Apple Orchard - 1.25hr

Students learn the parts of an apple tree while exploring the Carpenter Nature Center Apple Orchard. Pick apples and make juice/cider, with an option to visit the pumpkin patch for an additional fee.

Before you go

Inform students that they will be visiting Carpenter Nature Center to learn about apple trees and how they grow. Make sure they are prepared for the weather because a majority of the time will be spent outside. A fun way to introduce the topic is to read a story about an apple orchard and create nametags shaped like apples for the students.

While you are here

0:00-0:15 Introduction—identifying and sorting different living and nonliving parts of nature and learning what an orchard is

0:15-0:55 Visiting the apple orchard—learning about apple trees, sampling different apples, and picking two apples to take home

0:55-1:15 Juice/cider making and conclusion—learning how to make juice/cider with everyone getting a sample

After you leave

After the program encourage students to look for different products made with apples and share what they did with their apples from CNC.

Minnesota Standards

Carpenter Nature Center supplements standards by participating in benchmark activities. Listed below are benchmarks that students will participate in but not necessarily master.

Kindergarten:

Code	Benchmark
0.1.2.1.1	Sort objects into two groups
0.2.1.1.1	Sort objects in terms of color, size, shape, and texture
0.4.1.1.2	Observe and compare plants and animal
0.4.1.1.3	Identify the external parts of a variety of plants and animals
0.4.2.1.1	Observe a natural system or its model and identify the living and nonliving components in the system

First Grade:

Code	Benchmark
1.1.3.1.1	Observe that many living and nonliving things are made of parts, and that if one part is missing or broken they may not function properly
1.4.1.1.1	Describe and sort animals into groups in many ways according to the physical characteristics and behaviors

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After you leave

After the program encourage students to look for different products made with apples and share what they did with their apples from CNC.

Wisconsin Standards

Carpenter Nature Center address and partake in performance standards to help meet content standards. Additional classroom activities may be needed to complete performance standards.

Code	Performance Standard
A.4.1	When conduction science investigations, ask and answer questions that will help decide the general area of science being addressed
A.4.5	When studying a science related problem decide what
C.4.2	Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations
C.4.7	Support their conclusions with logical arguments
C.4.8	Ask additional questions that might help focus or fur-

Code	Performance Standard
D.4.2	Group and/or classify objects and substance based on the properties of earth materials
F.4.1	Discover how each organism meets its basic need for water, nutrients, protection, and energy to survive
F.4.3	Illustrate the different ways that organisms grow through life stages and survive to produce new members of their type
F.4.4	Using scientific themes, develop explanations for connections among living and nonliving things in various environments

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Change of Seasons - 1.5hr

An introduction to the concept of natural cycles of plants and animals through the year. In the field, small groups seek to find signs of fall listed on an illustrated checklist, and play a "squirrel and seed" game about the caching of winter stores of food. The program concludes with a demonstration featuring live animals who are examples of species that migrate, hibernate and stay active through the fall and winter months.

Before you go

Inform students that they will be visiting Carpenter Nature Center to learn what changes they can notice as the seasons change from fall to winter and what animals do to prepare for winter. Be sure that they are prepared for the weather because a majority of the time will be spent outside.

While you are here

0:00-0:20 Introduction—identifying and sorting different living and nonliving parts of nature and posing the question: "what season is it?"

0:20-1:10 Field Hike—During the hike we will be looking for "clues" to tell us what season it is. A game will be played to discover how squirrels prepare for winter

1:10-1:30 Live Animals—students will meet three different animals and learn how they prepare for winter. Animals include a snake (hibernate), hawk (fly south and stay around), and a rabbit (stay active)

After you leave

Have student review the ways we can determine if it is fall or not. Use the theme of fall to inspire an art project of their choice.

Minnesota Standards

Carpenter Nature Center supplements standards by participating in benchmark activities. Listed below are benchmarks that students will participate in but not necessarily master.

