



E-Lit Correlations – Project WILD Terrestrial Guide for Grades 3-5

Adaptation Artistry (Grades 5-8)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with...their environment.
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Ants on a Twig (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which includes...observing what things are like.
- 2.B.2; 4.D.1 – Examine and modify models and discuss their limitations.

Bearly Growing (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which includes... reviewing appropriate print resources.
- 1.A.5 – Make use of and analyze models, such as tables and graphs, to summarize and interpret data.

Beautiful Basics (Grades K-4)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.

Career Critters (Grades 5-6)

Grades 3-5

- 1.A.1; 5.A.2; 6.B.1; 7.D.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.
- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Changing Attitudes (Grades 5-8)

Grades 3-5

- 1.A.1; 5.A.2; 6.B.1; 7.D.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.
- 1.A.1; 1.B.3; 5.A.2; 7.A.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and describe that people in Maryland depend on, change, and are affected by the environment.
- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.

Checks and Balances (Grades 5-8)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.
- 1.A.5 – Make use of and analyze models such as tables and graphs to summarize and interpret data.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.

Classroom Carrying Capacity (Grades K-4)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.

Eco-Enrichers (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include...observing what things are like and doing experiments.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.

Enviro-Ethics (Grades 5-8)

Grades 3-5

- 1.A.3 – Identify and describe that an environmental issue affects individual people and groups of people differently.
- 1.B.2 – Communicate, evaluate, and justify personal views on environmental issues and alternate ways to address them.
- 8.A.1 – Describe why and how people make decisions about protecting the environment.

Environmental Barometer (Grades PK-4)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Ethi-Reasoning (Grades 5-8)

Grades 3-5

- 1.A.1; 5.A.2; 6.B.1; 7.D.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.
- 1.A.3 – Identify and describe that an environmental issue affects individual people and groups of people differently.
- 1.B.2 – Communicate, evaluate, and justify personal views on environmental issues and alternate ways to address them.
- 8.A.1 – Describe why and how people make decisions about protecting the environment.

Everybody Needs a Home (Grades K-4)

Grades 3-5

- 1.A.1; 5.B.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to and modify the natural environment.

First Impressions (Grades K-4)

Grades 3-5

- 1.B.2 – Communicate, evaluate, and justify personal views on environmental issues and alternate ways to address them.

Flip the Switch for Wildlife (Grades 5-8)

Grades 3-5

- 1.A.1 – Describe the responsibilities of being an effective citizen...
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications

Graphanimal (Grades PK-4)

Grades 3-5

- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.

Grasshopper Gravity (Grades K-4)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include...observing what things are like, collecting specimens for analysis.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.

Habitat Lap Sit (Grades 5-8)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.

Habitat Rummy (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which includes... reviewing appropriate print resources.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Habittracks (Grades K-4)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.

Habitrekking (Grades 3-4)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which includes...observing what things are like.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Here Today, Gone Tomorrow (Grades 5-8)

Grades 3-5

- 1.A.1; 1.B.3; 5.A.2; 7.A.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and describe that people in Maryland depend on, change, and are affected by the environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.

History of Wildlife Management (Grades 5-8)

Grades 3-5

- 8.D.1 – Analyze the role of Maryland government regarding public policy and issues.

How Many Bears Can Live in This Forest? (Grades 5-8)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.A.1 – Recognize food as the source of materials that all living things need to grow and survive.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

The Hunter (Grades 5-8)

Grades 3-5

- 1.A.1; 5.B.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 1.A.1; 1.B.3; 5.A.2; 7.A.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and describe that people...depend on, change, and are affected by the environment.
- 1.A.1; 5.A.2; 6.B.1; 7.D.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.
- 1.A.3 - Identify and describe that an environmental issue affects individual people and groups of people differently.

Improving Wildlife Habitat in the Community (Grades 5-8)

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.

Interview a Spider (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which includes... reviewing appropriate print resources.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.A.1 – Recognize food as the source of materials that all living things need to grow and survive.

Learning to Look, Learning to See (Grades PK-4)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which includes...observing what things are like.

Let's Talk Turkey (Grades 5-8)

Grades 3-5

- 1.A.1; 5.B.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 1.A.1; 5.A.2; 6.B.1; 7.D.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.
- 1.B.2; 1.B.3; 5.A.1; 6.B.1; 7.E.1 – Recognize and describe that consequences may occur when Earth's natural resources are used.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Litter We Know (Grades 5-8)

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.

Lobster in Your Lunchbox (Grades 5-8)

Grades 3-5

- 1.A.1; 5.B.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 3.A.1; 4.A.1 – Recognize food as the source of materials that all living things need to grow and survive.

Make a Coat! (Grades K-4)

Grades 3-5

- 1.A.1; 5.B.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.

Microtrek Treasure Hunt (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which includes...observing what things are like.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Migration Barriers (Grades 5-8)

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.
- 7.B.1 – Explain the decision making process used to accomplish a community goal or solve a community problem.

