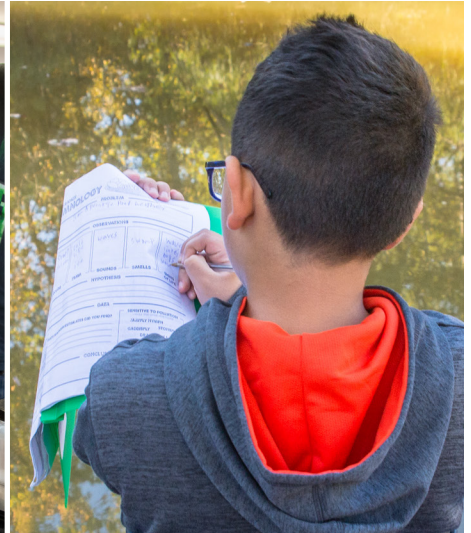


POST TRIP PROJECT PACKAGE



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Dear teachers,

Thank you so much for choosing Sky Ranch for your Outdoor Education experience! We enjoyed the last few days with you, and we hope you are able to rest as you get ready to head back to your classroom.

The following resource has been designed by Sky Ranch to provide classroom teachers with TEKs aligned projects to have ready in the classroom for when students return from their Sky Ranch Outdoor Education trip. The goal of these projects is to provide an additional resource for teachers who want to incorporate the Sky Ranch experience back into the classroom once returned. This will also serve to transition back into the classroom while giving students time to process what they learned.

The purpose of the Sky Ranch Outdoor Education program is to meet the educational needs of schools by offering a beautiful and fun-filled setting that engages students and adults through unique and creative learning experiences. These take-home projects exist as an added benefit to those who wish to use them, how much or how little you utilize them is up to the school.

This resource primarily benefits those who have already attended the Sky Ranch School Programs. It has projects and prompts that align directly with the content covered here and is helpful in the processing of the school trip as well as the transition back into the regular classroom setting.

In this package you will find four different projects as well as numerous class-specific writing prompts. Each project lists an objective, the TEKs covered by the project, supplies needed, and the procedures. The writing prompts provided are broader critical thinking questions that are specifically written to correlate with each of the classes offered at Sky Ranch.

Transitioning home from your Sky Ranch class trip can be a little exhausting, so we hope you find this helpful in your planning process for your first few days back in the classroom. At Sky Ranch, we are grateful for the opportunity to be a part of your school year, both at camp and in your classroom!

Grateful to serve,
Chrisleigh Heller
Director of School Programs
chrish@skyranch.org
903-266-3360

STUDENT INTRODUCTION

STUDENTS! WE LOVED HAVING YOU AT SKY RANCH, AND THE GOOD NEWS IS WE HAVE ONE FINAL MISSION FOR YOU TO KEEP THE FUN GOING A LITTLE LONGER!

YOUR MISSION, SHOULD YOU CHOOSE TO ACCEPT IT

Your goal is to combine all of the great things you learned while at camp along with your own research, to complete ONE of the four missions listed below. Our brainstorming worksheet should help get you started. Have fun!

YOUR TEACHERS WILL TAKE IT FROM HERE AND GIVE YOU THE INSIDE SCOOP ON HOW TO MAKE YOUR SKY RANCH REPORT AMAZING!

MISSION 1 : POEM

You will write 3-5 short poems using literary techniques such as alliteration, metaphors, similes, onomatopoeia, as well as any other technique designated by your teacher. Poems should address topics learned at camp such as: classes, memorable experiences, and specific content related to trip.

MISSION 2 : NEWSPAPER ARTICLE

This just in! We need you to report on all that you learned while at camp for the front page of Sky News. The article should include at least one picture, and a creative title describing the content. Article length and further details on length/content will be determined by your teacher.

