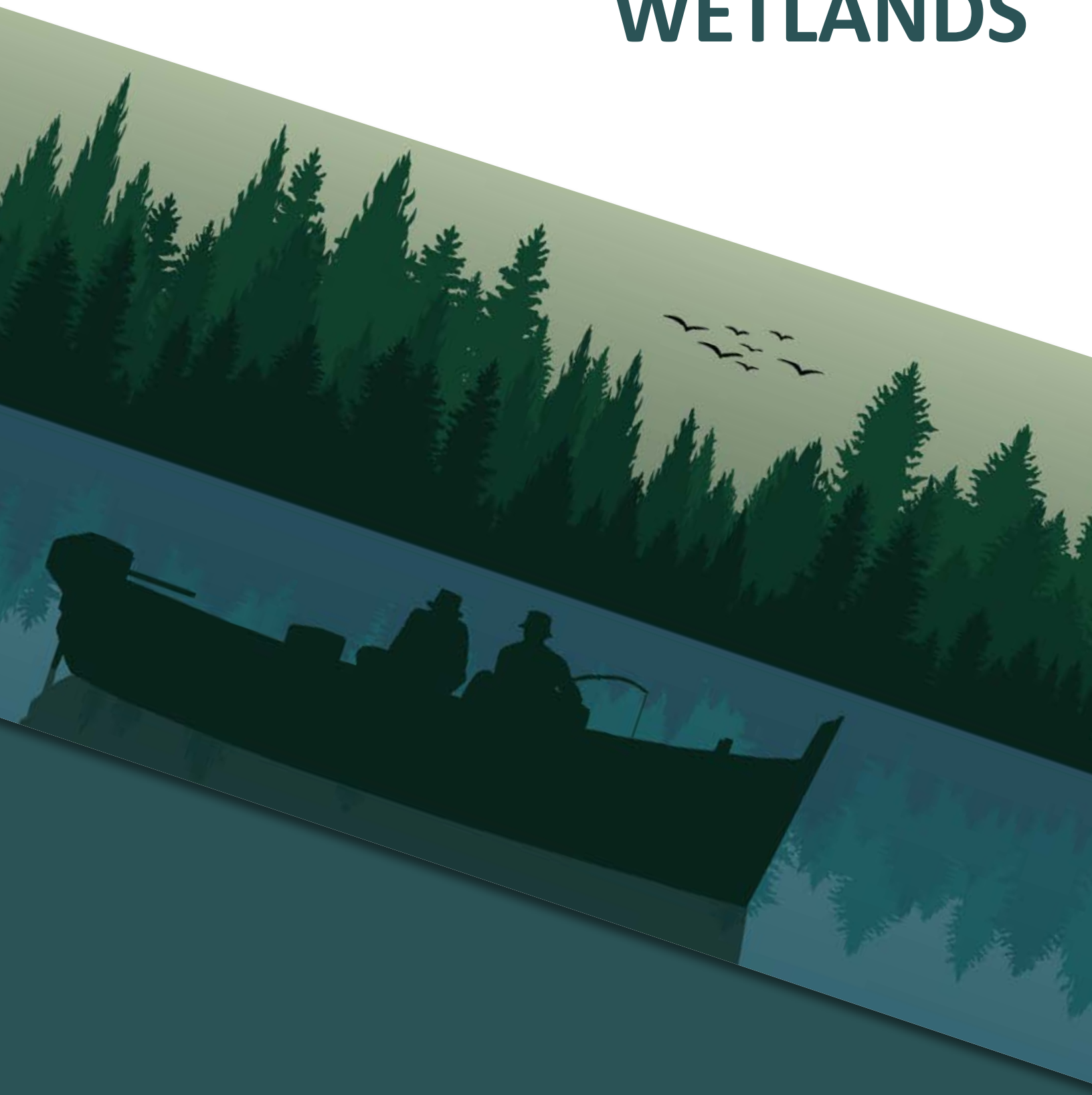
WETLANDS



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Language and Literacy

Read, Write, Make: Themed Alphabet

EZ.019.LA.1001-1002

Activity Type:
Free Choice

Objectives:
Students will identify and recognize uppercase and lowercase letters.
Students will explore different methods of creating letters.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. Students engage in letter recognition and application through a variety of activities, including reading, writing, and constructing letters with manipulatives such as pom poms and erasers. This hands-on approach provides a tactile, kinesthetic learning experience, allowing students to physically interact with the letters as they form and identify them. By recreating letters with different manipulatives and reciting their names aloud, students strengthen letter recognition and enhance memory retention.

