

| GRADES  | SUB.  | TEKS  | ACTIVITIES                   | TIME       | OBJECTIVE  |
|---------|---|---|------------------------------|------------|--|
| 3rd     |    | English/LA, Science, Social Studies, Physical Education | Ants on a Twig               | 45-60 min. | Distinguish between actions that are beneficial to the environment and harmful; determine what actions you can take to better the environment and reduce impact  |
| 5th-6th |    | English/LA, Social Studies, Science                     | Wild Words                   | 20-45 min. | Practice creative writing skills while gaining appreciation for nature; research and emulate past and present naturalists  |
| 5th-6th |    | English/LA, Social Studies, Science                     | Move Over Rover              | 45 min.    | List influencing factors that distribute animals throughout the ecosystem; generalize each ecosystem and the characteristics needed for animals adapted to live there  |
| 6th     |    | English/LA, Social Studies                              | Power of a Song              | 30-45 min. | Analyze popular music for environmental messages; interpret some influences of popular music and other art forms for peoples environmental attitudes   |
| 6th     |    | English/LA, Science, Social Studies                     | Ethi-Reasoning               | 45 min.    | Examine own values and beliefs related to wildlife and other elements of the environment; listen and respect the views of others; evaluate possible actions you might take that have an effect on wildlife and the environment |
| K-2nd   |    | English/LA, Science, Social Studies                     | Sediment Jars                | 45 min.    | Understand soil is made up of different sediment and nutrients; understand content of soil varies from one location to another   |
| K-2nd   |    | English/LA, Social Studies, Physical Education, Science | Playing Lightly on the Earth | 30-45 min. | Distinguish between games that are damaging and not damaging to their environment; use imagination to create games with neutral effect on the environment  |
| K-2nd   |    | English/LA, Science, Social Studies                     | Living or Non-Living Things  | 30-45 min. | Identify each particular organism or object as living or non-living; improve observation and recording skills  |
| K-2nd   |  | English/LA, Science, Social Studies                     | Dig Into Soil                | 45 min.    | Understand soil is made up of different sediment and nutrients; soil content varies from one location to another   |
| 2nd     |  | Science   | Rock Hounds                  | 45 min.    | Observation, description, classification, segmentation and blending; study rocks   |

 : Ecology     : Geology



# LICK CREEK Nature Center FIELD TRIPS

13600 ROCK PRAIRIE ROAD  
COLLEGE STATION, TX  
77845  
  
979.764.6216  
CSTX.GOV/LICKCREEK

**GRADES**  
Kindergarten-6th Grade  
  
**SEMESTER SCHEDULES**  
**Fall:** September-November  
**Spring:** February-May  
  
**HOURS OF AVAILABILITY**  
**Monday-Tuesday:** 8 a.m.-5 p.m.  
**Wednesday-Friday:** Noon-5 p.m.



### What do field trips include?

We offer instructor-led, field trips with Texas Essential Knowledge and Skills (TEKS) correlated curriculum that provides students of all ages meaningful outdoor experiences. Environmental education program themes include wildlife biology, water cycle, plants, ecosystem, organism identification and more. All field trips are free of charge. Teachers and chaperones are responsible for supervising. Lick Creek Nature Center staff will only be facilitating activities.

### How long do field trips last?

Depending on the program, field trips can last 2-3 hours with an option to bring their lunch and eat on-site. Once everyone has arrived, we will have a safety overview and then split into three groups of about 20 students for activities. Each activity station lasts about 1-2 hours. A 30-minute lunch is optional before departing.

### Do I need to book in advance?

All field trips must be booked in advance. Dates and times are subject to availability.

To schedule a field trip, contact us at 979.764.3725 or [parks@cstx.gov](mailto:parks@cstx.gov).

### Anything we need to bring?

- Closed-toed shoes are required.
- Participants are asked to bring water bottles. Lunch is optional and can be accommodated.
- Bug spray and sunscreen are encouraged.
- All field trip groups are responsible for their own transportation.