MISSION 3 : BROCHURE

Your assignment is to create a brochure that will be given to next year's class telling them about all the awesome things they will do while at Sky Ranch. The following content should be included: 3-5 things you learned in class, what was your favorite class and why?, what was your favorite Rec Time activity and why?, your favorite memory of your trip, and pictures from camp.

MISSION 4 : FORMAL THANK YOU LETTER

Your back from your trip, and you had a blast! Your assignment is to write a letter to a teacher, chaperone, or Sky Ranch instructor of your choice thanking them for all they did. As part of your letter, make sure to include 1-2 things you learned while in class along with several of your favorite memories from your trip. The letter should be addressed appropriately and use the proper letter format as determined by your teacher.

BRAINSTORMING FORM

WHICH MISSION DID YOU CHOOSE?

WHAT WERE SOME OF YOUR FAVORITE MEMORIES OF CAMP?

LIST 3-5 THINGS THAT YOU LEARNED WHILE AT CAMP:

WHAT TOPICS WOULD YOU LIKE TO LEARN MORE ABOUT?

LIST 3 CREDIBLE RESOURCES FOR YOUR PROJECT:

RESOURCE 1

RESOURCE 2

RESOURCE 3



POEM

OBJECTIVE

Students will create a short poem detailing their time at Sky Ranch using literary devices such as alliteration, rhyme, and rhythm.

TEKS

110.16. English Language Arts and Reading

5.16 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(B) write poems using:

- (i) poetic techniques (e.g., alliteration, onomatopoeia);
- (ii) figurative language (e.g., similes, metaphors); and
- (iii) graphic elements (e.g., capital letters, line length).

Other TEKS hit will vary on content addressed

SUPPLIES

- Paper
- Pencil
- Scissors
- Optional: Use HAIKUDECK application or VERSES application on electronic device

PROCEDURE

Instruct students to create a poem using specific details about their time at Sky Ranch. Depending on which elements of poetry you hope to cover in this project, the poem could be specific to your class. For example, you could potentially have the students write in rhyming couplets or quatrains. You could also have them include at least 2 instances of alliteration or a metaphor. This project could be very easily adjusted to fit the needs of your classroom. Students could also present their completed poems to the class if you so choose.

SKY RANCH POEM RUBRIC

	4	3	2	1
Creativity	Wow! Very creative ideas and illustrations!	Has many creative ideas and illustrations.	Has some creative ideas and illustrations.	Shows little or no creativity.
Technique/Style	Literary devices(rhyme, rhythm, repetition, simile, metaphor, personification, allusion) included, and used effectively and consistently throughout.	Some use of literary devices (rhyme, rhythm, repetition, simile, metaphor, personification, allusion) and used effectively and consistently throughout.	Inconsistent use of rhyme, rhythm, or repetition as consistent with form chosen.	Follows pattern that is predictable and monotonous.
Use of Language	Vivid word choice, variety, and figurative language. Expresses emotion regarding subject.	Some descriptive word choice, variety, and figurative language. Expresses emotion regarding subject.	Limited descriptive word choice, variety, and figurative language. Expresses limited emotion regarding subject.	Limited use of descriptive word choice and relatively no figurative language.
Organization	Writes cohesively within the style of poetry chosen. Shows originality, fluency, imagination, and style.	Writes within style of poetry chosen. Displays some imagination and style.	Somewhat follows style of poetry chosen. Logical pattern of writing displayed.	Lacks organization, not always logical. Does not follow form chosen.
Editing	Spelling, grammar, and mechanics are all clear and without error.	A few errors in spelling, grammar, and mechanics.	Pattern of evident errors in spelling, grammar, and mechanics.	Contains distracting errors in spelling, grammar, and mechanics.

Total Score:_____



NEWSPAPER ARTICLE

OBJECTIVE

Students will create a news article written either as a summary of their trip or highlighting a specific class while providing research on one or more topics they learned during that class.

TEKS

110.16. English Language Arts and Reading

5.17 Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.

