



Earth Arts 2003-2004

an education program of the Earth and Spirit Council

Pilot Year funded in part by:



METRO

Metropolitan Council on Educational & Urban Services

Habitat Awareness

- In preparation for both oral and visual Storytelling, we discussed animal habits and environment.

Q: Where does your animal live?

A: In a tree!

Q: What kind of a tree?

A: A Big Tree!

Q: Do you know it's name?

A: A Christmas Tree!

Q: Does it have another name?

A: A Pine tree?

In the fall, images from children's drawings were enlarged, hand-colored and laminated by our artists, becoming habitat props. Making decisions together, the children composed environments for their stories, using our traveling puppet stage and artwork designed by their peers.

Images ranged from telephone poles to volcanoes. The Volcano inspired several children's stories through the year - a beautiful example of image as creative stimulus.

- Through the year artists worked to achieve a balance between science and the arts. In the spring, an interview session was added.

In flower costume, a guest came to our classes. Students used their animal puppets to teach the flower about themselves and their habitat. Then they interviewed each other to share even more information.

This session proved to be an excellent example of the power of children teaching children, and the effectiveness of orally reinforcing written information.



Oral Storytelling

- The adventure began in our first session, when miniature puppets were pulled out of a basket - a simple but delightful way to initiate relationship between child and animal.
- Two sessions were devoted to creating a group story - featuring the animal buddies. Our artists first modeled a storytelling process, then initiated discussion about what makes a good story.
- Next we gathered in our story circle to imagine and collaborate. Our intent was to create a safe, fun space where children could participate easily as they felt ready.
- To encourage full participation, we used a stuffed otter named "Zazoo" who inspired ideas when a child got stuck. One by one each child added a new piece to the story, and at sessions end, we read the whole thing back to them.
- These stories were revisited in a second session to broaden understanding of story building, encourage cooperative decision making, adding depth and cohesion by weaving in more science knowledge, and developing characters and plot.
- Creative problem solving was a key element of this session, sparked by a flow of leading questions from the artists. This session provided the real foundation for the creation of the written storybook.



Visual Storytelling



THIC IN THE VOLCANO



THE DREAMING FOREST



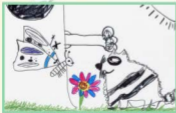
Full of ideas from storytelling, the children drew pictures of what they imagined.

To help with animal details, we provided image sheets and discussed using basic shapes - long ovals, triangles, half circles, etc. - to define simple body parts, if kids got stuck.

We emphasized the surprise and beauty of originality, encouraging them to explore freely.

When finished, the children marked their puppet animal with an X, and we enlarged that image on sturdy board.

We included elements from each child's drawing in our finished Storybook.



IDUNNO'S NEW FRIENDS

THE UPSIDE DOWN WORLD



IMAGE SHEET

Turtle



FROM DRAWING...



Making Animal Puppets

TO STURDY CUTOUT ...



TO PUPPET!

- After adding color to their puppets, children dove into the art materials we brought - feathers, sequins, seed pods, metallic paper, jewels, pipe cleaners, beads, recycled toy parts, etc. - and glued, tied, stapled and hole-punched their puppets together with abandon and delight.



Rigler School Puppets, November 2003 - grades 2 and 3



Sabin School Puppets, December 2003 - grade 3



Harvey Scott Puppets, March 2004 - grade 2





Boise Eliot Puppets, April 2004- Grade 2

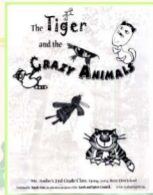


Puppet Plays



- In most cases, our pilot classrooms were able to present their puppets and story in a public setting. Sharing their creative efforts with others gave them an opportunity to practice public presentation skills.
- At Rigler School in the fall of '03, stories were transformed into puppet plays – our original vision. The artists served as narrators while students manipulated animal puppets in the puppet stage and contributed dialogue, sound effects and action. They shared with family and classmates in both classroom and school auditorium settings.
- Because we wanted to enrich and broaden the storytelling focus of our work, we chose to create Storybooks with our spring classes.

Storybooks



- Prior to our last session together, artists shaped full group stories into a book format, illustrated with the children's drawings. The Storybooks included new writing, problem solving, music and illustration opportunities. These activities were designed to extend the creative process and stimulate individual ownership of the book.



Thic in the Volcano Sample Storybook



Once upon a time in the Oregon Forest, everything happened at once. It rained and snowed. The Sun came out. And a Volcano began to **ERUPT!**



The animals came out of their homes. "What is happening?" "What shall we do?" they said. Crow knew what to do!