Kindergarten:

Code	Benchmark
0.1.1.2.1	Use observations to develop an accurate description of a natural phenomenon and compare ones observations and descriptions with others
0.1.2.1.1	Sort objects into nature and man-made
0.4.1.1.1	Observe and compare plants and animals
0.4.1.1.3	Observe a natural system or its model and identify the living and nonliving components in the system

First Grade:

Code	Benchmark
1.1.1.1.1	When asked "How do you know?" kids support their answers with observations
1.4.1.1.1	Describe/sort animals into groups, many ways according to physical and behavioral characteristics

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Wisconsin Standards

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Code	Performance Standard
A.4.1	When conducting science investigation, ask and answer questions that will help decide the general area of science being addressed
A.4.5	When studying a science related problem, decide what changes over time are occurring or have occurred
C.4.2	Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations

Code	Performance Standard
C.4.5	Use data they can collected to develop explanations and answer questions generated by the
C.4.7	Support their conclusions with logical arguments
C.4.8	Ask additional questions that might help focus or further an investigation
E.4.6	Using science themes, find patterns, and cycles in the earth's daily, yearly, and long term changes

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Winter Fest - 1.5hr

An active celebration of winter in which students in small groups rotate through a series of outdoor activities; a winter plant relay, a rabbit and fox chase, and a game favored by Native Americans long ago. The group re-gathers indoors for a hot chocolate treat and a winter-themed story.

Before you go

Inform students that they will be visiting Carpenter Nature Center to learn what different plants and animals do to not only get ready for winter but also what they do as winter is occurring.

While you are here

Groups of students will rotate between three outdoor activities— a winter plant relay, a rabbit and fox chase game, and a game favored by Native Americans long ago.

0:00-0:15 Introduction—identifying and sorting different living and nonliving parts of nature and discussing the season of winter
0:15-0:35 Outdoor activity 1
0:35-0:55 Outdoor activity 2
0:55-1:15 Outdoor activity 3
1:15-1:30 Story—a winter themed story told with hot cocoa

After you leave

Review what some of the plants and animals do in the winter time or to get ready for the winter time.

Minnesota Standards

Carpenter Nature Center supplements standards by participating in benchmark activities. Listed below are benchmarks that students will participate in but not necessarily master.

Kindergarten:

Code	Benchmark
0.1.1.2.1	Use observations to develop an accurate description of a natural phenomenon and compare ones observations and descriptions to others
0.1.2.1.1	Sort objects into two groups: nature and man-made
0.4.1.1.1	Observe and compare plants and animals
0.4.1.1.3	Observe a natural system or its model and identify the living and nonliving components in the system

First Grade:

Code	Benchmark
1.1.1.1.2	Recognize that describing things as accurately as possible is important in science because it enables people to compare their observations with those of others
1.4.1.1.1	Describe/sort animals into groups, many ways according to physical and behavioral

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Wisconsin Standards

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Code	Performance Standard
A.4.1	When conducting science investigations, ask and answer questions that will help decide the general areas of science being addressed
A.4.5	When studying a science related problem decide what changes over time are occurring or have occurred
C.4.1	Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events

Code	Performance Standard
C.4.7	Support conclusions with logical arguments
C.4.8	Ask additional questions that might help focus or further and investigation
E.4.6	Using science themes, find patters and cycles in the earths daily, yearly, and long term changes
F.4.3	Illustrate the different ways that organisms grow through life stages and survive to produce new

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Winter Birds - 1.25hr

Students will review the basic characteristics of birds and be introduced to some easily identified common winter birds. There are two main activities; 1) students will investigate the winter food sources of owls by dismantling owl pellets, concluding with a live owl demonstration, and 2) a guided bird hike with each student wearing a picture of a particular bird for reference as they search for birds and learn about how they survive the winter.

Before you go

Inform students that they will be visiting Carpenter Nature Center to learn about the birds they can find during the winter months.

While you are here

Students will be divided into groups according the number attending the program. They partake in two different activities, but not necessarily at the same time. The activities include going on a bird hike, and solving the mystery of what owls eat by dissecting an owl pellet. Also during the owl activity students will be able to see a live owl up close.

0:00-0:15 Introduction—identifying and sorting different living and nonliving parts of nature and discussing bird anatomy and the types of birds you can find during the winter months

0:15-0:45 Activity 1

0:45-1:15 Activity 2

After you leave

Have students pick one of the birds learned during the field trip to do more research on.

Minnesota Standards

Carpenter Nature Center supplements standards by participating in benchmark activities. Listed below are benchmarks that students will participate in but not necessarily master.

