

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 driver 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.

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 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 questions and investigations
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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