Burris Park Outdoor Education Program

Burris Park Outdoor Education

BURRIS PARK FOUNDATION

Kings County Office of Education
Todd Burlison ~ County Superintendent of Schools

COUNTY OF KINGS CALIFORNIA

Vision

To build a healthy and harmonious relationship with the outdoors that develops a sense of curiosity and stewardship of natural spaces.

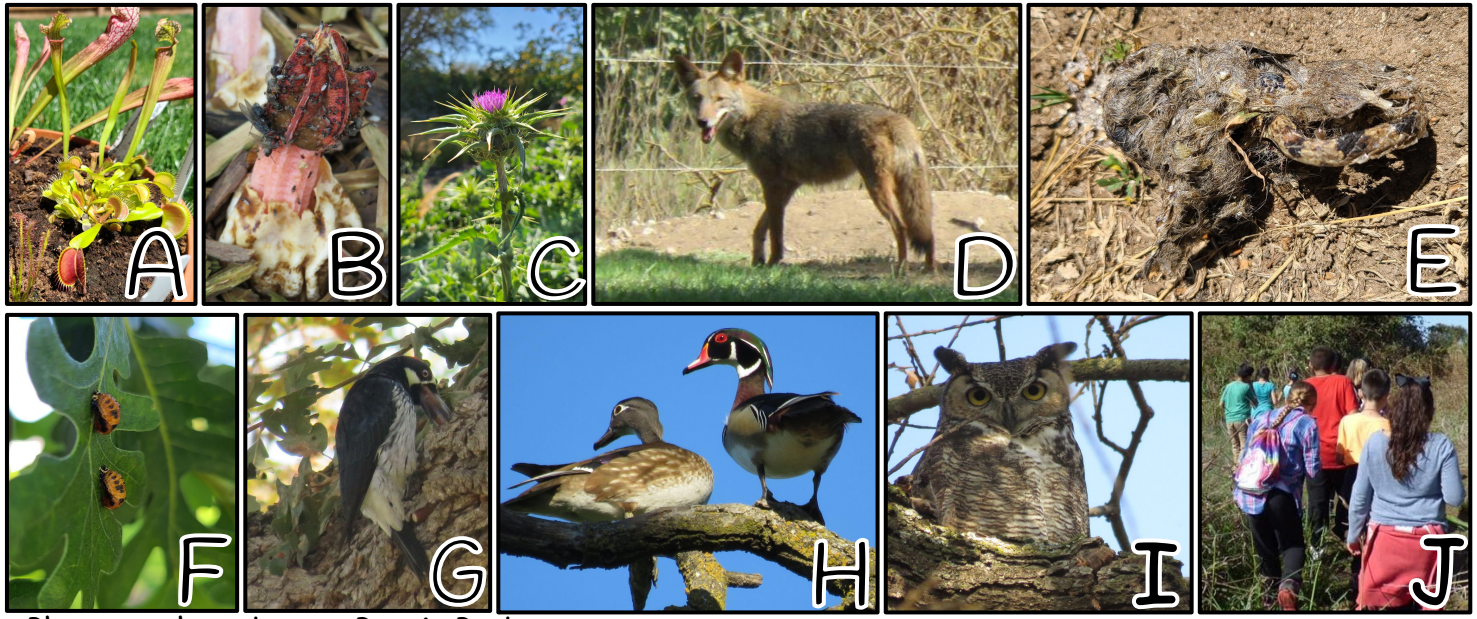






Local Phenomena

Located on 57 acres of beautiful land in the northeast corner of Kings County, scholars spend the day immersed in nature to explore the phenomena of Burris Park!



Photographs taken at Burris Park

A. carnivorous plants
B. stinkhorn
C. thistle
D. coyote
E. owl pellet (snake)
F. ladybug pupa
G. acorn woodpecker
H. wood ducks
I. great horned owl
J. students on the wildlife trail

3 Dimensional Lessons

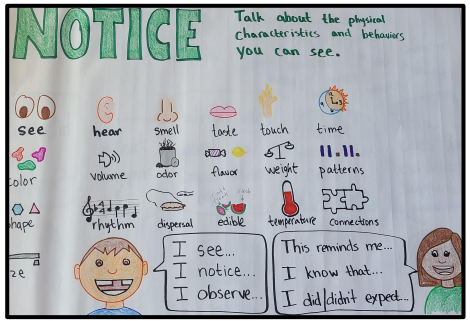
Scholars learn by doing! Local flora and fauna are used for unique, hands-on investigations that that directly relate to performance expectations. Core Disciplinary Ideas, Science and Engineering practices, Crosscutting Concepts, and the Environmental Principles and Concepts are developed using the wild and wonderful nature found in Burris Park.