WHAT TO DO

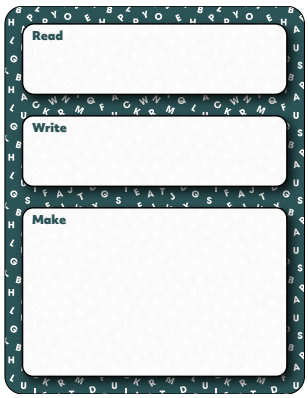
Introduce the “Read, Write, and Make” activity mats to the students. Provide each student with a set of manipulatives, a dry erase marker, and block letters. Demonstrate how to select a letter and place it in the “Read” box, encouraging students to say the letter aloud. Then, model using the “Write” box to write the letter with the dry erase marker and the “Make” box to construct the letter using manipulatives. Encourage students to follow along, using the materials as appropriate.

PLAY TIPS

- Have students trace the block letters in the “Write” box as a step before writing on their own.
- Ask students to find other manipulatives in the classroom to create letters in the “Make” box.

WHAT YOU’LL NEED













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Mathematics

Indoor Hopscotch: Number Cards

EZ.019.LA.1003-1004

Activity Type:
Small Group

Objectives:
Students will recognize and identify numbers 1-10.
Students will develop their gross motor, balance, and coordination skills.

Each themed classroom includes themed number cards. A featured activity will be included with each set of themed number cards. Students can practice recognizing numbers by playing hopscotch. Using a beanbag, they can identify the called number and jump to reach it. This activity is both fun and educational, helping to reinforce number recognition through active, hands-on learning.

WHAT TO DO

1. Arrange the hopscotch mat and gather the number cards and beanbags. Show the number cards and review numbers 1 through 10 with the class. Say, “Today, we’re going to play a fun game called hopscotch! This will help us practice recognizing numbers and moving our bodies.”
2. Explain and demonstrate how to play hopscotch. Toss the beanbag onto a number. Hop on one foot (or two) through the squares, skipping the square with the beanbag. Pick up the beanbag and return to the start, reciting the numbers aloud. Reinforce the number with the beanbag by holding up the number card. Give each student in the small group a chance to toss the beanbag and complete the hopscotch activity.

PLAY TIPS

- Add shape and color identification to this activity by encouraging students to call out the shape and color of the beanbag as they toss it.
- Guide students to arrange the number cards in sequential order from 1 to 10, forming a vertical number line. Then, have them toss a beanbag onto a number, hop to it, and call out each number along the way as they retrieve the beanbag.

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Mathematics

Counting and Measurement

EZ.019.LA.1005

Activity Type:
Free Choice and Small Group

Objectives:
Students will count items up to 10 with one-to-one correspondence.
Students will begin to add to and take away items.
Students will begin to use nonstandard measurement tools.

Students use counting manipulatives, non-standard forms of measurement like Unifix Cubes, and themed counters, to practice one-to-one correspondence and early practices of measurement using themed math cards. Measurement can be an abstract concept for young children. Manipulatives like blocks, cubes, or cups provide a tangible way to understand concepts like length, and height. By physically comparing and ordering objects, they can build a foundation for understanding measurement units later.

WHAT TO DO

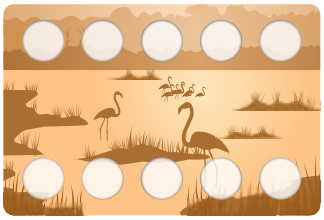
After modeling how to use the mats, place the counting and measurement mats in a learning center as a teacher-directed or student-directed experience. As a teacher-directed experience, guide students to use manipulatives to show one-to-one correspondence and length. As a student-directed experience, allow students to freely explore the manipulatives and mats.

PLAY TIPS

- Use the math manipulatives to reinforce sorting by color and type. Encourage students to count how many are in each category. Encourage students to think of other ways to sort the manipulatives.
- Ask students to use the manipulatives to create patterns. Create simple pattern mats (ABAB, AABB, ABB) for additional support and guidance.

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Mathematics

Making Patterns

EZ.019.LA.1006

Activity Type:
Free Choice and Small Group

Objectives:
Students will recognize common 2-D shapes.
Students will sort by features and attributes.
Students will recognize patterns.

Students explore patterns and properties of shapes as they create whole images using pattern blocks and themed pattern block mats. Pattern blocks boost students' ability to think critically, make predictions, and test their predictions.

WHAT TO DO

Pattern block mats and pattern blocks work well as a self-directed activity. The intuitive nature requires little direction. Place the mats and pattern blocks out for students to explore freely, encouraging students to match the pattern block shape and color to the correlating space on the whole image.

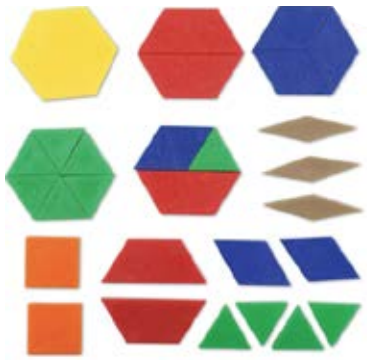
PLAY TIPS

- You can make your own pattern block cards by simply tracing pattern blocks on paper. Create a design using the pattern blocks and place the design on paper. Trace around the outer edge of your design and allow students to fill in the design with pattern blocks.
- Have students take a two-handed scoop of pattern blocks and sort by shape or color. Use graphing paper or a graphing mat to visualize the sorting process.
- Students can use mirrors to create patterns and make observations in the reflections. Ask students to describe what they are seeing as they create patterns in the mirrors.

