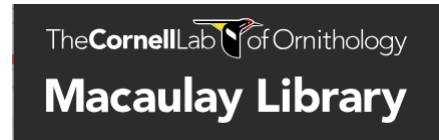


## Listening Station of Outdoor Sounds

For this activity, log onto *The Cornell Lab of Ornithology Macaulay Library* at <https://www.macaulaylibrary.org>. Children can listen independently using headphones and may appreciate drawing supplies to sketch as they watch and listen.



The Macaulay multi-media library contains over 8 million photos, audio, and video samples of birds, mammals, arthropods, amphibians, fishes, and reptiles. The search field allows you to discover the animal you're interested in and the form of media you wish to access.

Children will be interested in the visual media, but also in the auditory samples. The site offers fascinating sound waves in addition to the audio files, so children can follow the patterns of the accompanying sound waves.

As children study birds and other animals in their natural environments, they might

- draw what they see and talk about what they notice
- make connections and comparison
- move and dance and make noises like the animals
- learn new words to describe living creatures
- discover what other parts of the world look like
- be delighted by the surprising diversity of the natural world
- pay attention to wildlife in their own neighborhoods

### Curriculum Connection

- Social-Emotional: regulates own emotions and behavior; participates cooperatively and constructively in group situations
- Physical: demonstrates fine-motor strength and coordination
- Language: uses language to express thoughts and needs; uses appropriate conversational and other communication skills
- Cognitive: demonstrates positive approaches to learning; remembers and connects experiences; uses classification skills
- Literacy: demonstrates knowledge of print and its uses; comprehends and responds to books and other texts
- Mathematics: compares and measures; demonstrates knowledge of patterns
- Science: uses scientific inquiry skills; demonstrates knowledge of the characteristics of living things; demonstrates knowledge of Earth's environment
- Technology: uses tools and other technology to perform tasks
- The Arts: explores the visual arts, explores musical concepts and expression; explores dance and movement concepts

## Recycled Bottle Bird Feeders

To make this project, start with an empty and dry water bottle. Cut a hole the size of a spoon handle on one side of the bottle, and a slightly larger hole on the other side of the bottle. Slide a wooden (or plastic) spoon through both holes. Add additional holes and spoons if you want to provide more perches for your bird friends. Fill with bird seed and screw on the cap. To hang your feeder, either tie twine around the neck of the bottle, secure twine under the cap as you screw it on, or twist an eye hook into the lid and lace twine through it.

As children make feeders, hang them outside, and observe visiting birds, they might

- feel empathy for other creatures
- appreciate that recycling plastic helps the planet
- use scissors, funnels, measuring tape, and binoculars
- invent ingenious alternatives to the basic design
- observe that different birds eat different food
- wonder how birds survive in all weather
- talk about what they see and hear
- create stories about the animals they observe
- research bird species using books or the Internet
- count and document varieties of birds using drawings, photos, charts, graphs, and models



### Curriculum Connection

- Social-Emotional: regulates own emotions and behavior; establishes and sustains positive relationships; participates cooperatively and constructively in group situations
- Physical: demonstrates fine-motor strength and coordination
- Language: uses language to express thoughts and needs; uses appropriate conversational and other communication skills
- Cognitive: demonstrates positive approaches to learning; remembers and connects experiences; uses classification skills
- Literacy: comprehends and responds to books and other texts; demonstrates writing skills
- Mathematics: uses number concepts and operations; compares and measures
- Science: uses scientific inquiry skills; demonstrates knowledge of the characteristics of living things; demonstrates knowledge of Earth's environment
- Technology: uses tools and other technology to perform tasks
- The Arts: explores the visual arts

## Sensory Box

This project can be approached two ways:

(1) Put a different object in each box. Ask children to feel the object without looking at it, and see if they can match a picture (or real object) to what they feel; or

(2) Add many objects to a box. Ask children to feel the different objects and guess what each object is without looking.



As children engage with natural objects and materials using a variety of senses, they might

- be surprised by how easy or difficult it can be to identify objects without using sight
- wonder how their hands "know" what something is
- pay close attention to shape, weight, and texture
- use precise language to describe what they feel
- notice similarities among different objects
- offer clues to a friend
- justify predictions and guesses
- notice patterns of scales, ridges, veins, petals and more
- share the game with family members when they go home



