

At Home in Acadia – First Grade Adaptations

 We are looking forward to your visit to Acadia National Park which will provide your students with a special opportunity to learn about animal families and adaptations. Please meet your ranger at 9:00 AM at the location agreed to in your confirmation email. The program concludes at 11:00 am. Plan a restroom break just before departing school.

If you have any questions about the program in advance please call the education office at 288-8823, or 288-8825 on the day of the program. If you will be more than 15 minutes late, please call the Visitor Center at 288-8832 so that they can contact the ranger by radio.

**Program Schedule** (timing and sequence may vary)

9:00 Welcome, Logistics, and Restroom Break

9:15 Animal Olympics - Adaptations Activity

9:45 Snack

10:00 Exploration Hike – Explore a trail with a focus on discovering adaptations and learning about parents and their offspring in Acadia.

10:45 Conclusion and Restroom Break

11:00 Departure

**Plan to Bring**

* Chaperones: Plan early! Acadia requires a chaperone for every ten students. Extra chaperones are welcome.
* Food: A water fountain is available at the field trip site but there is no food or drinks to purchase. Each student needs to bring a snack and a re-sealable drink. Although a lunch break will not be included in the program, you are welcome to plan to eat your bag lunches before heading back to school.
* Clothing: Wear layered outdoor clothing to accommodate changing weather conditions. Supportive shoes are essential—no sandals or flip-flops. It’s best to wear pants instead of shorts for extra tick protection.
* Nametags: Students and adults need name tags. A piece of masking tape with the name in marker is sufficient.
* Signed photo release forms: Please send photo releases home with students for parent signatures.

 **Teachers’ Responsibilities**

* Prepare students for the program by utilizing suggested classroom activities or your own.
* Adherence to school procedures such as permission slips, insurance, transportation, etc.
* Recruit chaperones and inform them of their responsibilities. Please photocopy and distribute the chaperone handout.
* Prepare students to follow Leave No Trace practices:
* Stay on trails if possible.
* Respect, listen, and use quiet voices.
* Leave all natural objects. Take trash with you. (You may want to bring a trash bag.)
* Supervise students and help them stay focused while on the program.
* Notify trip participants about the recommendation to check for ticks after visiting the park. Tick numbers here have risen in recent years.
* Ensuring that safe practices are followed throughout.

**Program Goals:**

* To provide an opportunity for students to connect to the resources of Acadia through sensory exploration & discovery.
* To increase students’ understanding of plant and animal life cycles.
* To increase students’ understanding of different ways that animals provide for their young.
* To increase students’ understanding of adaptations.
* To foster a sense of respect and stewardship for Acadia and the environment.
* Program Objectives: Students will be able to:
* Describe how some animal babies look similar to the adults and some animal babies look different.
* Name some things animal parents do to take care of their babies.
* Name some special body parts that allow animals to do things people can’t, and think of a way to copy an animal body part that would help people do something.

**Learning Standards:**

Next Generation Science Standards:

Interdependent Relationships in Ecosystems-Animals, Plants and their Environments

What are some ways plants & animals meet their needs. How are parents and their children similar & different? Understand how plants and animals use their external parts to help them survive, grow, & meet needs; how behaviors of parents and offspring help offspring survive. Some young plants and animals are similar to parents.

1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants/animals use external part to help them survive, grow, meet needs.

1-LS1-2. Determine patterns in behaviors of parents and offspring that help offspring survive

1-LS3-1 Make observations to construct evidence-based account that young plants & animals are similar to but not exactly like their parents