

GLE's
PreK - 4th Grade

Learning Activity

Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)	Discussion on Hayride - farm tour
Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)	Five senses activity on Hayride
Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)	Use of gloves and sanitizer - Five senses activity
Compare the properties of different solids and liquids through observation (PK-CSP1) (PS-E-A4)	Homemade Ice Cream activity - water, ice, mixture Butter making activity
Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)	Homemade Ice Cream activity - water, ice, mixture
Give examples of different kinds of plants and different kinds of animals (PK-CS-L1) (LS-E-A4)	Seed planting activity, pony rides, dog and snake presentation
Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)	Trained dogs and snakes presentation
Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)	Seed planting activity - hayride, farm tour
Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)	hayride, farm tour
Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CSES2) (ESS-E-A4)	hayride, farm tour
Identify objects by using the senses (PS-E-A1)	Five senses activity
Record observations on the growth of plant seeds (LS-E-A1)	Seed planting activity
Compare the human body with plants and animals (LS-E-A3)	Ponyride activity, chickens and bunnies interaction
Identify easily observable variations within types of plants and animals (e.g., features of classmates, varieties of trees, breeds of dogs) (LS-E-A4)	Dogs and snakes presentation, hayride - farm tour
Discuss and differentiate objects seen in the day and/or night sky (e.g., clouds, Sun, stars, Moon) (ESS-E-B1)	shadow casting pole

Discuss what type of energy makes objects work (e.g., car/gasoline, waterwheel/water, lamp/electricity) (PS-E-C6) (PS-E-C7)	discussion about water well, tractors on hayride
Illustrate how water changes from one form to another (e.g., freezing, melting, evaporating) (ESS-E-A3)	Ice cream activity
Record the temperature of objects (Celsius and Fahrenheit) (PS-E-A1)	Ice cream activity
Identify and describe sources of energy used at school, home, and play (PS-E-C7)	discussion about water well, tractors, etc.
Match the appropriate food source and habitat for a variety of animals (e.g., cows/grass/field, fish/tadpoles/water) (LS-E-A1)	ponyrides, chickens, bunnies, dogs, ducks
Identify the Sun as the primary energy source in a food chain (SE-E-A2)	seed planting activity
Investigate and explain conditions under which matter changes physical states: heating, freezing, evaporating, condensing, boiling (PS-E-A4)	ice cream activity
Observe and analyze motion and position of objects over time (e.g., shadows, apparent path of the Sun across the sky) (PS-E-B3)	shadow casting pole
Identify simple machines and the tasks they make possible (PS-E-C6)	duck race activity - hand pump

5th - 8th Grade

Learning Activity

Identify the Sun as Earth's primary energy source and give examples (e.g., photosynthesis, water cycle) to support that conclusion (PS-M-C3)	Seed planting activity, farm tour
Investigate how changes in the position of a light source and an object alter the size and shape of the shadow (PS-M-C4)	shadow casting pole
Identify other types of energy produced through the use of electricity (e.g., heat, light, mechanical) (PS-M-C6)	farm tour - water well production, irrigation
Describe the processes of photosynthesis and respiration in green plants (LS-M-A4)	hayride - farm tour, seed planting
Describe adaptations of plants and animals that enable them to thrive in local and other natural environments (LS-M-D1)	interaction with chickens, ducks, bunnies
Identify the physical characteristics of the Sun (ESS-M-C1)	shadow casting pole

Identify the Sun as Earth's primary energy source and give examples (e.g., photosynthesis, water cycle) to support that conclusion (PS-M-C3)	hayride - farm tour, seed and plant discussion
Investigate how changes in the position of a light source and an object alter the size and shape of the shadow (PS-M-C4)	shadow casting pole
Determine the temperatures at which water changes physical phases (e.g., freezing point, melting point, boiling point) (PS-M-A5)	ice cream activity
Identify energy types from their source to their use and determine if the energy types are renewable, nonrenewable, or inexhaustible (SE-M-A6)	hayride - farm tour
Describe methods for sustaining renewable resources (SE-M-A6)	hayride - farm tour
Explain the processes of evaporation, condensation, precipitation, infiltration, transpiration, and sublimation as they relate to the water cycle (ESS-M-A10)	farm tour/irrigation discussion
Describe the relationship between plant type and soil compatibility (SE-M-A9)	seed planting activity