

BCPS Field Trip Request ID # 9640

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| Trip Request By | Renee Mayhew - NES |
| Trip Name | The Louisville Zoo |
| Trip Date | 04-23-2019 |
| Approx. Pick-up Time | 9:15AM |
| Return Date | 04-23-2019 |
| Approx. Return Time | 3:15PM |
| Class/Group | Mayhew, Thompson, Blevins |
| Student Count | 73 |
| Chaperone Count | 7 |
| Number of Vans/Buses | 2 |
| Common Carrier | Miller Transportation |
| Cost to Students | 15 |
| How will you pay for students who cannot afford the fee? | PTA |

Place of Departure

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| Name: | Nichols Elementary |
| Address: | 10665 Hwy. 44 W |
| City: | West Point |
| State: | KY |

Destination

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| Name: | The Louisville Zoo |
| Address: | 1100 Trevilian Way |
| City: | Louisville |
| State: | KY |

Lesson Plans

3.W.2, 4.W.2, 5.W.2 - Writing informational/expository text to examine a topic and convey ideas and information clearly.

3.RI.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.

4.RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from a text.

3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

3-LS2-1. Construct an argument that some animals form groups that help members survive.

3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

5-PS3-1. Use models to describe that energy in animalsâ€™ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Third, fourth, and fifth graders chose an animal that they were interested in learning more about. They were required to create questions they had about the animal. Students then completed research in regards to their questions they created. The last part was to create a writing piece with the facts that they found.

During reading, students have read a variety of informational text about animals that can be found in the world. During the reading they would be asking and answering questions about the animals we were studying. Also, while reading students would have to find explicit information about animals to help them understand what made the animal unique. During the reading students would make inferences based on the information that was provided about the animals.

For science, students have studied about how plants and animals life cycles work. During their study of the life cycle the students found out how animals inherit traits from parents. They have watched a variety of videos and constructed arguments about how animals form groups to survive. There has also been arguments constructed on how organisms and animals survive within certain habitats. For example, how well would a certain type of snake live in a particular environment. They would have to tell why. This learning was then extended into the fourth grade. They worked on constructing arguments to show how the internal and external structures function to help animals to survive, grow, behave, and reproduce. They also learned how animals will receive information through their senses. This information is processed through the brain and the animals will respond in different ways by the information that they have gained. This helps animals survive in their surroundings. Fifth graders used the information that they have gained from the past two years to help them expand their understanding about animals and how their food comes from energy. They learned how this food helped to repair their body, grow, and keep warm. This links back to the life cycle of animals.

With this field trip, students can add information to the knowledge they have already read and studied about animals. They will also be able to add on knowledge about plants as well. They will be creating questions as they study the animals that can be answered through the text that is presented at each exhibit. They will also be able to see the true habitats in which some animals live. Students will examine the animals habitats to see how the animals structures help them to survive, grow, and behave. There are exhibits throughout the zoo that will show students animal senses and how these parts connect to the brain to help an animal receive

information to survive. Students will have a chance to talk with employees at the zoo about food that the animals eat and how certain types of food helps the animals.

Upon returning students will complete another writing. This time they are going to write about facts they learned on how animals survive in their habitat, use their sense, and about their food.

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