

River Trip

Teacher: Ben Miller

Subject: Science and ELA

Unit Title: Land And Water

Objective:

Students will observe, question and infer their surroundings. While observing they will focus on the essential question and various other aspects of erosion.

Suggested Order, Tips, and Details

Step 1: Locate an area (or create a tour) within walking distance (unless you have bussing money) of your school that presents multiple aspects of erosion.

Step 2: Distribute graphic organizer and remind students to take clipboard and something to write with.

Step 3: Take kids to an area or multiple areas with erosion. Remind them that they are making observations, asking questions and inferring about the area with an erosion focus (but if something else catches their wonderings that is okay too).

Step 4: Find a nice spot for people to somewhat spread out and relax. Have students use all of their senses to make observations, and remind them that this is a non talking silence time. Have kids do this 2 - 4 different times, changing our areas of observations.

Step 5: Return to the classroom and do a share of their best observations, questions and inferences.

Step 6: Group students into 3's or 4's and have them choose one of their best ideas in the graphic organizer and create a poster of this idea (you may have to do some micromanaging so not too many groups focus on the same observations).

Step 7: Have groups share findings through whatever way you may choose. This can be done by simple sharing/presenting, gallery walk, or whatever best fits your classes needs.

Optional Ideas:

Have parents take photos for kids of their observations, that way they can discuss it with the class and show their evidence.

Resources and Materials:

See, Wonder, Think with Evidence Graphic Organizer

Clipboards (optional)

Or forego the clipboards and graphic organizers and just bring journals.

Parent volunteers