

Field Trip Offerings for 2021-2022 School Year



THE BRENTON ARBORETUM

Field Trip Planning Guide

Thank you for considering a field trip to the Brenton Arboretum! We boast over 140 acres of reclaimed farmland made up of rolling hills, streams, prairies, ponds, wetlands, and of course, over 2,200 different trees and shrubs representing more than 480 species, hybrids, and cultivars. Our many trails, ponds, streams, trees, and prairies make the Arboretum one of the best outdoor classrooms in Central Iowa.

Our field trips for school-aged groups aim to connect kids with trees and their surrounding environment.

THE KNEE-HIGH NATURALIST PROGRAM WON THE 2011 URBAN FORESTRY YOUTH PROJECT OF THE YEAR AWARD FOR OUTSTANDING URBAN FORESTRY WORK IN THE CITY OF DALLAS CENTER FROM THE IOWA URBAN AND COMMUNITY FORESTRY COUNCIL. THE SAME YEAR, THE PROGRAM WON THE OUTSTANDING YOUTH PROGRAM AWARD FROM TREES FOREVER. WE ARE PROUD OF THE PROGRAM WE HAVE DEVELOPED, KNOWING THAT THE FIELD EXPERIENCES WE PROVIDE SUPPORT BASIC SCIENCE CONCEPTS AND EMPHASIZE THE ENJOYMENT OF SPENDING TIME IN NATURE.



FAQ

How many students can we bring?

Pre-K: Our two-unit field trips can accommodate up to 40 students.

K+: All other three-unit field trips can accommodate up to 90 students. Groups with more than 90 students are encouraged to consider planning multiple visits over several days or may contact us for full-day options.

How long do field trips take?

Total time "on the grounds" is about 2 hours for most programs. This includes time for group arrival, three 30-minute units, and time spent moving from station to station between activities. *Don't forget to factor in YOUR travel time to get here!* Be sure to choose start and end times that will accommodate your bussing schedule and will allow you to spend your full scheduled time at the Arboretum.

Are there bathrooms/water fountains/trash cans?

There is **one** porta-potty at the Pavilion parking area. We plan approximately 15 minutes for restrooms, sunscreen, bug spray, etc. at the beginning of the field trip, but large groups will likely need more time and should plan their arrival accordingly.

There is no running water or electricity at the Pavilion, and there are no public trash cans on the property. We can provide a 5 gallon water jug, paper cups, and a trash bag upon advance request, but it is best if your students bring filled water bottles with them. Groups are welcome to bring their own filled water coolers but will not be able to fill them once they arrive. **All groups eating lunch at the Pavilion will need to bring trash bags and take all trash with them.**

What if it rains?

Field trips will generally run rain or shine, so please be sure your students are prepared. Students learn best when they're comfortable, so appropriate footwear and outerwear are always important, especially if there's a little rain in the forecast.

In the event of severe weather (any thunder, lightning, or weather warnings), we can either bring a shortened indoor program to your school during your originally scheduled field trip time or we can re-schedule the field trip if a mutually available make-up date exists. This decision will be made between the scheduling teacher and the Education Manager as soon as the need becomes apparent.

What's parking like?

Field trips start and end at the Pavilion, where there is a medium-size gravel lot with space for a bus to turn around or for parent parking. Roadside parking is also allowed along our main gravel road. **Buses must turn around before the one-way road and exit on the main road.**

Can we bring chaperones?

Yes, please! We love chaperones! Please plan for at least one adult chaperone or teacher for each of the three unit groups, but more are always welcome.

How much does it cost?

There is no charge for our field trip programs! However, for homeschool groups we ask that one member of your group be an Arboretum member.



Pavilion & Nature Play Area

Our green-roofed pavilion is a great space out of the sun for your students to enjoy sack lunches before or after a field trip. Please bring your own trash bags and plan to pack out all trash with you.

The O'Brien Nature Play Area makes an ideal place for free play time after a field trip! Children enjoy scrambling, swinging, climbing, building, and creating. **If you're short on time, you may replace any unit in your trip with time at the Nature Play Area.**

The Pavilion and Nature Play Area are available on a first-come first-served basis and are **not** reserved for field trip groups.