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Language and Literacy

Pre-Writing Line Tracing

EZ.019.LA.1007

Activity Type:
Free Choice and Small Group

Objectives:
Students will build pre-writing skills by tracing curved, notched, and zigzag lines. Students will recognize directionality in print and writing.

Students work on emergent literacy and transition to letter formations by tracing lines, patterns, and shapes with a theme in a dry erase, reusable format. To connect to fine motor development, students are encouraged to add detail. Themed templates are included for tracing.

WHAT TO DO

1. Place the dry erase templates in the writing center. Students have the choice to use dry erase markers on the dry erase templates or place paper on the template and trace using a pencil/crayon. Remind students to start from left to right and top to bottom.
2. Encourage students to make their own tracing templates using the dry erase templates as a guide. Students can work on tracing shapes, lines, and numbers by repetitively tracing the same shape, line, or number using a different color crayon each time.

PLAY TIPS

- Include the themed tracing patterns in the writing center to align with other free-choice writing exercises. Using a clipboard will help students control the writing utensil.
- Tape the template vertically, on an easel or teacher board, to encourage the strengthening of fine motor development.

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Language and Literacy

Syllable Awareness

EZ.019.LA.1009

Activity Type:
Free Choice and Small Group

Objectives:
Students will understand and use recognizable and new vocabulary.
Students will begin to blend and segment syllables in words.

Phonological awareness is the ability to recognize and manipulate the sounds of spoken language. It is an essential skill in the process of learning to read and write. Young children participate in various sound activities to build sound awareness. Recognizing that words can be broken down into syllables or units of sound is a phonological skill.

WHAT TO DO

Introduce the vocabulary cards as a guided activity or free choice center activity. Have students clap the number of beats on the vocabulary card and indicate the number by moving the clip.

PLAY TIPS

- Provide simple instruments to reinforce the number of syllables. Rather than clap the number of syllables in a word, students can shake the number of syllables.
- Students can use their body to emphasize syllables in a word. Have students jump up and down, tap their toes, march in place, do jumping jacks, or tap their head to count syllables.

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Language and Literacy

Rhyming Awareness

EZ.019.LA.1010

Activity Type:
Free Choice and Small Group

Objectives:
Students will understand and use recognizable and new vocabulary.
Students will begin to recognize rhyming words.

Phonological awareness is the ability to recognize and manipulate the sounds of spoken language. It is an essential skill in the process of learning to read and write. Young children participate in various sound activities to build sound awareness. Rhyming activities help children listen for ending sounds in words, a precursor to phonics activities in late preschool.

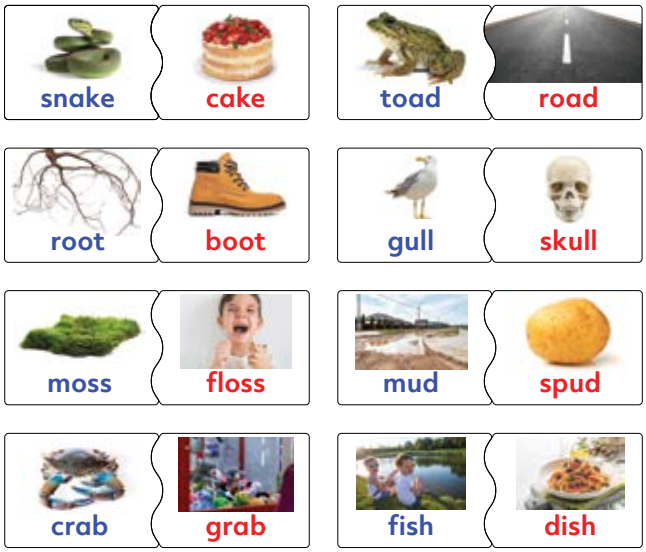
WHAT TO DO

Introduce the rhyming cards as a small group or free choice activity. Say the words on the cards together and help students to identify the rhyming pairs. Students can connect the rhyming pairs by placing the cards side by side on the table.

PLAY TIPS

- Play rhyming words with body parts. Have students touch their head, nose, arm, etc. and think of a word that rhymes with the body part.
- Play, *I Spy with My Little Eye*, using target items in the classroom. For example, decide on something in the classroom, like *door* as the target word. Then state, "I spy with my little eye something that rhymes with *floor*." The students look around the classroom for something that rhymes with floor.

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Language and Literacy

Onset and Rime Awareness

EZ.019.LA.1011

Activity Type:
Free Choice and Small Group

Objectives:
Students will understand and use recognizable and new vocabulary.
Students will begin to identify and segment one-syllable words.