Move Over Rover (Grades 5-8)

Grades 3-5

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Muskox Maneuvers (Grades 5-8)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.A.1 – Recognize food as the source of materials that all living things need to grow and survive.
- 2.B.1 – Examine and modify models and discuss their limitations.

My Kingdom for a Shelter (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which includes... reviewing appropriate print resources.
- 2.B.1 – Examine and modify models and discuss their limitations.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individual...organisms interact with...their environment.

No Water Off a Duck's Back (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include...observing what things are like and doing experiments.
- 1.B.2; 1.B.3; 5.A.1; 6.B.1; 7.E.1 – Recognize and describe that consequences may occur when Earth's natural resources are used.
- 2.B.2; 4.D.1; 4.D.2 – Analyze the value and the limitations of different types of models in explaining real things and processes.

Noisy Neighbors (Grades 5-8)

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.

Oh Deer! (Grades 5-8)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.
- 1.A.5 – Make use of and analyze models, such as tables and graphs, to summarize and interpret data.

Owl Pellets (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include...observing what things are like and doing experiments.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other....

Pay to Play (Grades 5-8)

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 1.A.1; 5.A.2; 6.B.1; 7.D.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.
- 1.B.2; 1.B.3; 5.A.1; 6.B.1; 7.E.1 – Recognize and describe that consequences may occur when Earth's natural resources are used.

Planning for People and Wildlife (Grades 5-8)

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.

Planting Animals (Grades 5-8)

Grades 3-5

- 1.A.1; 1.B.3; 5.A.2; 7.A.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and describe that people in Maryland depend on, change, and are affected by the environment.
- 1.A.1; 5.A.2; 6.B.1; 7.D.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.

Playing Lightly on the Earth (Grades PK-4)

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.

Polar Bears in Phoenix? (Grades 5-8)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with...their environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Prairie Memoirs (Grades 5-8)

Grades 3-5

- 1.A.1; 5.A.2; 6.B.1; 7.D.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.
- 1.A.3 – Identify and describe that an environmental issue affects individual people and groups of people differently,
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.

Pro and Con: Consumptive and Nonconsumptive Uses of Wildlife (Grades 5-8)

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.

- 1.A.1; 5.A.2; 6.B.1; 7.D.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.
- 1.B.2; 1.B.3; 5.A.1; 6.B.1; 7.E.1 – Recognize and describe that consequences may occur when Earth’s natural resources are used.

Quick-Frozen Critters (Grades 5-8)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 3.A.1; 4.A.1 – Recognize food as the source of materials that all living things need to grow and survive.

Rainfall and the Forest (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which includes... reviewing appropriate print resources.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other and their environment.

Rare Bird Eggs for Sale (Grades 5-8)

Grades 3-5

- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.

Riparian Zone (Grades 5-8)

Grades 3-5

- 1.A.3 - Identify and describe that an environmental issue affects individual people and groups of people differently.
- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.
- 7.B.1 – Explain the decision making process used to accomplish a community goal or solve a community problem.

Seed Need (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include...observing what things are like and doing experiments.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other and their environment.

Seeing is Believing (Grades K-4)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include...observing what things are like and doing experiments.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Shrinking Habitat (Grades 5-8)

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.
- 7.B.1 – Explain the decision making process used to accomplish a community goal or solve a community problem.
- 8.C.1 – Describe how people in a community modify their environment to meet changing needs for transportation...

Smokey Bear Said What? (Grades 5-8)

Grades 3-5

- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.

Spider Web Geometry (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which includes... reviewing appropriate print resources.
- 2.B.1 – Examine and modify models and discuss their limitations.

Surprise Terrarium (Grades K-4)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Thicket Game (Grades PK-4)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Time Lapse (Grades 5-8)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

To Zone or Not to Zone (Grades 5-8)

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 1.A.3 - Identify and describe that an environmental issue affects individual people and groups of people differently.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.
- 7.B.1 – Explain the decision making process used to accomplish a community goal or solve a community problem.

Urban Nature Search (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which includes...observing what things are like.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

What Bear Goes Where? (Grades K-4)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

What Did Your Lunch Cost Wildlife? (Grades 5-8)

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities...has had consequences on the environment.

What You Wear Is What They Were (Grades 5-8)

Grades 3-5

- 1.A.1; 5.B.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 1.B.2; 1.B.3; 5.A.1; 6.B.1; 7.E.1 – Recognize and describe that consequences may occur when Earth's natural resources are used.

What's for Dinner? (Grades 5-8)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of organisms interact with each other...
- 3.A.1; 4.A.1 – Recognize food as the source of materials that all living things need to grow and survive.

What's That, Habitat? (Grades K-4)

Grades 3-5

- 1.A.1; 5.B.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to and modify the natural environment.

Which Niche? (Grades 5-8)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.

Who Fits Here? (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which includes... reviewing appropriate print resources.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

Wildlife Bibliography (Grades 5-8)

Grades 3-5

- 1.A.1; 5.B.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 1.A.1; 5.A.2; 6.B.1; 7.D.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.

World Travelers (Grades 5-8)

Grades 3-5

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.