**Q1:** Peter, in taking your students outdoors, have you faced challenges in taking them out in extreme cold weather from parents, school district, etc.? The area I teach in has the issue on the other side of the temperature scale, and I was wondering how you may have faced this obstacle.

**A1 (From Peter):** When I initially communicate with families and students, I am clear that our expectation is that we will go outside every day. This along with a follow through of daily interactions with nature increased endurance and resiliency and before you know it, the cold weather doesn’t become a problem for kids (and in turn it isn’t a problem for kids). The key is good clothing and small steps. Colder weather might initially mean fewer minutes outdoors, but we build up and eventually, the cold doesn’t even seem to matter.

 **Q2:** Can we use the assessment forms, if for example Kitt created it, or Peter’s is copyrighted?

**A2 (From Peter):** Feel free to use mine, though it would have to be adapted to for the descriptors of each program.

We are checking with Kitt on her assessment form and will update this as we learn more.

**Q3:** Any great ideas for journaling on rainy/wet/cold days?

**A3 (From Stacey):** I found Rite in the Rain all-weather paper to be helpful and light weight gloves that can be changed worn just for writing then swapped back out for thicker ones or put over the light weight (if dry).  It works best for older children who can manage gloves independently.  And for teachers journaling/documenting, the iphone worked well.  Waterproof case can be purchased but I didn't find it necessary.

**Q4:** Peter, do teachers in your state use guided reading to teach reading? How do you feel an integrated approach compares to guided reading where you can focus on growing readers as individuals?

**A4 (From Peter):** Yes, guided reading is a main reading tool. I use it in my classroom as well. The integrated approach is very useful for our group lessons, but guided reading is still very helpful for differentiating to readers. My key is to find (or in some cases write my own) stories that can zoom in on a reading skill while also connecting to our nature theme. Essentially though, I still use more traditional guided reading tools as needed with individual readers and implement the integrated approach in the whole group.

**Q5:** Is there a fee for documenting on shutterfly?

**A5 (From Stacey):** There is no fee for the Classroom Share site: <https://www.shutterfly.com/classroom-share/?esch=1>

Quoted from their website: "Classroom Share sites are free private websites that let parents and teachers easily share photos and videos to stay connected to the classroom. Plus, access and manage your Classroom Share site on the go with our Shutterfly Share sites iPhone app. Stay connected with tools like class lists, shared calendars, volunteer sign-ups, documentation sharing and more."

**Q6:** What is the name of the man on campus who uses a virtual wonder wall?

**A6 (from Brooke):** Dr. Norm Lownds:

<https://www.canr.msu.edu/people/dr_norm_lownds>

Reference: Driscoll, E.A.,and N.K. Lownds. 2007. The Garden Wonder Wall: Fostering Wonder and Curiosity on Multi-Day Garden Field Trips. *Applied Environmental Education & Communication* 6: 105–112.

**Q7:** I would love to see a few sample lesson plans that you use to meet state standards for reading. So many schools use guided reading, so I am interested to see how you grow strong readers outside of that approach. Thanks :)

**A7 (From Peter):** The PBL curriculum schedule I am creating is quite an undertaking. Once it is finished, I am more than happy to share with all interested.

**Q8:** How do you store and transport journals into the wilderness? Also how do you get children to take their choice of drawing tool into sit spots?

**A8 (From Clare):** The journals are small 4x5 bound books with about 60 pages.  They fit nicely in the child’s pack.  Each child can use their choice writing material.  We have a designated pocket in the teacher pack and they know to choose from that pocket.  We can modify the options if we need to but feel that the children should have options.

**Q9:**Do they each have their own kit for journaling or is it more of a community set up?

**A9 (From Clare):** The journals are individual.  Each child carries their own and is responsible for their book.  The Floorbook is group work and the teacher carries it in their pack.

Here are the journals we love:

[https://www.amazon.com/dp/B014IIPA5O/ref=sspa\_dk\_detail\_0?psc=1&pd\_rd\_i=B014IIPA5O&pd\_rd\_wg=GRWxY&pd\_rd\_r=DMHPX4CYT4Q3B2CZ2M6E&pd\_rd\_w=iOmbK](https://www.amazon.com/dp/B014IIPA5O/ref%3Dsspa_dk_detail_0?psc=1&pd_rd_i=B014IIPA5O&pd_rd_wg=GRWxY&pd_rd_r=DMHPX4CYT4Q3B2CZ2M6E&pd_rd_w=iOmbK)

This is what we use for our floor book.  We like the 9x12 as it is easier to carry.

[https://www.amazon.com/Canson-Drawing-Perforated-Smooth-Surface/dp/B00F3D7Z1Q/ref=sr\_1\_16?s=arts-crafts&ie=UTF8&qid=1524679368&sr=1-16&keywords=Drawing%2BPad&th=1](https://www.amazon.com/Canson-Drawing-Perforated-Smooth-Surface/dp/B00F3D7Z1Q/ref%3Dsr_1_16?s=arts-crafts&ie=UTF8&qid=1524679368&sr=1-16&keywords=Drawing%2BPad&th=1)