"We must stop the Volcano!" he said. Raccoon said: "lets get some water and throw rocks at it." The animals threw water at the Volcano. The Volcano did not stop.

Artist: Draw a picture of the animals trying to stop the Volcano!



Squirrel said: "crow, get water from the river. Drop it on top of the Volcano." Crow yelled: "I don't want to get water!"



So Raccoon threw rocks into the Volcano. He tried to plug it up. That did not work either.



Hummingbird called the old giant to help. Grandmother giant sucked water from the river, and blew it at the Volcano.

Storytellers: What is Grandmother Giant's name? _____

Artist: Draw Grandma Giant's Portrait.



Even that didn't stop it. But it helped. The birds dropped snow on the fire. So did the butterflies. The raccoons threw more water. STILL the Volcano was not quiet.



Squirrel and turtle called all the animals. They sang this song to bring the clouds. "Come Here, Come Clouds, Bring Rain to the Volcano" And the clouds came. It rained and snowed. But the Volcano was still MAD. It had hot, red lava.



Thic in the Volcano - Sample Storybook



The clouds became a tornado.
It took most of the lava away.
The animals blew water on the rest.
And it turned into rock.

Just to make sure, grandmother giant
froze the Volcano with snow.
They all went swimming to celebrate.
And then they went to bed.

The next day everyone was hungry.
Crow was looking for food.
Far away, he saw a great big bird.
It was the biggest bird he had ever seen.

Artist: What does the big bird look like?



It was windy, and the bird was in trouble.
Crow saw that it was a young bird, just learning to fly.
Then it got **VERY WINDY**.
Crow called: "Caw, Caw, Caw."



The baby bird called back to him: "thic, thic".
Crow said: "that must be his name. I will call him Thic."
Then crow said to turtle: "look at that big baby bird!"

Storytellers: What do YOU think Baby Bird was saying?

But turtle said: "What are you talking about?
I don't see any big baby bird - only you!"
The young bird was gone! Crow called for help.



Squirrel and butterfly came quickly.
They went in circles looking for the baby bird.
"The wind pushed it into the Volcano,"
said a family of crows.



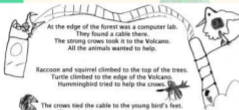
Artist: Finish Mapping the path Squirrel and Butterfly took to find Thic.



The crows flew off to find some rope.
But the rope didn't work. It burned up in the Volcano.
They went off to find metal rope . . . a cable.



Thic in the Volcano - Sample Storybook



At the edge of the forest was a computer lab.
They found a cable there.
The strong crows took it to the Volcano.
All the animals wanted to help.

Raccoon and squirrel climbed to the top of the trees.
Turtle climbed to the edge of the Volcano.
Hummingbird tried to help the crows.



The crows tied the cable to the young bird's feet.
They tied the other end to their own.
They pulled and tugged and flapped their wings,
But they could not free the young bird.

Storytellers: What else could they do to help Free Thic?

Butterfly said: "I will get grandma giant. She will help!"
The animals waited a long time. Where is grandma?
Why did it take grandma so long?



Squirrel thought:.....

Turtle thought:.....

Crow was sure that:.....

Then, they heard the giant 's big feet go **Bump . . . Bump.**

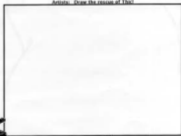
Bump . . . Bump . . . BUMP . . . BUMP!!!

The trees were shaking. The earth was shaking.
The animals all fell down.
The crows dropped the cable,
but the giant caught it.

Then they pulled very hard, all together.
Thic was finally FREE. He was very happy!

It was his birthday.
And what a birthday present!
New friends who helped him . . . Whoopee!

Artists: Draw the rescue of Thic!



Everyone sang:

Happy Birthday to You, Happy Birthday to you,
Happy Birthday dear Thic, we're glad to know you!



The End?



First reading of the Tiger and the crazy Animals

Storybook Readings

- At three of the four pilot schools, our final classroom session was devoted to reading the finished storybook.
- When each child received a personal copy of their Folk Tale, shouts of enthusiasm and pride filled the room, especially when they discovered their own illustrations.
- Once again in a story circle, the children read their book aloud, bringing the now-familiar characters to life, adding animal voices and sound effects.
- Though the language in the finished books was well above average grade level, the students were invested in the story they had created, and read with fluency and comprehension.