Phonological awareness is the ability to recognize and manipulate the sounds of spoken language. It is an essential skill in the process of learning to read and write. Young children participate in various sound activities to build sound awareness. Onset and rime activities help children identify patterns in words.

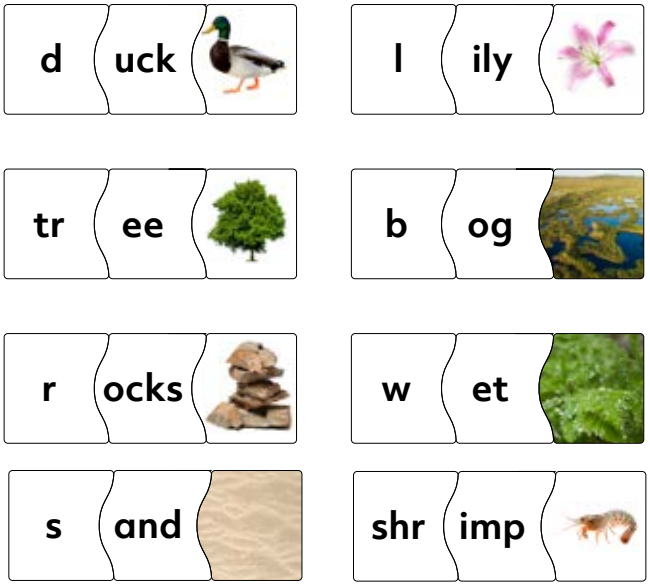
WHAT TO DO

Introduce the picture puzzles as a small group or free choice activity. As a small group exercise, model saying the onset together, the rime together, and the picture that identifies the word. As a free choice exercise, have the students put the pieces together to create a word.

PLAY TIP

Attach beginning and ending sounds to a set (2) of large dice. Have students roll the dice and say the word created, putting the onset and rime together.

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Language and Literacy

Sand Writing Trays: Word Bank Words

EZ.019.LA.1012

Activity Type:
Free Choice and Small Group

Objectives:
Students will identify word bank words.
Students will begin to understand the shapes, characteristics, and purposes of written language.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. Sand trays are valuable tools for fostering pre-writing development in young learners. By using their fingers to trace letters or simple shapes in the sand, students engage in a kinesthetic learning process that reinforces their recognition of letter forms. Educators can connect this activity to discussions about sandy habitats, such as deserts, beaches, or riverbanks.

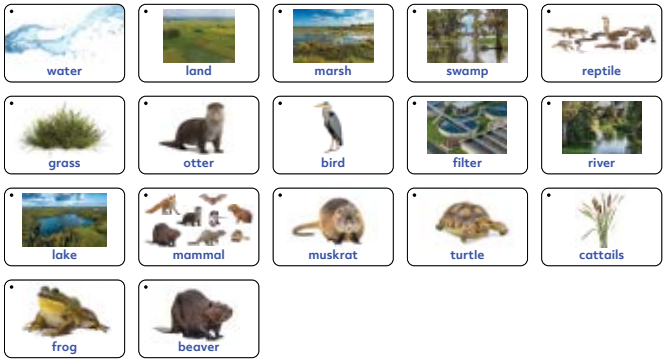
WHAT TO DO

Pour the sand into the sand tray. Provide a brief demonstration and encourage students to write letters, lines, and shapes in the sand using their fingers. Students can use alphabet, line, and shape cards as references. They can also refer to word bank words as models to recreate words.

PLAY TIPS

- As an added support, tape several cards onto the bottom of the tray and encourage students to trace the letter, shape, or line.
- Create additional laminated cards featuring words and numbers as students become comfortable with alphabet, line, and shape tracing.

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Social and Emotional

A Day in a Forested Wetland

EZ.019.LA.1013

Activity Type:
Small Group

Objectives:
Students will apply their understanding and new information to real-life situations.
Students will understand the contributions of animals to a specific ecosystem.

Read *A Day in a Forested* Wetland by Kevin Kurtz and highlight the new vocabulary introduced throughout the book. Encourage students to use context clues to understand scientific terms, fostering critical thinking and comprehension skills. After the group reading, invite students to choose an animal from the story and use animal cards to act out its behaviors. Engage the class in a discussion about the animal's needs, the benefits it provides within the wetland ecosystem, and potential consequences if the animal were to leave this habitat. This activity not only enhances vocabulary and comprehension but also deepens students' understanding of ecological interdependence and the importance of wetland conservation.