### Curriculum Connection

- Social-Emotional: regulates own emotions and behavior; establishes and sustains positive relationships; participates cooperatively and constructively in group situations
- Physical: demonstrates fine-motor strength and coordination
- Language: listens to and understands increasingly complex language; uses language to express thoughts and needs; uses appropriate conversational and other communication skills
- Cognitive: demonstrates positive approaches to learning; remembers and connects experiences; uses classification skills; uses symbols/images to represent something not present
- Literacy: demonstrates knowledge of print and its uses
- Mathematics: uses number concepts and operations; explores and describes spatial relationships and shapes; compares and measures; demonstrates knowledge of patterns
- Science: uses scientific inquiry skills; demonstrates knowledge of the characteristics of living things; demonstrates knowledge of Earth's environment

## Outdoor Scavenger Hunt

A scavenger hunt is a play-based way to encourage children to pay close attention to the sights and sounds of nature around them. And there are so many ways to play! It could be a whole-group game with a single shared list of items to find, or each child could have their own list on a clipboard. The list itself could be a felt board, chalk board, construction paper, graph paper, labeled collection boxes, or drawn on a playground with sidewalk chalk. These scavenger hunt kits include small tools that inspire children to explore and discover.

When items on the list have been found, children can add felt cut-outs to the felt board, make a check mark, draw a picture, write a word or letter, or add a sample to the collection boxes. Findings can also be documented with graphs and charts. Three-dimensional graphing with the items is a concrete way to document, while photos and drawings assist children in thinking symbolically.

As children wander and search for items on the list, they might

- make connections between the visual prompt and printed word
- predict which items might be located near each other and describe where they found each thing
- use writing utensils, measuring tape, magnifying glass and other tools
- talk and cooperate with others to locate items and compare lists
- count, sort, and represent data
- add more items to the list
- notice differences among like items (different sizes, colors, textures, etc.)
- find and use these words in other places
- learn that nature is full of treasures when they look, listen, and touch carefully



### Curriculum Connection:

- Social-Emotional: regulates own emotions and behavior; establishes and sustains positive relationships; participates cooperatively and constructively in group situations
- Physical: demonstrates traveling skills; demonstrates gross-motor manipulative skills; demonstrates fine-motor strength and coordination
- Language: listens to and understands increasingly complex language; uses language to express thoughts and needs; uses appropriate conversational and other communication skills
- Cognitive: demonstrates positive approaches to learning; remembers and connects experiences; remembers and connects experiences; uses classification skills; uses symbols/images to represent something not present
- Literacy: demonstrates phonological awareness; demonstrates knowledge of the alphabet; demonstrates knowledge of print and its uses; comprehends and responds to books and other texts; demonstrates writing skills
- Mathematics: uses number concepts and operations; explores and describes spatial relationships and shapes; compares and measures; demonstrates knowledge of patterns
- Science: uses scientific inquiry skills; demonstrates knowledge of the characteristics of living things; demonstrates knowledge of the physical properties of objects and materials; demonstrates knowledge of Earth's environment
- Technology: uses tools and other technology to perform tasks
- Social Studies: demonstrates simple geographic knowledge
- The Arts: explores the visual arts

## Flashlight Character Prop

These owls were inspired by the children's book *Flashlight* by Lizi Boyd. By gluing on feathers, felt beak and feet, and googly eyes, a simple pinecone is transformed into a book character! Props inspired by literature give children a tangible way to connect with books and provide them with a prompt to reenact or expand upon the story. Used like a puppet, character props also provide children a way to explore social and emotional topics. This little owl enhances children's interest in nature and the environment as they wonder where owls live and what they eat.



As children make character props and listen to the stories that inspired them, they might

- move the prop as they listen to the story, mirroring what the book character does
- move their own bodies like an owl
- use spatial language to describe book illustrations (*the owl is over, under, on top of, higher, lower, forward, ahead, behind, etc.*)
- play with the prop and give it a voice
- retell the story or expand upon it
- imagine and put into words how the character feels
- learn about different part of owls and their habitats
- use scissors, glue, and small pieces
- compose their own owl stories, plays, songs, or dances



### Curriculum Connection

- Social-Emotional: regulates own emotions and behavior; establishes and sustains positive relationships; participates cooperatively and constructively in group situations
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- Language: listens to and understands increasingly complex language; uses language to express thoughts and needs; uses appropriate conversational and other communication skills
- Cognitive: demonstrates positive approaches to learning; remembers and connects experiences; uses symbols/images to represent something not present
- Literacy: demonstrates phonological awareness; demonstrates knowledge of print and its uses; comprehends and responds to books and other texts; demonstrates writing skills
- Science: uses scientific inquiry skills; demonstrates knowledge of the characteristics of living things; demonstrates knowledge of Earth's environment
- Technology: uses tools and other technology to perform tasks
- The Arts: explores the visual arts; explores musical concepts and expression; explores dance and movement concepts; explores drama through actions and language

