



## Kindergarten – ELA/Science/Technology/Arts

### Standards:

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

NGSS.K-LS1-1

Use observations to describe patterns of what plants and animals (including humans) need to survive. **OR**

NGSS.K-ESS2-2

Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. **OR**

NGSS.K-ESS3-3

Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

TECHNOLOGY

Use desktop icons (or apps on iPad), windows and menus to open applications and documents.

V&PA2.6

Use geometric shapes/forms (circle, triangle, square) in a work of art.

### Objective(s):

- Students will observe plants, animals or weather conditions on the trail (depending on which NGSS is the focus)
- Students will draw/write about, and take pictures of, what they see, hear, smell, touch on the trail. (No taste unless you bring your own!)

### 4Cs:

- Communication - Students will verbally communicate with each other as they Think-Pair-Share and they will engage in written communication through their pictures/photos/writing.
- Collaboration - Students will collaborate with each other as they share iPads and choose what to take pictures of as they walk.
- Creativity - Students will express themselves creatively through their drawings.
- Critical Thinking - Students will think critically about science standard(s). For example, students may make observations about what an animal on the trail needs to survive and tell how they know.



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### Materials:

- Clipboards/Notebooks
- Pencils
- Crayons (optional)
- iPads

### Lesson Summary:

- Students use 4 senses to observe the trail.
  - TPS: What do you see, hear, smell, touch?
  - Work with your partner to take 3 pictures (of things related to science standards) with an iPad.
  - Ask students questions to get them thinking:
    - What does \_\_\_\_ (animal/plant) need to survive? How do you know?
    - How did \_\_\_\_ (animal/plant) change the environment to meet needs?
    - How can we (humans) make sure we take care of the environment?
  - Draw a picture, using at least one geometric shape, of one thing you (see, hear, smell, touch).
  - If you choose to bring crayons, students may color their pictures.
  - Describe your picture to your partner.
  - If possible, write a sentence (or more) about your picture.
- ★ Partners can use iPad pictures (and drawings?) to create a digital buddy book back in the classroom.
- ★ Writing may take place at school rather than on the trail.

Map of Trail (state if zone specific): All Zones

### Additional Resources:

- My Story or Book Creator app (or any other app that allows students to show and tell their trail stories).