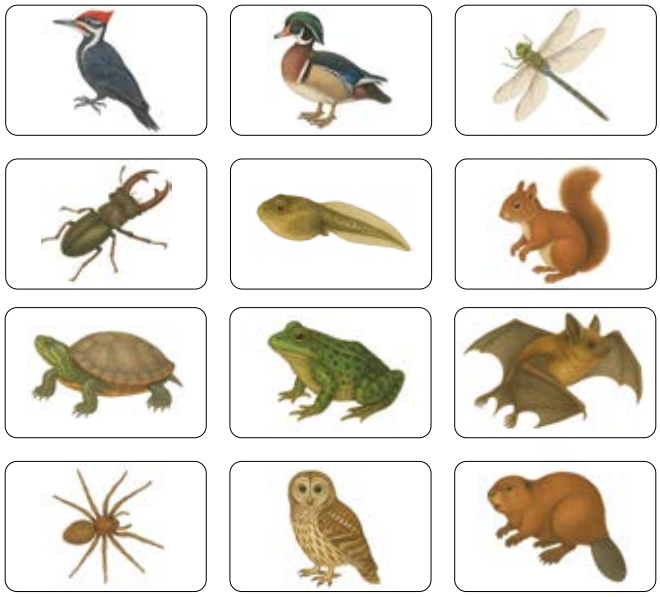
WHAT TO DO

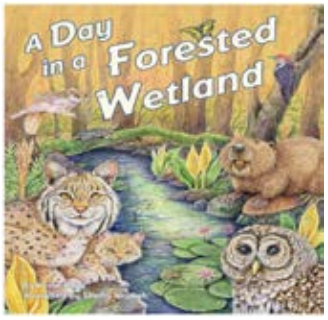
1. Read *A Day in a Forested* Wetland by Kevin Kurtz, discussing new vocabulary throughout the book. After reading the story, talk about the setting of the story, characters, point of view (who is telling the story), and sequence of events.
2. Review the animals and insects from the story using animal cards: woodpecker, wood duck, green darner, turtle, frog, bat, beetle, tadpole, squirrel, spider, barred owl, and beaver. Discuss the behaviors and needs of the animals and insects in the wetland habitat. Ask the first student to choose an animal card and consider how to mimic the animal or insect behavior using their body. As the student performs the behavior, the remaining students guess the animal or insect from the story.

PLAY TIPS

- Discuss how the wetlands benefit each animal or insect and the consequences of their disappearance. Discuss ways we can protect the wetlands.
- Create a diurnal vs. nocturnal, 2 column chart, and record which animals/insects are active in daytime (diurnal) and which animals/insects are active in nighttime (nocturnal).

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Social and Emotional

Animal Charades

EZ.019.LA.1014

Activity Type:
Large Group and Small Group

Objective:
Students will explore animal behaviors and use their bodies to describe these actions and responses.

Using animal charade cards that offer specific directions, students will actively engage in recreating animal behaviors and movements through imaginative play. Students mimic actions such as flying, crawling, or hunting to bring animals to life in the classroom. The observing students analyze the movements and make predictions about the animal's identity. This activity not only encourages creativity and physical engagement but also develops critical thinking, observational skills, and an understanding of animal behavior in a fun and interactive way.

WHAT TO DO

1. Review animal behaviors using the charade cards. Decide how you will determine whose turn it is to perform a charade. One suggestion is to write students' names on craft sticks and pick from a container.
2. Draw a name and ask the student to choose a card without showing their peers. The student demonstrates the behavior while others guess the animal's identity. Offer suggestions to the demonstrator, if needed, until the animal's identity is guessed correctly. Repeat until all students have had a turn.

PLAY TIPS

- Incorporate animal sounds in adaptations of charades.
- Incorporate animal movements into routines and transitions. For example, have students hop like frogs to a learning center or fly like herons to the lunch table.

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Science

Sounds All Around

EZ.019.LA.1015

Activity Type:
Small Group

Objectives:
Students will develop listening and observation skills.
Students will develop a deeper understanding of sound and its sources.

Exploring sound helps children build auditory skills like listening, identifying different sounds, and recognizing patterns. In the Wetlands classroom, children investigate animal sounds using listening tubes. They expand on this experience by creating their own sound instruments and comparing the sounds they produce.

WHAT TO DO

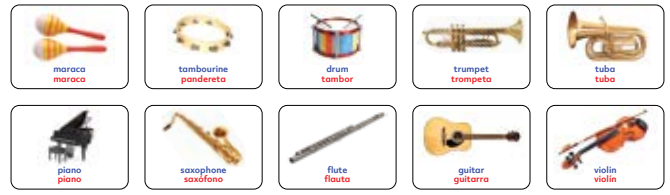
1. Read *The Very Quiet Cricket* by Eric Carle and *Handa's Noisy Night* by Eileen Brown, drawing attention to the various sounds throughout the stories. Ask students comparing and describing questions while reading like, "How is the sound of animal x different from the sound of animal y?," "How are animal sounds similar and different from human sounds?," and "Does this sound make you feel happy, scared, excited or another emotion? Why?"
2. Display the instrument cards to the students and discuss each instrument's identity and the sounds it makes. Then, guide students in creating their own instruments, such as shakers and wind instruments.
   For the shakers, students can follow these steps:
   1. Fill a container with dried beans or rice.
   2. Seal the container securely with a lid and tape.
   3. Decorate the container using art supplies.

