hands activities suggest specific, practical ways to do this. Protecting a spider habitat, creating a simple bird habitat, learning wildlife observation etiquette, and other age-appropriate conservation activities lay a foundation for a life-long appreciation of the outdoors.



Mighty Math

Activity Title: As children learn to reason, connect ideas, and think logically, they gain important tools and concepts for making sense of the world. Growing Up WILD provides suggestions for learning math concepts and practicing math skills that relate to the activity topic. These suggestions connect math to everyday life and give young children practice using math vocabulary. With exciting connections to wildlife and nature, it is easy to make math fun!



Art Projects

Art or Craft Activity Title

Active involvement in the creative arts stimulates brain connections that support children's learning. A growing body of research on the effects of early arts experiences shows positive relationships to improved overall academic performance.



Art experiences allow children to convey their ideas, feelings, and knowledge in visual forms. Art experiences also provide opportunities to practice math, fine motor, and literacy skills while fostering imagination.

Each activity includes Art Projects related to the activity topic. Some of these projects involve children in free expression, while others are more prescribed with a particular result in mind. Collectively, the projects use a wide variety of materials and art forms and help to promote children's creativity and skill. These projects can also be utilized by the educator to assess student learning.



Home Connections

Take-home Activity Title: Fun things parents, guardians, and children can do together to extend the learning at home. There are "Home Connections" cards in English and Spanish to copy and send home with children. See pages 191-205 for the take-home cards.





Music & Movement

Song Title

(To the tune of “Popular Children’s Song”)

Children enjoy singing their favorite songs, learning new ones, and making up their own. *Growing Up WILD* jump-starts vocabulary skills by providing lyrics related to each activity’s topic and set to common childhood tunes such as “Twinkle, Twinkle, Little Star” or “Mary Had a Little Lamb.”

Engaging songs help children to remember important science content and improve their ability to pronounce and learn new words. Additionally, rhyming songs and poems promote awareness of sounds, letter recognition, and the structure of language.

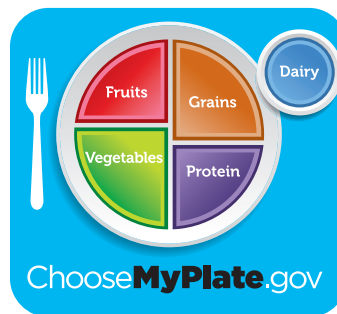
Movement Activity Title

Movement, accompanied by music or on its own, is vital in early childhood settings for promoting a healthful lifestyle. It also helps a child to understand what his or her body can do and allows them to express ideas or feelings. *Growing Up WILD* provides suggestions for movement related to each activity’s theme. Movement may include dancing, performing actions which reinforce song lyrics, or imitating how an animal moves.

Choose My Plate

What goes on our children’s plates should be chosen with care. A healthy diet consists of fruits, vegetables, whole grains, lean protein foods, and low-fat dairy, according to the USDA. Throughout the day, be sure to provide foods from all five groups—the snack for each *Growing Up WILD* activity is designed to include at least two groups. Sugary foods are often advertised as “fun foods,” but nutritious foods can also be made fun by tying them to nature themes and involving children in preparation.

Go to www.ChooseMyPlate.gov to learn more about how to build a wholesome plate. Be sure to check out the 10-tips series, especially the ones on kid-friendly options and how to eat better on a budget.



Snack

Snack Title: Snack time is an integral part of many early childhood environments. *Growing Up WILD* wouldn’t be complete without suggestions of healthful snacks related to the activity’s theme. Fruits, vegetables, and whole grains are used whenever possible. Some snacks can also be prepared by children as craft projects!

Centers & Extensions

Activity Title

Growing Up WILD promotes and supports the use of developmentally appropriate practices in early childhood settings. Developmentally appropriate practices include a variety of teaching strategies for small group, whole group, individual, and pair work. This section includes suggestions of related activities that can be set up in stand-alone centers. Centers provide opportunities for individuals or small groups of students to learn through self-discovery and become more independent by allowing the child to direct his or her own exploration.

Activity Title

Growing Up WILD also promotes and supports developmentally appropriate practices by suggesting extensions. As inquisitive young children explore topics about wildlife and nature, they often want to know more about the subject after the activity is over. Extensions provide ways for the educator to continue to extend the learning about the activity topic or a related topic. Most extensions can be facilitated with the whole group or with smaller groups, allowing the educator to modify her or his instruction for children in different developmental stages.