5.18 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

- (A) create multi-paragraph essays to convey information about the topic that:
 - (i) present effective introductions and concluding paragraphs;
 - (ii) guide and inform the reader's understanding of key ideas and evidence;
 - (iii) include specific facts, details, and examples in an appropriately organized structure; and
 - (iv) use a variety of sentence structures and transitions to link paragraphs;

Other TEKS hit will vary on content addressed

SUPPLIES

OPTION 1 : DIY

- Card Stock
- Markers
- Pens
- Scissors
- Tape/Glue
- Printer or Magazine (for pictures)
- Other craft supplies as desired

OPTION 2 : ELECTRONIC

- Microsoft Word or similar word processing software
- Google Slides
- Camera/Video Recording Device
- iMovie
- Animoto
- Printer

PROCEDURE

Students will create a newspaper article either via an electronic resource (ex: google slides, Microsoft Word, or Electronic template), or as a handwritten document. The newspaper can either detail specific research on a subject the student found to be the most interesting while at camp, a persuasive text written to other students, or as a narrative review of their trip. Other examples of how to execute this project are listed below:

- Create a short news report about what happened on the field trip. Publicize the trip via an article in your local newspaper, school bulletin board, trip presentation for parent's night, or class Web page.
- Groups of students oversee different articles/parts of the paper ie: Food, sports, current news, etc...
- Video report – Apps such as Animoto, iMovie, or similar video software are great options!



SKY RANCH NEWSPAPER ARTICLE RUBRIC

	4	3	2	1
Writing – Organization	Each section in the newsletter has a clear beginning, middle, and end.	Almost all sections of newsletter have a clear, beginning, and end.	Most sections of newsletter have a clear beginning, middle, and end.	Less than half of the newsletter sections have a clear beginning, middle, and end.
Knowledge Gained	Students accurately answered all questions related to facts in the newsletter.	Students accurately answered almost all the questions related to facts in the newsletter.	Students accurately answered less than half of the questions related to the facts in the newsletter.	Student appears to have little knowledge about the facts in the newsletter.
Illustrations	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the newsletter seems “text-heavy”.	Graphics do not go with the accompanying text or appear to be randomly chosen.
Attractiveness – Organization	The newsletter has exceptionally attractive formatting and well-organized information.	The newsletter has attractive formatting and well-organized information.	The newsletter has well-organized information.	The newsletter’s formatting and organization of material are confusing to the reader.
Spelling – Proofreading	No spelling errors in the newsletter.	Up to 3 spelling errors in the newsletter.	Up to 5 spelling errors in the newsletter.	More than 5 spelling errors in the newsletter.

Total Score: _____



Nature Center Shinanigans

Sky Ranch is known to be a magical place with fun atmosphere and awesome activities! A certain mysterious magical event occurs though in the Nature Center... when the lights turn off and everyone goes home, the Nature Center animals are more active than ever! Some suggest they play games, some even explore beyond their enclosures.

To see what actually goes on, professional nature center coordinators have decided putting up cameras to see what really goes on with the nocturnal animals 'daytime at night' Stay tuned to see what investigators find!



this issue

Mission Impossible: Tortoise **P.1**

BeeDat **P.2**

Alien Skull Found! **P.3**

To Fly or To Glide Sky High...

This Just In! Many campers walk into the Sky Ranch Nature Center in awe and taken aback by the variety of cute, scaly, furry animals of all types. One species in particular though, the sugar glider, mistakenly is identified as a flying animal. This however is not the case, and Sky Ranch is here to ensure that though they have wing like skin to soar through the sky, they are actually gliding.

These cute little marsupials are master gliders that have built in wingsuits. This helps when traveling from tree to tree in the forest. Where is this forest you ask? Austrailia Mate! These Aussies have been known for gliding up to 50 meters. That is 64 feet long, over half a football field just for food! Now this proves helpful for escaping predators as well. Which means they are most comfortable in the sky than on the ground.

