

Correlation of

project WILD

**Environmental Education
K-12 Activity Guides**

to

**CALIFORNIA SCIENCE
CONTENT STANDARDS**



GRADES 4-6

December 1999

Introduction

The goal of this correlation is to show educators that Project WILD is a valuable, effective tool for teaching Science. This document will help educators identify Project WILD activities that can be used to meet K-12 educational requirements. These activities are consistent with principles of education reform - cooperative learning, real world applications, multi-cultural education, and service learning.

Project WILD, including Aquatic WILD, is an interdisciplinary, **supplementary** conservation and environmental education program that teaches about wildlife and their habitats. "The goal of Project WILD is to assist learners of any age in developing awareness, knowledge, skills and commitment to result in informed decisions, responsible behavior and constructive actions concerning wildlife and the environment upon which all life depends" [WILD, Preface, vi]. Project WILD activities are designed to teach a variety of subjects using environmental concepts, and help students use critical thinking to evaluate material from a variety of sources.

This correlation was researched and developed by Courtney Senna, Barbara Winn and Sylvia Gude, Project WILD staff members. Their efforts were supported by the Department of Fish and Game, sponsor of California Project WILD.

Please share this correlation with other educators in your area. For those interested in learning more about Project WILD, and how to obtain the activity guides, please contact the Project WILD office.

Department of Fish and Game/Project WILD
1416 Ninth Street, 12th Floor
Sacramento, CA 95814
(916) 653-3857 or toll free 1-888-945-3334



GRADE 4

LIFE SCIENCES

2. All organisms need energy and matter to live and grow. As a basis for understanding this concept, students know:

- a. plants are the primary source of matter and energy entering most food chains.

Project WILD Activity Guide

Aquatic WILD Activity Guide

What's for Dinner? (48)
Lobster in your Lunchbox (222)
Deadly Links (270)

Wetland Metaphors (54)*
Marsh Munchers (58)
Water We Eating (120)

**activity is a good introduction to this standard*

- b. producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs, and may compete with each other for resources in an ecosystem.

Project WILD Activity Guide

Aquatic WILD Activity Guide

Environmental Barometer (80)
Graphananimal (100)
Urban Nature Search (102)
Good Buddies (104)
The Thicket Game (112)
Quick Frozen Critters (122)
Muskox Maneuvers (130)
Who Lives Here? (174)
Planting Animals (176)
Shrinking Habitat (258)
Deadly Links (270)

Marsh Munchers (58)
Micro Odyssey (64)*
Blue Ribbon Nich (72)

**activity can be adapted to meet this standard*

- c. decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.

Project WILD Activity Guide

Aquatic WILD Activity Guide

Ants on a Twig (10)

Micro Odyssey (64)

3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept, students know:

- a. ecosystems can be characterized in terms of their living and nonliving components.

Project WILD Activity Guide

Aquatic WILD Activity Guide

The Beautiful Basics (30)
Habitat Lap Sit (34)
Habitat Rummy (40)
Forest in a Jar (108)
How Many Bears Can Live in This Forest? (134)

Designing a Habitat (20)

- b. for any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

Project WILD Activity Guide

Aquatic WILD Activity Guide

Environmental Barometer (80)
Graphanimal (100)
Adaptation Artistry (114)
Muskox Maneuvers (130)
How Many Bears Can Live In This Forest? - Limiting Factors (134)
Oh Deer! (146)

Designing a Habitat (20)
Fishy Who's Who (86)
Fashion a Fish (88)

- c. many plants depend on animals for pollination and seed dispersal, while animals depend on plants for food and shelter.

Project WILD Activity Guide

Aquatic WILD Activity Guide

The Beautiful Basics (30)
What's For Dinner? (48)
Seed Need (78)
Good Buddies (104)*
How Many Bears Can Live In This Forest? (134)
Deadly Links (270)

Wetland Metaphors (54)

**activity can be adapted to meet this standard*

- d. most microorganisms do not cause disease and many are beneficial.

Project WILD Activity Guide

Aquatic WILD Activity Guide

Water Canaries (38)
Micro Odyssey (64)

EARTH SCIENCE

5. Waves, wind, water and ice shape and reshape the Earth's land surface. As a basis for understanding this concept, students know:

- a. some changes in the Earth are due to slow processes, such as erosion (weathering, transport, and deposition), and some changes are due to rapid process, such as landslides, volcanic eruptions, and earthquakes.

