

NELSON COUNTY SCHOOLS
OVERNIGHT & OUT-OF-STATE ACTIVITY REQUEST

School Boston School Grade & Number of Students Attending K-1 58
Person Making Request Janet Coleman, Teresa Lowery Position teachers
Overnight Activity _____ Out-of-State Activity ☒ Dates Scheduled Mar. 21, 2008
Name of Activity Forest Discovery Center
Location of Activity Starlight, Ind.
Objectives of Activity To introduce the unit on plants and to prepare the students for the manufacturing process from plant to product.
Pre-trip preparatory activities planned (please attach appropriate documents) _____

Post-trip culminating activities planned (please attach appropriate documents) _____

Oral student presentations planned after trip _____

Name(s) of certified staff attending Janet Coleman, Margueritte Edelen, Teresa Lowery

Name(s) of other adults attending Judy Robinson, Barbara McCubbins, Stacey Koch, John Mattingly, Christy Chapman, Diana Parrish, Jimmy Faulkenburg *see attach
Plan for supervision (day) There will be 1 adult per 5 students

Plan for supervision (night - please be specific for all hours of the night) NO

Margueritte Edelen
Signed Janet Coleman, Teresa Lowery Date 1-16-08
Principal Kim Mattingly Date Approved 2-1-08
Superintendent _____ Date Approved _____

Coleman's Class list of parents going on
field trip:

Amy Meza
Rebecca Berry
Charlene Martin
Karen Sturgill
Tammy Holsapple
Ann Kurtz
David and Kisha Hillard
Amanda Mooney
Cindy Ramos
Conie Barnes
Pam Ball
Matthew Wooldridge

Pretrip Activities-

- United Streaming - The Life of a Tree
- Web - Things made from wood
- Lesson - on the farm to the factory and to us.

Post Trip Activities

- Parts of a plant - label parts
- Make a picture story reviewing the process from tree to factory to product.
- With Adult Supervision, students will build bird feeders. They will write a How to piece (Transactive) on How to build a feeder
- Students will record in their science journals what they observe.
- Needs of a Plant - make A Poster
- Students will make a list of parts of plants people and animals use
- Read Trade Books on Trees and Plants
- How To Piece - How To Plant A Garden
- Assessment - Pictorial Display of Plants

Biological Science- Unity and Diversity

Core Content

SC-P1-3.4.1 Identify the basic needs of plants as being air, water, nutrients, and light.

SC-P1-3.4.3 Identify basic structure of plants (e.g. stem, root, leaf) and the basic functions of each part.

SC-P1-3.4.2 Identify living organisms and nonliving materials.

SC-P1-3.4.4 Identify basic life cycles of plants

Program of Studies Enduring Knowledge-Understanding

- Most living things need water, food and air, while nonliving things can continue to exist without any requirements.
- Plants have features that help them live in different environments.
- Organisms may not be able to survive if some of their parts are missing.

Program of Studies- Skills and Concepts

- Describe the basic needs of organisms and explain how these survival needs can be met only in certain environments.
- Identify the characteristics that define a habitat
- Investigate adaptations that enable plants to grow and survive
- Analyze and compare a variety of plant life cycles in order to uncover patterns of growth, development, reproduction and death of an organism

Process Skills

SC-P1-5.8.1 Observe teacher modeling the difference between a simple scientific question that can be investigated through observation and those that can't

Develop simple scientific questions that can be investigated through observation, and those that cannot

SC-P1-5.8.2 Use magnifiers, and metric rulers in scientific investigation

Use the skills of observing, describing, classifying, and measuring in scientific investigation.

SC-P1-5.8.3 Observe teacher modeling the use of evidence (descriptions, observations, data) from simple scientific investigations and scientific knowledge to develop reasonable explanations.

Begin to use evidence (descriptions, observations, data) from simple scientific investigations and scientific knowledge to develop reasonable explanations

SC-P1.5.8.4 Observe teacher modeling designing and conduction simple scientific investigations; teacher shares design process with students.

Conduct simple scientific investigations designed by teacher

SC-P1.5.8.5 Teacher communicates (e.g., draw, graph, write) designs and procedures, while students communicate (e.g., draw, graph)

Observations and result of scientific investigations.

SC-P1-5.8.6 Observe teacher modeling process of reviewing and asking questions about scientific investigations and explanations of students.