WILD WORLD

Gregory-Portland ISD

Early Childhood Center



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EXPERIENTIAL EDUCATION CLASSROOMS

Welcome to your new classroom! You may be experiencing many emotions—excitement, uncertainty, even apprehension. This is completely expected. Experiential learning may be new to you as a concept or theory, but rest assured, many of the principles that bind experiential learning have likely been applied by you for years. Experiential learning embodies the active participation, social engagement, and meaningful connections that we know are the pillars of play-based learning. Play is how young children learn!

This guide is intended to support you as you transition to a new classroom environment. You will find helpful background information on the theory, activity ideas organized by skill domains, experiential learning resources, and tools to assist you in reflective teaching practices. Most importantly, have fun with your students in this new learning environment. The classroom space really is a second teacher and the possibilities are endless!

What is Experiential Education?

Experiential education is a theory that acknowledges humans as active participants in the learning process. In the classroom, students are at the center of the learning process, actively engaging and participating in decision-making. Students' interests and needs drive topics of study with small group and individual projects evolving from their curiosities and real-life events. Experiential learning environments, like museums and zoos, naturally provide opportunities for inquiry-based learning that inspire curiosity and passion. These same features and opportunities are available in experiential learning classrooms.

How does experiential education impact your role as a teacher?

Teachers learn about students by actively listening and observing. You listen to conversations, observe students' choices, and communicate with families. Through this listening and observing, you can make assumptions about what students know and provide new materials, activities, and experiences that help expand upon this knowledge. By asking open-ended questions and encouraging students to make observations, students begin to build a schema that continues to grow.

How does experiential education impact the students' role?

Students are at the center of the learning process. Students' interests and needs drive topics of conversation and participation in activities. Students in experiential learning classrooms make choices and decisions throughout the day. They choose whether they play alone or in a group, they choose activity options that sound most appealing, and they choose to engage with interesting materials and equipment.

How Do I Use an Experiential Education Classroom?

A new classroom can be overwhelming, not only for you, but for your students too. Being prepared can help manage those overwhelming feelings and set you up for success in your new environment. Before introducing the classrooms to your students, take a gallery walk in each classroom, taking in the sights and sounds without interruptions. As you are noticing and observing features in the classroom, think about big ideas or themes that might naturally stem from these features. You can list activities or play-based items that might align with these ideas; several activity ideas and accompanying items are provided in the educator guide to help you get started. Introduce the classrooms to the students by taking a community gallery walk. Ask students to describe what they notice, how they feel, and what they would like to know more about.

What Will I Find in Each Experiential Education Classroom?

Each experiential education classroom includes similar best practices and strategies for working with young children, not only in the design but in the supportive activities. The unique themes and content can lead to new ideas and projects stemming from students' interests and questions. Each classroom includes:

- **A General Supply Kit:** A collection of materials that can be used in open-ended ways
- **Magnetic Boards:** Engagement tools for group learning or individual interactions
- **A Classroom Library:** Developmentally appropriate Spanish and English, non-fiction and fiction books, that support the theme
- **Sensory Exploration:** A station or area that encourages inquiry-based investigations
- **An Educator Guide:** A facilitation tool that includes supportive activities and ideas for assessment

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ACTIVITIES



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Animal Puppet Habitats

WW.01

I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.
II.B.1 Child uses language for multiple purposes.
VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

Puppets help students express themselves in different ways while using their imagination and creativity. Students use animal puppets to act out real-life scenarios with peers in the habitats spread throughout the classroom.

DOING THE ACTIVITY

1. Take the students on a gallery walk through the classroom, discussing the embedded habitats throughout. Ask students the following questions: "What habitats do you see and how can you tell?" and "What animals live in this habitat?"
2. Set the puppet theater in a habitat and encourage students to create scenarios of their own or participate in educator-directed scenarios.

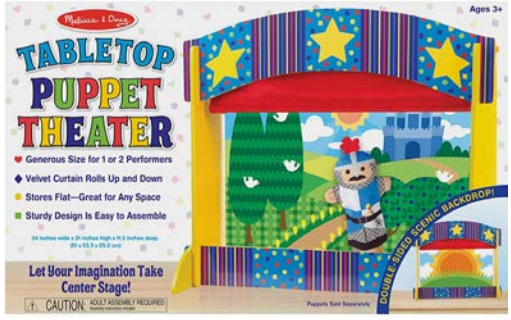
DIFFERENTIATION

- During morning meeting, use a puppet or several puppets to welcome children, lead a morning song, or discuss the events for the day. These simple modeled interactions introduce children to initiating positive conversations.
- Puppets can help make home-school connections. Children can take a puppet home along with a class journal and write/draw about all of their adventures with the puppet at home.
- Create story stones. Draw or paint pictures of characters (puppets), settings, and items on a collection of stones for students to use as prompts in puppet storytelling.

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WILD WORLD

Turtle Time

WW.02

I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.
I.B.2.a Child begins to understand the connection between emotions and behaviors.

The turtle technique is a calming method to diffuse intense emotions in the classroom. Educator models the turtle technique to help teach students to handle situations and emotions. Students practice making observations and recognizing social cues by dressing up like animals and imitating behaviors. Students can use emotion/behavior cards to mimic behaviors and talk about how to respond to behaviors.

