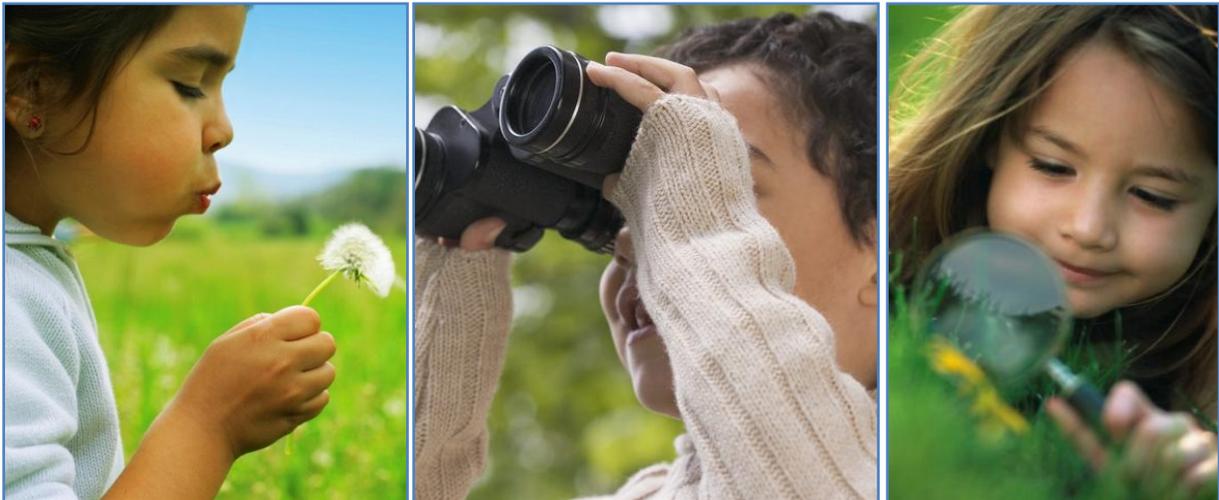


Children and Nature: An Annotated Bibliography

A selected listing of titles available on this topic from the
Early Childhood Training Center's Media Center



NDE Early Childhood Training Center

The NDE Early Childhood Training Center is located at
6949 S. 110th Street, Omaha, Nebraska 68128-5722.

To request any of these materials, contact the Media Center by phone at 402-557-6885.

Web Site: <http://www.education.ne.gov/oec/ectc.html>

Online Catalog: ectc-library.education.ne.gov

Books

Artworks for Kids: Nature. Lori V. Schue. (1995). Palo Alto, CA: Monday Morning. The projects in this book were developed to introduce art to children in grades K-6. Materials are those found in nature: shells, pine needles, sand, flowers, and more.

Beyond Ecophobia: Reclaiming the Heart of Nature Education. David Sobel. (2005). Great Barrington, MA: Orion Society. *Beyond Ecophobia* speaks to teachers, parents, and others interested in nurturing in children the ability to understand and care for nature. This expanded version of one of Orion Magazine's most popular articles includes descriptions of developmentally appropriate environmental education activities and a list of related children's books.

Bountiful Earth. Pam Schiller. (2006). Beltsville, MD: Gryphon House. Children will sing and learn about our wonderful world through 25 fun songs and the book that offers more than 300 activities that help children appreciate the planet that we call home.

Bugs, Bugs, Bugs: 21 Songs and Over 250 Activities for Young Children. Pam Schiller. (2006). Beltsville, MD: Gryphon House. Children will sing and learn about insects through more than 250 activities in this book and 21 fun songs on the accompanying CD. The book includes English language learner strategies and adaptations for special needs.

Children of the Forest. Elsa Beskow (2005). Edinburgh, Scotland: Floris. Deep in the roots of an old pine tree live the children of the forest. Each season brings its own adventures, and spring holds the best surprises of all. If you walk through Elsa Beskow's wonderland, you will be enchanted with the beauty and innocence of the forest and its children.