Project WILD Activity Guide

Aquatic WILD Activity Guide

Forest In A Jar (108)

Pond Succession (110)

- c. moving water erodes landforms, reshaping the land by taking it away in places and depositing it as pebbles, sand, silt, and mud in other places.

Project WILD Activity Guide

Aquatic WILD Activity Guide

Where Does the Water Run Off After School? (82)

INVESTIGATION AND EXPERIMENTATION

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content the other three strands, students should develop their own questions and perform investigations. Students will:

- a. differentiate observation from inference (interpretation), and know that scientists' explanations come partly from what they observe and partly from how they interpret their observation. (*Note: See page 345 of the K-12 Activity Guide for information on observation and inference.*)

Project WILD Activity Guide

Aquatic WILD Activity Guide

Ants on a Twig (10)

Grasshopper Gravity (16)

Microtrek Treasure Hunt (22)

Wild Words (66)

Environmental Barometer (80)

Urban Nature Search (102)

Keeping Score (276)

How Wet Is Our Planet? (8)

Puddle Wonders (22)

Water Canaries (38)

Mermaids and Manatees (44)

Micro Odyssey (64)

Edge of Home (68)

Where Does the Water Run Off After School? (82)

Migration Headache (94)

Deadly Skies (142)

Deadly Waters (146)

Watershed (172)

Something's Fishy Here (176)

- b. measure and estimate weight, length, or volume of objects using standard and/or metric system units.

Project WILD Activity Guide

Bearly Born (6)
Grasshopper Gravity (16)*
Let's Go Fly a Kite (74)*
Make A Coat (82)*
Polar Bears In Phoenix (120)
Lobster In Your Lunchbox (222)
Planning For People and Wildlife (284)

**activity can be adapted to meet this standard*

Aquatic WILD Activity Guide

How Wet Is Our Planet? (8)
Designing A Habitat (20)
Puddle Wonders (22)
Whale of a Tail (26)
Where Does Water Run After School? (82)
Watershed (172)

- c. formulate predictions and justify predictions based on cause and effect relationships.

NOTE: Nearly all WILD activities for this age group could be adapted to demonstrate cause and effect relationships (interconnectedness). Pose a question to the students, have them form a prediction, research, test...

Project WILD Activity Guide

Microtrek Treasure Hunt (22)
Beautiful Basics (30)
Habitat Lap Sit (34)
Wild Words (66)
Environmental Barometer (80)
Pond Succession (110)
Who Lives Here? (174)
Planting Animals (176)

Aquatic WILD Activity Guide

Puddle Wonders (22)
Water Canaries (38)
The Edge of Home (68)
Hooks & Ladders (76)*
Net Gain, Net Effect (104)*
Water Down History (116)
Deadly Skies (142)

** activity can be adapted to meet this standard*

- d. conduct multiple trials to test a prediction and draw conclusions about the relationships between results and predictions.

Project WILD Activity Guide

Habitat Lap Sit (34)
Environmental Barometer (80)
Pond Succession (110)
Migration Barriers(262)*
Keeping Score (276)

**activity is a good introduction to this standard*

Aquatic WILD Activity Guide

Puddle Wonders (22)
Water Canaries (38)
Hooks and Ladders (76)
Migration Headache (94)
Deadly Skies (142)

- e. construct and interpret graphs from measurements.

Project WILD Activity Guide

Aquatic WILD Activity Guide

Bearly Born (6)
Environmental Barometer (80)
Make A Coat (82)
Graphananimal (100)
Polar Bears In Phoenix (120)
Lobster in your Lunchbox (222)
Keeping Score (276)
**What Did Your Lunch Cost Wildlife?
(306)**

Net Gain, Net Effect (104)*
***Where Have All The Salmon Gone?
(110)***
Deadly Waters (146)*

**activity can be adapted to meet this
standard*

- f. follow a set of written instructions for a scientific investigation.

Project WILD Activity Guide

Aquatic WILD Activity Guide

Microtrek Treasure Hunt (22)

GRADE 5

LIFE SCIENCES

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept, students know:
- a. many multicellular organisms have specialized structures to support the transport of materials.

