

# 3rd GRADE LIFE CYCLES

SIOUX COUNTY CONSERVATION BOARD

PRAIRIE WOODS NATURE CENTER

## What students should bring:

Tennis shoes or hiking boots

Water bottle for drinking water (optional)

Weather-appropriate clothing

## What teachers should bring:

First aid kit, Kleenex, hand sanitizer

One or more adult for every 6-10 children

Sunscreen/bug spray (optional)

Contact for scheduling:  
Assistant Director/  
Environmental Education  
Coordinator  
Sunday Ford

Field trip leaders  
Sunday Ford  
[sundayf@siouxcounty.org](mailto:sundayf@siouxcounty.org)  
712/551-6780  
Sarah Davelaar  
[sarahd@siouxcounty.org](mailto:sarahd@siouxcounty.org)  
712/551-6715

## Field Trip Overview

The stages of plant and animal life will be discovered both on the trails and during afternoon stations. We will also learn some of the obstacles facing these creatures during their life stages.

## Suggested Field Trip Itinerary

**9:30am** Arrive at Prairie Woods Nature Center, gather outdoors for activity and hike. **OR** Use east student entrance and head to basement classroom to get organized.

**9:30am-11:00** Divide into groups of 6-10 for hike, with one adult assigned to each group. Hike at Oak Grove Park.

**11:00-11:45** Lunch and free time in campground.

**12:00** Gather in basement classroom, divide into 20-minute stations.

**Possible station are: Life Cycle of an Oak Tree, Exhibits-Help me find my Mom activity, Seed Launch Lab, Insect Catching and Identifying, Life History Strategies**

**12:15-12:35**

**12:40-1:00**

**1:05-1:25**

**1:30-1:50**

**2:00-2:30** live animals or game and clean classroom



## Iowa Core and NGSS met by this Field Trip

### **3-LS1-1 Develop models to describe that organism have unique and diverse life cycle but all have in common birth, growth, reproduction and death.**

Through actives and our hike, students will see firsthand the diverse range of plants and animals we have in the park. Students will be challenged to identify the life stage of different organisms they encounter.

**Activity:** All

### **3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variations of these traits exist in a group of similar organisms.**

Even as offspring, there are still similarities seen passed from the parents that can help us identify the species we are looking at or at least put it in the appropriate family.

**Activity:** Hike, Help me find my Mother, Life Cycle of an Oak Tree, Insect Catching and Identifying, Life History Strategies

### **3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.**

Temperature, predators and life style are all part of an offspring environment when they are born. Some have a protected parent nearby, other have to fend for themselves, some need to high mobility immediately, while other can take time to fully develop. Through our hike and some activities, we will see the role the environment plays on an organism's trait.

**Activity:** Hike, Life History Strategies

### **3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time or cost.**

Some plants have an interesting approach when it comes to reproduction. Students will have to create a seed pod (tool) that can launch a seed far enough away from the parent plant where it can grow without sharing or competing for resources.

**Activity:** Seed Launch Lab

*Note: this does not include the many standards met in the professionally designed exhibits, which were designed around NGSS.*