

Are there other animals around them?

What graph could we use to best represent the data we have collected in this body of water?

Can you drink this water?

What types of animals live in or close to this body of water?

How big is this river?

What are they fishing for?

What do the fish eat?

What kind of wild life are here?

How deep is the water?

What time of year is it?

Can I swim in it?

How deep is the water?

What are they fishing for?

Are they allowed to fish there? (government)

How deep is it? ..What is the volume of the water? (Math)

Is this a competition or for fun?

Are they using worms or something else to lure in the fish?

What time of year is it?

High tide or low tide?

Where are they?

Are there other animals in the water other than fish?

How fast is the water moving? Erosion, sediment, weathering, deposition

What is the relationship between the river and people?

Where are they?

Can you camp near-by?

Who took the picture?

What creek are they fishing in?

Where is the river?

How fast is the water moving?

What trees are growing?

What other wildlife is in the area?

What is this river?

What kind of fish are they trying to catch.

Why are the rocks different sizes? (Janita: Rock Patterns)

What's in this river?

What time of year is this?

What kind of trees are around them?

What is in the river?

Did they dig up worms to fish? (Emilee: Animating the water cycle... fit into ecosystems)

What are they trying to catch?

Where does this body of water go? (This could be used during our Earth science unit and "Where Does the Water Go?)

What type of trees are in this area?

Is this fresh water or brackish water?

Are those two people related? (Text Structures - Compare and Contrast)

What kind of wildlife lives there?

Who are the people fishing?

What type of trees are there in this area? (Plants)

Where is their tackle box?

Is this a river? Stream? Estuary?

Did it rain recently?

Do they have a fishing license?



Catch things from the water in a net.

Nature Walk

Observe the direction fish are swimming

Pick up trash

Natural attributes

Sustainable practices

Take test samples of the water.

Cultural attributes

discover what trees and plants are there

Authentic experiences

Cleaning up trash

Emotional connections

take a net to catch and release anything we find in the water

Cultural Attribute: Have Native Americans could use the resources here to survive?

Swimming

Test water quality

identifying types of trees

Go fishing

What about this field trip made you feel calm? ...

Seining in the water

listening walk

Identify local plants and animals that live there.

Hiking/meditation

look for animals

canoeing/kayaking

skip rocks

Pre-K (and Music) - Butterflies

Where could you see this resource connecting in your curriculum? Are there specific standards you're thinking of?

Students keep a butterfly journal to show each stage of the life cycle (writing).

I have a PreK Music lesson with creative movement based on the lifecycle of butterflies.

We release them in their natural habitat after observing the life cycle of them.

Discuss pollination. Plant milk weed outside near the playground.

Observed milk weed at Adkins during our field trip in both the fall and spring. Made comparison of milk weed.

Discussion of migration (social studies).

Prior to release discuss the benefits butterflies have on the environment.

Read non-fiction books about butterflies.

Consider when this resource will fit in your curriculum (seasonality matters)

We observe butterflies in the spring. School wide in the fall.

Kindergarten - Planting Natives

Where could you see this resource connecting in your curriculum? Are there specific standards you're thinking of?

we have some materials already from previous garden work

Unit 5 in reading

Life Cycle

Book - **Tops and Bottoms** and show them the plants that match

Living and non-living unit

reading connection: the way that certain plants grow and actually see it

Consider when this resource will fit in your curriculum (seasonality matters)

potted plants or raised beds

rain barrels for roof run-off

grow native plants at home and bring them in to show students

Native Plants from the area

Contact-Atkins for more information

using water run off for garden

water garden in the water table on the playground

just taking students outside to have them sit outside and ask questions

1st Grade, TECH - Bird boxes/feeders/cams

Where could you see this resource connecting in your curriculum? Are there specific standards you're thinking of?

Consider when this resource will fit in your curriculum (seasonality matters)

animals and their
body parts - how
they use their
senses and their
body parts to make
sense of their
environment

What feed is best
for the
birds/animals?
(different bird beaks
eat different types
of foods)

**animals
and
senses**

**best habitats
for the
different birds**

**Spring time
for houses and
winter time
for feeders**

**Social Studies
connection- map
birds migration
routes and/or where
different birds may
live**

2nd Grade, ART - Pollinators

Where could you see this resource connecting in your curriculum? Are there specific standards you're thinking of?

Coordinate with environmental club to observe local pollinators.

Students record pollinators in Science

steps in the process of pollination

Art- Bee facts and combine with Up close flowers Georgia O'Keefe style

Consider when this resource will fit in your curriculum (seasonality matters)

Study pollinators in the 4th quarter/Spring.

Adkins field trip in May

3rd Grade, MEDIA - Tower Garden

Where could you see this resource connecting in your curriculum? Are there specific standards you're thinking of?

Researching the types of plants that grow and thrive in the tower garden.

Inheritance & Variation in traits

Cause and Effect

Sequencing

Compare & Contrast

Life Cycle

Measurement and Graphs

Tower Garden curriculum set

ILS- article or book related to the tower garden

Consider when this resource will fit in your curriculum (seasonality matters)

Opinion Writing: Why is it better to grow with the tower garden vs. the dirt.

Pollination

4th Grade - Sultana Trip

Where could you see this resource connecting in your curriculum? Are there specific standards you're thinking of?

**Science:
Motion of
Waves**

Consider when this resource will fit in your curriculum (seasonality matters)

**Native
American
lives**

5th Grade, PE - Trees + Recycling

Where could you see this resource connecting in your curriculum? Are there specific standards you're thinking of?

Student Race to choose the best way to recycle (PE)

Actively engage the students in tree climbing (PE)

Consider when this resource will fit in your curriculum (seasonality matters)

Energy Transfer and Ecosystems (Science)

Also trees can be brought up during Earth's Revolution (Science)

Reducing Human Footprint (Science)

Writing- Write a Public Service Announcement about how experiencing nature changes the way people think and feel about it. (Camping with the President)

"Save this space!" Small group book (Unit 1 Weeks 1-2)

DC field trip: Not everyone has equal access to nature and natural spaces. Learn about the barriers that different communities face and plan a park that addresses these issue

"Write an expository essay ... about the ways humans protect the environment" (ELA)