Kindergarten:

Code	Benchmark
0.1.2.1.1	Sort objects into two groups: nature and man made
0.2.1.1.1	Sort objects in terms of color, size, shape, and texture, and communicate reasoning for the sorting system
0.4.1.1.1	Observe and compare plants and animals
0.4.1.1.2	Identify external parts of a variety of plants and animals, including humans
0.4.1.1.3	Differentiate between living and nonliving

First Grade:

Code	Benchmark
1.1.1.1.1	When asked "how do you know?" students support their answers with observations
1.4.1.1.1	Describe and sort animals into groups in many ways according to their physical characteristics

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Wisconsin Standards

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Code	Performance Standard
A.4.1	When conducting science investigations, ask and answer questions that will help decide the general areas of science being addressed
A.4.2	When faced with a science related problem, decide what evidence, models, or explanations previously studies can be used to better understand what is happening now
A.4.3	When investigating a science related problem, decide what data can be collected to determine

Code	Performance Standard
C.4.2	Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations
C.4.5	Use data they have collected to develop explanations and answer questions generated by investigations
C.4.7	Support their conclusions with logical arguments
C.4.8	Ask additional questions that might help focus or further an investigation

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Insects - 1.5hr

Students will be able to collect and take a close look at various insects in the field. By using their observation skills and a simple key, they will be able to identify which group each insect belongs to. All insects will be released following the program and the importance of insects will be discussed.

Before you go

Inform students that they will be visiting Carpenter Nature Center to learn about the different groups of insects and how to identify them. Remind them that a large portion of the time will be outside so they should dress appropriately.

While you are here

0:00-0:30	Introduction—identifying and sorting different living and nonliving parts of nature and discussing the different types of insects and their lifecycles
0:30-1:15	Field experience—working in pairs student will collect and identify insects
1:15-1:30	Conclusion—the importance of insects

After you leave

Have students draw/design their own unique insect with the basic characteristics, and then adding special features.

Minnesota Standards

Carpenter Nature Center supplements standards by participating in benchmark activities. Listed below are benchmarks that students will participate in but not necessarily master.

Kindergarten:

Code	Benchmark
0.1.1.2.1	Use observations to develop an accurate description of a natural phenomenon and compare ones observations and descriptions with those of others
0.1.2.1.1	Sort objection into tow groups: nature and man-made
0.2.1.1.1	Sort objects in terms of color, size, shape, and texture and communicate reasoning for the
0.4.1.1.2	Identify the external parts of a variety of plants and animals including humans
0.4.1.1.3	Differentiate between living and nonliving

First Grade:

Code	Benchmark
1.1.1.1.1	When asked "how do you know?" kids support their answers with observations
1.1.1.1.2	Recognize that describing things as accurately as possible is important in science because it enables people to comparer their observations with those of others
1.1.3.2.1	Recognize that tools are used by people, including scientist and engineers, to gather information and solve problems
1.4.1.1.1	Classify animals into many groups, including physical and behavioral characteristics
1.4.3.1.1	Demonstrate an understanding that animals pass through life cycles that have a beginning, development into adult, reproduction, and death

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Wisconsin Standards

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Code	Performance Standard
A.4.1	When conducting a science investigation, ask and answer questions that will help decide the general area of science being addressed
A.4.3	When investigation a science related problem decide what data can be collected to determine the most useful explanations
C.4.1	Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events
C.4.2	Use the science content being learned to ask questions, plan investigations, make observations,

Code	Performance Standard
C.4.4	Use simple science equipment safely and effectively , including rulers, balances, graduated cylinders, hand lenses, thermometers, and computers to collect data relevant questions and
C.4.7	Support conclusions with logical arguments
C.4.8	Ask additional questions to help focus or further investigation
D.4.5	Construct simple models of what is happening to materials and substance under going changes, using simple instruments or tools to aid in observations and collect data
F.4.3	Illustrate the different ways that organisms grow through life stages and survive to produce new members of their type

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Plant Communities - 1.5hr

Using on the five senses, students will explore the role of plants by contrasting deciduous forest, grassland and pine forest communities. Small groups will investigate the deciduous forest with magnifying glasses, learn about the grassland by pretending to be fire, and explore the life in the pine forest.

Before you go

Inform students that they will be visiting Carpenter Nature Center to learn about the different types of plants and the communities they live in. Communicate with the bus diver that students should be dropped off and picked up at "The Lodge" and remind students to dress for the weather.