Reinforcing Iowa & Common Core Standards and Concepts

Grade Level	Science	Social Studies	Math	Literacy	21st Century Skills
<i>Preschool</i>	<ul style="list-style-type: none"> • Children gather information and conduct investigations to address their wonderings and test solutions to problems. <ul style="list-style-type: none"> • 8.1.PS.1 • 8.1.PS.3 • 8.1.PS.4 • 8.1.PS.5 • 8.1.PS.6 • 8.1.PS.7 • Children use reasoning to make sense of information and design solutions to problems in their environment. <ul style="list-style-type: none"> • 8.2.PS.2 • 8.2.PS.3 • 8.2.PS.4 • 8.2.PS.6 • Children share information and understanding about experiences in their environment. <ul style="list-style-type: none"> • 8.3.PS.1 • 8.3.PS.3 • 8.3.PS.4 	<ul style="list-style-type: none"> • 4.1.PS.4 • 4.1.PS.5 • 4.1.PS.6 • 4.1.PS.7 • 4.2.PS.4 • 4.3.PS.1 • 4.3.PS.2 • 4.3.PS.3 • 4.3.PS.4 • 4.3.PS.5 • 4.4.PS.1 	<ul style="list-style-type: none"> • 7.1.PS.1 • 7.1.PS.5 • 7.2.PS.3 • 7.3.PS.1 • 7.3.PS.3 • 7.4.PS.1 • 7.4.PS.2 • 7.4.PS.3 • 7.4.PS.5 • 7.4.PS.6 • 7.5.PS.1 • 7.5.PS.2 • 7.5.PS.3 • 7.5.PS.4 • 7.5.PS.5 	<ul style="list-style-type: none"> • 6.1.PS.1 • 6.1.PS.2 • 6.1.PS.3 • 6.1.PS.4 • 6.1.PS.5 • 6.1.PS.6 • 6.2.PS.5 	Social/Emotional <ul style="list-style-type: none"> • 1.1.PS.1 • 1.1.PS.2 • 1.1.PS.3 • 1.1.PS.4 • 1.2.PS.1 • 1.2.PS.2 • 1.2.PS.3 • 1.2.PS.4 • 1.2.PS.5 • 1.2.PS.6 • 1.3.PS.1 • 1.3.PS.2 • 1.3.PS.4 • 1.3.PS.5 • 1.4.PS.1 • 1.4.PS.2 • 1.4.PS.3 • 1.4.PS.4 • 1.4.PS.5 • 1.4.PS.6 • 1.4.PS.7
<i>Kindergarten</i>	<ul style="list-style-type: none"> • K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. • K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. • K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals. • K-PS3-1 Make observations to determine the ef- 	<ul style="list-style-type: none"> • SS.K.16 • SS.K.19 	<ul style="list-style-type: none"> • K.CC.B.4 • K.CC.B.5 • K.CC.C.6 • K.MD.A.1 • K.MD.A.2 • K.G.A.1 • K.G.A.2 	<ul style="list-style-type: none"> • SL.K.1 • SL.K.2 • SL.K.3 • SL.K.4 • SL.K.6 • L.K.1 • L.K.5 	<ul style="list-style-type: none"> • 21.K-2.ES.1 • 21.K-2.ES.2 • 21.K-2.ES.3 • 21.K-2.ES.4 • 21.K-2.ES.5 • 21.K-2.HL.2 • 21.K-2.HL.3 • 21.K-2.HL.5
<i>First Grade</i>	<ul style="list-style-type: none"> • 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. • 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. • 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. • 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year. • 1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound 	<ul style="list-style-type: none"> • SS.1.20 	<ul style="list-style-type: none"> • 1.MD.A.1 • 1.MD.A.2 	<ul style="list-style-type: none"> • SL.1.1 • SL.1.2 • SL.1.3 • SL.1.4 • SL.1.6 • L.1.1 • L.1.5 • L.1.6 	<ul style="list-style-type: none"> • 21.K-2.ES.1 • 21.K-2.ES.2 • 21.K-2.ES.3 • 21.K-2.ES.4 • 21.K-2.ES.5 • 21.K-2.HL.2 • 21.K-2.HL.3 • 21.K-2.HL.5

