

Growing Up WILD Lesson

Participant Name: Arlene Smith

Current Teaching Position: preschool

Activity: First Impressions (p 10-11)

Identify opportunities within current program or curriculum to integrate lesson: This activity would work well at the beginning of the school year as a lead in to naming/identifying feelings and then how we feel about things others might say/do and how to react to/respond to/respect others in our class.

Outline use of activity components

Begin by reading When I'm Feeling Happy and When I'm Feeling Scared both by Trace Moroney and discussing/naming feelings/emotions. Discuss/relate feelings/emotions to animals: which is their favorite animal, why; what animal do they dislike, why.

During center time, have children come to science center and show them pictures of animals and have them identify if they like/dislike/or are unsure about each animal – record their responses.

During center time/small group throughout the week, do "Healthy Me! Share Your Feelings," art project "My Favorite Animal," "Animal Sorting Center" using plastic animals, "Take Me outside! Getting to Know You," display an assortment of nonfiction books with photos of familiar/unfamiliar animals in classroom centers.

During large group later in the week we will graph their like/dislike/unsure responses to animal photos.

During large group, listen to Animal Soundtrack cd (Living & Learning) to not only identify animal making sound, but how does that sound make you feel?

For snack during the week, eat fruit snacks and animal crackers in various animal/bug shapes.

Send home a copy of the Home Connections card explaining what we are learning at school and how they can continue the conversations/learning at home.

Identify local natural areas, parks, or guest speakers that could be included in activity

playground, College Park, walk through town

Deb Karwal, Naturalist, Anderson Conservation Center 712-623-4753, contact for coming into classroom with animal related items and information
a field trip to ACC to see animals and learn about them

Description of your outdoor exploration:

We'd begin looking for animals on our playground and then during our walk to the park and at the park. The children can explore all areas of the playground on their own looking for animals/insects etc. When they find something they can discuss/model with the teacher and other children how to show it respect. During the walk to the park and at the park, the children may explore within designated boundaries. Take pictures of animals to display in the Science Center.

Identify additional preparation needed for exploration: Before going out, we would review what we are looking for and how we are going to respect it once we find it. Review general expectations for the playground, walking to the park and park boundaries. Take phone and first aid bag.

Draft 2 open-ended questions to encourage further student investigation

After seeing an animal in its “home” environment and after Animal Manners discussion, how will you react the next time you see this animal (did your reaction/emotion change)? The next time you see an animal, how will you/did you show it respect?

List standards/benchmarks/concepts that were met using components taught (based on current teaching position)

2.A.07 indoor and outdoor experiences, 2.A.10 emotional development, 2.B.02 recognize feelings, 2.B.06 interact respectfully, 2.D.03 develop verbal competence, 2.D.04 develop vocabulary, 2.F.04 mathematical terms, 2.J.05 artistic expression, 2.L.08 affecting environment

Indicate any modifications you will make to the activity or components with (classroom usability). Activity components have already been adjusted to classroom situation and outdoors environment. Other adjustments may need to be made during lesson based on weather, children’s behavior and interest level.

Indicate modifications/considerations for children with special needs. Social stories specific to respect of animals would probably benefit entire class. May need one-on-one assistance to remember how to “respect” animal after finding one.

List age appropriate literature (books, periodicals, websites) that can be used as part of activity

Rabbits and Raindrops by Jim Arnosky(introduction to reactions to meeting something new)

Snapshot.Picture.Library published by Fog City Press (series of books with actual photos of various animals ranging from puppies, kittens, horses to safari, rainforest and underwater to put out for children to look at on their own)

www.projectwild.org - information sheets about animals

List activities that could be used as pre and/or post learning opportunities: Pre activities include reading books about feelings and developing vocabulary for those feelings, sharing feelings, having discussions about favorite animals and animals they dislike, and an Animal Sorting Center with manipulatives. Post learning activities would include sending the Home Connections Card home so parents can continue the conversations/learning at home, discussions anytime we see a new/different animal of how to show it respect (like worms on the blacktop after it rains), later in the year after we continued to practice showing respect to animals re-graph our reactions to the same animals as before and then compare graphs to see if our feelings changed, and activities that transfer the learning of respect for animals to learning to show respect for classmates, teachers and others.