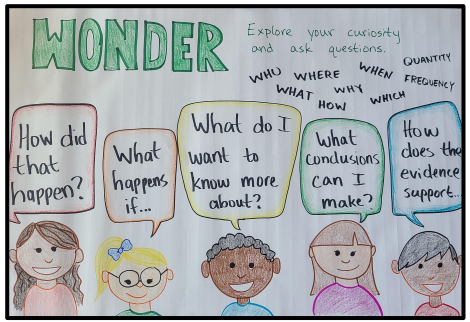
Question	How do you know if an animal prefers to eat meat or plant parts?
Activity Summary	Students will describe patterns of what animals need to survive by observing different animal teeth features and categorizing animal skulls into herbivore, carnivore, and omnivore groups using a venn diagram.
Performance Expectation	K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive. Note: The activity focuses on food and does not address plant needs.
Environmental Principle & Concept	P5: Decisions affecting resources and natural systems are based on a wide range of considerations and decision-making processes.

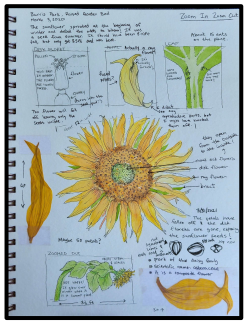
5E	Students	Teacher
	Optional: Before coming to Burris Park, show students the pre-recorded read-aloud lesson.	
Explore	0. Read conversation and teacher tips. 1. Students sort food types: Individually, students sort photographs into "meat" or "plant" categories using a Venn diagram. (1.a.ii) 2. Students investigate skulls: In small groups, students will investigate the different features of skulls to determine if the animal was primarily a meat or plant eater by examining the teeth. (1.a.i)	0. Located on the back of this lesson. 1. Set up a Venn diagram on the table. Pass out food card photographs for students to sort on the chart. 2. Read the skull & teeth anchor chart to students. Have students discuss their animal skull to guess if the animal at meat or plants. Suggested prompts: What do you wonder? What do you notice? What do you think this part of the skull is used for? How would you describe the teeth? What do you think they were used for?
Explain	3. Record student observations to establish patterns: Students will explain what they noticed about different skulls. Then, students will construct arguments using evidence to describe which animals ate meat, which animals at plants, and why they think they know that. (2.a.i, 1.a.i) 4. Students answer the guiding question: the pattern is animals with sharp teeth prefer meat (carnivores) while other animals with flat teeth prefer plants (herbivores). (3.a.iii)	3. Use the whiteboard to write down and organize student thoughts. Suggested prompts: Were the teeth mostly sharp and pointy or mostly flat and wide? Do you think the teeth are mostly used for grabbing and tearing or cutting and grinding? 4. If students struggle, create a sentence frame. Animals with ___ teeth eat ___. Introduce what the animals are and allow students to explore animal artifacts (pictures, pelts, tracks, etc).
Extend	5. Students explore their own teeth to find a new pattern: Using mirrors or partners, students will describe their teeth features and if they eat plant or animal parts to construct a new argument that some animals eat plants and meat and they have both sharp and flat teeth (omnivores). (2.a.i, 3.a.iii)	5. Confirm or help refine what students observe from their own teeth using photograph reference cards to help illustrate.
	Optional: After leaving Burris Park, students can answer the question prompt in their field journal.	

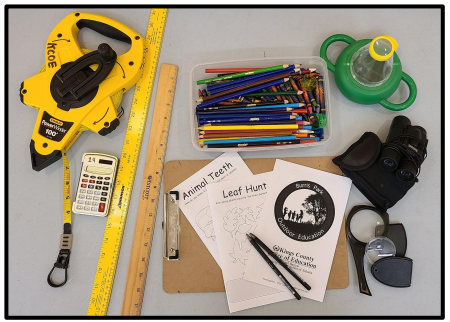
Science Talk and Science Notebooks

Scholars explore like a scientist! Working collaboratively with their peers, students use a variety of tools to generate questions, collect data, and form conclusions using evidence! Language and content skills are supported through pictures, photographs, sentence stems, vocabulary cards, realia, examples, modeling, and hands-on experiences.









Book an Excursion Today

- Admission is **FREE** to all students
- Mileage is **REIMBURSED** for Kings County and may be available for outside counties
- Open Monday - Friday starting at 8:30
- Afterschool and youth organization trips are available
- Excursions are typically 4 hours long and can be modified to meet school needs
- Now booking for the 2021-2022 school year

A. classroom
B. museum
C. wagon barn
D. amphitheatre
E. greenhouse
F. meadow

Book an Excursion Today

- Applications can be found on the KCOE website under "Programs" at: kingscoe.org/Page/378
- Contact the Outdoor Educator with any questions

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