DOING THE ACTIVITY

1. Introduce the turtle puppet to the students. Have students determine a name for the turtle. The turtle can describe an example of a time that they felt angry, happy, sad, scared, excited, or mad. The turtle can ask the students if they ever felt the same as the described emotions. Tell the students that turtle has a special way to calm down when they feel angry, scared, or mad. The turtle recognizes they are angry (scared, mad, etc.), stops, goes into their shell (thinks calming thoughts like "I can calm down" and "I am okay"), relaxes their body, and comes out of their shell when they are ready.
2. Model the calming technique using the turtle puppet. Ask students to practice the calming technique together. Students can practice displaying emotions from the emotion cards while assuming an animal role using the animal masks. Ask students to practice the calming technique after displaying angry, scared, or mad emotions.

DIFFERENTIATION

- Designate a special place in the classroom that is the "shell" where students can go to calm down.
- Provide opportunities for students to practice turtle time through role playing.

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WILD WORLD

Build an Animal
WW.03

VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.
IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.

Students work together to build animals out of magnetic pieces. As they are manipulating the magnetic pieces, students communicate, make verbal predictions, and test their predictions to create a whole animal. Parts to whole magnets encourage imaginative thinking as students can create "new" animals for imaginary environments.

DOING THE ACTIVITY

1. Place the animal magnets on the magnetic wall for free exploration. Encourage students to build animals using the parts, discussing the animal features and unique aspects for adapting to the environment.
2. Continue with habitat discussions. Topics include things wild animals need to survive, how animals get their food in the wild, and habitat descriptions.

DIFFERENTIATION

- Expose students to the wide variety of habitats in the world and the diverse animals that live in each through websites and books. National Geographic Kids, Kids Planet, and World Wildlife Fund offer resources, photos, and videos that help students see beyond their own backyard.
- Add the magnets to the writing center to entice tracing. Students can trace the animal magnets and add details, creating a real or imaginary animal.
- Create a classroom community art mural using the magnets. Students can sort the animals by habitat on chart paper, trace the animals, and build a habitat around the animals using art materials.

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WILD WORLD

Wild World Word Bank: Animal Vocabulary

WW.04

III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.
III.B.6 Child identifies rhyming words.
III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. **Animal Vocabulary:** Children build vocabulary as active participants in reading and reciting new vocabulary words. Students match tangible letters to letters in animal names using magnetic letters and animal identification cards. Frequent participation in this activity encourages letter-sound correspondence.

DOING THE ACTIVITY

1. Place the magnetic letters on a magnetic board in order. Show students an animal identification card. Ask a student to find the corresponding beginning letter from the line of magnetic letters. This can also be placed in the writing center as a free-choice activity.
2. Reading and reciting new vocabulary regularly helps students learn about word families and teaches students the sound of the English language. Share the word bank words during group time often; provide a rhyming word with each and ask students to think of any additional rhyming words.

DIFFERENTIATION

- Create rhyming rings and place in the writing center. Hook words that rhyme together on a metal ring; include a picture of the word.
- Play rhyming hopscotch. Use tape to create a hopscotch game inside or use chalk for an outside game. Place word bank words with pictures inside each square. Call out a word that rhymes with a word bank word and have a child hop to the appropriate rhyming word.

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WILD WORLD

Daylight, Starlight
WW.05

III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.
VI.C.3 Child observes and describes what happens during changes in the earth and sky.

After reading *Daylight Starlight Wildlife* by Wendell Minor, educator creates a classroom working diurnal/nocturnal chart that students can continue adding to as they engage in classroom experiences. Students use pictures of animals from magazines or draw animals to continue adding to the comparison chart.

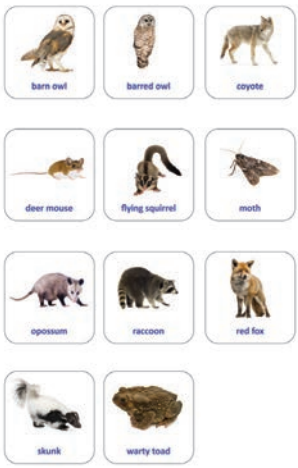
DOING THE ACTIVITY

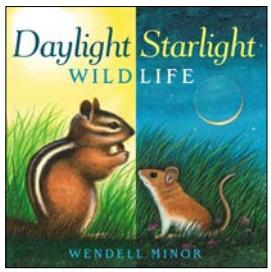
1. Read *Daylight Starlight Wildlife* by Wendell Minor, focusing on the animals in the story, their habitat, and discussing animals' activity level during the day and during the night. Introduce the terms diurnal (active during the day) and nocturnal (active at night).
2. Use the diurnal/nocturnal sorting board and animals to sort animals from the story and continue holding discussions about the relationship between animals' habitat, appearance, and other features that help them make adaptations.

DIFFERENTIATION

- Create a scavenger hunt with the diurnal/nocturnal animals. Hide the animals around the classroom and ask students to find them and sort according to most active periods.
- Build a simple t-chart with the students and record some typical daytime and nighttime activities such as brush teeth, eat breakfast, go to school, sleep, and take a bath. Continue adding to the t-chart as students think of additional daytime/nighttime activities.