That flap of skin mentioned is called a Patagia. Sugar Gliders are not the only known animals to have this structure. Other animals include, flying squirrels, bats, even some reptiles that glide, and few species of lemurs! This patagia is also helping in gathering food, like a net as it glides.

How the structure of the patagia actually works in providing the function to glide is meant to increase the surface area of the sugar gliders body. This provides the control that is much different than how birds fly. This means the sugar gliders legs must be spanned out for the patagia to effect its gliding patterns.

Campers love learning about these amazing creatures. Sugar Gliders are never low on sweets or low to the ground!

BROCHURE

OBJECTIVE

Students will be able to create a tri-fold brochure for the grade below at their school explaining what they learned as well as their favorite memories of camp.

- Students should create a brochure that markets their Sky Ranch experience to the grade below.
- This can include memories, concepts that were learned, pictures, etc.

TEKS

5.17 Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.

5.18.A.iii Include specific facts, details, and examples in an appropriately organized structure.

5.19 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.

Other TEKS hit will vary on content addressed

SUPPLIES

OPTION 1 : DIY

- Card Stock
- Markers
- Pens
- Scissors
- Tape/Glue
- Printer or Magazine (for pictures)
- Other craft supplies as desired

OPTION 2 : ELECTRONIC/COMPUTER

- Microsoft Word or similar word processing software
- Printer

PROCEDURE

Students will create a brochure or foldable handout for the grade below. These brochures may be created by hand as a craft, or electronically on a computer through Word, Google Docs, or a similar system. These handouts should be in color, include pictures, and communicate information about the student's week at camp. Ex: What they learned, why a 4th grader should be excited, favorite activities, etc. See attached example for further guidance [Example created via Microsoft Word].



SKY RANCH BROCHURE RUBRIC

	4	3	2	1
Organization	The brochure has excellent formatting and very well-organized information.	The brochure has appropriate formatting and well-organized information.	The brochure has some organized information with random formatting.	The brochure's format and organization of material are confusing to the reader.
Content	The brochure communicates relevant information appropriately and effectively to the intended audience.	The brochure communicates relevant information appropriately to the intended audience.	The brochure communicates irrelevant information, or communicates inappropriately to the intended audience.	The brochure communicates irrelevant information, and communicates inappropriately to the intended audience.
Usage	The brochure provides illustrations through varied, sophisticated, and colorful verbs, adjectives, and adverbs. No errors.	Varied use of verbs, adjectives, and adverbs to enhance writing. Few errors. Does not interfere with writing.	Some variety of verbs, adjectives, and adverbs in writing. Patterns of errors evident.	Basic and redundant usage of verbs, adjectives, and adverbs. Numerous errors that detract from the meaning.
Graphics	The graphics relate well to the text, and there is a good mix of text and graphics.	The graphics relate well to the text, but due to the high number of graphics, they distract from the text.	The graphics relate well to the text, but there are too few.	The graphics do not relate to the accompanying text, or they appear to be randomly chosen.
Sentence Structure & Mechanics	Sophistication and precision in syntax. No errors.	Variety in syntax, appropriate and effective. Few errors.	Minimal variety in syntax. Pattern of errors evident.	Numerous fragmented and incorrect sentences. Many errors that detract from meaning.

Total Score: _____



THANK YOU LETTER

OBJECTIVE

Students will compose and send a "thank-you" note or video to either the Sky Ranch staff, chaperones, teachers, or other people that supported the field trip to Sky Ranch. They will include favorite memories or special information learned during the field trip.

TEKS

110.16. English Language Arts and Reading

5.17 Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.

5.18.B Write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions [e.g., date, salutation, closing].

5.21 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

126.7. Technology Applications

5.2 Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:

(A) draft, edit, and publish products in different media individually and collaboratively; revised August 2017 41

(B) use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print;

(C) collaborate effectively through personal learning communities and social environments;

(D) select and use appropriate collaboration tools;

(E) evaluate the product for relevance to the assignment or task; and

(F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files.

