

Kindergarten

“Sonoran Senses”

90 Minutes

FIELDTRIP OVERVIEW

Theme: The Sonoran desert is made up of living and non-living things that feel, smell, sound and look different.

Desired Outcomes

Students will be able to:

1. Distinguish between living and non-living things
2. Explain that living things grow
3. Describe that plants and animals need water, space, food and air to survive.
4. Identify the 5 senses and their related body parts
5. Identify some plants and animals that exist in the local environment

Standards

Science – Strand 1: Inquiry Process –

Concept 1: Observation, Questions, and Hypotheses

PO 1. Observe common objects using multiple senses

PO 2. Ask questions based on experiences with objects, organisms, and events in the environment

PO 3. Predict results of an investigation based on life, physical, and earth sciences

Concept 2: Scientific Testing

PO 2. Participate in guided investigations in life science

Concept 3: Analysis and Conclusions

PO 1. Organize object according to various characteristics

PO 2. Compare objects according to their measurable characteristics

Concept 4: Communication

PO 1. Communicate observations with pictures and words

Strand 4: Life Science –

Concept 1: Characteristics of Organisms

PO 1. Distinguish between living and non-living things

PO 2. Identify the 5 senses and their related body parts

Concept 3: Organisms and Environments

PO 1. Identify some plant that exist in the local environment

PO 2. Identify that plants need the following to grow and survive: water, food, air and space

Strand 5: Physical Science –

Concept 1: Properties of Objects and Materials

PO 1. Identify the following observable properties of objects using the senses: shape, size, texture

PO 2. Compare objects by the following observable properties: size, color, type of material.

Math – **K.CC.A.1. Count to 100 by ones and by tens.**

K.CC.B.5 **Count to answer questions about “How many?”** when 20 or fewer objects are arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 to 20, count out that many objects.

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.)

K.MD.A.1 Describe measurable attributes of a single object (e.g., length and weight).

K.MD.A.2 Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute, and describe the difference (e.g., directly compare the length of 10 cubes to a pencil and describe one as longer or shorter).

K.MD.B.3 **Classify objects into given categories;** count the number in each category and sort the categories by count. (Note: limit category counts to be less than or equal to 10.)

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.