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WILD WORLD

Wild World Alphabet: Letter Mazes

WW.06

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
IX.B.1 Child shows control of tasks that require small-muscle strength and control.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. **Letter Mazes:** Students practice letter recognition by identifying the matching letters on a letter maze board, marking the letters with manipulatives (pom poms, jewels, mini erasers, etc.), and helping a letter friend get from a starting point to an ending.

DOING THE ACTIVITY

Introduce the letter maze. Explain the goal, to get the animal from the starting spot to the animal's home (habitat). Tell students that you will call out a letter from a deck of cards. If the student has the letter on their board, they can place a manipulative on the letter. Encourage students to finish the maze by creating a path from the animal's starting spot to the home.

DIFFERENTIATION

- Introduce this activity as a center, encouraging students to assume the role of alphabet "caller."
- As an alternative, use dry erase markers to circle and connect letters as they are called out. Students can see the visible path as they draw a line from one letter to the next.

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WILD WORLD

Sorting Wildlife

WW.07

V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.
VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

Wildlife can be sorted in many ways: by habitat, physical features, movement, and more. In preschool classrooms, educators focus on sorting by physical attributes which will help students sort by other categories in the future. Using animals to sort, sorting bins, and sorting cards, students sort animals by physical features and simple classifications like ocean animals and land animals.

DOING THE ACTIVITY

As a free-choice activity, students can naturally sort by habitat on the Animal Habitat activity table. Encourage dramatic play by including foliage and other dramatic play materials.

DIFFERENTIATION

- You can make your own sorting boards using butcher paper and circle stencils. Trace the appropriate amount of circles for categories on the butcher paper and label. Laminate for long-term use. Students can use the animal figures to sort by educator-initiated categories. Category ideas include sorting by habitat, land/water, classification, and characteristics.
- Use the animals as counting manipulatives or game markers.

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WILD WORLD

Wildlife Graphing

WW.08

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
V.A.2 Child counts up to 10 objects with one-to-one correspondence.
V.E.2 Child collects data and organizes it in a graphic representation.

Graphs and charts help students understand that data can be organized visually. Using a dual-sided graphing mat and Venn diagram, students can tally favorite animals from the sorting bins and compare physical features of animals.

DOING THE ACTIVITY

1. Introduce the object graph to the students. The object graph can be used to compare amount of items, using math vocabulary such as most, least, and same. Use the object graph to sort animal manipulatives (WW.07) into categories and compare amount.
2. Introduce the Venn diagram to the students. The Venn diagram can be used to compare two animals (or any other items), recording the similarities between the animals in the middle.

DIFFERENTIATION

- After students become comfortable using the object graph, introduce 1 inch graphing paper. Write numbers 1-10 down the vertical side and provide students with a handful of Unifix Cubes. Ask students to sort by color, making comparisons using math vocabulary.
- Print out pictures of animals; include the animal's identification. Students can graph by animal type, animal color, and by the first letter in the animal's identification.

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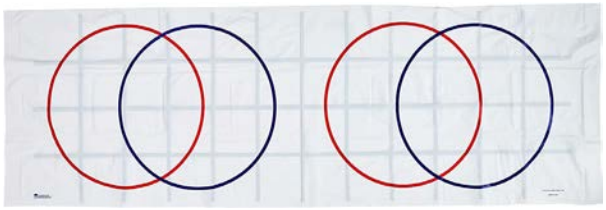




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WILD WORLD

Animal Habitats

WW.09

V.E.1. child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
VI.B.1. Child observes, investigates, describes, and discusses the characteristics of organisms.

Young students begin to recognize that items and objects can be sorted in meaningful ways. Animal homes and habitats are characterized most by often by climate and location. Students can sort animal, insect, and plant images onto habitat sorting mats and talk about the adaptations that allow them to survive there.

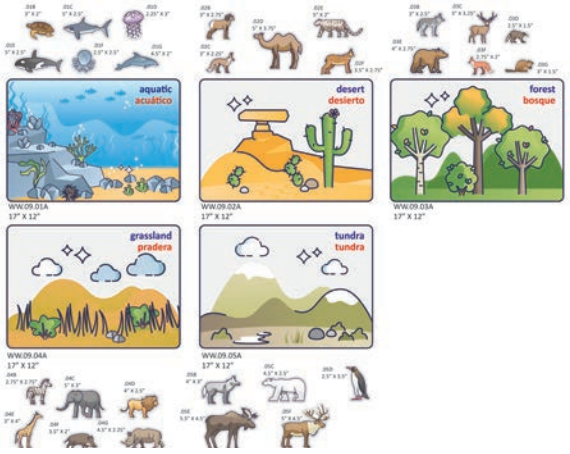
DOING THE ACTIVITY

Introduce the activity as a center. Students can sort animals by habitat or other teacher-directed or student-directed categories using the open-ended sorting mats. Ask students questions like “What does this animal need to live?,” “How does this animal move?,” and “Can you tell me anything else about this animal?” to help students sort by habitat.

DIFFERENTIATION

- Include this activity in the writing center, encouraging students to align word bank words to animals and features on the sorting mats and animal cards.
- Talk about the tracks or imprints that animals leave behind in a habitat (i.e. footprints, feathers, fur, skin).

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Absorption

WW.10

VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.

A jungle biome consists of a mild climate and heavy rainfall. In contrast, a desert biome is dry with sparse rainfall. Desert plants must adapt to the dry conditions by absorbing rainfall very quickly and storing water in wax coated roots. Students can explore the concept of absorption using water and a variety of materials and make observable comparisons between items that absorb and items that repel.