Other TEKS hit will vary on content addressed

SUPPLIES

OPTION 1 : DIY

- Card Stock or Paper
- Pens, Markers, Pencil
- Scissors
- Printed pictures from trip
- Other craft supplies as desired

OPTION 2 : ELECTRONIC

- Microsoft Word or similar word processing software
- Video software to produce a "thank-you" video
- Camera/Video Recording Device
- iMovie
- Props
- Animoto
- Printer
- Other supplies desired

PROCEDURE

Students will either write a formal letter using proper letter conventions or create a video with technology and video software to thank a Sky Ranch staff member, a teacher, chaperones, or administration involved in the trip to Sky Ranch. The project should include a personal narrative of the student's experience and should use proper spelling and grammar.

SKY RANCH THANK YOU LETTER RUBRIC

	4	3	2	1
Letter and Envelope Conventions	No capitalization, punctuation, spelling, or grammatical mistakes can be found.	Few capitalization, punctuation, spelling, or grammatical mistakes can be found.	Multiple capitalization, punctuation, spelling, or grammatical mistakes can be found.	Numerous capitalization, punctuation, spelling or grammatical mistakes can be found. These mistakes impair the reader's ability to understand the letter.
Letter and Envelope Format	The appropriate formatting was used while addressing the envelope and writing the letter. No errors can be found.	The appropriate formatting was used while addressing the envelope and writing the letter. Few errors can be found.	The appropriate formatting was used while addressing the envelope and writing the letter, however multiple errors can be found.	The formatting used while addressing the envelope and writing the letter was incorrect or inappropriate and/or numerous errors can be found.
Presentation	All writing is easy and legible for the reader to read. The letter and envelope are neat and organized.	Most writing is legible and easy for the reader to read. The letter and envelope are fairly neat and organized.	The writing is fairly legible for the reader to read. The letter and envelope could be neater and/or more organized.	The writing is illegible and difficult for the reader to read. The letter and envelope are not neat or organized.
Tone	The appropriate tone was used while writing the letter. The tone is consistent throughout the letter and is easily understood by the reader.	The appropriate tone was used while writing the letter. The tone is mostly consistent throughout the letter and is fairly easily understood by the reader.	The appropriate tone was used while writing the letter. The tone is somewhat consistent throughout the letter and can be understood by the reader.	The tone used in the letter was inappropriate and/or the tone is inconsistent or confusing to the reader.
Ideas	Ideas are expressed in a clear and organized fashion. The message of the letter is very clear.	Ideas are expressed in a fairly clear manner, but the organization could be better.	Ideas are somewhat organized but are not very clear. It took more than one reader to understand pieces of the letter.	The letter seems to be a collection of unrelated sentences. It is difficult to figure out the focus of the letter.

Total Score: _____



SKY RANCH
TEXAS COLORADO OKLAHOMA

WRITING PROMPTS

FORCES IN NATURE

Rockets

- Pick a Rocket with a different goal than your own (Short Range, Middle Range, Long Range, Exploding). How would you change the design of your rocket to make it reach this different goal?

Potato Head Zips

- What criteria would you use to analyze if your potato head went faster or slower than your control time?

Rock Garden

- How would you explain the reasoning of Sedimentary Rocks being located so far away from Volcanos?
- Draw a sequence of events for the rock cycle, starting with the volcano and ending with Sedimentary rock. Make sure you label all the steps in between.

Make it Rain

- How would you explain the creation of the Grand Canyon using vocabulary terms from this class?
- What is the difference between Weathering and Erosion, and how is Erosion related to Deposition?

LIMNOLOGY

Dry Pond

- What is the difference between Median and Average?
- Why would you need to know the Median of a set of data instead of the Average?

Water Web

- Create a large poster with a journey of a water molecule complete with process names and a fun short story about your molecule.