[Project WILD Activity Guide](#)

[Aquatic WILD Activity Guide](#)

Seed Need (78)
Owl Pellets (144)

Kelp Help (48)

EARTH SCIENCES

3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept, students know:
- a. most of the Earth's water is present as salt water in the oceans, which cover most of the Earth's surface.
- b. when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled, or as a solid if cooled below the freezing point of water.
- c. water moves in the air from one place to another in the form of clouds or fog, which are tiny droplets of water or ice, and falls to the Earth as rain, hail, sleet, or snow.

[Project WILD Activity Guide](#)

[Aquatic WILD Activity Guide](#)

How Wet is Our Planet? (8)

[Project WILD Activity Guide](#)

[Aquatic WILD Activity Guide](#)

Water Wings (4)
How Wet is Our Planet? (8)
Where Does Water Run Off After School? (82)*

**activity can be adapted to meet standard*

[Project WILD Activity Guide](#)

[Aquatic WILD Activity Guide](#)

Stormy Weather (26)

Water Wings (4)
How Wet is Our Planet? (8)
Where Does Water Run Off After School? (82)

- d. the amount of fresh water, located in rivers, lakes, underground sources, and glaciers, is limited, and its availability can be extended through recycling and decreased use.

Project WILD Activity Guide

Aquatic WILD Activity Guide

How Wet is Our Planet? (8)
Watershed (174)
Alice in Waterland (182)
Water's Going On?! (304)

- e. the origin of water used by their local communities.

Project WILD Activity Guide

Aquatic WILD Activity Guide

Where Does Water Run Off After School (82)
Watered Down History (116)
Living Research: Aquatic Heroes and Heroines (160)
Watershed (174)
Alice in Waterland (182)

4. Energy from the sun heats the Earth unevenly, causing air movements resulting in changing weather patterns. As a basis for understanding this concept, students know:

- b. the influence of the ocean on weather, and the role of the water cycle in weather

Project WILD Activity Guide

Aquatic WILD Activity Guide

Water Wings (4)
How Wet is Our Planet? (8)

INVESTIGATION AND EXPERIMENTATION

5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content of the other three strands, students should develop their own questions and perform investigations. Students will:

- a. classify objects (e.g., rocks, plant, leaves) based on appropriate criteria.

Project WILD Activity Guide

Microtrek Treasure Hunt (22)
Make a Coat! (82)
Graphananimal (100)
Urban Nature Search (102)
Good Buddies (104)
Forest In A Jar (108)
Polar Bears in Phoenix (120)
How Many Bears can Live in this Forest (134)
Here Today, Gone Tomorrow (170)
Who Lives Here? (174)
Lobster In Your Lunchbox (222)
First Impressions (224)
And The Wolf Wore Shoes (226)
Migration Barriers (262)
Keeping Score (276)

Aquatic WILD Activity Guide

Water Canaries (38)
Mermaids and Manatees (44)
Marsh Munchers (58)
Micro Odyssey (64)
Blue Ribbon Niche (72)
Fishy Who's Who (86)
Fashion a Fish (88)
Aquatic Roots (100)

- b. develop a testable question.

Project WILD Activity Guide

Urban Nature Search (102)
Who Lives Here? (174)
Changing Attitudes (240)
Water's Going On?! (304)

Aquatic WILD Activity Guide

Edge of Home (68)
Deadly Skies (142)
Watershed (172)

Note: A testable question can easily be added as part of the activity evaluation, i.e. class game of jeopardy

- c. plan and conduct a simple investigation based on a student-developed question, and write instructions others can follow to carry out the procedure.

Project WILD Activity Guide

Environmental Barometer (80)
Urban Nature Search (102)
Pond Succession (110)
Polar Bears in Phoenix (120)
Wildwork (168)
Here Today, Gone Tomorrow (170)
Who Lives Here? (174)
Planting Animals (176)
Lobster In Your Lunchbox (222)
First Impressions (224)
Migration Barriers (262)
Ethi Thinking (290)
Flip The Switch For Wildlife (308)
Can Do! (322)
Improving Wildlife Habitat (324)

Aquatic WILD Activity Guide

Mermaids and Manatees (44)
Aquatic Times (126)
Something's Fishy Here! (176)

- d. identify the dependent and controlled variables in an investigation.