DOING THE ACTIVITY

1. Ask students what they know about water and record answers on chart paper or a dry erase board. Tell students they will conduct an investigation using water and different materials. Introduce the materials, ask students to make a prediction about water interacting with each material (introduce absorb and repel), and record their predictions.
2. Show students how to use the eyedropper and allow them to investigate, dropping water onto each material. Discuss student's observations, using absorb and repel. Record their results.

DIFFERENTIATION

- Have students make water drops on other surfaces, like clothing (cotton), cardboard, and a handheld mirror. Discuss how the water reacts to the materials as students investigate.
- Use the eyedropper to make drops on a window, bathroom mirror, or other vertical surface. Ask students what they notice about the drops and why they think that happens.

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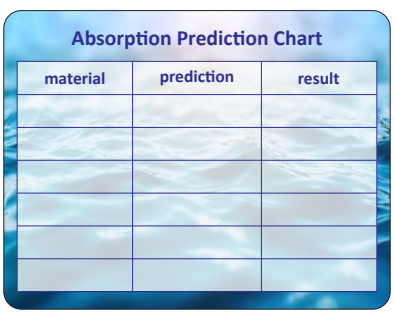




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Turtle Life Cycle

WW.11

VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.
VI.B.2 Child observes, describes, and discusses the life cycles of organisms.

Life cycle models help young children understand how living things grow from smaller to bigger over time. After reading non-fiction books about the turtle's life cycle, students can explore a life cycle interactive board and tangible turtle models.

DOING THE ACTIVITY

1. Ask students to share what they know about turtles, using pictures of turtles to help stimulate conversation. Read *Sea Turtles* by Laura Marsh and Run, Sea Turtle, Run: A Hatchling's Journey by Stephen Swinburne, discussing how turtles change from a hatchling to an adult turtle.
2. Place the magnifiers and life cycle manipulatives in the learning center for free exploration. Encourage students to make observations about each stage of the turtle's life cycle, noticing details and arranging from stage 1 (egg) to final stage (adult turtle).

DIFFERENTIATION

- Add the life cycle manipulatives to the writing center and encourage students to draw the life cycle of a turtle from their own perspective. Encourage students to work with a partner or small group if additional support is needed.
- Make turtle life cycle replicas out of open-ended art materials. Include items like egg cartons, paint, pipe cleaners, playdough, construction paper, and markers for students to create their own representations.

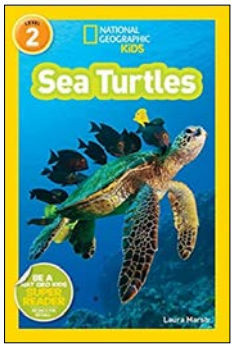
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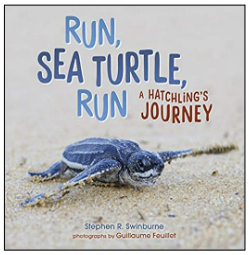












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WILD WORLD

Light Laboratory

WW.12

I.C.2 Child assumes various roles and responsibilities as part of the classroom community.
VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.
VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.

The Flora and Fauna Sensory Table encourages investigation of the fundamental properties of light. This light lab can be used as a multi-sensory experience, adding tactile materials, transparent materials, and other materials to enhance color and intensity as part of center-based learning.

DOING THE ACTIVITY

The Flora and Fauna Sensory Table (Light Laboratory) is multifunctional and includes a light panel, messy tray, weaving ring, and marble board. Children can manipulate color, hue, and intensity by turning the dials. Provide ample time for children to explore the light table in self-directed ways by simply switching out the supporting materials.

DIFFERENTIATION

- Use the messy tray for habitat exploration. Use shredded yellow, brown, and green paper to simulate the savannah and include savannah animals. Add sand, rocks, insects, and desert animals to simulate the desert. A polar habitat can be created with water, ice, and arctic animals.
- Add authentic greenery from the school yard and encourage students to make observations using the magnification blocks.
- When using the animal X-rays, encourage students to find the matching animal manipulative in the classroom.
- Encourage children to use the window markers and dry erase crayons to trace the translucent pattern blocks or make drawings of their own.
- Introduce the weaving ring, yarn, and loops of ribbon as a way to make lines, shapes, and geometric designs.

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WILD WORLD

Wildlife in Our Community

WW.13

I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.
VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.
VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

Students learn that wildlife exists in their own backyard! Students discover Texas wildlife around the classroom in this adaptation of "I Spy." Educator hides photos/images of Texas wildlife around the classroom and students search for the hidden wildlife using a simple photo checklist. Continued discussion around wildlife can include respecting wildlife and their privacy, observing wildlife from afar, and comparing animal and human needs (identifying basic needs of living things).

DOING THE ACTIVITY

1. Hide one set of Texas wildlife images. Tell students they are going to play a game of I Spy. Show students the photos of Texas wildlife (the other matching set) and have a discussion about each animal's identity. Tell students you hid the matching animals around the classroom and it is their job to find the match.
2. Show students the I Spy checklists and encourage them to look for animal matches with a friend and science tools like binoculars and telescopes. Once animals are found, reiterate each animal's identity and relevance to Texas wildlife.