While you are here

As a group we will introduce the topic but then split into groups to rotate between three outdoor activities. Activities include visiting and exploring a pine forest, a deciduous forest, and a prairie plant community.

0:00-0:30 Introduction—identifying and sorting different living and nonliving parts of nature and discussing the different types of plants and communities they can be found in

0:30-0:50 Activity 1

0:50-1:10 Activity 2

1:10-1:30 Activity 3

After you leave

Have students journal what they did on their field trip. Encourage both written descriptions and pictures.

Minnesota Standards

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Kindergarten:

Code	Benchmark
0.1..2.1.1	Sort objects into two groups: nature and man-made
0.1.1.2.1	Use observations to develop an accurate description of a natural phenomenon and compare ones descriptions and observations with others
0.4.1.1.1	Observe and compare plants and animals
0.4.1.1.3	Differentiate between living and nonliving
0.4.2.1.1	Observe a natural system or its model and identify living an nonliving components of that system

First Grade:

Code	Benchmark
1.1.1.1.1	When asked "How do you know" students support their answers with observations
1.1.3.2.1	Recognize that tools are used by people, including scientist and engineers, to gather information and
1.4.1.1.1	Classify animals into many groups, including physical and behavioral characteristics

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Wisconsin Standards

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Code	Performance Standard
A.4.1	When conducting a science investigation, ask and answer questions that will help decide the general are of science being studied
A.4.3	When studying a science related problem, decide what data should be collected to provide the most useful explanation
C.4.1	Use vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied
C.4.2	Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations

Code	Performance Standard
C.4.4	Use simple science equipment safely and effectively, including rulers, balances, graduated cylinders, hand lenses, thermometers, and computers to collect data relevant to the
C.4.5	Use data collected to develop explanations and answer questions generated
C.4.7	Support conclusions with logical arguments
C.4.8	Ask additional questions to focus/further study

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Reptiles and Amphibians - 1.5hr

This program, held exclusively indoors, highlights the characteristics of amphibians and reptiles. After first discussing how these two groups are similar and then how they are unique, the students are given the chance to see and touch examples of these animal groups.

Before you go

Inform students that they will be visiting Carpenter Nature Center to learn about the different how reptiles and amphibians are not only different, but also how they are similar. Inform the kids that the only time they will be outside is when they are transitioning from activities.

While you are here

As a group we will introduce the topic but then split into two groups to learn more in depth about reptiles and amphibians.

0:00-0:30	Introduction—identifying and sorting different living and nonliving parts of nature and discussing the differences between reptiles and amphibians
0:30-1:00	Activity 1
1:00-1:30	Activity 2
	At the end the groups will come back together to discuss the similarities between reptiles and amphibians

After you leave

Create a variety of graphs as a class to review the similarities and differences of reptiles and amphibians.

Minnesota Standards

Carpenter Nature Center supplements standards by participating in benchmark activities. Listed below are benchmarks that students will participate in but not necessarily master.

Kindergarten:

Code	Benchmark
0.4.1.1.1	Observe and compare plants and animals
0.4.1.1.2	Identify the external parts of a variety of plants and animals, including humans

First Grade:

Code	Benchmark
1.1.1.1.1	When asked "How do you know?" students support their answer with observations
1.4.1.1.1	Describe and sort animals into groups in many ways, according to their physical characteristics and behaviors
1.4.3.1.1	Demonstrate an understanding that animals pass through life cycles that include a beginning, development into adults, reproduction, and eventually death
1.4.3.1.2	Recognize that animals pass through the same life cycle stages as their parents

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After you leave

Create a variety of graphs as a class to review the similarities and differences of reptiles and amphibians.

Wisconsin Standards

Carpenter Nature Center address and partake in performance standards to help meet content standards. Additional classroom activities may be needed to complete performance standards.

Code	Performance Standard
A.4.1	When conducting science investigations, ask and answer questions that will help decide the general areas of science being addressed
A.4.2	When faced with a science-related problem, decide what evidence, models, or explanations previously studied can be used to better understand what is happening now
C.4.1	Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied

Code	Performance Standard
C.4.2	Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations
C.4.7	Support their conclusions with logical arguments
C.4.8	Ask additional questions that might help focus or further an investigation
F.4.3	Illustrate the different ways that organisms grow through life stages and survive to produce new members of their type

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