

## THIRD GRADE FIELD TRIPS



### Field Trip to the Strawberry Patch — Social Studies

#### Standards Connections

##### Economics in Our Community

- DOC.SS.3.5.1 – *Producers & resources*: Students see how farmers (producers) use natural resources (soil, sun, water), human resources (farm workers), and capital resources (tractors, irrigation, baskets) to grow strawberries as gifts from God.
- DOC.SS.3.5.2 – *Producers & consumers*: Students act as consumers when they pick and buy strawberries. They see how their choices support the farmer and how both benefit from the exchange.
- DOC.SS.3.5.3 – *Buyers & sellers*: Students learn how the farmer sets a price that is fair for both the farm (seller) and families (buyers). This shows how markets and just pricing work.
- DOC.SS.3.5.4 – *Location & resources*: The strawberry farm exists in that location because of fertile soil, good weather, and available water. Students see how natural resources shape local industries.
- DOC.SS.3.5.5 – *Earning, spending, saving, donating*: Students can connect the experience to money choices — spending money to buy strawberries, discussing how farmers earn money, and even ways they could donate berries to a food pantry.

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##### Cultural Diversity

- DOC.SS.3.6.1 – *Culture in the community*: Farming is part of the local culture. The trip shows how traditions like berry picking connect families, food, and celebrations.

- DOC.SS.3.6.2 – *Cultural differences*: Students can compare strawberry traditions to farming practices in other countries (e.g., different fruits grown, different harvest celebrations).
  - DOC.SS.3.6.3 – *Cultural contributions*: Immigrant groups have brought unique farming practices and labor to agriculture. Students learn how these contributions benefit their community.
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### Themes of Geography

- DOC.SS.3.7.1 – *Geographical features*: Students observe the farm’s landforms (fields, soil type, nearby rivers or hills) that support strawberry growth.
  - DOC.SS.3.7.2 – *Adapting/modifying environment*: Students see how people adapt to the environment (wearing hats for sun, using irrigation) and how farmers modify it (plowing fields, building irrigation systems). Tie in Catholic teaching about caring for creation by not wasting food and protecting soil and water.
  - DOC.SS.3.7.3 – *Absolute & relative location*: Students identify the farm’s location (absolute: address; relative: “15 minutes from school, past the library”).
  - DOC.SS.3.7.4 – *Movement of goods, people, ideas*: Strawberries move from farm to families, grocery stores, and restaurants. Ideas move too — such as new ways to grow food sustainably.
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## Strawberry Farm & Science Standards Alignment

### 3-LSH (Life Cycles of Organisms)

- Observation of life cycles: Students can see strawberries at different stages — seeds, seedlings, flowering plants, fruits, and older plants.

- Modeling: Students can sketch or build models showing how the strawberry plant grows, reproduces (flowers, pollination, fruit with seeds), and eventually dies.
  - Patterns: The trip helps students recognize that strawberries, like all flowering plants, follow a cycle: birth (seed), growth, reproduction (flower/fruit), and death.
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### CSIS3 – Creation as an outward sign of God’s love

- The strawberry patch shows how God provides through creation: sunshine, rain, soil, and plants that give food.
  - Students can reflect that every berry is a sign of God’s goodness and care for us.
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### CSIS4 – Beauty in God’s creation

- Students notice the beauty of blossoms, rows of green plants, bright red fruit, and pollinators like bees and butterflies.
  - The life cycle itself — seed to plant to fruit — reflects God’s design for life to continue and flourish.
  - Teachers can guide reflection: “How do strawberries show us God’s beauty and love?”
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### CSIS6 – God’s relationship with mankind and nature

- Strawberries nourish us physically, showing how nature sustains us.
- The farm demonstrates how people care for creation (watering, weeding, protecting plants) and how God calls us to be stewards of His creation.

- Students can reflect that God created us to love Him, but gave us creation to help us live, grow, and thrive.

 Faith Integration

The trip highlights how God blesses us with natural resources, human creativity, and the fruits of the earth. Students can reflect on gratitude, stewardship, and the call to share God's gifts with others.

