**Spring Forest & Pond Field Trip**

**Program Descriptions for Gr. 1-6**

*Select a grade specific program or design your own! All field trips are approximately 1 ½ - 2hrs. in length.*

### GRADE 1

#### Color Hunt! 1½-2 hrs

**Summary:** Students will examine the role of color in nature. What colors are most common? How does the color of an animal affect its ability to hide? Students will participate in a scavenger hunt and several short sensory-oriented games. **Standards:** SCI: I.1.E4; IV.1.E1. MAT: III.1.E1-2.

#### The Forest Floor

**Summary:** Students will examine how the color and texture of soil change from place to place. We will also investigate this habitat by setting up a 1-meter plot sample to study what lives on the forest floor. **Standards:** SCI: II.1.E4; IV.1.E1; V.1.E2. MAT: III.1.E1; III.1.E2.

### GRADE 2

#### Frog-tastic! 1½-2 hrs

**Summary:** Students will participate in a variety of frog activities followed by a frog search and careful observation of discoveries. Students will describe the basic requirements, adaptations, and life cycle of frogs. **Standards:** SCI: I.1.E3; II.1.E4; III.2.E1-4; III.4.E2; III.5.E1-2. SOC: I.2.E2.

#### Trees, Trees, Trees! 1½-2 hrs

**Summary:** We will try to answer the following questions in this program: 1) What are the parts of a tree; 2) How can you tell the age of a tree; and 3) What do trees need to live? Students will participate in several activities, including games, a “tree hike”, and making “bark casts.” **Standards:** SCI: I.1.E1; II.1.E4; III.2.E1-2; III.4.E2; III.5.E2.

### GRADE 3

#### Forest, Field & Pond 1½-2 hrs

**Summary:** In groups, students collect and record data (temperatures, soil moisture, plant and animal life) in order to describe similarities and differences among forest, field & pond communities. **Standards:** SCI: I.1.E3-4; II.1.E4; III.2.E2,4; IV.4.E2. MAT: II.3.E6. III.1.E1. SOC: I.2.LE1.

#### What’s For Dinner? 1½-2 hrs

**Summary:** Students will learn about predator/prey relationships and strategies animals have developed to avoid being eaten. Students will also explore why birds sing and how animals use their senses to communicate with each other. **Standards:** SCI: II.1.E4; III.2.E2; III.4.E2; III.5.E1-2. MAT: III.1.E1; III.3.E1-2.

### GRADE 4

#### How Do We Sample Insects? 1½-2 hrs

**Summary:** How do scientists sample insects? Are sampling methods different for terrestrial vs. aquatic insects? What are exotic, invasive species? Do we have any? What are the life cycles of different insects? How do insects find their mates? Students will answer these questions as they collect and study insects from terrestrial and aquatic habitats. **Standards:** SCI: I.1.E3; II.1.E4; II.2.E1; II.2.E3; III.4.E2; III.5.E1-2. MAT: II.3.E6; III.1.E1. SOC: I.2.LE1.

#### Thirsty Soil Science 1½-2 hrs

**Summary:** How can soil be described according to texture? Does water move through some soil types faster? What kinds of organisms live in topsoil? Students will conduct an investigation to describe various soil types and compare percolation rates. **Standards:** SCI: I.1.E6; II.1.E1; II.1.E4; IV.1.E1; V.1.E2. MAT: II.3.E6; III.1.E1-2; III.3.E1-2.

### GRADE 5

#### Wetland Ecology 1½-2 hrs

**Summary:** Students will investigate wetlands by studying soil, indicator plants, and hydrology of wetlands. Students will be able to describe the essential components of a wetland and classify them. **Standards:** SCI: I.1.3-4.6; II.1.4; III.5.2.4. MAT: II.3.E6; III.1.E1. SOC: I.2.LE1; I.2.EE3.

#### Spider Math 1½-2 hrs

**Summary:** How do environmental factors such as sunlight, moisture, and cover predict the presence of spiders? Students will use the scientific processes of observing, comparing, classifying, and describing as they look for spiders and record data about them. Students will not handle spiders. **Standards:** SCI: I.1.E6; II.1.E1; III.2.E2. MAT: III.1.E1; III.3.E1-2.