Extended Learning

Individual teachers successfully used the residency as a springboard for these additional activities:

- Library and internet research
- Essay writing
- Creative writing
- Formulating math story problems , featuring Earth Arts animals
- Biomes – categorizing ecological communities
- Schoolyard exploration to introduce puppets to actual habitat
- Field trips to urban wilderness sites such as Whittaker Pond

	FOOD/DIET	SHELTER	SPACE
WILDLIFE	various plants, berries, nuts, seeds, insects	fallen leaves, tree stumps, holes, and many other things	open field or forest edge
CROW	fruits, nuts, berries, seeds, insects, worms, puddles	build their nests in trees, greenhouses, or on buildings	cities, fields, farms, parks
Humming Bird	nectar, fruits, flowers (2-300 seeds and insects)	overgrown trees, hang from vines, nests with many eggs, to make it soft, comfortable	Sunlight, flowers
RACCOON	young corn, nuts, apples, fruit, slugs, worms, insects, garbage	nest their holes in trees	wooded wetlands, marsh, backyards
SQUIRREL	acorn nuts, hazelnuts, pine cone seeds, berries	burrows under ground, trees	parks, yards, field, cities



Sample Classroom Essays

■ Boise Eliot - grade 2

The crow is 11 inches long with wings that are 3 feet long. The raven, blackbird, Jay, Rock, Jackdaw of Europe, Wood pecker, fish crow and magpie are the crow relatives. The crow has a loud caw caw caw that echoes out of the trees. Crows fly in giant flocks. The legend says the crow taught the Indians how to use a bow and arrow to hunt and a stick for plants.



When I first started learning about crows I thought they were pests. But now I think they're just trying to fit in with the rest of the world.



Butterflies sip nectar from a mouth part that is kind of like a straw. It's called a proboscis. Butterflies love to sip on pink and purple and red flowers. Caterpillars are picky eaters. They sometimes only eat one kind of plant. They usually eat thistles, mustards, and nettle plants but caterpillars don't sip nectar. Butterflies' predators are frogs, toads, lizards, mice, adult wasps, and other small mammals.

I think butterflies are amazing! Native Americans said that God made butterflies to make children happy. Do you think that's true? I think it's true because they make me happy.



Family and Community

- Family Art Workshops
- Public Readings
- Art Shows
- Neighborhood Parade
- Rigler School Peace Garden



Family Workshops

SABIN SCHOOL EARTHWEAVING



We held five Family Art Workshops to celebrate the Children's learning. Over 500 Family and Friends made animal masks in honor of Earth Day.

At several schools, children and parents wove dreams for the world and each other into "Earthweavings", which remain at the schools - and the dream weaving continues.

We hosted a resource table with outreach information for a variety of community organizations, and shared a really fun take-home activity for families to make together!



Milk Carton Bird Feeder

Make one together at home!

South Bay Earthweaving Program of the Sabin School District
www.sabin.org/earthweaving

Family Workshops





What is Earth Arts?

Earth Arts is an Art and Environmental Science enrichment program, designed to nurture self-esteem, peer support, creative expression, benchmark learning and community involvement in culturally diverse PPS K-5 children and their families.

During residencies, our artist-educators guide children through a multi-disciplinary art process, during which they learn about species and habitat in our bio-region.

In our pilot year, for example, young students created animal homes using a puppet stage and props we provided. Within this "habitat", they imagined and illustrated Folk Tales, while learning about the lives and needs of six neighborhood species.

Puppets were made from the children's artwork. They were given names and personal histories in the children's creative writing. These ideas were often shared in story circles, later integrated into our collaborative Folk Tale.

Families participated in the fun and learning, through special art workshops held at each school we served. These events offered parents the opportunity to honor both their children's learning and Earth Day.

We plan for Earth Arts to grow sequentially over the next three years, expanding curriculum and classrooms served, to include grades 1-5.



Our Core Intent

Following the tradition of our parent organization, the Earth and Spirit Council, we believe that wisdom from many cultures is needed now to restore environmental balance on earth. This will take time.

We are committed to nurturing our children to take leading roles in this restoration effort. In order to create a viable, just and inclusive vision for living together on the earth, our children need to know that each one of them is important, with a unique personal voice, and wondrous gifts to share.

Children from diverse ethnic and cultural backgrounds are at the creative heart of this program - dreaming, storytelling, and learning to manifest their visions.

Acknowledging that a healthy culture keeps growing, our activities are designed to honor diverse perspectives, while inviting children and their families to create new stories and community traditions that integrate wisdom and beauty from all.

