



Project Learning Tree
**Environmental Experiences
 for Early Childhood**

Hike through the Guide

1. This Guide was developed for children in what age group? (page 3)
2. Where can educators find tips for 'using music and movement' with the activities? Explain one or two of the tips. (page 7 & 8)
3. What does the sidebar on the first page of each activity provide the instructor? (page 10)
4. What information does the "Background for Educators" provide? (page 10)
5. The Guide suggests ideas for six "Learning Centers." What are they? (page 11)
6. The PLT PreK-8 Activity Guide features more than 35 activities for use with pre-K and kindergarten children. What activities are related to Activity 2, Sounds Around? (page 26)
7. The 11 activities are grouped in three sections. What are they? (page ii)
8. Describe the 'group experience' listed for Activity 2, Sounds Around. Where could you find information to make American Sign Language Cards? (page 29)
9. What is the 'Featured Experience' from Activity 5, Signs of Fall? Describe. (page 50)
10. Tell us about the snack listed for Activity 7, Bursting Buds. How does it relate to the subject matter? What safety concerns are stated? (page 65)
11. List a couple of the "Reading Connections" for Activity 9, To Be a Tree. (page 84, 85)
12. Which activity uses Track 9 from the PLT Early Childhood CD? (Appendix 1, page 101)
13. Where can you find helpful information on "Playing it Safe Outdoors?" What are some of these guidelines? (Appendix 2, page 104)
14. What additional information is provided in Appendixes 3-10? (pages 105-110)
15. Where can you find a list of activities from the PLT PreK-8 Guide that are related to Activity 10 in the Early Childhood guide? (Page 86)

A Hike thru the PLT Guide (PreK-8)

1. Find the **Introduction** pages at the beginning of the guide. How does PLT support quality environmental education through its mission and goals?
2. Find the **Table of Contents** and read some of the names of the activities. Page numbers are listed to the right, activity numbers are on the left. Pick an activity that sounds interesting and try to guess what the activity might be. Look it up by its activity number and read the activity. How close were you?
3. Find the **Topic Index** (Index 5) in the appendices. Find an activity that deals with or utilizes a) tree parts, b) consumerism, c) poetry, and d) water. Choose any topic in the index that interests you. What activities are listed under that topic? Choose one activity to refer to for the next three questions.
4. Turn to **Activity References and Resources** (Appendix 4). Look up some of the additional resources that go with the activity you chose in #3. Who would you contact to get additional information or resources to enhance your activity?
5. What are some of the themes or major ecological thoughts that go along with the activity you chose in #3? Look at the activity and find the sidebar box that lists some specific concepts for that activity. Turn to the **Conceptual Framework** (Appendix 2) and look up some of the concepts to see if you identified the same themes.
6. Turn to **Teaching Methods and Strategies** (Introduction). What teaching strategies are used in the activity you chose in question #3?
7. Does your *broadleaf* have a *samara*? Is your *grassland* just a part of your *sere*? Look in the **Glossary** (Appendix 1) to find the answers.
8. Find the **PLT Activity Design** and **Activity Components** (Introduction) in the guide. Where will you find recommendations to extend the learning experience of the activity?
9. PLT recognizes the importance of utilizing technology to enhance student learning. Turn to **Technology Connections** (Appendix 8) and list one suggestion to use digital resources in a responsible manner.
10. Turn to **Two Hats** (Appendix 13). What is your role as an environmental educator?

A Hike thru the PLT Guide (PreK-8) - Group Quiz Version

Facilitator asks the group questions. Participants look through the books to find the answer. The first participant to find the answer should raise their hand, tell the page #/section where found and give the correct answer. The participant with the correct answer then gets a prize (candy or small related- trinket)

1. How does PLT support quality environmental education through its mission and goals?

Introduction, page 3 “learn how to think not what to think”

2. What is Activity #26 and what is it about?

Page 113 Dynamic Duos - symbiotic relationships

3. Find the activities that deal with or utilize consumerism.

Topic Index, page 464 A Few of My Favorite Thing, Reduce, Reuse, Recycle, Resources Go Round, A Peek At Packaging

4. What additional resources are listed for activity #92 A Look At Lifestyles?

Activity References and Resources Appendix, page 440 3 books, 6 films, 1 website

5. What is the main concept listed for Planning the Ideal Community?

Activity #55, page 2393.8 Most cultures have beliefs, values, and traditions....

6. What teaching strategies does PLT use?

Introduction, page 6 key concept, demonstration/reading, discussion, brainstorming, planning, building charts/lists, inquiry-based activities, student directed projects, journaling

7. Does your broadleaf have a samara? Is your grassland just a part of your sere?

Glossary, pages 421 and 425 yes (maple)

Glossary, pages 423 and 425 yes

8. Where will you find recommendations to extend the learning experience of an activity?

Introduction/Activity Components, page 10 Enrichment section

9. PLT recognizes the importance of utilizing technology to enhance student learning. Name one suggestion to use digital resources in a responsible manner.

Technology Connections, page 443 advise your students to be aware of where the information they are accessing is coming from

10. Find the section called Two Hats. How does PLT define your role as an environmental educator?

Appendix 13, page 448 teaching students how to think not what to think about complex environmental issues