Project WILD Activity Guide

What's For Dinner (8)
Urban Nature Search (102)
Forest In A Jar (108)
Muskox Maneuvers (130)
How Many Bears can Live in this Forest (134)
Oh Deer! (146)
Who Lives Here? (174)
Planting Animals (176)
Smokey the Bear Said What? (178)
Flip The Switch For Wildlife (308)

Aquatic WILD Activity Guide

Water Canaries (38)
Wetland Metaphor (54)
The Edge of Home (68)
To Dam or Not To Dam (134)
Deadly Skies (142)
Something's Fishy Here! (176)

- e. identify a single independent variable in a scientific investigation and explain what will be learned by collecting data on this variable.

Project WILD Activity Guide

Interview A Spider (14)
Seed Need (78)
Environmental Barometer (80)
Wildwork (168)
Here Today, Gone Tomorrow (170)
Planting Animals (176)
Smokey the Bear Said What? (178)
First Impressions (224)
Changing Attitudes (240)
Flip The Switch For Wildlife (308)
Improving Wildlife Habitat (324)

Aquatic WILD Activity Guide

How Wet is Our Planet? (8)
Puddle Wonders (22)
Whale of a Tail (26)
Water Canaries (38)
The Edge of Home (68)
Blue Ribbon Niche (72)
Fishy Who's Who (86)
Aquatic Roots (126)

- f. select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.

Project WILD Activity Guide

Grasshopper Gravity (16)
Let's Go Fly a Kite (74)
Seed Need (78)
Make a Coat! (82)
Urban Nature Search (102)
Forest In A Jar (108)
Polar Bears in Phoenix (120)

Aquatic WILD Activity Guide

How Wet is Our Planet? (8)
Puddle Wonders (22)
Whale of a Tail (26)
Water Canaries (38)
Where Does Water Run Off After School? (82)
Watershed (172)

- g. record data using appropriate graphic representation (including charts, graphs, and labeled diagrams), and make inferences based on those data.

Project WILD Activity Guide

Bearly Born (6)
What's For Dinner (48)
Let's Go Fly a Kite (74)
Seed Need (78) - extension
Environmental Barometer (80)
Graphananimal (100)
Urban Nature Search (102)
Forest In A Jar (108)
Polar Bears in Phoenix (120)
How Many Bears can Live in this Forest (134)
Oh Deer! (146)
Here Today, Gone Tomorrow (170)
Smokey the Bear Said What? (178)
Lobster In Your Lunchbox (222)
And The Wolf Wore Shoes (226)
Saturday Morning Wildlife Watch (228)
Changing Attitudes (240)
Migration Barriers (262)
Keeping Score (276)
Water's Going On? (304)
What Did Your Lunch Cost Wildlife (306)
Flip the Switch for Wildlife (308)

Aquatic WILD Activity Guide

Puddle Wonders (22)
Where Does Water Run Off After School (82)
Net Gain, Net Effect (104)
Watershed (172)

- h. draw conclusions based on scientific evidence and indicate whether further information is needed to support a specific conclusion.

Project WILD Activity Guide

Bearly Born (6)
Interview A Spider (14)
Grasshopper Gravity (16)
Habitat Rummy (40)
Seed Need (78)
Graphananimal (100)
Urban Nature Search (102)
Good Buddies (104)
Oh Deer! (146)
Who Lives Here? (174)
Planting Animals (176)
First Impressions (224)
Migration Barriers (262)

Aquatic WILD Activity Guide

Water Canaries (38)
Aquatic Roots (126)
To Dam or Not to Dam (134)
Deadly Skies (142)
Deadly Waters (146)
Turtle Hurdles (164)
Something's Fishy Here! (176)

- i. write a report of an investigation that includes tests conducted, data collected or evidence examined, and conclusions drawn.

Project WILD Activity Guide

Bearly Born (6)
Interview A Spider (14)
Grasshopper Gravity (16)
Habitat Rummy (40)
Environmental Barometer (80)
Graphananimal (100)
**Urban Nature Search (102) -
extension**
Wildwork (168)
Here Today, Gone Tomorrow (170)
Who Lives Here? (174)
Planting Animals (176)
First Impressions (224)
Changing Attitudes (240)
Migration Barriers (262)
Ethi Thinking (290)
Can Do! (322)
Improving Wildlife Habitat (324)

Aquatic WILD Activity Guide

Designing a Habitat (20)
Micro Odyssey (64)
Fishy Who's Who (86)
Aquatic Roots (100)
Aquatic Times (126)

Note: The report must be assigned as an extension to many activities

GRADE 6 FOCUS ON EARTH SCIENCE

SHAPING THE EARTH'S SURFACE

2. Topography is reshaped by weathering of rock and soil and by the transportation and deposition of sediment. As the basis for understanding this concept, students know:
- a. water running downhill is the dominant process in shaping the landscape, including California's landscape.