*Together in this new century,
may we find the way,
to live in harmony,
as One Family.*

Public Readings



Public Readings

- Children gave public readings of their storybooks at two of our schools. As part of the Sabin Science fair, puppets were displayed in the library, and students read their stories to a packed house of family and friends.



- The four classrooms at Boise Eliot invited family members and other classes to join them for a daytime event, followed by a reception. The large responsive audience was treated to four dramatic readings as well as puppet cameos on stage, as children shared facts about their animal friend. We improvised a Thank You song with children, teachers and audience to say goodbye.



Art Shows

- The beauty of the children's work was appreciated by many outside their own families and classrooms.
- At Harvey Scott, puppets were on display in the auditorium during Art Week in May.
- An art show was held in the library at Sabin School, as a prelude to the all school Family Science event in February. The librarian noted how engaged other children were in the 3rd grade classes' work.
- Our corporate partner, Starbucks, hosted a month long showing of work by children from both Rigler and Sabin Schools, in March-April. A comment box beside the display was stuffed with thoughts of encouragement and appreciation for the children.



Neighborhood Parade

- The **Storybook Parade** is a tradition at Boise Eliot School. All Students celebrate the power of literacy and imagination, in a costumed parade that winds through their neighborhood, preceding the Mississippi St. Multi-Cultural Fair.
- This year, all four second grade classrooms paraded the puppets they made - Folk Tale characters created during our Storytelling sessions. They proudly carried the banners of their favorite Storybooks this year:

The Dreaming Forest

Thic in the Volcano

Idunno's New Friends

The Tiger and the Crazy Animals

Stories we made together.



Rigler School Peace Garden

In May and June, 2004, our Program Director collaborated with Rigler School Children and Sun School staff to create mosaic stepping stones and a mural for the new Community Peace Garden on the school campus.

The Children imaged beneficial beings for the garden stepping stones: flowers, hummingbirds, worms, and even a dinosaur, to remember the ancients.

At the same time, we created a folk tale about Peace, and how it came to the Rigler Garden. From Illustrations of the story drawn by children and staff, a portable mural was created. During the summer it can hang in the garden, and in winter inside the school.

Portable Mural



Program Sustainability

- Fiscal Growth
- Program Achievements
- Recommendations
- Community Response



Fiscal Report 2003-4

- These donors invested in the pilot year of Earth Arts:

The Autzen Foundation

Hanna Andersson Children's Foundation,

Leupold & Stevens,

Metro Greenspaces,

the Starbuck's Foundation,

Fred Meyer Foundation,

Juan Young Trust,

McKenzie River Gathering,

Regional Arts Council

Private Donors



METRO
METRO PUBLIC REGIONAL BOARD

- Cash contributions totaled: \$33,700.
- The total projected cost of the program was \$68,000.
- Our income plan included in-kind donations of time and materials totaling \$29,600.
- To address the funding disparity we made internal budget cuts and increased our in-kind donations.
- Earth Arts Staff, and Earth & Spirit Council Board members, work together to shape and implement an on-going funding plan that, as the program grows, is designed to achieve a balance between earned and unearned income.



Fiscal Growth 2004-5



- Our primary fiscal goal in 2004-5 is to diversify and increase program income.
- As of June 1, 2004, we have received \$24,000 from new sources for the 2004-5 program. We strive to maintain long-term relationships with existing funders, as we continue to invite new partnerships.
- We collaborate with other community artists to create environmental art - stepping stones, banners and festive masks made from recycled materials. They will be sold to help support the naturalist position added to the program in 2004-5.
- Professional development workshops conducted by the Earth Arts team will be sold to regional school districts.
- A limited number of in-school residencies will be marketed to schools districts within the metropolitan area.

Program Achievements

- **More than 800 people were touched by Earth Arts:**
Eleven classrooms in four NE Portland Schools
Five Family Art Workshops
275 students and 600+ family and community members
- We integrated our family workshops into established school-wide events in order to reach as many families as possible and introduce them to the fun of Earth Arts.
- We established a process of ongoing teacher feedback and self-evaluation that enabled us to make critical improvements to curriculum throughout the year. For example, the evolution of puppet plays to storybooks.
- By testing curriculum at grade levels 2 and 3, we exceeded original expectations. We designed seven classroom sessions that interface best with 2nd grade benchmarks, and support the development of 3rd grade curriculum.
- Through innovative means, Earth Arts adapted multiple art forms to support science and literacy learning. Feedback from participants overwhelmingly indicates that teacher objectives and student learning experience were both enriched.
- We have strengthened our partnerships with Portland Public Schools curriculum specialists, Sun Schools, Cascadia Wild, the Community Peace Garden, Deerdance, Scrap and C2F.