DIFFERENTIATION

- Take students on daily nature walks to observe animals (and insects) in the community. Students can record observations through drawings and keep tally marks on the number of animals they see.
- Explore Texas wildlife web cams. Talk about animal behaviors and patterns as you view the same animals over an extended period. Several resources include West Texas Feeders and Bat World Sanctuary. Other live cams from around the world include Kenya African River Wildlife, Kenya Watering Hole Manitoba Tundra, Manitoba Wapusk National Park, and Saskatchewan Plains and Watering Hole.

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WILD WORLD

Animal Environment Murals

WW.14

IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.
IV.B.2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.
VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.
VIII.A.2 Child uses art as a form of creative representation.

Social art builds confidence and encourages students to build art pieces on their own. Students create community art pieces as they build habitats collectively for animal manipulatives. These art pieces can be displayed around the classroom, used during school curriculum nights, or even displayed around the school.

DOING THE ACTIVITY

1. Brainstorm animal habitats with your students; record on chart paper. Encourage students to look around the classroom (view permanent murals) and view the classroom globe for inspiration.
2. Draw habitat foundations on butcher paper and ask students to fill in features like animals, trees, and other vegetation. Provide non-fiction books and other photos for continued inspiration. Educators and students can continue adding features and elements to the collective art piece.

DIFFERENTIATION

- Tape the mural onto a table or floor for students to use as a play mat. Students can use the animal manipulatives in their respective habitats.
- Add items like washi tape, sequins, and stickers to evolve the mural into a 3D art piece.
- Make smaller murals that can be laminated when finished. Turn the murals into play mats and/or piece the murals together to display in the school or community.

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WILD WORLD

Sandpaper Rubbings

WW.15

VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.
IX.B.1. Child shows control of tasks that require small-muscle strength and control.

Sand consists of small particles of larger rock that has been eroded. Animals that live in the desert depend on sand to protect them from heat, rain, and predators. Students can explore the texture of sand by creating sand rubbings. Students cut out shapes, letters, and numbers using stencils and sandpaper, place a piece of paper over the cutout, and rub using the side of a crayon. Students can talk about the way sandpaper feels and common uses of sandpaper.

DOING THE ACTIVITY

Cut out shapes, numbers, and letters from sandpaper using the stencils. Mount on cardboard for more durability using glue or tape. Encourage students to place copy paper over the cut outs and use the side of a crayon to create a rubbing. Students can decorate or enhance their rubbing using open-ended art materials.

DIFFERENTIATION

- Have students cut out their own shapes, letters, and numbers from the sandpaper.
- Place the cut outs in a sensory table filled with sand, beans, or rice and encourage students to find them.

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WILD WORLD

Sandbox

WW.16

VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.

Students can create or recreate desert scenes and stories using themed materials in the sensory table. Desert plants and animals, such as cactus, succulents, coyotes, snakes, spiders, and lizards, allow students to explore the desert habitat in authentic, play-based ways.

DOING THE ACTIVITY

1. For easy clean up, empty the sand, desert plants and animals, and foliage into the storage container. This works well as a free-choice, table-top activity.
2. Encourage students to build landscapes with the moldable sand. Students can also collect items from outdoor walks like rocks, sticks, and leaves to add to their landscape creations.

DIFFERENTIATION

- Use a tarp under the foldable “sandbox” to encourage students to make larger landscapes or landscapes that the children would like to keep out for a longer period of time.
- Students can make additional items for the desert sensory bin. Students can make cacti from craft sticks and foliage from shredded construction paper.

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WILD WORLD

Nature's Footsteps

WW.17

I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.
VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.
IX.A.1 Child demonstrates coordination and balance in isolation.

Students practice coordination and balance skills by manipulating photographic rubber-backed mats of various faux forest leaves, stones, and logs. Educator can encourage students to create a pathway from the Giant Gorilla Reading Nook to the book rack and jump from forest footstep to forest footstep. Students can also use the forest footsteps as reading mats as they gather around the Giant Bear.

DOING THE ACTIVITY

1. Review what it means to create and participate in an obstacle course. Model a simple obstacle course for students to participate in. For example, include simple steps like crawling under a chair, hopping on a leaf mat five times, walking on a balance block, and going under a wooden block bridge.
2. Ask a small group of students to create an obstacle course. Students can model participation for their peers.

DIFFERENTIATION

- Use the nature-based mats during group meeting as a classroom management tool. Using a mat as a guide, students can work on personal space and self-control.
- Students can use the forest footsteps as reading mats, gathering around the Giant Gorilla to share books or read independently.

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WILD WORLD

Biome Charades

WW.18

I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.
VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.
IX.A.2 Child coordinates sequence of movements to perform tasks.

Using animal charade cards that provide direction, students recreate animal behaviors and movements that would align with a biome. The observing students make predictions about the animal's habitat or biome using a biome chart.

DOING THE ACTIVITY

1. Review animal behaviors using the charade cards. Decide how you will determine whose turn it is to perform a charade. One suggestion is to write students' names on craft sticks and pick from a container.
2. Draw a name and ask the student to choose a card without showing their peers. Student demonstrates the behavior as the other students guess the animal's identity and guess the appropriate biome. Offer suggestions to the demonstrator, if needed, until the animal's identity and biome are guessed correctly. Continue until all students have a turn.

