FONTENELLE FOREST

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"Is It Alive?"

Pre- and Post-Trip Activity Suggestions

K – 1st

Below are pre- and post-visit field trip activities that can be done either indoors or on your school grounds. We encourage you to give serious consideration to one or more of these -- they will enhance your class' field trip experience and are also a lot of fun! We look forward to your students' arrival and anticipate providing them with a fun and educational experience. If you have any questions, please call us at 402-731-3140.

The following activities meet NE State Science Standards: SC2.1.1 (a, b ,c, d, e, and f), SC2.3.1a

Activity: Living/Non-living Hunt
Suggested Timing: 20 minutes
Time: Pre-Trip
Location: Outside
Materials: clip boards with white paper for sketching, pencils
Procedure: Before doing this activity, help your students fold their paper in half. They then can label the halves: "Living" and "Non/Living". (For younger students, prepare the papers ahead of time.) Attach the papers to clip boards or heavy cardboards so that the students will have a sturdy drawing surface.
Walk around the school grounds asking the children to locate 5 living things and 5 non/living things. Ask them to sketch their finds.
The students can work in whole group, in teams of two or three, or individually.
Back in the classroom meet as a group and compare data. Discuss errors. For example, some students may have drawn a car as a "living" thing because it moves. Help the students realize that a car can't move all by itself, doesn't eat, doesn't breathe, can't grow and certainly doesn't produce baby cars.
If your students keep science notebooks or portfolios, they can add their data sheets.

Activity: Small Animal Observations
Suggested Timing: 10 – 15 minutes
Time: Pre or Post Trip
Location: Outdoors or Indoors
Materials: clear plastic containers, hand lenses**,** data sheets
Procedure: The students will be observing small animals to see if they move and eat. Several easily available animals to observe are: ants, worms, caterpillars, crickets, spiders, birds, squirrels
If the students are making their observations in the classroom, corral the animal in a clear plastic container.
Brainstorm with the students what foods to offer: sugar, jelly (*snails like jelly), bird seed, corn, nuts, or raisins.
As a group decide which animals to observe. Help the students create a data sheet similar to the one below.
Then the students can make and record observations.

Eats ____ **Moves ____**

Eats____ **Moves ____**

Eats____ **Moves ____**

Activity: Plants Grow and Move
Suggested Timing: several weeks
Time: Pre or Post Trip
Location: Indoors
Materials: small leafy house plant (for example; ivy, spider plant, purple heart, or angel wing begonia), light source (window or lamp), yard or meter stick (Non-standard measures can be used but you'll need to be consistent.), teacher or child made plant growth chart (Each student might want to have their own chart.), sticker
Procedure: As a whole group, take a small plant and mark its flower pot with a sticker, (this will be the front of the pot). Help the students measure the plant's height from the soil to the top leaves. Record the height on a "plant growth chart". Place the pot in a window or near a light source with the sticker front facing towards the light. **Tape the pot down so that it doesn't get accidently moved.** (Over time the leaves will turn towards the light.)
Let the students take turns watering the plant.
After two weeks measure and record the plant's growth. Then make a consensus observation as to the direction the leaves are facing. (Hopefully, towards the light source.) Reposition the pot so that the sticker front is now pointing away from the light and tape the pot down. The students can make predictions about the observations that they will make in the next two weeks.
After another two weeks check the plant. Help the students conclude that the plant grew but it also moved its leaves (all by itself) around to face the light.

Activity: Living/Non-living Picture Sort
Suggested Timing: 3 – 6 minutes
Time: Pre or Post Trip
Location: Indoors
Materials: Pictures of Living and Non-living Things
Procedure: This activity can be completed individually, in small groups or as a whole group. The students simply sort the pictures into two groups "Living" or "Non-Living". It is important to check the student's accuracy and reteach when indicated.