Grade Level	Science	Social Studies	Math	Literacy	21st Century Skills
<i>Second Grade</i>	<ul style="list-style-type: none"> 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow. 2-LS2-2 Develop a simple model that mimics the function of an animal dispersing seeds or pollinating plants. 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid. 	<ul style="list-style-type: none"> SS.2.24 	<ul style="list-style-type: none"> 2.OA.C.3 2.MD.A.1 2.MD.A.2 2.MD.A.3 2.MD.A.4 2.MD.D.IA.2 	<ul style="list-style-type: none"> W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.3 L.2.4 L.2.5 L.2.6 	<ul style="list-style-type: none"> 21.K-2.ES.1 21.K-2.ES.2 21.K-2.ES.3 21.K-2.ES.4 21.K-2.ES.5 21.K-2.HL.2 21.K-2.HL.3 21.K-2.HL.5
<i>Third Grade</i>	<ul style="list-style-type: none"> 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. 3-LS2-1 Construct an argument that some animals form groups that help members survive. 3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from their parents and that variation of these traits exists in a group of similar organisms. 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. 			<ul style="list-style-type: none"> W.3.7 W.3.8 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 	<ul style="list-style-type: none"> 21.3-5.ES.1 21.3-5.ES.2 21.3-5.ES.3 21.3-5.ES.4 21.3-5.ES.5
<i>Fourth Grade</i>	<ul style="list-style-type: none"> 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. 	<ul style="list-style-type: none"> SS.4.5 SS.4.6 	<ul style="list-style-type: none"> 4.MD.A.1 4.G.A.3 	<ul style="list-style-type: none"> W.4.7 W.4.8 SL.4.1 SL.4.2 SL.4.3 SL.4.4 SL.4.6 L.4.1 L.4.3 L.4.6 	<ul style="list-style-type: none"> 21.3-5.ES.1 21.3-5.ES.2 21.3-5.ES.3 21.3-5.ES.4 21.3-5.ES.5
<i>Fifth Grade</i>	<ul style="list-style-type: none"> 5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water. 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. 5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is down 5-PS3-1 Use models to describe that energy in animals' food used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. 		<ul style="list-style-type: none"> 5.MD.A.1 5.MD.C.3 5.MD.C.4 5.MD.C.5 	<ul style="list-style-type: none"> W.5.8 W.5.9 SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.6 L.5.1 L.5.3 	<ul style="list-style-type: none"> 21.3-5.ES.1 21.3-5.ES.2 21.3-5.ES.3 21.3-5.ES.4 21.3-5.ES.5

2021-2022 Field Trip Booking Form

Complete this form and return by email to
rentals@thebrentonarboretum.org
at least **4 weeks before your requested trip date.**

**Field trips are offered by appointment only.
Submitting this form does not confirm your trip.
Confirmation will be made by email to the email
address provided on this form.**

School/Group Name: _____

Teacher Contact Name: _____

Teacher Contact Phone: _____

*(this is the number we'll use to contact you in case of things like
severe weather, a cell # is best)*

Email: _____

(this is the email we'll use to confirm your trip)

Reason for coming to the Arboretum:

How many students? _____

Grade level (or range): _____

Preferred Program Date:

First choice: _____

Second choice: _____

*In the event of severe weather, a shortened program can be
brought to your classroom during your regularly-scheduled
field trip time. No rain dates will be scheduled ahead of time.*

Preferred Program Time:

AM Program Arrival time _____ Departure time _____ -or- **PM Program** Arrival time _____ Departure time _____
(2 hours from arrival) (2 hours from arrival)

Extras outside of scheduled program time:

____ Lunch at Pavilion ____ Use Nature Play Area ____ Arboretum Provided Water Jug

Program Selection:

Inchworm Investigators

Pre-K+

Learning Through Play

Unit 1: Leaf Friend

Unit 2: Nature Play

Knee-High Naturalists

K-2+

Classic Field Trip

Unit 1: Leaf Friend

Unit 2: Insect Safari

Unit 3: Aquatic Odyssey

Please include any special requests or additional information we may need to know about your group here.

Field Trip Offerings for 2021-2022 School Year

Activity Descriptions

Activity Title	Activity Description	Grade Suitability
Aquatic Odyssey	Students will explore the aquatic life of the ponds at the Arboretum with nets and buckets. <i>There is potential to get wet or muddy.</i>	K-2, 3-5, 6-8
Insect Safari	Students will learn about insects by carefully catching and studying live insects before releasing them back into their habitat.	PK, K-2, 3-5, 6-8
Leaf Friend	Students will be given a special leaf. After observing them, students will try to distinguish them from other leaves.	PK, K-2, 3-5, 6-8
Nature Play	Children enjoy scrambling up hay bales, navigating stumperies, swinging, climbing, building, creating, crawling through the living tunnel, and investigating the butterfly gardens.	PK, K-2, 3-5

Unit substitutions may be possible upon request. Please note: special requests and substitutions may cause delays in booking your trip.