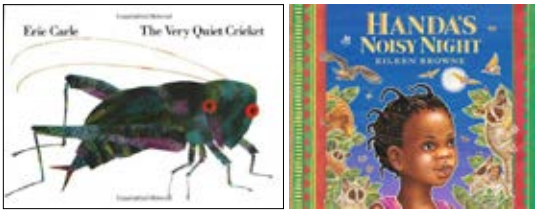
   For the wind instruments, with adult supervision:
   1. Cut notches or slits into straws to create whistles.
   2. Show students how to blow into the straw to produce sound.

PLAY TIPS

- Guide children on a photo walk, using cameras to document sources of sound around the school. Encourage them to discover unexpected sound makers, like the noise of footsteps on the floor and echoes in the hallway. Allow students to use a digital camera to visually document the sounds they uncover.
- Invite students to create a "sound" book by drawing pictures of objects or situations that make sound in the classroom or other environments. Compile their drawings into a collaborative class book, which can be displayed in the classroom or shared with families.

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Mathematics

Perfect Prints

EZ.019.LA.1016

Activity Type:
Free Choice and Small Group

Objective:
Students will compare the lengths of prints using standard and non-standard measurement tools, as well as terms like 'longer' and 'smaller.'

Animal footprints reveal a lot of information about the animal that made them, providing details about their physical properties (size, weight, speed) and behaviors (species and movement patterns). In wetland areas, these prints left in soil or sand can tell a story about the animal's activities and journey. By measuring these footprints with both standard and non-standard tools, students can engage in hands-on learning, uncovering details about the animal's behavior. Additionally, they can compare the footprints to their own measurements using terms such as 'more,' 'less,' 'longer,' and 'shorter.' This activity not only fosters curiosity and observation skills but also enhances students' understanding of measurement concepts and their connection to the natural world.

WHAT TO DO

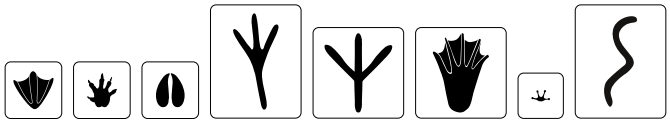
1. Display the wetland animal footprints to the students. Prompt discussion by asking, "What do you notice about the footprints?," "Can you guess which animal might have made them?," and "Do you think these footprints are the same length, shorter, or longer than your own footprint?"
2. Encourage students to measure the footprints using different tools such as math links, Unifix Cubes, or measuring tape. Encourage them to record their measurements or use number flashcards to track their results. Then, have the students measure their own footprints and record those measurements as well. Ask them to compare the wetland animal footprint measurements with their own. What similarities or differences do they observe?

PLAY TIP

Non-standard measurements can be incorporated into everyday activities. Children might use various non-standard tools for estimating and comparing measurements, like hands and fingers for length, blocks or squares for area, and sand or water for capacity.

WHAT YOU'LL NEED

more más	less menos	longer más extenso	shorter más corto	taller más alto
heavier más pesado	lighter más ligero	bigger más grande	smaller mas pequeña	









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Fine Arts

I Can Be a Scientist

EZ.019.LA.1017

Activity Type:
Free Choice and Small Group

Objectives:
Students will develop a natural curiosity about themselves and animals through role-playing activities.
Students will engage in dramatic expression and connect their experiences to real-life situations.

Role-playing in the classroom motivates and engages students by allowing them to explore topics they may not have experienced directly. In preschool settings, role-playing supports the development of empathy and helps children recognize and understand emotions. By engaging with scientific and wetland-themed materials, students can gain a deeper appreciation and understanding of wetlands, including their unique features and the benefits they provide to both wildlife and humans.