DIFFERENTIATION

- Incorporate animal sounds in adaptations of charades.
- Incorporate animal movements into routines and transitions. For example, ask students to hop like a kangaroo over to a learning center or fly like a hawk to the lunch table.

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WILD WORLD

Wildlife Yoga

WW.19

I.A.1 Child is aware of where own body is in space and respects personal boundaries.
I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.
IX.A.2 Child coordinates sequence of movements to perform tasks.

Yoga helps students learn to concentrate, control their body, and practice patience as well as help develop gross motor skills like flexibility, strength, and balance. Through wildlife yoga, students have fun learning yoga poses that simulate animal behaviors and patterns.

DOING THE ACTIVITY

1. Yoga in the classroom is wonderful as it can be used in many different ways. As a large group activity, provide students with an item that designates their personal space, such as a sticker or piece of paper. As a small group activity, pass out individual yoga mats to work on specific body movements. Incorporate yoga into daily routines and transitions to help build confidence and find a sense of calm.
2. Display animal yoga poses, one at a time, starting with small intervals of 15-20 seconds. As students become accustomed to the routine and practice, slowly increase the amount of time engaged in a pose.

DIFFERENTIATION

- Plan on modeling yoga poses for your students. If you are uncomfortable or unfamiliar with yoga poses, introduce child-friendly demonstration videos.
- Have students move and make sounds like pets as they are practicing yoga poses.
- Follow yoga with an activity that is quiet and reflective, like journaling, independent reading, or rest time.

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WILD WORLD

Magic Mirror Exploration

WW.20

I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.
VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.
X.A.2 Child uses and names a variety of digital tools that support and enhance learning.

The classroom Magic Mirror provides visual insight into animal features and behaviors. Children can extend that learning by participating in animal charades using charade cards and exploring/comparing their own facial features in the Edushape Magic Mirror Shapes.

DOING THE ACTIVITY

1. After students explore the Magic Mirror in an open-ended way, facilitate a group discussion, asking students to describe how the different types of animals move in the mirror. Ask students to mimic movements using their own body.
2. Ask students to look into the All About Me mirrors and describe what they see, drawing attention to facial features. Make comparisons to animal movements from the Magic Mirror observations by asking questions like "How are you similar to a ____?," "How are you different than a ____?," and "What makes you unique?" Students can draw facial features on the opposite side of the All About Me mirrors as well.

DIFFERENTIATION

- Use music to accompany student-directed animal movements in the Magic Mirror.
- During transitions, play "Move Like an Animal," where one child is the leader, and moves from one activity to another while imitating an animal movement, and their peers follow.
- Use the mirrors to talk about feelings. Ask students to change their faces to show they are happy, sad, and so on.

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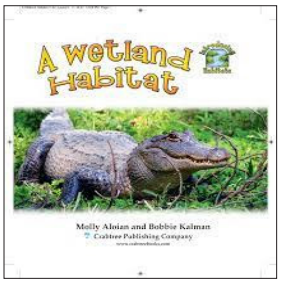
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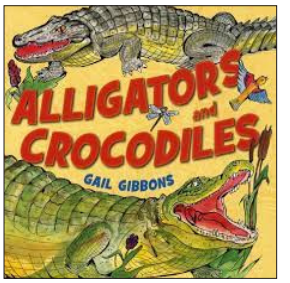
NON-FICTION



