NAEE Correlations for Getting Little Feet Wet

**Water Wonders**

4.1 Social and Emotional Growth
- Opportunities and experiences are provided for the child to learn about self-concept and control so that children may
  - have confidence and pride in abilities; express feelings, needs, and opinions appropriately about others and the environment

4.2 Curiosity and Questionings
- Initiative and curiosity are encouraged, so that children may
  - choose to participate in an increasing array of environmental explorations
  - experience surprise and delight through their environmental explorations
  - develop a curiosity about cause and effect, life cycle and reasoning
- Opportunities for children to practice reasoning and problem solving are provided so they may
  - use observations in making predictions and formulating theories about the environment

4.4 Skills for Understanding the Environment
- Opportunities for children to observe, investigate, and analyze are provided to that they may
  - link new ideas to past experiences
- Opportunities are provided that help children develop abilities to collect, describe, and record information, so children may
  - make predictions and draw conclusions based on information collected from their environmental investigations
It’s All Water

4.2 Curiosity and Questioning

-Initiative and curiosity are encouraged, so that children may
  -experience surprise and delight through their environmental explorations

-Questioning by the child is encouraged and supported, so that children may
  -probe for answers to questions through active investigations and use of reference or picture books

-Opportunities for children to practice reasoning and problem-solving are provided so they may
  -use natural materials to remember patterns and to classify, compare and contrast shape, size color
**Living Water**

4.1 Social and Emotional Growth

- A sense of community is promoted so that children may
  - develop a sense of connectedness through the exploration of nature materials, tactile and exploration, caring for plants or animals and so forth
  - express an increasing appreciation and affinity for nature

4.2 Curiosity and Questioning

- Initiative and curiosity are encouraged, so that children may
  - explore a range of natural materials using their senses
- Questioning by the child in encouraged and supported so the children may
  - probe for answers to questions through active investigations and use of reference or picture books.

4.3 Development of Environmental Understandings

- Opportunities to observe and understand earth systems are provided so children may
  - learn and understand the importance of natural resources and that the environment provides for the needs of people
- Opportunities are provided to observe and understand the living environment so children may
  - understand that animals need many of the same things from the environment that we do

4.6 Physical Health and Development

- Children are provided with a variety of opportunities to develop fine motor skills such as
  - artistically expressing experiences in nature to develop hand-eye coordination
- The environment is sued to promote children’s health and fitness, so they may
  - understand that all animals, including humans, need air, water, space, and food to live
Water We Made Of?

4.3 Development of Environmental Understandings

-Opportunities are provided to observe and understand the living environment so children may

-understand that animals need many of the same things from the environment that we do

4.6 Physical Health and Development

-Children are provided with a variety of opportunities to develop gross motor skills such as

-engaging in games and outdoor play activities that enhance physical wellness, balance and coordination

-The environment is used to promote children’s health and fitness, so they may

-understand that all animals including humans, need air, water, space and food to live
Let It Grow

4.1 Social and Emotional Growth

Opportunities and experiences are provided for the child to learn about self-concept and control so that children may

- increasingly demonstrate the ability to follow rules and routines and use materials responsibly

A sense of community is promoted so that children may

- engage in activities that promote a sense of contribution such as planting seeds in a vegetable garden, recycling paper, or turning lights off when leaving a room

4.2 Curiosity and Questioning

Initiative and curiosity are encouraged, so that children may

- choose to participate in an increasing array of environmental explorations

- develop a curiosity about cause and effect, life cycle, and reasoning

Questioning by the child is encouraged and supported, so that children may

- probe for answers to questions through active investigations and use of reference or picture books

Opportunities for children to practice reasoning and problem solving are provided so they may

- demonstrate increasingly ability to predict possible outcomes as a result of environmental explorations

- use observations in making predictions and formulating theories about the environment

4.3 Development of Environmental Understandings

Opportunities are provided to observe and understand the living environment so children may

- notice changes in living things over time

- understand that plants and animals have life cycles

- notice and ask questions about similarities and differences and categories of plants and animals, as well as, appearances, behaviors and habitats.
-notice and ask questions about growth and change in plants and animals, such as changes in a garden, life cycle in a classroom animal, or a caterpillar changing into a butterfly

4.4 Skills for understanding the Environment

-Opportunities for children to observe, investigate, and analyze are provided so that they may

-discuss differences and make comparisons

-Opportunities are provided that help children develop abilities to collect, describe, and record information, so children may

-make decisions, with adult support about how to collect information for their investigations

-collect a variety of information using tools such as tweezers, jars, cameras, paper and drawings

-demonstrate an increased ability to collect information and record over time

-make predictions and draw conclusions based on information collected from their environmental investigations

-communicate the results of their environmental investigations, with adult support and share information with peers

-Structure and opportunity are provided to help children work with flexibility, creativity and openness, so that children may

-express thoughts in a variety of way-movement, linguistic, graphics, and so forth

-show increasing confidence and comfort using vocabulary, sharing representations, and accepting new ideas and feedback from other about their environmental investigations.
Our Blue Planet

4.1 Social and Emotional Growth

- Opportunities and experiences are provided for the children to learn about self-concept and control so that children may

