

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 so 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 is 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 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

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 to 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 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 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 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