[Project WILD Activity Guide](#)

Rainfall and the Forest (140)

[Aquatic WILD Activity Guide](#)

Where Does Water Run Off After School? (82)
Watershed (172)

ENERGY IN THE EARTH SYSTEM

4. Many phenomena on the Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept, students know:
- a. the sun is the major source of energy for phenomena on the Earth's surface, powering winds, ocean currents, and the water cycle.

[Project WILD Activity Guide](#)

[Aquatic WILD Activity Guide](#)

Water Wings (4)
How Wet is Our Planet? (4)

ECOLOGY (LIFE SCIENCE)

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept, students know:
- a. energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis, and then from organism to organism in food webs.

[Project WILD Activity Guide](#)

[Aquatic WILD Activity Guide](#)

What's for Dinner? (48)
Quick Frozen Critters (122)
Owl Pellets (144)
Shrinking Habitat (258)
Deadly Links (270)
What Did Your Lunch Cost Wildlife? (306)

Water Plant Art (12)
Kelp Help (48)
Marsh Munchers (58)
Micro Odyssey (64)
Blue Ribbon Niche (72)

- b. over time, matter is transferred from one organism to others in the food web, and between organisms and the physical environment.

Project WILD Activity Guide

Eco- Enrichers (76)
Owl Pellets (144)
Oh Deer (146)

Deadly Links (270)*

**activity can be adapted to meet this standard*

Aquatic WILD Activity Guide

Marsh Munchers (58)
The Glass Menagerie (130)

- c. populations of organisms can be categorized by the functions they serve in an ecosystem.

Project WILD Activity Guide

Ants on a Twig (10)
Interview a Spider (14)
Grasshopper Gravity (16)
Eco-Enrichers (76)
Graphananimal (100)
Urban Nature Search (102)
Good Buddies (104)
Quick Frozen Critters (122)
Muskox Maneuvers (130)

Aquatic WILD Activity Guide

Water Canaries (38)
Marsh Munchers (58)
Micro Odyssey (64)
Blue Ribbon Niche (72)

- d. different kinds of organisms may play similar ecological roles in similar biomes.

Project WILD Activity Guide

Bearly Born (6)
Interview a Spider (14)
Microtrek Treasure Hunt (22)
Eco-Enrichers (76)
Graphananimal (100)
Urban Nature Search (102)
Good Buddies (104)
Forest in a Jar & Pond Succession
(108/110)*
Quick Frozen Critters (122)

Aquatic WILD Activity Guide

Water Canaries (38)
Marsh Munchers (58)
Micro Odyssey (64)

**combined, these activities will meet this standard*

- e. the number and types of organisms an ecosystem can support depends on the resources available and abiotic factors, such as quantity of light and water, range of temperatures, and soil composition.

Project WILD Activity Guide

The Beautiful Basics (30)
Habitat Lap Sit (34)
Habitat Rummy (40)
Forest in a Jar (108)
Pond Succession (110)
How Many Bears Can Live in this Forest? (134)
Rainfall and the Forest (140) - extension
Oh Deer! (146)
Here Today, Gone Tomorrow (170)
Shrinking Habitat (258)

Aquatic WILD Activity Guide

Wetland Metaphors (54)
Marsh Munchers (58)
Glass Menagerie (130)
The Edge of Home (68)
Blue Ribbon Niche (72)

RESOURCES

6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept, students know:

- a. the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.

Project WILD Activity Guide

Lobster In Your Lunchbox (222)
Flip the Switch for Wildlife (308)

Aquatic WILD Activity Guide

To Dam or Not To Dam (134)

- b. different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and classify them as renewable or nonrenewable.

Project WILD Activity Guide

Make A Coat! (82)
What You Wear Is What They Were (300)
Water's Going On? (304)
What Did Your Lunch Cost Wildlife (306)
Flip the Switch for Wildlife (308)

Aquatic WILD Activity Guide

How Wet Is Our Planet? (8)
To Dam or Not to Dam (134)*
Dragonfly Pond (154)*

**activity can be adapted to meet this standard*

- c. natural origin of the materials used to make common objects.