### GRADE 6

#### Pond Sampling 1½-2 hrs

**Summary:** Students collect data to discover fauna, and flora of a pond. Students will also sample pH, dissolved oxygen, temperature, etc. This trip will be restricted to a limited number of student groups at each site. **Standards:** SCI: I.1.E6; II.1.E4; III.2.E2. MAT: I.1.E1; I.1.E3; III.3.E1-2.

#### Be a Forester:

**Tree ID & Measurements 1½-2 hrs**

**Summary:** Using guidebooks and dichotomy keys, we will rely on observations of terminal buds, tree silhouettes, and branch patterns to help identify our local trees. Students will also be introduced to measurements of tree height and diameter, using a compass and learning how to pace. **Standards:** SCI: I.1.E3-6; II.MS5; III.2.MS1. MAT: II.3.MS6; III.1.E4; V.1.MS2.

#### GRADES 7-12 (Choose one)

In an effort to support teachers in Grades 7-12, I can provide field trips focusing on the topics below. I will work with the teacher to create a field trip that is appropriate for your class and grade.

- Forest Measurements
- Tree & Plant ID
- Forest Soils
- Forest Insects & Pests
- Forest Wildlife
- Your own topic
Spring Forest & Pond Field Trip Information
Field trips are available at a NOMINAL FEE to schools in the CCISD and GOISD school districts!
The field trips will be $15 per class per field trip and a $5 fee for each additional class on the same day at the same location. The CCISD will invoice each school at the end of the semester for a total number of field trips per school per semester.

How to Schedule a Field Trip:
Teachers of grades 1-6 should fill out a “Field Trip Request Form.” These forms can be obtained through your school, from our website, or by calling us. On the form, you will need to select a program, preferred dates, and location. Your school can schedule multiple trips for the same date, but only one field trip at a time. After we receive your form, we will schedule your class and send you a confirmation letter regarding your field trip schedule.

School should provide:
First aid kit
Chaperone (parent/teacher) for every 10 students.

Center will provide:
A naturalist to lead your field trip.
Name tags for students to use.

Appropriate Dress:
The weather can be very unpredictable at this time of the year. Please have your students dress for the weather conditions!

Logistics:
1) You will meet your presenter(s) at the field trip site (unless other arrangements are made).
2) If the school decides to cancel a field trip (in case of severe weather) please call the Center at 487-3341 two to three hours in advance!

Please discuss with students before trip:
1) Stay with your group leaders; don’t wander off.
2) Don’t litter (Bring a plastic bag to pick up litter!).
3) Respect the plants and animals in the forest. This is their home. Behave the way you would at your friend’s house.

Locations for Spring Field Trips:
- Michigan Tech. Recreational Trails – Sharon Ave
- Lake Linden-Hubbell School Forest
- McClain State Park – Bear Lake Trail
- Calumet Waterworks Park
- Black Creek Nature Sanctuary (near Calumet)
- Baraga School Forest (Pelkie)
- Maasto Hiihno Ski Trails (Hancock)
- Ford Forestry Center (Albera)
- Bessemer City Park (Bessemer)
- Norrie Park (Ironwood)
- Porcupine Mountain State Park
- Lake Perrault (near Painesdale)
- Boston Pond (near Boston Location)
- Your school
- Suggest a site to us!

To request a field trip:
Download a request form from our website! http://wupcenter.mtu.edu/education/fnttrip.htm

Send your field trip request form to:
Western U.P. Center for Science, Mathematics & Environmental Education
105 Dillman Hall – Michigan Technological University
1400 Townsend Dr., Houghton, MI 49931-1295
Fax: 906-487-1620  Tel: 906-487-3341

For more information, contact:
Kathy Carter, Outdoor Science Investigations
Field Trip Coordinator
Email: krcarter@mtu.edu or call: 906-487-3341

The Western Upper Peninsula Center for Science, Mathematics & Environmental Education is a partnership of Copper Country & Gogebic-Ontonagon Intermediate School Districts and Michigan Technological University serving schools and communities in Houghton, Baraga, Gogebic, Ontonagon and Keweenaw Counties.

The Outdoor Science Investigation Field Trip Program is funded for five years by Jim and Mary Nelson’s foundation with their full annual distribution. The Nelsons share the Center’s commitment to providing opportunities for youth to spend time outdoors learning about their natural environment.

“Opening the door to a lifetime of wonder and exploration of the natural world.”