A Walk in the Forest



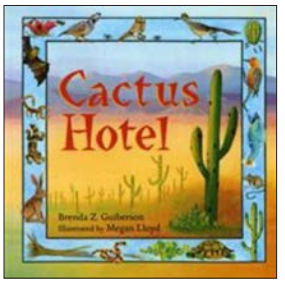
A Wetland Habitat



Alligators and Crocodiles



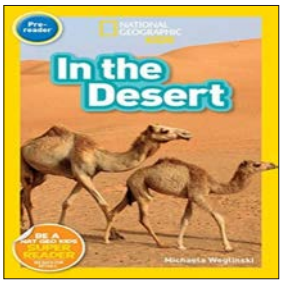
At the Marsh
in the Meadow



Cactus Hotel



Explore my World: Tigers



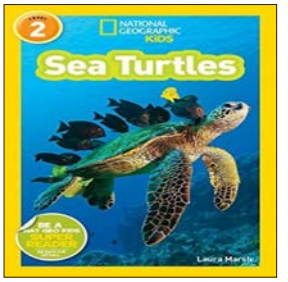
In the Desert



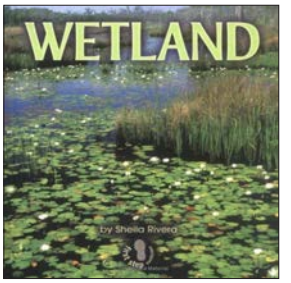
Mi Primer Gran Libro de
los Animales



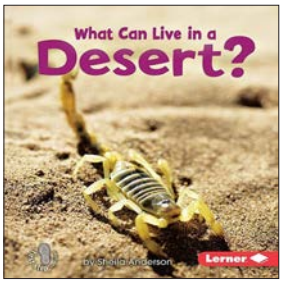
Over and Under
the Pond



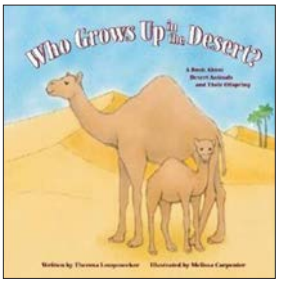
Sea Turtles



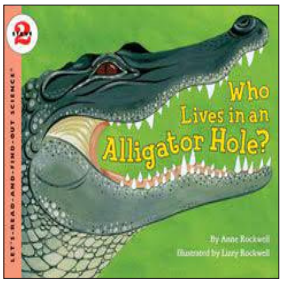
Wetlands



Who Can Live
In A Desert



Who Grows Up
in the Desert

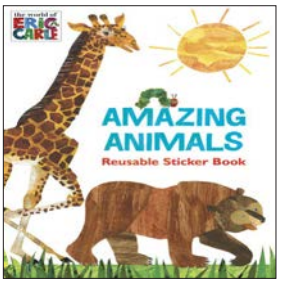


Who Lives in an
Alligator Hole?

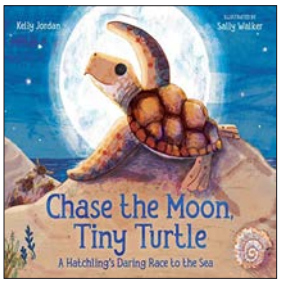
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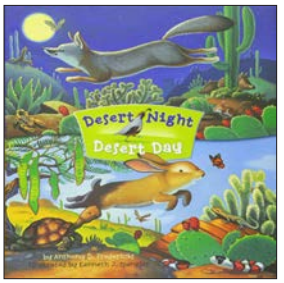
FICTION



Amazing Animals



Chase the Moon, Tiny Turtle



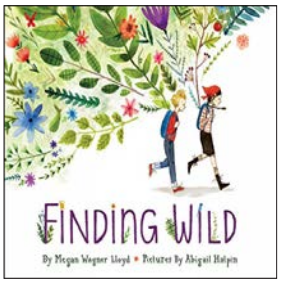
Desert Night Desert Day



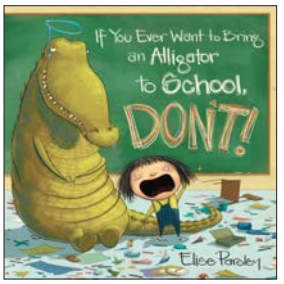
En lo Profundo del Desierto



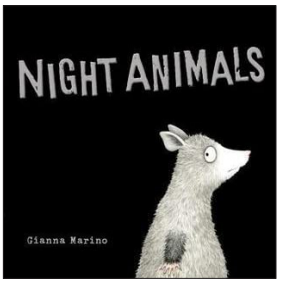
Everybody's Welcome



Finding Wild



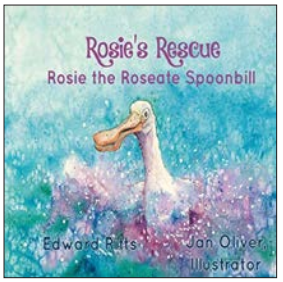
If You Ever Want to Bring an Alligator to School, Don't



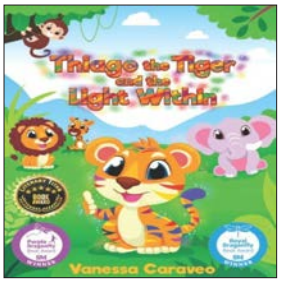
Night Animals



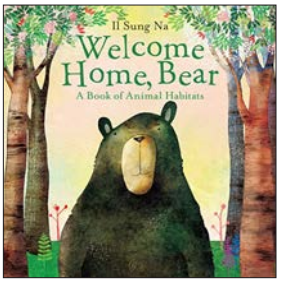
Night, Night Jungle



Rosie's Rescue



Thiago the Tiger and the Light Within



Welcome Home, Bear



When I Was An Alligator

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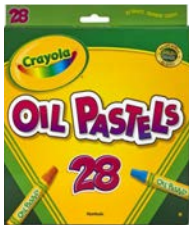












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WILD WORLD

Activity Rubric Scale

Student:_____ Class:_____

Date:_____

Activity or Skill:_____

_____

4 **Achieved-** The student frequently demonstrates the ability to apply the knowledge or perform the skill accurately in several environments without support.

3 **Progressing-** The student demonstrates understanding or use of the knowledge or skill in one or more environments with some support.

2 **Emerging-** The student is beginning to show understanding or use of the knowledge or skill in one environment with extensive support. The student is unable to demonstrate the skill without assistance.

1 **Introduced-** The student has been exposed to the knowledge or skill as part of the educational curriculum but demonstrates no measurable understanding of the knowledge or skill at this time.