Project WILD Activity Guide

Make A Coat! (82)
Lobster In Your Lunchbox (222)
What You Wear Is What They Were (300)
What Did Your Lunch Cost Wildlife (306)

Aquatic WILD Activity Guide

Kelp Help (48)
Water We Eating (120)

INVESTIGATION AND EXPERIMENTATION

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content of the other three strands, students should develop their own questions and perform investigations. Students will:

- a. develop a hypothesis.

Project WILD Activity Guide

Bearly Born (6)
Interview A Spider (14)
Eco Enrichers (76)
Planting Animals (176)
Smoky Bear Said What? (178)*
First Impressions (224)

**activity can be adapted to meet this standard*

Aquatic WILD Activity Guide

Water Canaries (38)
Edge of Home (68)
Blue Ribbon Niche (72)
Where Does Water Run Off After School? (82)
The Glass Menagerie (130)
Deadly Skies (142)
Something's Fishy Here (176)

- b. select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

Project WILD Activity Guide

Ants on a Twig (10)
Grasshopper Gravity (16)
Microtrek Treasure Hunt (22)
My Kingdom For A Shelter (46)
Litter We Know (50)
Tracks! (52)
Let's Go Fly a Kite (74)
Seed Need (78)
Forest In A Jar (108)

Aquatic WILD Activity Guide

How Wet is Our Planet? (8)
Puddle Wonders (22)
Whale Of A Tail (26)
Where Does the Water Run Off After School? (28)
Water Canaries (38)
The Glass Menagerie (130)
Deadly Skies (142)
Watershed (172)

- b. select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data (**cont'd**).

Project WILD Activity Guide

Aquatic WILD Activity Guide

**Seeing Is Believing or the Eyes
Have It (116)
Rainfall and the Forest (140)
Owl Pellets (144)
Water's Going On? (304)
Improving Wildlife habitat in the
Community (324)**

- c. construct appropriate graphs from data and develop qualitative statements about the relationships between variables.

Project WILD Activity Guide

Aquatic WILD Activity Guide

**Bearly Born (6)
The Beautiful Basics (30)
What's For Dinner? (48)
Graphanimal (100)
Rainfall and the Forest (140)
Oh Deer! (146)
Here Today, Gone Tomorrow (170)
Lobster in Your Lunchbox (222)
Saturday Morning Wildlife Watch
(228)**

**Net Gain, Net Effect (104)
Where Have All the Salmon Gone?!
(110)
Deadly Waters (146)**

- d. communicate the steps and results from an investigation in written reports and verbal presentations.

Project WILD Activity Guide

Aquatic WILD Activity Guide

**Ants on a Twig (10)
Interview a Spider (14)
Grasshopper Gravity (16)
Microtrek Treasure Hunt (22)
Wildwork (168)
Here Today, Gone Tomorrow (170)
Who Lives Here? (174)
Planting Animals (176)
Lobster in Your Lunchbox (222)
First Impressions (224)
Ethi -Thinking (290)
Playing Lightly on the Earth (292)
Can Do! (322)
Improving Wildlife Habitat (324)**

**Designing a Habitat (20)
Mermaids and Manatees (44)
Kelp Help (48)
Wetland Metaphors (54)
Fishy Who's Who (86)
Fashion A Fish (88)
Aquatic Roots (100)
Watered Down History (116)**

- e. recognize whether evidence is consistent with a proposed explanation.

Project WILD Activity Guide

Bearly Born (6)
Interview A Spider (14)
Eco Enrichers (76)

Aquatic WILD Activity Guide

Edge of Home (72)
Where Have All the Salmon Gone?! (110)
Watered Down History (116)
The Glass Menagerie (130)
Facts and Falsehoods (138)
Deadly Skies (142)
Dragonfly Pond (154)

- f. read a topographic map and a geologic map for evidence provided on the maps, and construct and interpret a simple scale map.

Project WILD Activity Guide

Rainfall and the Forest (140)

Aquatic WILD Activity Guide

Where Does Water Run Off After School? (82)*
Watershed (174)*

**activity can be adapted to meet this standard*

- h. identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hillslope).

Project WILD Activity Guide

Forest in a Jar (108)
Pond Succession (110)
Rainfall and the Forest (140)
Changing Attitudes (240)

Aquatic WILD Activity Guide

The Glass Menagerie (130)