



**Kestrel Conservation  
Schoolyard Field Trip  
4<sup>th</sup>/5<sup>th</sup> Grade**

**Overview**

In this two-hour and fifteen-minute Schoolyard Field Trip, students will learn about the American Kestrel, a species that can be found in New Mexico. Students will conduct a bird survey, look for and measure the height of perches, learn about Kestrel adaptations, and investigate solutions in conservation related to nesting to see if their schoolyard would be a place a Kestrel would live.

**Phenomenon** Would kestrels be able to live in our schoolyard?

**Next Generation Science Standards**

Asombro lessons are aligned with the three-dimensional learning model of the Next Generation Science Standards.

| Science and Engineering Practices            | Disciplinary Core Ideas                              | Crosscutting Concepts         |
|----------------------------------------------|------------------------------------------------------|-------------------------------|
| Planning & Carrying Out Investigations       | LS1.A Structure and Function                         | Patterns                      |
| Analyzing and Interpreting Data              | LS2.C Ecosystem Dynamics, Functioning and Resilience | Scale Proportion and Quantity |
| Developing and Using Models                  | LS4.D Biodiversity and Humans                        | Structure and Function        |
| Using Mathematics and Computational Thinking |                                                      |                               |

**Common Core State Standards**

MATH.CONTENT.4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

LITERACY.4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LITERACY.5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

LITERACY.4.RI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

LITERACY.5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

## Asombro Schoolyard Field Trip Plan

We are so excited for our schoolyard field trip! We will be spending 2 hours and fifteen minutes outdoors with you and your students. Here are a few things you can do to help us ensure a successful trip:

### Getting Ready:

1. Help us identify places in the schoolyard we should and should not use during the field trip.

| Places to avoid                                                                                                                                                                                                      | Places we love!                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Traffic</li><li>• Construction</li><li>• Play structures (unless we are collecting data there)</li><li>• Places where other students will be having recess or P.E.</li></ul> | <ul style="list-style-type: none"><li>• Shade (unless it's a chilly day)</li><li>• Grass</li><li>• Picnic tables</li><li>• Outdoor classroom spaces</li></ul> |

2. Remind students to dress for the weather.
3. Give students time to go to the bathroom before coming outside.
4. Allow students to bring a water bottle outside with them if they want.

### During our Schoolyard Field Trip:

1. If a student needs to go inside for the bathroom or another need during the field trip, please send them, we ask that you stay with us and the rest of the class as much as possible.
2. If you see your class getting restless because of the heat or cold, let us know and we will adjust.
3. Participate in activities and help students who need support, let us know if you have class norms that will help us lead your students.
4. *We have four 25-minute activity stations prepared, one of which YOU will be leading. Please read through the attached activity plan.*

**Program Schedule:** Teachers will remain with their classes. Classes will rotate between stations. Transition time is included.

|              |            |
|--------------|------------|
| Introduction | 15 minutes |
| Station 1    | 25 minutes |
| Station 2    | 25 minutes |
| Station 3    | 25 minutes |
| Station 5    | 25 minutes |
| Wrap Up      | 15 minutes |