### How many students can you accommodate?

The maximum number varies based on the field trip experiences selected. In general, we can accommodate groups of up to 60 people. Field trips typically last 3 hours, including a lesson, activities, and a hike.

### What are your recommended adult/student ratios for field trips?

- Kindergarten-2nd Grade – 1:5
- 3rd-6th Grade – 1:8

### What happens in the event of inclement weather on the day of the field trip?

**For groups over 20:** If there is inclement weather, we would need to cancel. If an alternate date is available, we will reschedule the trip. We will make this call the day before or the morning of the planned trip.

**For groups under 20:** Field trips are held rain or shine. For safety, strong winds and/or thunderstorms may require a substitution of alternative indoor activities. In the case of a weather emergency in which schools are closed, the field trip will be canceled. If an alternate date is available, we will reschedule the trip.

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|---------|---|---|---------------------------|-------------------------|---|
| K-2     |    | English/LA, Social Studies, Science       | Color Crazy               | 45 min.                 | Wildlife exists in a variety of colors; reasoning behind coloring activity  |
| 3rd-6th |    | Science, Math                             | Bird 'n' Worms            | 30 min.                 | Describe the value of protective coloration to living organisms   |
| K-2     |    | Science, English/LA, Social Studies, Math | Environmental Barometer   | 20-40 min.              | Locate, observe and count wildlife; consider ways the presence of wildlife diversity is an indicator of the quality of an environment   |
| K-2     |    | English/LA, Social Studies, Science       | Too Close for Comfort     | 30-45 min.              | Discover negative consequences for people and wildlife under/overcrowding conditions; identify solutions human behavior can create to reduce the negative consequences                            |
| K-6     |    | Social Studies, Fine Arts                 | Classroom Conservation    | 30 min.                 | Suggested take-back classroom activity; students can observe and suggest ways paper and other natural resources and be reused and recycled in the classroom                                       |
| 1st-2nd |    | Science, English/LA, Social Studies, Math | Our Wonderful Water Cycle | 45 min.                 | Identify and explain the stages of the water cycle; explore and understand evaporation, condensation and precipitation  |
| 3rd     |    | English/LA, Science, Social Studies       | Stormy Weather            | 40 min.                 | Participants will understand that humans and wildlife share environments  |
| 3rd-4th |    | English/LA, Science, Social Studies       | Enviro-Ethics             | 30-45 min.              | Distinguish between actions that are beneficial to the environment and harmful; determine what actions you can take to better the environment and reduce impact                                   |
| 4th     |    | English/LA, Social Studies, Science       | Drawing on Nature         | 45 min.                 | Generalize that wildlife and other areas of nature are important inspirations for art and science   |
| 4th     |    | English/LA                                | Spider Web Geometry       | 45 min.<br>Two sessions | Understand spiders as wildlife; understand humans and wildlife share similar environments   |
| 3rd     |  | English/LA, Social Studies, Science       | Un-Nature Hike            | 45 min.                 | Understand the importance of keeping the environment free from litter; focus attention on minor details on the trail  |
| 3rd     |  | English/LA, Science, Social Studies       | Litter We Know            | 45 min.                 | Identify and evaluate how litter and pollution can endanger wildlife and the environment; propose solutions to eliminate these dangers  |
| 4th-6th |  | Fine Arts, Social Studies                 | Plant Dyes                | 45 min.                 | Use plant materials to make various dyes to create a painting and dye cloth   |
| 5th-6th |  | English/LA, Science, Social Studies       | Adaptation Artistry       | 45 min.                 | Identify and describe advantages of bird adaptations; evaluate the importance of bird adaptation  |
| 5th-6th |  | English/LA, Science, Social Studies       | Web of Life               | 45 min.                 | Identify the interrelationships among members and nature's community; generalize what might happen if one piece of the "web" disappeared and how it might affect other members of the environment |



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