 Field Trip to Imaginon— NC Reading & Language

Standards Alignment

Reading Literature (RL 3.x standards)

- RL.3.1 – Ask and answer questions about a text → Students can ask and answer questions about the play's plot, characters, and themes.
- RL.3.2 – Recount stories and determine central message → Watching a play helps students summarize the story and identify the moral/lesson.
- RL.3.3 – Describe characters → Students observe how characters' actions, dialogue, and expressions show traits, motivations, and feelings.
- RL.3.4 – Determine meaning of words and phrases → Students hear expressive language, idioms, and figurative speech in context.
- RL.3.5 – Refer to parts of stories → Students see firsthand how scenes, dialogue, and stage directions build a story.
- RL.3.7 – Use illustrations and audio/visual elements → Plays combine visuals, sound, costumes, and movement, giving students practice in analyzing how those support understanding.
- RL.3.9 – Compare themes, settings, and plots → Students can compare the play with a book version or another story they've read.

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### Speaking and Listening (SL 3x standards)

- SL.3.1 – Collaborative discussions → Students discuss the play with peers, asking questions and sharing opinions.
- SL.3.2 – Recount key details → Students can retell what they saw/heard from the performance.
- SL.3.3 – Ask and answer questions from a speaker → If the play includes a Q&A with actors or director, students practice engaging with a speaker.
- SL.3.4 – Report on a topic/tell a story → Students can write or present a summary or review of the play.
- SL.3.5 – Use audio/visual displays → Students may create posters, storyboards, or skits based on the play.

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### Language (L 3x standards)

- L.3.4 – Determine word meanings from context → Students hear vocabulary in action and use performance clues to figure out meaning.
- L.3.5 – Demonstrate understanding of figurative language → Plays often use similes, metaphors, idioms, which students can analyze.
- L.3.6 – Acquire and use grade-appropriate words → Exposure to dramatic and descriptive language expands students' vocabulary.



## Field Trip to Discovery Place— Science Standards

### Alignment

3-PS2 Motion and Stability: Forces and Interactions

- Students can observe and experiment with exhibits on motion, gravity, balance, and magnetism.
  - For example, pushing or pulling interactive objects shows how balanced and unbalanced forces affect motion (3-PS2-1).
  - Motion exhibits like pendulums, rolling balls, or air pressure activities help students see predictable patterns in motion (3-PS2-2).
  - Magnet and static electricity exhibits let students ask questions and test cause-and-effect relationships (3-PS2-3).
  - Engineering design stations can challenge students to solve problems using magnets (3-PS2-4).
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### 3-LS1 From Molecules to Organisms: Structures and Processes

- In Discovery Place's life science sections (plants, animals, ecosystems), students can explore how organisms grow, reproduce, and complete life cycles, comparing different species (3-LS1-1).
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### 3-LS2 Ecosystems: Interactions, Energy, and Dynamics

- Animal exhibits (live animal encounters or habitats) provide examples of how animals form groups for survival (3-LS2-1).
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### 3-LS3 Heredity: Inheritance and Variation of Traits

- Interactive animal or plant displays give students the chance to see inherited traits and environmental influences (eg, camouflage, size, color variation) (3-LS3-1, 3-LS3-2).
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### 3-LS4 Biological Evolution: Unity and Diversity

- Discovery Place often has fossil exhibits or replicas, allowing students to analyze data from fossils to understand past life and environments (3-LS4-1).
  - Animal diversity displays help students construct explanations of survival advantages (3-LS4-2) and see how some organisms thrive in certain habitats while others do not (3-LS4-3).
  - Exhibits on changing ecosystems allow for claims about environmental change and adaptations (3-LS4-4).
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### 3-ESS2 Earth's Systems

- Weather and climate exhibits let students represent data about seasonal conditions and explore climates in different regions (3-ESS2-1, 3-ESS2-2).
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### 3-ESS3 Earth and Human Activity

- Exhibits on engineering and technology give students opportunities to think about design solutions to reduce weather-related hazards (3-ESS3-1).