



Kindergarten Adventure Field Trip: Pip the Pirate



Come meet Pip the Pirate in this field trip focused on Phonics, Geometry, and Weather!

Pip has dreamed of being a pirate since they were young. Adventuring on the seas, looking for gold, singing pirate shanties, dancing pirate jigs, following ancient maps - what could possibly be a better life than a pirate's life? Knowing how much work it takes to be a pirate, Pip has trained, and trained, and trained, every single day, in order to have a chance at joining a pirate crew. And finally, Pip's day has come! Pip's first day as a pirate is tomorrow, and Pip can hardly contain their excitement. Pip will be joining the crew of the famous pirate ship, the Jolly Wonder. But before Pip can set sail, they need to find some pirate-y items and learn just a few more things about being a pirate. Pip could really use some help, so they are reaching out to some friends (that's you!) and asking them to come to Wonderscope to help!

The activity stations for this field trip are as follows:

Station One: Help Pip choose the right anchor and telescope!

At this activity station, students will help Pip find the heaviest anchor and the longest telescope! Students will examine four anchors and four telescopes, then choose the heaviest anchor and the longest telescope. This station aligns with the following MO and KS Kindergarten Learning Standards:

MO Math K.GM.A.2 Geometry and Measurement: Reason with shapes and their attributes; Compare the measurable attributes of two objects. (heavier, lighter, etc)

MO Math K.GM.A.1 Geometry and Measurement: Reason with shapes and their attributes; Describe several measurable attributes of objects. (shortest, longest, etc.)

KS Math K.MD.1. Describe measurable attributes of objects, such as length or weight; Describe several measurable attributes of a single object.

KS Math K.MD.2. Directly compare two objects, with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter

Station Two: Help Pip find the best days to sail!

At this activity station, students, together with a buddy, will experiment with how different types of weather (wind, rain, and sun) may affect Pip’s pirate ship. Then, students will look at the next week’s weather forecast to choose the best day(s) for Pip’s pirate crew to set sail! This station aligns with the following MO and KS Kindergarten Learning Standards:

MO Science K.ESS2.D.1 Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.]

KS Science K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.]

Station Three: Help Pip learn what pirates like!

At this activity station, students will work with Pip to help decide which items pirates like! Pirates like things that begin with “RRRRR”, so students will help Pip learn which items begin with “R”! This station aligns with the following MO and KS Kindergarten Learning Standards:

MO ELA K.RF.2.A.a: *Identifying sounds in spoken words*

MO ELA K.RF.2.A.d: *Recognizing spoken alliteration or groups of words that begin with the same onset or initial sound*

KS ELA RF.K.1.d: *Recognize and name all upper- and lowercase letters of the alphabet.*

KS ELA RF.K.3.a: *Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.*