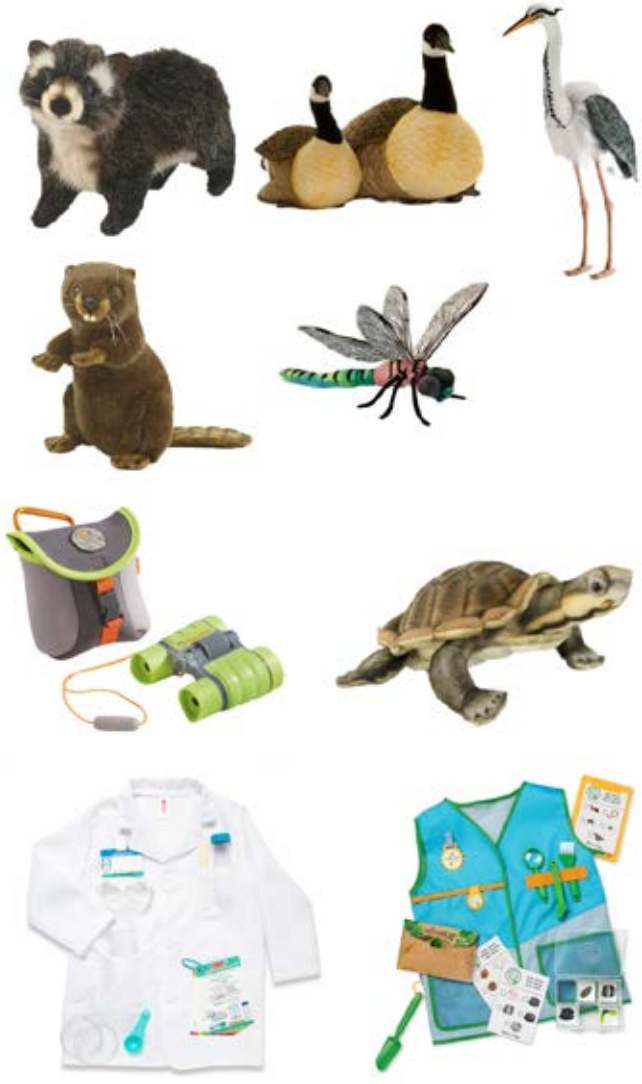
WHAT TO DO

1. Brainstorm wetland animals with a large or small group and record the ideas on chart paper. After students have shared their observations, enhance the discussion by incorporating small visual cards.
2. Encourage free exploration of the materials. Encourage students to participate in guided scenarios. A few scenarios to include:
   - Students pretend to be wetland animals navigating their habitat, searching for food, and avoiding predators. They can "hop" like frogs, "fly" like birds, or "swim" like fish.
   - Students explore the wetland (classroom setup) with magnifying glasses and notepads to "study" plants, animals, and water quality.
   - Some students act as birdwatchers using binoculars to observe the "birds" (other students) performing actions like eating, building nests, or flying.
   - Students work together to "clean up" a pretend wetland by collecting paper "trash" and discussing how litter affects the animals and plants.

PLAY TIP

Open morning meeting with an introduction to a wetland animal to set the tone for the day. Include a fact with each animal and encourage students to find out more through the classroom-themed library and other activities.

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Fine Arts

Animal Puppet Habitats

EZ.019.LA.1018

Activity Type:
Free Choice and Small Group

Objective:
Students will interact with peers to promote creative expression and language development.

Puppets help students express themselves using their imagination and creativity. Students use animal puppets to act out real-life scenarios with peers in the habitats spread throughout the classroom. Through puppet play, students develop their speaking skills by enhancing classroom communication.

WHAT TO DO

1. Take the students on a gallery walk through the classroom, discussing the embedded habitats. Ask students the following questions: “What habitats do you see and how can you tell?” and “What animals live in this habitat?”
2. Set the puppet theater in a habitat and encourage students to create their own scenarios or participate in educator-led activities.

PLAY TIPS

- During morning meeting, use a puppet or several puppets to welcome children, lead a morning song, or discuss the events for the day. These simple modeled interactions help children initiate positive conversations.
- Puppets can help make home-school connections. Children can take a puppet home along with a class journal to write or draw about their adventures with the puppet.
- Create story stones. Draw or paint pictures of characters (puppets), settings, and items on a collection of stones for students to use as prompts in puppet storytelling.

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Science

Life Cycle Observations

EZ.019.LA.1019

Activity Type:
Small Group and Free Choice

Objectives:
Students will use science tools to make observations.
Students will make connections between life cycles and the concept that all living things grow and change.

Understanding and observing life cycles helps young children make connections to the notion of change and provides background knowledge about how living things grow, develop, and reproduce. Introducing life cycles at an early, foundational age paves a pathway for success in science exploration and critical thinking. Teaching life cycle principles can instill an appreciation for the balance and interdependence of living organisms within ecosystems and promote empathy and respect for all living things.

WHAT TO DO

Place the magnifiers and life cycle manipulatives in the Observation Station for free exploration. Encourage students to make observations about each stage of the life cycle, noting details and arranging the stages in order from start to finish. As students are manipulating the pieces, introduce new vocabulary words by identifying the stages and asking questions like, “What do you notice?,” “How is each stage the same and different?,” and “Why do you think the change at each stage is so important?” Ask the students to compare their observations using various types and magnifications of magnifiers.

PLAY TIPS

- Place the specimen sets on a light table, allowing students to observe the features illuminated by the light from different angles. Encourage them to examine the specimens from all sides of the acrylic for a more detailed perspective.
- Have students arrange the manipulatives in a circular pattern to illustrate and reinforce their understanding of cycles and processes, emphasizing the concept that these cycles are continuous.

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Science

Our Feathered Friends

EZ.019.LA.1020

Activity Type:
Free Choice and Small Group

Objective:
Students will identify and explain the key characteristics of birds.

Birds are found in all settings and communities, making them easily accessible and interesting to young students. Observing birds provides children with an entry point into the world of nature and science. Through these observations, students learn key concepts such as bird identification, behavior, habitats, and conservation. Hands-on exploration deepens this learning experience. For instance, students can investigate bird characteristics, such as the structure and function of feathers, beaks, and talons, using simulations at the sensory table. Interactive activities spark curiosity and foster an appreciation for biodiversity while supporting critical thinking and scientific inquiry skills.