- increasingly demonstrate the ability to follow rules and routines and use materials responsibly

4.2 Curiosity and Questioning

- Initiative and curiosity are encouraged so that children may

- experience surprise and delight through their environmental explorations

4.3 Development of Environmental Understandings

- An emphasis on developing a child’s sense of place is included so that children may

- become aware of characteristics of the place where they live and of other places

4.4 Skills for Understanding the Environment

- Opportunities for children to observe, investigate, and analyze are provided so that they may

- discuss differences and make comparisons
House of Seasons

4.1 Social and Emotional Growth
- Opportunities and experiences are provided for the child to learn about self-concept and control so they may
  - increasingly demonstrate the ability to follow rules and routines and use materials responsibly

4.2 Curiosity and Questioning
- Initiative and curiosity are encouraged, so that children may
  - experience surprise and delight through their environmental explorations

4.3 Development of Environmental Understandings
- Opportunities to observe and understand earth systems are provided so children may
  - observe and discuss changes in environment, including weather and seasonal changes
  - express through talk, movement and art their observations of the sun, moon, stars and clouds

4.4 Skills for Understanding the Environment
- Structure and opportunity are provided to help children work with flexibility, creativity and openness, so that children may
  - show increasing confidence and comfort in using vocabulary, sharing representations, and accepting new ideas and feedback from others about their environment investigations.
**Source to Tap**

4.1 Social and Emotional Growth

- A sense of community is promoted so that children may
  - develop cooperation skills in playing and exploring nature with others

- Initiative and curiosity are encouraged, so that children may
  - approach environmental explorations with increased flexibility, imagination and inventiveness

- Opportunities for children to practice reasoning and problem solving are provided so that they may
  - try alternative methods to solve a problem but request help from a resource, an adult or a child when necessary

4.3 Development of Environmental Understandings

- Opportunities to observe and understand earth systems are provided so that children may
  - learn and understand the importance of natural resources and that the environment provides for the needs of people

- Interactions with individuals, groups, and culture are provided so that children may
  - contribute to discussions about things that everyone needs and show awareness that people work to provide the things others need

4.5 A Personal Sense of Responsibility and Caring

- Opportunities to participate in social interaction and to learn appropriate social roles are provided
  - show understanding of how individuals work together to achieve group goals
  - participate in group decision-making about classroom environmental actions, such as use of water, turning off lights when not in use, recycling
**Don’t Pass the Germs**

4.1 Social and Emotional Growth

- Opportunities and experiences are provided for the children to learn about self-concept and control so that children
  - begin to accept the consequences of their actions

- A sense of community is promoted so that children may
  - increasingly play cooperatively and work collaboratively with others

4.2 Curiosity and Questioning

- Initiative and curiosity are encouraged, so that children may
  - develop a curiosity about cause and effect, life cycle, and reasoning

- Questioning by the child is encouraged and supported, so that children may
  - probe for answers to questions through active investigations and use of reference or picture books

- Opportunities for children to practice reasoning and problem-solving are provided so they may
  - demonstrate increasing ability to predict possible outcomes as a result of environmental explorations

4.4 Skills for Understanding the Environment

- Opportunities are provided that help children develop abilities to collect, describe, and record information, so children may
  - collect a variety of information using tools such as tweezers, jars, cameras, paper and drawings

4.6 Physical Health and Development

- Children are provided with a variety of opportunities to develop fine motor skills such as
  - using tools to explore their natural environment
Thunderstorm

4.1 Social and Emotional Growth
- Opportunities and experiences are provided for the child to learn about self-concept and control so that children may
  - increasingly demonstrate the ability to follow rules and routines and use materials responsibly
- A sense of community is promoted so that children may
  - engage in activities that promote a sense of contribution such as planting seeds in a vegetable garden, recycling paper, or turning off lights when leaving a room
  - demonstrate a developing sense of respect for nature, the environment, and its components

4.2 Curiosity and Questioning
- Initiative and curiosity are encouraged, so that children may
  - develop a curiosity about cause and effect
- Questioning by the child is encouraged and supported, so the children may
  - ask questions about environmental components and phenomena

4.3 Development of Environmental Understandings
- Opportunities to observe and understand earth systems are provided so children may
  - observe and discuss changes in the environment, including weather and seasonal changes

4.4 Skills for Understanding the Environment
- Structure and opportunity are provided to help children work with flexibility, creativity and openness, so that children
  - express thoughts in a variety of ways - movement, linguistic, graphics, and so forth

4.5 A Personal Sense of Responsibility and Caring
- Opportunities to participate in social interaction and to learn appropriate social roles are provided so children may
-show understanding of how individuals work together to achieve group goals

4.6 Physical Health and Development

-Children are provided with a variety of opportunities to develop gross motor skills such as
  -expressing through movement and dance the sounds of nature
Rainstick: Make it Rain

4.1 Social and Emotional Growth

- Initiative and curiosity are encouraged, so that children may
- explore a range of natural materials using their sense

4.6 Physical Health and Development

- Children are provided with a variety of opportunities to develop fine motor skills such as
- artistically expressing experiences in nature to develop hand-eye coordination