

Alberta – A Sense of the Land

TEACHER PACKAGE

Thank you for booking a Teacher's Pet In-School Field Trip!



TEACHER'S PET™



In this package, you will find some key documents that will help you prepare for your upcoming fieldtrip. This package includes:

- ✓ Field Trip Form
- ✓ Checklist Letter
- ✓ Learning outcomes that will be explored during the fieldtrip
- ✓ Information Sheets about payments and volunteers

★ Please use the Checklist Letter as your guide as you prepare your classroom for our visit.

Please note that all documents are copyrighted and any reproduction or distribution of these documents electronically or otherwise, in whole or in part, is strictly prohibited except for the purposes of this singular scheduled field trip.

If you have any questions, please feel free to contact us at

- ★ 780 434 8224
- ★ 1-888-634-8738 for Calgary
- ★ Email: fieldtrips@tpet.ca

We are looking forward to visiting your classroom and engaging your students in an energetic and interactive learning experience!

Best wishes,

The Teacher's Pet Team



No bus needed!
We come to your classroom!

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FOR YOUR INFORMATION

Payments

Please note our Payment Policy:



1. You will be invoiced once the field trip has taken place. This invoice will be emailed directly to the accounts payable individual at your school.
2. Payments may be by cheque or credit card.
3. If paying by cheque, please make the cheque out to **Teacher's Pet Educational Services** and mail to:
Teacher's Pet Educational Services
11215-180 Street
Edmonton, AB
T5S 0B4
4. If paying by credit card, please call the office at:
780 434 8224 (Edmonton)
1 888 634 8738

Please note: We are an approved vendor in your school district.

Volunteers

Volunteers are an integral part of your classroom and during this field trip. On your checklist letter and on the field trip form, you will find a suggested number of volunteers that are needed for this event. Please be aware that there may be components of this field trip where volunteers will need to read English. If this is difficult for some of your volunteers, we will try to place them at stations with little or no reading but this is not always possible.



Student Booklets



Teacher's Pet is going green! We are committed to helping the environment in accordance with green initiatives undertaken within schools. We are currently in the process of reducing the length of or eliminating the student booklets that have been used in our field trips. We understand that photocopying costs are steep and excess paper usage is not good for the environment.

As change takes time, some of our field trips will still have a reproducible student booklet this year. We thank you for your patience during this time of transition.

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IN-SCHOOL FIELD TRIP FORM

A Teacher’s Pet Educational Services In-School Field Trip is visiting our classroom! Our students will have an opportunity to participate in interactive stations while learning several key components of the curriculum.

Here is brief outline of our learning adventure!

Social Studies: Alberta – A Sense of the Land

Your children will embark on an “Amazing Race” as they explore the different regions of Alberta. They will discover what makes each region unique and how each affects the people, animals and industries that are found there.

Date of presentation: _____

Time of presentation: _____

Cost: _____

Please return your payment for this event by _____



✂ -----

I hereby give my son/daughter _____ permission to participate in the Alberta – A Sense of the Land In-School Fieldtrip on _____ at _____ AM/PM.

Date: _____ Signature: _____

Amount enclosed: _____

In order for your child to receive the maximum benefit from this field trip, we will require 4 volunteers to help out in station activities. Please arrive at least 15 minutes before the scheduled field trip time to receive instructions.

I will be able to volunteer.
Name/phone number: _____

I am sorry, but I will not be able to volunteer.



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CHECKLIST

The following is a checklist to help you prepare for this exciting event. We kindly recommend that this checklist is followed to ensure a smooth and productive field trip.

Before the field trip:

- If it is your policy to send home a field trip form letter for in-school field trips, you are welcome to use the one included in this package. It has been provided for your convenience!
- 4 volunteers are required and they should arrive at least 15 minutes prior to the beginning of the field trip.
- Please photocopy 6 Student Booklets (one per group).

Day of the field trip:

- Please organize your classroom in the following way:
 - 6 different stations will be set up in the classroom – one for each region.
 - Desks arranged so that each student has a seat when at each station
- Divide your class into six groups. Each group will be assigned a colour by the presenter. They do not need to be in these groups at the beginning of the field trip but will break into their groups shortly afterwards. If you have already decided how the students will be divided up, it will ensure a smooth transition.
- Please provide each student with a name tag and pencil.
- The Teacher's Pet representative will arrive approximately 20-30 minutes prior to the scheduled field trip to set up stations and talk to parent volunteers.



During the field trip:

- Students will rotate through stations.
- The Teacher's Pet representative does not replace the classroom teacher. It is beneficial for the classroom teacher to roam freely to provide positive reinforcement and troubleshoot. This is a great opportunity to monitor and assess your students' learning!
- Since students are quite involved during the field trip, it is necessary for them to stay in for recess.

After the field trip:

- Please fill out the online evaluation form found at <https://tpet.wufoo.com/forms/r7x3a7/>. Your input is very valuable and very much appreciated!

Payment:

- Please refer to the Payment section included on the "For Your Information..." page for detailed information about our Payment Policy.

Please contact us if you have any questions or comments. Thank you for allowing us the privilege of visiting your classroom!

Best wishes,

The Teacher's Pet Team

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LEARNER OUTCOMES

The following **Learner Outcomes** are explored to varying degrees within the 2 hour Grade 4 In-School Field Trip, Alberta – A Sense of the Land.

General Outcome

Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.

Values and Attitudes

Students will:

4.1.1 value Alberta's physical geography and natural environment:

- appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta (LPP)
- appreciate how Alberta's fossil heritage contributes to the province's unique character (LPP)
- appreciate the variety and abundance of natural resources in Alberta (ER, LPP)
- appreciate the environmental significance of national and provincial parks and protected areas in Alberta (ER, LPP)



Knowledge and Understanding

Students will:

4.1.2 examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues:

- Where is Alberta located in relation to the other provinces and territories of Canada? (LPP)
- What are the major geographical and natural vegetation regions, landforms and bodies of water in Alberta (e.g., prairie region, forests, rivers, hoodoos, Rocky Mountains, oil sands)? (LPP)
- What are the significant natural resources in Alberta, and where are they located (e.g., mineral deposits, coal, natural gas and oil, forests)? (ER, LPP)
- How are Alberta's provincial parks and protected areas and the national parks in Alberta important to the sustainability of Alberta's natural environment? (ER, LPP)

4.1.3 examine, critically, how geology and paleontology contribute to knowledge of Alberta's physical geography by exploring and reflecting upon the following questions and issues:

- What geological features make Alberta unique (e.g., hoodoos, Rocky Mountains, foothills, oil sands)? (LPP, ER)

4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:

- In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP)
- How do Albertans deal with competing demands on land use (e.g., conservation, solar and wind power, recreation, agriculture, oil exploration, forestry)? (ER, LPP)