

LOUISIANA SCIENCE STANDARDS THAT ARE INTRODUCED OR REINFORCED DURING TREES AND TRAILS FIELD TRIPS

SCIENCE

Kindergarten

ENERGY

- **K-PS3-1-**Make observations to determine the effect of sunlight on Earth's surface.
LE.PS3B.a Sunlight warms Earth's surface.

FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

- **K-LS-1-1-** Use observations to describe patterns of what plants and animals (including humans) need to survive.
LE.LS1.C.a- All animals need food in order to live and grow. Animals obtain their food from plants or from other animals. Plants need water and light to live and grow.

EARTH'S SYSTEMS

- **K-ESS2-2-** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
LE.ESS2E.a- Plants and animals can change their environment.

EARTH AND HUMAN ACTIVITY

- **K-ESS3-1-** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
LE.ESS3A.a- Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.
- **K-ESS3-3-** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
LE.ESS3C.a- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.

ANCHOR PHENOMENA THAT CAN BE INTRODUCED IN THE CLASSROOM (PRE-TRIP OPTIONS)

1. Animals and plants are living things. Link for video on needs of living things. <https://www.youtube.com/watch?v=wOXay8rdzRg>
2. Plants depend on nonliving things from the earth to grow. Link to a song on what plants need to live. <https://www.youtube.com/watch?v=dUBIQ1fTRzI>
3. Link to a song, "What is a habitat?" https://www.youtube.com/watch?v=H_CSILluVZs
4. Plants put oxygen in the environment.
5. Looking at the image of the salad attached, list the foods that come from plants.



6. Many things that we use in everyday life come from trees and other plants.
7. Trees are plants and many of them have flowers.

Activities to Extend Conceptual Understanding of Performance Expectations

1. Link of a video and lab: " Making Recycled Paper by Mrs. Dills' Kindergarten Class 2014" <https://youtu.be/ajhkUPYvSDI>
2. Students are to share with the class what they ate for break or lunch. They are to name the foods that they ate that are plant based.
3. Show the students the picture of the cow and the chickens. Ask them what these animals are eating. Tell them that the chicken they may eat, grew by eating corn which is part of a plant. The cow is eating grass which is also a plant.



4. Does your school recycle paper, plastic or other materials? You can discuss the importance of recycling materials at school and at home.