Notes:_____

_____

_____

_____

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WILD WORLD

Anecdotal Note Observation Form

Student:_____ Date:_____ Time:_____

Objective for this observation:

List of others in the context:

Context:

Notes:

Preliminary thoughts regarding observation:

Educator's Signature:_____

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WILD WORLD

General Observations

DATE	TIME	SKILL	OBSERVATIONS

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WILD WORLD

Picture Portfolio

Student:_____

Date:_____

Learning Center:_____

(Include photo or sample of student's work)

Notes:_____

_____

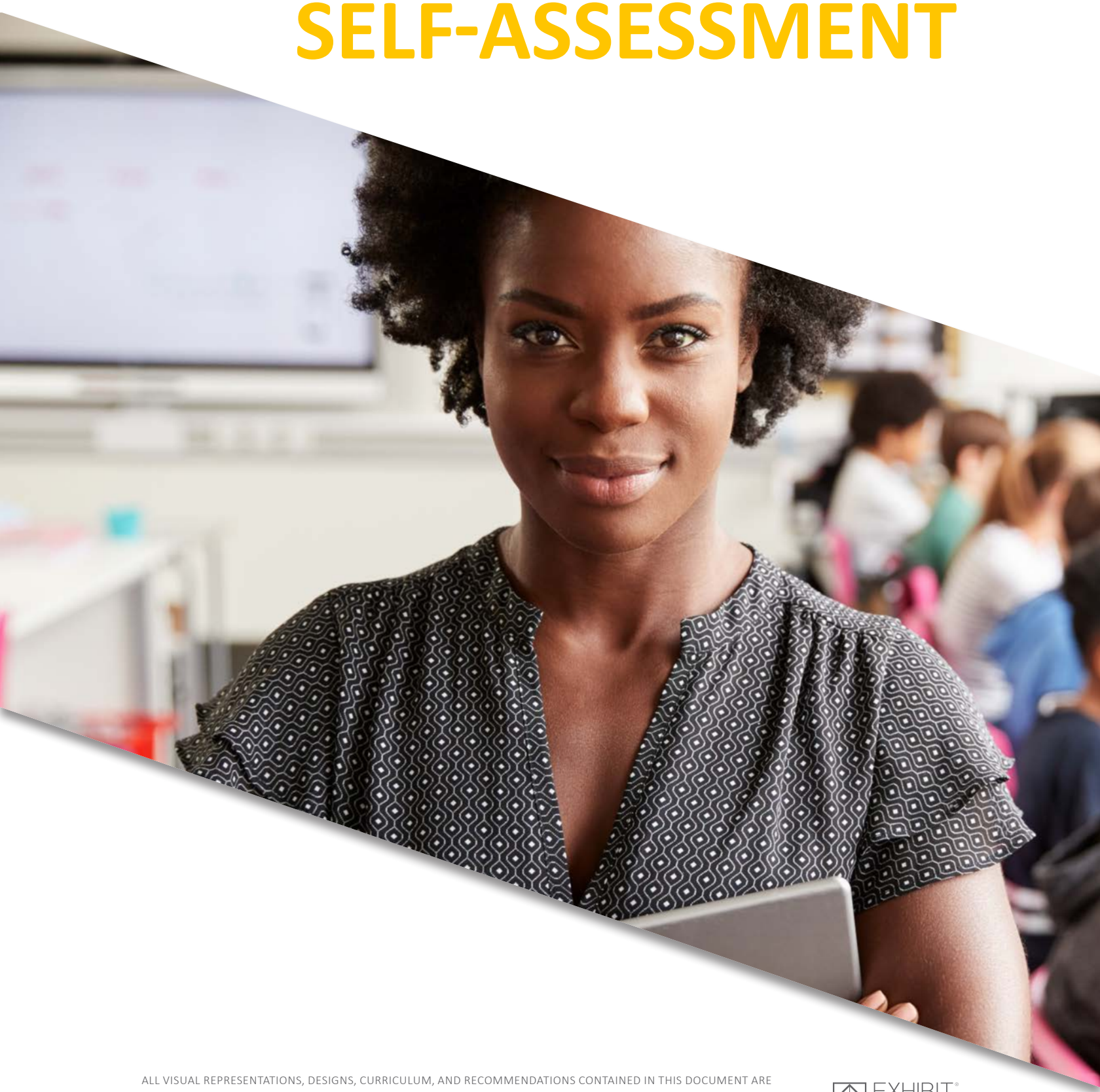
_____

_____

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TEACHER SELF-ASSESSMENT



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WILD WORLD

Self-Assessment of Benchmarks of Experiential Education Implementation

Name:_____ School:_____ Date:_____

WHEN I PLAN...	LACKING	EMERGING	PRACTICING
I plan activities and experiences that follow the interests of my students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I consider multiple learning modalities.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I consider new and novel items to engage students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
WHEN I TEACH...	**LACKING**	**EMERGING**	**PRACTICING**
I give students choices.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I ask open-ended questions that help students think creatively and critically.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I observe my students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I identify and respond to the existing knowledge and skills each student brings to an activity or experience.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I help students make connections between existing and new knowledge.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I use developmentally appropriate concepts and vocabulary to introduce new content.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I individually reflect on how to continuously improve my instruction.	☐☐☐☐	☐☐☐☐	☐☐☐☐
IN MY CLASSROOM...	**LACKING**	**EMERGING**	**PRACTICING**
My students are active in the learning process by:			
• choosing items to engage with and participating in activities that interest them.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• working through problems and activities in real-life situations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• collaborating with peers, as developmentally appropriate.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• initiating their own investigations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• asking questions.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• making observations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
My students recognize and use developmentally appropriate vocabulary and concepts.	☐☐☐☐	☐☐☐☐	☐☐☐☐
My students are intrinsically motivated.	☐☐☐☐	☐☐☐☐	☐☐☐☐

My definition of experiential education is:

I'd like to know more about the following in regard to experiential education:

My strengths:

Areas I'd like to improve upon:

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