



1st Grade - Fall/Spring Plant Investigations

Program Description for Classroom Teachers

Programs are subject to change based on weather, temperature, road conditions, public health and safety concerns.

Synopsis:

In this hands-on exploration, students will explore life at the Nature Center through several plant investigations.

Students will learn about the parts of different plants like trees and flowers, construct their own flower together as a class, and dissect flowers in groups to gain understanding of how plants meet their needs.

They will explore local flora in the Cache National Forest, make close observations, identify patterns, and construct an explanation of the needs and similarities of plants in Logan Canyon.

Students will:

- **Construct explanations** by observing patterns of external features of plants in Logan Canyon
- Emphasize how plants and nonhuman animals, found in specific surroundings, share similar physical characteristics.
- **Obtain, evaluate, and communicate information** about patterns of plants throughout their life cycle and compare “children” (seeds) versus their parents
- Participate in group & individual exploration
- Develop skills in close observation
- Observe and compare external features of plants in Logan Canyon
- Build appreciation for and make a connection to the local forest

Length of Program: 1.5 hours

Season(s) Offered: Fall or Spring

Location: Stokes Nature Center

Program Fee: \$6 per student

Logistics:

- The school bus should drop you off at the Stokes Nature Center trailhead of the River Trail in Logan Canyon (on the south shoulder of the highway) where you will be met by Stokes’ naturalists.
- Program will end at the Stokes Nature Center and you will walk with your students back down the trail (plan 7-10 minutes from the end of the program to walk back to the trailhead).
- Students should wear comfortable clothing that may get dirty.
- We will be outside for much of this program, dressing in layers is advised.
- Closed toe shoes are appropriate. Please, **no flip flops!**
- Students should wear visible name tags (packing tape over a name tag keeps them on).
- Please bring one adult per five students. There is no charge for teachers or adult chaperones.
- Restrooms are available inside the Nature Center.
- Running water will not be available at the site, so please plan ahead with water bottles.

Classroom Teacher Pre-Program Preparation

- If multiple classrooms are participating, please ensure that all teachers on your team receive the confirmation email which contains essential information about your scheduled field experience.
- See curriculum connections below.

Curriculum Connections:

Standard 1.2.2: Construct an explanation by observing patterns of external features of living things that survive in different locations. Emphasize how plants and nonhuman animals, found in specific surroundings, share similar physical characteristics. Examples could include that plants living in dry areas are more likely to have thick outer coatings that hold in water, animals living in cold locations have longer and thicker fur, or most desert animals are awake at night. (LS1.A, LS1.D)

Standard 1.2.3: Obtain, evaluate, and communicate information about the patterns of plants and nonhuman animals that are alike, but not exactly like, their parents. Example: most carrots are orange and shaped like a cone but may be different sizes or have differing tastes. (LS3.A, LS3.B)

Science and Engineering Practices	Crosscutting Concepts	Disciplinary Core Ideas
Constructing explanations Obtaining, evaluating, and communicating information	Patterns	Structure and Function Information Processing Inheritance of Traits Variation of Traits

Additional Utah Core Curriculum Connections

Subject	Standard	Objective
English Language Arts	1.SL.1	Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts.
	1.SL.2	Speak clearly and audibly while expressing thoughts, emotions, and ideas while asking and answering questions.
	1.SL.3	Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting and use visual displays, when appropriate, to describe or clarify information to others.
Social Studies	1.3.5	Demonstrate characteristics of responsible citizenship (for example, respect others' property, treat people with dignity, find solutions to conflicts, take responsibility for one's actions, take care of school grounds).
	1.4.2	Identify ways people make a living in the community.
PE	Strand 2	Students will apply knowledge to attain efficient movement and performance.
	Strand 4	Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

SEL	K-12	This program supports students growth in all 5 CASEL core competencies: Self Awareness, Social Awareness, Responsible Decision Making, Self Management, Relationship Skills
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