Discovering Nature with Young Children. Karen Worth. (2003). St. Paul, MN: Redleaf. Field-tested across the country, this comprehensive curriculum extends the role science has traditionally played in the early childhood classroom. The first in a new series, *Discovering Nature with Young Children* explores the wide-ranging elements that make up the natural world around us. The curriculum replaces simple fact-finding practices with long-term scientific reasoning and skill development—fostering concepts such as hypothesis, inference, prediction, and estimation.

Eco-Fun. David Suzuki. (2001). Vancouver, BC: David Suzuki Foundation. Discover fascinating facts about yourself, plants and animals, the air you breathe, the water you drink, the earth you walk on, and the sun that gives you energy. In this collection of activities, you will learn how to: make your own "green" cleaners, build a worm composter, become a kitchen sleuth, measure the air pollution in your area, create a forest ecosystem, and make recycled paper.

Garden Fun Indoors and Out: In Pots and Small Spots. Vicky Congdon. (2002). Charlotte, VT: Williamson Publishing. This book provides step-by-step instructions for 28 indoor or outdoor gardening adventures, including a salad garden window box, a spiral flower garden, and a butterfly paradise in a patio pot.

Please note that some descriptions have been provided by the publishers and distributors.

Green Thumbs: A Kid's Activity Guide to Indoor and Outdoor Gardening. Laurie Carlson (1995). Chicago: Chicago Review Press. With a few seeds, some water, soil, and a bunch of great activities, kids can discover the pleasure and importance of working with nature. The book includes over gardening activities to make and do both inside and outdoors. Three to 9-year-olds will enjoy keeping a garden diary, making herbal soap, whipping up some flower petal candy, creating and hanging a planter.

Hollyhocks and Honeybees. Sara Starbuck. (2002). St. Paul, MN: Redleaf Press. Learn how a gardening curriculum incorporates language and literacy, science and math, social sciences, and the arts, as well as physical, cognitive, social, and emotional development. Simple instructions lead teachers through planning, preparation, plant selection, growing zones, and pest control. Also includes sample garden designs, recipes and activities, ideas for parents and community involvement, and resource lists.

How the Earth Works: 60 Fun Activities for Exploring Volcanoes, Fossils, Earthquakes, and More. Michelle O'Brien-Palmer. (2002). Beltsville, MD: Gryphon House. These games, activities, and experiments make science come alive for children ages 6 to 9. Explore the causes of an earthquake, learn how the Earth's continents shift, separate, slide, and collide or play "Fossil Fact or Fiction" as children become scientists by predicting outcomes, gather materials, and make scientific observations.

Kids' Container Gardening. Cindy Krezel. (2005). Beltsville, MD: Gryphon House. Enthusiastic young gardeners have the opportunity to develop a green thumb and experience the joys of gardening in this how-to guide for kids. Children will learn how to create a year-round assortment of container gardens that are simple to make, are fun to work on, and in many instances make great gifts. In addition to providing the basics on plants and gardening, this book also includes a glossary of terms, a listing of plants used in the book, a list of resources, and numerous photographs to show kids that they're proceeding on the right path as they create their individual containers.

Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder, 2nd Ed. Richard Louv. (2008). Chapel Hill, NC: Algonquin Books. The author talks with parents, children, teachers, scientists, religious leaders, child-development researchers, and environmentalists to find ways for children to experience the natural world more deeply.

Lens on Outdoor Learning. Wendy Banning and Ginny Sullivan. (2011). St. Paul, MN: Redleaf Press. The outdoors are filled with rich learning experiences for young children. Packed with colorful photographs and detailed stories about children exploring and experiencing nature, *Lens on Outdoor Learning* will inspire you to facilitate and encourage children's learning as they spend time in nature. Each story describes how children naturally explore and create their own learning experiences outdoors. Using images, children's dialogue and actions, you will see how the natural world supports joyful and meaningful learning that connects to the approaches to learning standards.

My Big World of Wonder. Sherri Griffin. (2004). St. Paul, MN: Redleaf Press. *My Big World of Wonder* helps teachers heighten young children's awareness and develop an understanding of our natural resources at the same time. This hands-on curriculum explores how we use—and can preserve—all natural resources: air, water, minerals, soil, land, and living things. Step-by-step directions explain

more than 80 stimulating indoor and outdoor activities organized by season and focused on the three core principles of conservation: preservation, restoration, and management.

