### Fifth Grade

#### FIELD TRIP THEMES

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<th>TALES OF THE TRAILS (Prairie)</th>
<th>NGSS TOPIC ARRANGEMENTS</th>
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| - Imagine life in Illinois as a Native American by exploring the prairie, wigwam, and more! Discover life in this endangered habitat and learn about protecting resources. | - Energy  
- Ecosystems  
- From Molecules to Organisms |

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<th>WADE INTO WETLANDS (Wetlands/Pond)</th>
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| - Wade into the wetlands with dip nets to observe the world beneath the water. Understand the importance of all aquatic creatures, big and small, during the wetland food chain. | - Energy  
- Ecosystems  
- From Molecules to Organisms |

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<th>FOREST FRENZY (Woodlands)</th>
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| - It's wild in the woodlands! Participate in the forest frenzy food web game to understand the complexity of the ecosystem and the importance of biodiversity. | - Energy  
- From Molecules to Organisms  
- Ecosystems  
- Earth and Human Activity |

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<th>H2O ON THE GO</th>
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| - It's a 'waterful' world! Join us in exploring our water habitats, water testing, and building your own mock pond to learn about the side effects of pollution. | - Earth's Systems  
- Earth and Human Activity |

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<th>OUT OF THIS WORLD</th>
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| - Go to infinity and beyond to discover how vast the solar system is with visual measurements and teamwork! | - Motion and Stability  
- Earth's Place in the Universe  
- Earth's Systems |

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Please note: Activities and correlations listed are a sampling of activities that may be conducted on your field trip. Do to time constraints, weather, and seasonal conditions, not all activities may be accomplished during the field trip. In the event of severe inclement weather, alternative activities will be conducted inside the Nature Center.
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**TALES OF THE TRAILS (Prairie)**
Imagine life in Illinois as a Native American by exploring the prairie, a wigwam, and more! Discover life in this endangered habitat and learn about protecting resources.

1. Play a food energy game
   a. Energy/5-PS3-1: Use models to describe that energy in animals’ food (use for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
   b. Ecosystems: Interactions, Energy, and Dynamics/5-LS2-1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
2. Walk and explore the trails and habitats as if pre-settlement.
3. Explore the many uses of prairie plants
   a. From Molecules to Organisms: Structures And Processes/5-LS1-1: Support an argument that plants get the materials they need for growth chiefly from air and water.
**WADE INTO WETLANDS (Wetlands/Pond)**

Wade into the wetlands with dip nets to observe the world beneath the water. Understand the importance of all aquatic creatures, big and small, during the wetland food chain.

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**FOREST FRENZY (Woodlands)**

It's wild in the woodlands! Participate in the forest frenzy food web game to understand the complexity of the ecosystem and the importance of biodiversity.

1. **Food Chain Game**
   a. **Energy/5-PS3-1**: Use models to describe that energy in animals’ food (use for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
   b. **From Molecules To Organisms/5-LS1-1**: Support an argument that plants get the materials they need for growth chiefly from air and water.
   c. **Ecosystems: Interactions, Energy, and Dynamics/5-LS2-1**: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

2. **Participate in citizen science activities to record biodiversity at the nature center using the Inaturalist app.**
   a. **Earth and Human Activity/5-ESS3-1**: Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

3. **Explore trees???
   a. **From Molecules To Organisms/5-LS1-1**: Support an argument that plants get the materials they need for growth chiefly from air and water.
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H2O ON THE GO
It’s a ‘waterful’ world! Join us in exploring our water habitats, water testing, and building your own mock pond to learn about the side effects of pollution.

1. Construct a model of Earth’s spheres.
   a. Earth’s systems/5-ESS2-1: Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

2. Measure out Fresh water
   a. Earth’s systems/5-ESS2-2: Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

3. Construct a model of a community and dissect all the effects of pollution in the air and water.
   a. Earth and Human Activity/5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.
### OUT OF THIS WORLD

Go to infinity and beyond to discover how vast the solar system is with visual measurements and teamwork!

1. Conduct gravity experiments.
   a. Motion and Stability: Forces and Interactions/5-PS2-1: Support and argument that the gravitation force exerted by Earth on objects is directed down.

2. Measure out the solar system
   a. Earth’s Place in the Universe/5-ESS1-1: Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.

3. Tilt
   a. Earth’s Place in the Universe/5-ESS1-2: Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

4. Construct a model of Earth’s spheres
   a. Earth’s systems/5-ESS2-1: Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.