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.
PRAIRIE PARTY (Prairie)

It’s time for a prairie party—it is sure to ‘bee’ fun! Students will explore the prairie hands-on during the bee dance, Seed Olympics, and more party pollinator activities!

1. Compare and contrast prairie plants and the prairie as an ecosystem.
   a. Matter and Its Interactions/2-PS1-1: Plan and conduct an investigation to describe and classify different materials by their observable properties.
   b. Ecosystems: Interactions, Energy, and Dynamics/2-LS2-1: Plan and conduct an investigation to determine if plants needs sunlight and water to grow.
   c. Ecosystems: Interactions, energy, and dynamics/2-LS2-2: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
   d. Biological Evolution: Unity and Diversity/2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.

2. Students will plant prairie plant seeds in individual pots to take home with them.
   a. Ecosystems: Interactions, energy, and dynamics/2-LS2-1: Plan and conduct an investigation to determine if plants need sunlight and water to grow.

3. Pretend to be bees and dance your way through the pollination game.
   a. Ecosystems: Interactions, Energy, and Dynamics/2-LS2-2: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

4. Investigate the endangered animals of the prairie in an interactive survival game.
   a. Biological Evolution: Unity And Diversity/2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.

5. Investigate the benefits of prairie plants and the effects of erosion.
   a. Earth’s Place In The Universe/2-ESS1-1: Use information form several sources to provide evidence that Earth events can occur quickly or slowly.
   b. Earth’s Systems/2-ESS2-1: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
| 1. | Investigate the different properties of water  
|     | a. Matter and Its Interactions/2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.  
|     | b. Matter and Its Interactions/2-PS1-4: Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. |
| 2. | Explore the water cycle through an interactive relay  
|     | a. Earth’s Place In The Universe/2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.  
|     | b. Matter and Its Interactions/2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.  
|     | c. Matter and Its Interactions/2-PS1-4: Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. |
| 3. | Collect wetland samples and investigate the smallest of creatures residing in the wetland.  
|     | a. Biological Evolution: Unity And Diversity/2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats. |
| 4. | Build a giant map of different bodies of water.  
|     | a. Earth’s Systems/2-ESS2-1: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.  
|     | b. Earth’s Systems/2-ESS2-2: Develop a model to represent the shapes and kinds of land and bodies of water in an area.  
|     | c. Earth’s Systems/2-ESS2-3: Obtain information to identify where water is found on Earth and that it can be solid or liquid. |
Second Grade

**TOWERING TREES**

From tree to table, students will explore tree growth, tree products, and more ‘tree-riffic’ things through interactive activities! This field trip is towering with all things trees.

1. Explore, discover, and key out all the things that are made from trees (makeup, spices, furniture, rubber, and more!)
   a. Matter and Its Interactions/2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
   b. Matter and Its Interactions/2-PS1-2: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

2. Explore the woodlands and discover the life cycle of a forest to an individual tree with a game mimicking seed dispersal and pollination.
   a. Ecosystems: Interactions, Energy, and Dynamics/2-LS2-1: Plan and conduct an investigation to determine if plants need sunlight and water to grow.
   b. Ecosystems: Interactions, Energy, and Dynamics/2-LS2-2: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
   c. Earth’s Place In the Universe/2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

3. Make observations and learn about different wildlife that call a tree home, from the roots to the canopy.
   a. Biological Evolution: Unity And Diversity/2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.

4. Learn how trees can help prevent wind and water erosion by building mock forests and experiencing with the elements of nature.
   a. Earth’s Systems/2-ESS2-1: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
   b. Engineering Design/K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
   c. Engineering Design/K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
   d. Engineering Design/K-2-ETS1-3: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. Discuss the concept of the four seasons and how plants and animals adapt with each season.
Second Grade

A HOME FOR ME AND YOU

Students will investigate different materials and compete to build the best home or habitat for different animals.

5. Investigate materials in the woodlands and prairie used in animal habitats
   a. Matter and Its Interactions/2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

6. “3 Little Birds” Build a model animal home that must survive different elements of nature (including an earthquake)
   a. Matter and Its Interactions/2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
   b. Matter and Its Interactions/2-PS1-2: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
   c. Earth’s Place in the Universe/2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
   d. Engineering Design/K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
   e. Engineering Design/K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
   f. Engineering Design/K-2-ETS1-3: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. Discuss the concept of the four seasons and how plants and animals adapt with each season.

7. Explore all three habitats at Douglas-Hart and note characteristics of each and the type of animals that may live within each one.
   a. Biological Evolution: Unity And Diversity/2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.
   b. Earth’s Systems/2-ESS2-2: Develop a model to represent the shapes and kinds of land and bodies of water in an area.
Second Grade

JOURNEY TO THE CENTER OF THE EARTH

Dig deeper when discovering the layers of the earth through the eyes of burrowing animals. Students will get down and dirty while exploring erosion.

1. Investigate the layers of the earth
   a. Matter and Its Interactions/2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

2. Investigate the animals who call the underground home
   a. Biological Evolution: Unity And Diversity/2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.

3. Observe a demonstration on how erosion occurs by both wind and water
   a. Earth’s Place in the Universe/2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
   b. Earth’s Systems/2-ESS2-1: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

4. Pretend to be a burrowing animal like a chipmunk, mole, or crayfish and build their ideal home but also protect it from erosion and other elements of nature (volcano? Earthquake?)
   a. Earth’s Place in the Universe/2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
   b. Earth’s Systems/2-ESS2-1: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
   c. Engineering Design/K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
   d. Engineering Design/K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
   e. Engineering Design/K-2-ETS1-3: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. Discuss the concept of the four seasons and how plants and animals adapt with each season.