Natural Wonders: A Guide to Early Childhood for Environmental Educators. Marcie Oltman. (Ed.). (2002). St. Paul, MN: Minnesota Early Childhood Environmental Education Consortium. This notebook is divided into seven sections: understanding young children, planning for active learning, essential ingredients for active learning, supporting active learning, possible program formats, developing and evaluating your program, and resources. It was written especially for naturalists and environmental educators who are interested in learning more about how and why young children think and act. The guidelines offered here will help educators design developmentally appropriate programs and activities.

Nature Corner. M. V. Leeuwen and J. Moeskops. (1996). Beltsville, MD: Gryphon House. Seasonal nature tables are an invaluable way of making young children aware of the cycles of the year. With simple materials and basic knitting and crocheting skills, a series of colorful and effective tableaux can be made at home or in school for depicting the seasons and major festivals.

Nature Education for Young Children: A Collection of Articles from Child Care Exchange. Redmond, WA: Exchange Press. This notebook is a collection of articles from Child Care Exchange on the topic of nature education for young children.

Natural Playscapes: Creating Outdoor Play Environments for the Soul. Rusty Keeler. (2008). Redmond, WA: Exchange Press. Create extraordinary outdoor places for young children without highly complex play contraptions. Learn about movement in children's outdoor play areas and natural playscapes—where children tickle the imagination, surprise the senses, and discover themselves and the world around them. Hundreds of color photographs and illustrations are included throughout.

Outdoor Learning and Play, Ages 8-12. Kathleen Glascott Burris. (2005). Olney, MD: Association for the Education of Early Childhood International. This book affords educators with a rationale for elementary and middle school children's outdoor learning and play activities. In order to maximize opportunities for children's intellectual, social, and emotional learning in the outdoors, this collection of articles provides teachers with both the explanation, "why," and the strategies, "how," to plan for quality outdoor experiences.

Outdoor Play. Claire Warden. (2004). Perthshire, UK: Mindstretchers. Over 100 pages of ideas follow recommendations from recent research into the value of outdoor play. Emphasis is given to the sensory development of young children and their need to be engaged in all types of play in an outdoor environment.

Picture Science: Using Digital Photography to Teach Young Children. Carla Newmann-Hinds. (2007). St. Paul, MN: Redleaf Press. *Picture Science* shows how to use digital photography to make each step in the scientific process—from posing a question, to gathering data, to showing your findings--concrete fun for children.

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Plants for Play: A Plant Selection Guide for Children's Outdoor Environments. Robin Moore. Berkeley, CA: MIG Communications. The author shares his years of experience in selecting plants that support children's play activities. More than 200 plant species are listed in 18 plant function tables: fragrances, texture, play props, full color, fruits, herbs and nuts, winter flowers, shade quality, wildlife enhancement, and more.

The Potential of a Puddle. Clair Warden. (2005). Perthshire, UK: Mindstretchers. This book looks at the issues that surround quality outdoor play and learning. Each chapter examines an aspect of good practice and identifies key statements to consider as a framework for outdoor play. Case studies and photographs are given throughout to motivate and inspire. The book identifies aspects that can be used for self evaluation by practitioners, to help centers create policies and practice that follows national vision for outdoor play.

A Place for Play. Elizabeth Goodenough. (2008). Carmel Valley, CA: National Institute for Play. *A Place for Play* is framed by interviews with experts from *Where Do the Children Play*, a DVD documentary from Michigan Television. This companion volume to the film, with a foreword by Richard Louv, explores key issues that have captured national attention in recent years: namely the ways in which free play outdoors is slipping from children's lives. Responding to the sense of lost childhood and fear that pervades our society, this full-color, richly illustrated anthology surveys the history of playground design and the children's garden movement, the benefits of universal access to natural resources, and the challenges of developing child-centered and green communities. Essays address multiple social issues, including restrictive patterns of sprawl, to explain why children are losing the ability to travel on their own or explore green spaces.