Turtle Town

- Research more about your favorite turtle you saw in the Turtle Barn. Make sure you discover more specific details about their habitat, their niche, some more inherited traits, and learned behaviors. Write a short paragraph describing your findings.

PH Lab

- How would you adapt the process of our Ph experiment to check the Ph of a large river such as the Mississippi or the Colorado? - add additional lower level question and reword
- List and Describe three causes of water pollution in Texas.

Adventure Pond

- Research and Describe one of the macroinvertebrates you found in the water.
- Formulate a theory for why the Adventure Pond became healthy again over time? Defend your theory in three to five sentences

WRITING PROMPTS

EXPEDITIONS

Nature Center

- Complete the Venn Diagram in the student's journal comparing and contrasting mammals, reptiles, and arthropods.

Environmental Impact

- In what ways could environmental impact have a positive impact on an environment? Write a short paragraph describing how one of these examples has a positive impact.

Skulls

- Draw a picture of your favorite animal from the class and label its key structures, and describe each structure's function.

CO₂/Decomp

- Write a short story describing the journey of CO₂ molecule in the CO₂ Cycle.

Mammals

- What is the relationship between the sugar gliders consumption of fruits and seeds and its niche? How does this relationship impact the environment?

Reptiles

- Create a short news article describing the inherited traits and learned behaviors of one of the reptiles you saw at camp, highlighting specific things that allow the animal to survive in its natural habitat. Ex: Scale color-camo, Long toes/tail- climbing in trees

Arthropods

- Write a short paragraph describing the difference between complete and incomplete metamorphosis.

AMERICAN INDIANS

- Research the Comanche Tribe and the Caddo Tribe. Create a Venn Diagram comparing and contrasting the two tribes.
- Write a short paragraph describing the similarities and differences between the Native Americans and the European Settlers.
- What were some of the major factors contributing to the Europeans settlement of the New World?
- Using one or more resources, research more specifically about a particular section of this class: I.e. beads and decoration, the life of La Salle, farming and corn grinding, winter count/buffalo, weapons and tools of Natives, or archery. Write a short paragraph citing your research to describe your findings.
- Create a journal entry written from the point of view of a French settler.

CHALLENGES

- In 3-5 sentences compare and contrast the characteristics of both a team that works well together and a team that is having difficulty.



WRITING PROMPTS

FISHING

- Draw a diagram of a species of fish that interests you. Label the structures and describe the possible function of each structure.
- What skills did the fishing class teach you?
- Draw an example of an ecosystem that includes one of the fish found in Sky Lake. Be sure to include producers, consumers, decomposers, and the sun.
- Predict what would begin to happen if Sky Lake became polluted. Research an example of a real water pollution crisis that has happened in Texas. Write a short paragraph describing your findings.

ORIENTEERING

- Compare and contrast three different types of trees seen during our orienteering class such as post oak, pine, water oak, cedar, elm, red oak, sweet gum, hickory, or black jack oak.
- In your own words describe the difference between magnetic north and true north.
- What skills did you learn during this course, and how can you apply them in everyday life situations at school, at home, or with friends?

TEXAS HISTORY

- In your own words describe the sequence of events leading up to the Alamo during the Texas Revolution.
- What facts would you use to support Sam Houston's decision for the Runaway Scrape and the ambush of the Mexican forces at San Jacinto?
- Can you predict the outcome of the Revolution if William Travis was unable to send a message to Sam Houston during the siege of the Alamo?
- Create a newspaper article about one of the significant events during the Texas Revolution.

RANCH LIFE

- Can you elaborate on the reason that Ranchers chose to brand each of their cattle?
- Conduct research using one or two sources and write a short paragraph describing one of the Famous Figures of the Cattle Drive industry such as Lizzy Johnson, Charle Goodnight, or Jesse Chisholm.
- List and describe several of the challenges that were faced by ranchers while on the cattle drive. Why were these obstacles worth the risk?
- Research and discuss cattle drives were essential to the well-being of the people of the United States.