Recommendations

Our year end evaluation process, which includes input from teachers, PPS Curriculum Specialists and Earth and Spirit Council Members, led us to target the following improvements for next year:

- Work with Earth and Spirit Board members to secure the services of a Naturalist Educator as a fully integrated member of the Earth Arts team. This person will be actively engaged in the program for the 04-05 school year, providing each classroom with a hands-on science activity that extends into the community.
- Consider Earth Arts a research project that extends beyond the normal scope of artist-in-schools residencies. Work deeply with one or two schools to develop and test the full multi-year curriculum over the next three years. This will enable artists to establish on-going relationships with staff, students and the surrounding community. We will be able to track the same students through several grade levels and measure the cumulative effect of the program to support and enrich traditional curriculum. Our goal is to grow the program through the creation of a template that can be taught to other artists and teachers.
- Expand our advisory committee into an active body that assists with volunteer coordination, administrative tasks, fundraising and promotion. Increase regular volunteer support to assist with materials preparation and family/community events.
- Market professional development workshop for teachers conducted by the Earth Arts Team. Sell a limited number of school residencies

Pilot Year Goals

- Develop environmental-arts curriculum that supports benchmark and literacy learning for grade 3.
- Serve 800 children and their family members in residency and family art workshops and community outreach .
- Develop plan for program growth and sustainability.



Children's Response

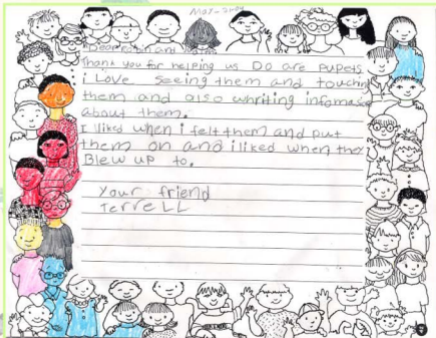


Dear Judith and Robin

Maya 11/04

Thank you for coming every week.
I liked the puppets because I like putting
jewels on it. I liked when the animal spirit
chase me because I never knew a lot about
turtles. I liked the stage also because I liked
seeing what kind of weather it would be
and what kind of tree and I liked seeing
what kind of pond and where the rocks
would be on the stage and I like when
Pei put on the volcano with the lava and
I liked what the stage looked like.
Thank you again Robin and Judith
Thank you so much hope I see you soon your's
trilly
Maya

Children's Response



Teacher's Response

Quotes from the Boise Eliot 2nd grade teaching team:

"You provided a nurturing environment in which each child's authentic work was accepted and recognized. As one student observed, "I found out things about me I didn't even know before!" From a teacher's point of view, we know that a comment like this reflects the balance your program provided to our current benchmark-weighted curriculum."

"As teachers, we loved having outside professionals come in to work with us. From the outset, you asked us for feedback so you could align your program with curriculum requirements in language, science, and even behavior."

"In science, you provided a well thought-out and researched theme aligned with the second-grade Habitats strand. . . . we were wowed by the colorful folders containing accurate, high-quality pictures and text for each student's research."

"An outstanding part of Earth Arts is how the children each came away with a strong sense of identification with the animals they studied. On a field trip to a nature park soon after, students immediately related to the wildlife there in a personal way."

"We appreciated the infusion of Native American legends and traditions into the learning."

"Perhaps more than anything, we valued the strength of the "living language" component of your program. . . . it served to bolster self-esteem and confidence like no other. You showed the students the value and purpose of language in personable and pertinent ways that could not be obtained through any text books."

"As you can see, you inspired us! You reminded us all how to value each other and our creative and imaginative lives, not solely our ability to achieve benchmarks."

Teacher's Response:

Questions from the Boise Eliot 2nd grade teaching team:

- How can we learn more about developing oral language?
- How did you learn to model working deeply and spontaneously as an integrated team?
- How did you learn to infuse so much community-building into your teaching?
- How did you keep track of so many eager children's ideas enough to construct and weave an authentic story thread from beginning to end?
- How did you make editing decisions which shaped a next presentation to provide more opportunities for students to develop language?
- Finally, do you teach workshops touching on any of these skills?
Does PPS know what a valuable resource you are?

