

# **BCPS Field Trip Request ID # 12647**

Trip Request By	Megan Boston - FES
Trip Name	3rd Grade Bernheim Field Trip
Trip Date	04-28-2022
Approx. Pick-up Time	9:30AM
Return Date	04-28-2022
Approx. Return Time	2:45PM
Class/Group	3rd grade and some 2nd grade students
Student Count	104
Chaperone Count	8
Number of Vans/Buses	2
Common Carrier	Jefferson Transportation
Cost to Students	15
How will you pay for students who cannot afford the fee?	Classroom funds

## **Place of Departure**

Name:	Freedom Elementary School
Address:	4682 N. Preston Highway
City:	Shepherdsville
State:	KY

## **Destination**

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

## **Lesson Plans**

### **3rd Grade Bernheim Field Trip Plans**

As a school, we have been working on a PBL to build our own school garden. Our focus on the field trip will be to visit the edible garden and to receive a lesson from a Bernheim gardener on how to create and maintain a garden. The 3rd grade students have been engineering and designing a garden while providing nutrients crops need with the use of compost materials. The students will have the opportunity to ask questions, document information, and build their plan for the school garden from a community expert. We will also walk the trails to find the forest giants to discuss the benefits of recycling items.

On the trip, Students will be split up into groups and will be given a map. They will observe the different plants and how those plants thrive in their environments. 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.

***3.G.GR.1 Explain how physical and cultural characteristics of world regions affect people, using a variety of maps, photos and other geographic representations.***

***3.E.ST.1 Describe examples of economic interdependence.***

\*(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 by looking at their map and knowing their geographical location on the trails.)

**3-LS3-2: Use evidence to support the explanation that traits can be influenced by the environment. \***

(Students will recognize the environment of some of the plants along the trails and discuss how it was influenced by its environment.)

**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. \***(Students will learn how the environment affects the organisms that will grow in a location.)

**3-ESS2-2.Obtain and combine information to describe climates in different regions of the world. \***

(Students will gain an understanding of the types of plants that can grow in the climate that we live in.)

**3-5-ETS1-1: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.**

**3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.**

\*(Students will use this experience to learn more about designing a garden that will thrive in our environment. Information gained will be used for students' garden designs that will be used in creating our school garden.)

**Science and Engineering Practice: Ask and Answer Questions: Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.**

\*(Students will utilize the science and engineering practice of asking and answering questions that they have about designing a garden during the edible garden demonstration part of this field trip.)

***3.RI.2 - I can identify the main idea of a text and retell key details that support the main idea of an informational text.***

\*(We read several passages about gardening. Important concepts of gardening, how to maintain a garden, environmental importance for growth of crops, etc.)

**3.RI.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.)

**C.3.5 - Conduct short research projects that build knowledge about a topic**

***C.3.6 - Using experiences to create a story, build a plan, and connect to those experiences.***

- \*(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.)
- \*(Students will use their experiences in the garden the plan, create, and maintain a school garden)

***3.RF.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.)