

BCPS Field Trip Request ID # 9730

Trip Request By	Megan Boston - FES
Trip Name	Bernheim Forest
Trip Date	05-01-2019
Approx. Pick-up Time	9:15AM
Return Date	05-01-2019
Approx. Return Time	3:00PM
Class/Group	1st/2nd and Mrs. James homeroom
Student Count	130
Chaperone Count	13
Number of Vans/Buses	3
Common Carrier	Miller
Cost to Students	6
How will you pay for students who cannot afford the fee?	
Grade Level Funding	

Place of Departure

Name:	Freedom Elementary School
Address:	583 E. Woodlake Circle
City:	MT WASHINGTON
State:	KY

Destination

Name:	Bernheim Forest
Address:	2075 Clermont Rd.
City:	Clermont
State:	KY

Lesson Plans

Our unit from the week before ties in several standards using the theme of maps and recognizing landforms to be able to navigate both in ELA and Science/Social Studies. We have also went over recycling and being able to recreate/reuse items out of those materials.

SS-EP-4.1.2 Students will use geographic tools to identify major landforms and natural resources on Earth's surface and use relative location.

SS. Geography 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

*(Students will have to use their knowledge of reading maps and navigating the trails to find trolls. They will recognize any landforms and make connections looking at their map and knowing their geographical location on the trails.)

1-LS3-1 ~ I can make observations to construct an evidence based account that young plants are alike and different.

*(Discussing how the same plants may have differences while walking on the trails.)

2.ESS-1-Students use information from several sources to provide evidence that Earth events can occur quickly or slowly.

*(Students will apply their knowledge of quick and slow earth changes by locating examples throughout the park.)

1.RI.2/2.RI.2 - I can identify the main topic and retell key details of an informational text.

*(We read several passages of different landforms/landmarks that can be found on maps and how maps help us to find our ending destination.)

2.RI2.5- I can use various text features to locate key facts or information.

*(Students will use their knowledge of map skills to locate various landmarks, landforms, and points on a map.)

1.RI.4 - Identify words and phrases that suggest feelings or appeal to the senses.

*(Students will be prompted to describe how the trolls features were created and recognize their possible feelings from the way we practiced in class with using the words we found in various poems and stories.)

*(They will also get to use some of their senses to describe the trolls that they see. What they look like. How they feel. If there is a specific smell to the wood used to create them.)

1.RF.1.3/2.RF2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

*(Students will be on the hunt for different letters along the trails. At the end of the field trip, they will re-arrange the letters to create a word and decode it using their phonics skills we have practiced throughout the school year.)

On the trip, Students will be split up into groups and will be given a map. They will observe the different plants and how some may be similar and different. Along the trails, the students will complete a language arts task of finding letters and decoding a secret word by the end of the field trip. They will also be using their maps to locate landmarks and possible landforms. Their ultimate goal is to find 2 of the 3 trolls that were created by the artist, Thomas Dambo. They will have to write down the names of the trolls and make an inference as to how the trolls may be feeling/doing from recognizing their traits and how they are positioned.