Who We Are



- Earth Arts is an education program of: The Earth and Spirit Council.
To learn more about us, visit our website at: www.earthandspirit.org
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Curriculum Development

- Species Biographies-Grades 2 and 3
- Supplemental Teaching Materials
- Habitat Awareness
- Oral Storytelling
- Visual Storytelling
- Making Species Puppets
- Puppet Plays
- Storybooks
- Storybook Readings
- Extended Learning



Biographies



- We developed six neighborhood species biographies, for both 2nd and 3rd grade reading levels.
- Biographies included habitat and species facts, native myths, and fun activities tied to art and science benchmarks.
- City animals like Crow, Squirrel and Butterfly were chosen so the children can enjoy and learn from their Earth Buddies by observing them through the seasons.
- Each child received a personal biography of their animal buddy.

Sample 3rd Grade Bio - Squirrel



Hi Neighbor! It's me, Squirrel.
I love to play and talk.
But if you come near my food, I'll bark!



Follow Me through

When I am excited, I twitch my tail
and click-click-click to call for help.

Long ago, I helped the Chinook Indians.
They lived in Oregon before any other people.
We call them the First People.

They were my Neighbors too!
This is a story they told about me.
Once the Chinook had no fire.
No fire to keep warm. No fire to cook food.
Squirrel ran to us, bringing fire.
But he ran so fast, that a spark flew back
and burned his tail, and made it curl.



I love Trees.
Click Trees the best!
They are my home.



For dessert,
I eat berries,
Flower buds
and tree sap.
MMMM



I can open acorns with my teeth!
Nuts and pine cone seeds and tree bark
Make a very tasty dinner!



I collect food
every day.
But I don't eat it all.
I bury some of it
for Winter.

If I don't dig it up
It can grow into a Tree!

I build it out of leaves and twigs.
Inside there is moss to make it soft.
When it's cold, I move into a tree hole.
I share it with my friends,
and we all stay warm.

If you look way up,
You can see my nest!



My Mom calls me her pup.
She taught me to climb and swim,
and to use Telephone wires
for my sidewalk.



The Neighborhood • See You Around!!

Sample Bio Activity Page - grade 2

Draw a Habitat for Me Buddy!

My Human Friend's name is: Carlin Nixon Your Name

A Map or a Picture

Where can I:



use
more
paper
if you need to.

My Crow name is Carlin milhouse
animal name what YOU named your animal

My friends say I am lovely and happy

My favorite thing in the world is My family and friends

If I could talk to humans I would say: May you please
tell everyone to preserve the wilderness

Draw a Habitat for Me Buddy!

My Human Friend's name is: Kyle Your Name

A Map or a Picture

Where can I:



use
more
paper
if you need to.

My Turtle name is Mary
animal name what YOU named your animal

My friends say I am the sweetest and am very nice

My favorite thing in the world is: To sit in the sun

If I could talk to humans I would say: his my owner
is really fun to be with

Teacher's Supplemental Material



■ Raccoon Biography

Excerpts from Teacher's Version:

If I put my paw in your hand, it would feel just like a tiny human hand wearing a soft glove. That's because I have 5 long, flexible toes on each front paw. They work like your fingers. I can turn on a water faucet or a hose. I can unscrew jars and open doors and gates. And I can slip the lids off garbage cans. I can even eat corn on the cob the same way humans do.

Corn is my favorite food. But I'm not particular. I eat veggies, nuts, fruit, slugs, worms, and honey from bees. Also mice and gophers. If you see my tracks on the edge of wetlands or water it means I'm looking for turtle or duck eggs or maybe a tasty frog or snake to eat...or fish. I'll try anything. I've been known to sample pet food, ice cream, popcorn and even ketchup! Whatever the men of fat for the wintertime, so I can s winter sleeping.

■ Fun Facts & Questions

- Hummingbirds have many names: Flower Kisser, Fly-size bird, and Beams of the Sun. What name would you give hummingbird? Why?
- Pond turtles can only swallow under water. They can stay under for more than one hour at a time. What is something you can do for one whole hour?
- A new-born squirrel weighs less than your house key. Do you know how much you weighed when you were born?
- Butterflies can see the same colors humans can – plus ultraviolet, a color we can't see. What is your favorite color?
- Crows can tell the difference between a straw scarecrow and a person. What clues might help Crow figure this out?
- No one knows why raccoons dunk their food in water. Is Raccoon washing the food? Is Raccoon making the food soft? Is Raccoon just bored? What do you think?