Schoolyard-Enhanced Learning: Using the Outdoors as an Instructional Tool, K-8. Herbert W. Broda. (2007). Portland, ME: Stenhouse. *Schoolyard-Enhanced Learning* shows how the school grounds—regardless of whether your school is in an urban, suburban, or rural setting—can become an enriching extension of the classroom. In this comprehensive handbook, the author blends theory and practice, providing readers with practical suggestions and teacher-tested activities for using the most powerful audio-visual tool available—the outdoors.

The Sense of Wonder. Rachel Carson. (1965). New York: Harper and Row. Featuring stunning new photographs, many in color, and an updated design, this special reissue of Rachel Carson's award-winning classic—originally published by Harper & Row in 1965—encourages sharing the miracle of nature with children. "As one reads the simple text and marvels at the strikingly beautiful photographs, one realizes that this is a book for adults who have children or work with children. A sensitive, infinitely knowing entreaty to these adults to awaken in their children a sense of wonder at the world of nature." —Literary Journal

Sunny Days and Starry Nights. Nancy Castaldo. (2004). Chicago: Chicago Review Press. By examining insects and pebbles, discovering wind and sun, or observing the growth of seedlings, preschoolers will delight in the many ways the world comes alive. Using household items like yarn, finger paints, or a flashlight, the crafts and activities are simple to produce and exciting to learn.

Taking Inquiry Outdoors: Reading, Writing, and Science beyond the Classroom Walls. Barbara Bourne (Ed.). (2000). Portland, ME: Stenhouse. Taking Inquiry Outdoors is written by a group of educators who have used the natural world as a setting for purposeful student learning and critical teacher reflection. Their stories are about more than just stepping outside, more than offering students a breath of fresh air. Contributors reflect on children and learning, on teaching, on science made understandable through reading, hands-on-investigations, and writing.

CDs

Connecting the World's Children with Nature. This is a CD of images from the 2006 World Forum, held in Nebraska City, Nebraska. Produced and distributed by the World Forum Foundation.

Leave No Child Inside can be used as a self-study tool or in workshops and online classes. It begins with a consideration of planning the outdoors as carefully as the indoors. The following key elements are explored with visual examples and questions for reflection: connecting with nature, caring for plants and creatures, landscaping for adventure, creating places to feel powerful, designing cozy spaces and gathering places, enhancing play with props, and designing space with definition, storage, and clean-up in mind. Produced and distributed by Harvest Resources. 2006.

DVDs

Add New Dimensions to Learning. Find out how adding more experiences with building, nature, and movement to children's lives can bring benefits for years to come. You will see new ideas for enhancing visual-spatial learning in classrooms and homes, and hear from adults who are experiencing fewer behavior problems as they support children's development in deeper ways. Produced and Distributed by the Dimensions Educational Research Foundation. 2006.

Building Structures with Young Children. A wonderful training companion to both the curriculum and trainer's guide, this full-color DVD contains real-life vignettes of this complete curriculum in action in the classroom. Perfect for staff training and development, this full-color DVD contains real-life vignettes of this complete curriculum in action in the classroom. Produced and distributed by Redleaf Press. 2003.

Children and Nature summarizes the philosophy of the Children and Nature program, which is part of Hooked on Nature. The DVD makes the case for critical importance of connecting children to the natural world. It features excerpts from an interview with Dr. Jane Goodall, who states that her belief that it is essential that parents and other mentors of children guide them to make meaningful connections with the natural world. She also shares some of the ways this is happening. Joining her in the video are world-renowned marine biologist Dr. Sylvia Earle, naturalist and children's guide Lee Cole; and Jeff Rutherford, director of the Marine Research Institute. Produced and distributed by Earthome Productions. 1997.

Where Do Children Play is a one-hour documentary for public television that examines how restrictive patterns of sprawl, congestion, and endless suburban development across America are impacting children's mental and physical health and development. Produced and distributed by Michigan Television, Ann Arbor. 60 minutes, 2007.