WHAT TO DO

1. Read developmentally appropriate books about birds, such as *Birds* by Kevin Henkes and *A Nest Full of Eggs* by Priscilla Jenkins, discussing the features and characteristics that birds have in common. Discuss feathers as the defining characteristic of birds.
2. Provide students with feathers to examine in the sensory table. Students can blow on the feathers, squirt water on the feathers, and comb the feathers using their finger or pencil. Ask students to describe what they see.
3. Provide students with tools that simulate a bird picking up items with its beak, such as tweezers, tongs, straws, and toothpicks. Provide various types of "food" in the sensory table, such as beans, rice, and paper. Ask students to describe how it feels to pick up the items. Then ask, "How do you think a bird might feel doing this?'

PLAY TIPS

- Make birdseed collages. Copy large silhouettes of birds onto cardstock and allow children to fill in the silhouette with glue and seed.
- Take a bird walk. Look for birds and signs of their presence, such as feathers, seeds or droppings. Display a bar graph near a classroom window featuring native birds. Children can tally which birds are observed over time and make comparisons.

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Social and Emotional

Wetlands Animal Hunt

EZ.019.LA.1021

Activity Type:
Free Choice and Small Group

Objective:
Students will engage in associative and cooperative play for creative expression.

Role-playing activities provide children with opportunities to step into the shoes of others, fostering empathy and enhancing their ability to understand and relate to different perspectives. Engaging in these activities with peers encourages cooperative play, promoting teamwork, communication, and social skills. Incorporating an assortment of wetlands animals and protective gear into these activities allows students to explore animal behaviors and patterns, bridging the gap between new information and experiential learning.

WHAT TO DO

Set the scene for a wetland animal hunt by introducing the protective gear and wetland animal figures. Encourage several students to hide the wetland animals. Their peers can search for the wetland animals using the exploration gear. Add crumpled construction paper rocks to inspire children to make additional scenery.

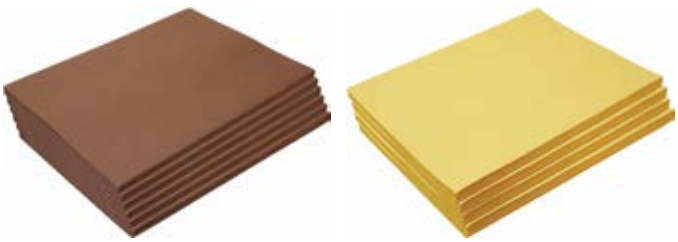
PLAY TIPS

- Enhance the rainforest dramatic play by encouraging children to create scenery. Children can make sponge-painted giant leaves with vines and flowers out of tissue paper, paper plates, and construction paper. Provide a box filled with various supplies, such as faux fur, pieces of cloth, paper, craft foam, and feathers. Allow the children to use their imagination to create unique rainforest pieces.
- Add a few low-maintenance houseplants like pothos, snake plants, and spider plants to the rainforest classroom. Children can take turns watering the plants while enjoying the addition to dramatic play.
- Make DIY binoculars using paper towel rolls cut in half. Punch or poke holes through the outer sides of each roll and then thread a piece of yarn through the holes, knotting it at the ends.

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Science

Digital Documentation

EZ.019.LA.1022

Activity Type:
Free Choice and Small Group

Objectives:
Students will develop observation skills by paying closer attention to details in their surroundings.
Students will enrich scientific investigations and perspectives through digital tools.

Digital tools can be creatively and effectively incorporated into early learning classrooms with proper guidance and education. For example, a digital camera helps document the life cycle stages, allowing students to visually track transformations. Similarly, digital cameras support outdoor exploration by enabling students to capture and track animal prints, fostering a deeper connection with nature and their surroundings. Incorporating digital cameras into early learning not only enhances students' observation and documentation skills but also encourages curiosity, scientific inquiry, and creativity in a hands-on and engaging way.

WHAT TO DO

1. Young children should use digital tools with the support and guidance of adults to ensure safety and maximize learning. Introduce the digital camera and video creator camera to the students, demonstrating basic use and pointing out the features.
2. Provide students with ample opportunities to use both cameras freely, gaining insight into their perspectives and allowing them to document what is important to them. You can also encourage students to take pictures of the life cycle specimens, print them out, and use them in sorting activities. The video creator camera can be used to capture peer interactions, such as dressing up as a wetlands bird or predicting and identifying wetland sounds during auditory exploration.

PLAY TIPS

- Demonstrate the printing process step by step, from connecting to a device to selecting photos for printing. This allows students to visually follow the trajectory of the images they captured.
- Encourage students to take pictures of one another over a period to observe changes in appearance. Discuss how these human changes compare to the changes animals experience over time.

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