

# Moose Tree Outlines 1<sup>st</sup>

## 1<sup>st</sup> Grade

Organization of Living Things: Life Requirements – Identify the needs of plants.

Organization of Living Things: Life Cycles – Describe the life cycle of flowering plants.

Heredity: Observable Characteristics – Identify characteristics of plants that are passed on from parents to young.

### Outline

- \*Parts and needs of plants and what purpose they hold for the plant

  - \*roots, stem, leaves, flower, seed (we do the life cycle here)

- \*Types of plants – we usually focus on White Pine and a wildflower

- \*Why we need plants (characteristics passed on to young)

  - \*Food, beautification, air

- \*Seed Travel

### Activities

Parts of the plants that we eat.

- \*Broccoli – stem and flower

- \*Celery – stem

- \*Carrot – root

- \*Lettuce - leaves

- \*Seed – Sunflower, pumpkin

Tree Ring Discovery.

- \*Introduce tree rings and have kids look at them.

# Moose Tree Outlines -- 2nd

## 2<sup>nd</sup> Grade

Fluid Earth: Water Movement E.FE.02.21 – Describe how rain collects on the surface of the earth and flows downhill into bodies of water or into the ground.

Fluid Earth: Water E.FE.02.13 – Describe the properties of water as a liquid and recognize rain, dew and fog as a state of water in it's liquid state.

## Outline

Intro – Talk about the characteristics of water

### Activities

\*Is It Water / Planet Zork – Project WET

\*Water Molecules are Best Friends – water drops on wax paper and they want to be connected to another what molecule. Go together like magnets.

\*Surface Tension - floating paper clips with plastic forks

\*Run Off – Draw a community on scrap piece of paper, crumple (give dimensions) and spray with water “rain” to see how run off can affect the community.

# **Moose Tree Outlines – 3rd**

## **3<sup>rd</sup> Grade**

Earth Systems: Identify natural resources

Earth Systems: Classify renewable and non-renewable resources

Earth Systems: Describe ways that humans are protecting and extending resources

Earth Systems: Recognize that paper, metal, glass and some plastic can be recycled

Earth Systems: Describe ways that humans are dependent on the natural environment and constructed environments

Earth Systems: Describe helpful or harmful effects of humans on the environment

## **Outline**

- \*Nonrenewable vs. renewable resources

- \*3 R's Recycle, Reuse and Reduce

  - Definitions and items that can be recycled, reduced or reused in everyday life.

## **Activities**

Look at the Landfills – look at the percentages of a landfill's garbage. Over 50% (or more) could have been recycled.

Lunch Recyclables – Get children brainstorming with table members about how they can recycle, reduce or reuse items in their lunches or at home

# **Moose Tree Outlines – 4th**

## **4<sup>th</sup> Grade**

Ecosystems: Interactions L.EC.04.11 – Identify organisms as part of a food chain or food web.

Ecosystems: Changed Environmental Effects L.EC.04.21 – Explain how environmental changes can produce a change in the food web.

## **Outline**

\*How did you use energy yesterday?

\*Food Chains – what is it, make a simple one with students, how could humans or natural disasters effect the chain? Producers, consumers, herbivores, omnivores, carnivores

## **Activities**

\*The Food Chain Game – OBIS

\*Food Web Activity – Project WILD