



CHILDREN'S
MUSEUM

F o n d d u L a c

**Field Trip Guide
&
Classroom Extension
Activities**

Inside this Resource Guide you will find:

- Optional activities to use with your students relating to their trip. These activities may be adapted to fit your students and your curricular needs.
- Lists of vocabulary, suggested books, websites, etc. to help extend your lessons, connect to curriculum, and integrate technology.
- A letter to send home with students telling families about the museum.

This guide was developed to help you meet your needs. Please let us know any feedback you have so that in the future we will be able to better meet your needs.

As You Prepare for Your Trip

- To enhance the educational experience of the trip let the students know what they will see when they arrive and what they will be doing in each exhibit station. Please let them know that the Great Toddler Reef is closing during field trips to all children four years old and older.
- We recommend that students be in pre-assigned groups of five. They should wear a nametag with their name, school and teacher listed. AT ALL TIMES they should remain with their group. Please use the restrooms in groups as well, rather than sending students on their own.
- Remind chaperones of ways to be most helpful. They are valued resources and will be most useful when prepared and informed.
- Feel free to take pictures as your group interacts with the exhibit.

Directions

The Children's Museum of Fond du Lac is located on the main floor of the Windhover Center for the Arts Building located at 51 Sheboygan Street. Your bus may drop you off at in front of the street level doors next to the main entrance to the building. Children may enter the museum using the main entrance. As you arrive, please meet a museum staff member or volunteer inside the front doors of the building at the top of the steps. Bus parking is available in the Fond du Lac Public Library lot, located across the street from the museum.

Museum Rules

1. Walk, don't run.
2. Clean up when you're done.
3. Have fun.

Chaperone Expectations

- Learn the names of the students in your group.
- Assist your group with completing the passport activity as introduced by CMFDL staff at the start of your trip.
- Keep your group together as you go from exhibit to exhibit.
- Ask the students questions and interact with them as they work. For example: How could you try that another way?

Exhibit Information

Passport Stations

Throughout the museum passport stations give information as they show pictures and items from different countries. Match the correct flags or animals or answer the questions to collect stamps in your passport.

Fond du Lac Central (Fond du Lac, USA, North America)

Learn about the Fond du Lac community while you climb up the lighthouse, take a boat ride or go fishing off the pier.

HealthWorks! (North America)

Discover how healthy habits such as good nutrition and exercise keep our minds and bodies fit.

Transportation Station (Global)

Measure the distance to your next stop using our large globe. Choose your method of transportation and perhaps get a picture in our plane, train or bus! Pick up your passports here or choose a scavenger hunt card to see if you can find hidden pictures around the museum.

Great Toddler Reef (Australia)

This area is closed for field trips.* Please let students know this ahead of time.

The Australia passport station is available for all field trips.

*This exhibit is available to children in your field trip who are under the age of 4 years.

Pizzeria Frazioni (Italy, Europe)

This exhibit is a fun way to explore fractions and how we use them in our everyday lives. You will use a variety of math skills as you build pizzas, take orders and sort the materials to "clean up" the kitchen after your meal!

Great Wall Construction (China, Asia)

Become construction workers, architects and engineers while developing spatial relationships and your fine and gross motor skills. Build and sort large blocks to build a house and experiment with physics as you shoot balls at the bamboo ball wall. Plan, design and create anything you can imagine at the Keva block table.

Big Apple Theater (New York City, USA, North America)

Try your hand at acting when you become a performer, using our ready-made puppets to put on a puppet show. As you wait your turn behind the curtain, enjoy a show as a member of our audience. Your class may perform a story you've been discussing in class or create one of your own!

Sound Studio (Montreal, Canada, North America)

Discover life as a DJ at our Canadian radio station, CFIZ. Record your own messages and play them back to your listening audience! Give the weather report and announce your daily classroom news.

Shadow Safari (Mali, Africa)

Science = Fun in our African shadow room! Add a pre-made mask or create one of your own and let your imagination go wild. What shadow will you leave behind?

Money Exchange (Global)

Trying to save money for that special item? This exhibit can help! Compare money from different countries and learn about good saving habits.

Fond du Lac Central Extension Activities

- Fishing
 - Let students measure their “catch” with pictures or cut out fish
 - Make fishing poles with popsicle sticks, string and Velcro. Make fish out of paper or foam for the children to catch. Write facts, concepts or problems on the fish. As the children read their fish and/or solve the problems on the fish, they can glue them to a construction paper bowl.
 - Research the kind of fish that live in Lake Winnebago or a lake near your community.
- Lighthouses
 - Make a lighthouse with recycled materials.
 - Compare different lighthouses.
- Boat Safety
 - Make posters helping show ways to be safe on the water.

HealthWorks! Extension Activities

- Healthy Eating
 - Separate the class into groups of two or three, and give each group a newspaper food section, three paper plates, and markers. (The plates should be marked to represent each meal of the day.) Using the food section, have the groups locate nutritious items with which to “make” breakfast, lunch and dinner. Go over each group’s menus, discussing the healthy and not-so-healthy choices on each.
- Exercise
 - Discuss what exercise and muscles are.
 - Cook some spaghetti noodles so they are limp. Some uncooked noodles are also needed. Explain to the students that the cooked noodles are like muscles that have been through a warm up. These muscles have been stretched so they are ready to bend and move easily. Show students how easily they bend and move. Then show the uncooked noodles. Explain that they are stiff and are like muscles that have not had a warm up. Show how the noodles break when pressure is applied. When you work muscles hard without a warm up you may strain them and injury may occur.
 - Have students practice each of the following warm up exercises.
 - Climb like a monkey.
 - Bend over and walk like an elephant.
 - Challenge students to create other exercises such as these: *“Stretch like a crane (bend leg and balance). Run slowly like a bear.”*
 - Play “Simon Says” using these and other warm up activities.
 - Have students make posters in which they illustrate their favorite exercises.
- Body
 - Practice finding a pulse. Count the beats after a period of rest, after jumping, running, reading, etc.
 - Have children take a breath and blow into a balloon until they run out of breath. This is about half the amount of air in our lungs.
 - Show students how long their intestines would be if stretched out in a straight line- 25 feet long.
 - Invite a doctor or nurse in as a guest speaker.
 - Have students share stories about broken bones, operations, etc.

Transportation Station Extension Activities

- Transportation
 - Play *How Will We Get There?* Choose a location on the map or globe and then have students decide what form of transportation they will need to take to get there.
 - Students can pack their bags for a trip. Have them draw or cut out pictures from magazines the things they would need to pack for a trip to _____. What is the weather like there? What activities might they do?
- My World
 - Students can make a list or write a letter telling a child in another location what makes their community a great place.
 - Have students fold a paper into fourths. In one box they can draw their room, in another they can draw their house, in another they can draw something from their street, in the last they can draw something from their town.

Pizzeria Frazioni Extension Activities

- Fractions (Halves)
 - Put masking tape down on the rug in a circle shape. Then add lines through the circle to look like a pizza. Have children try to see how many of them fit in each slice, on the whole pizza. Play a game where someone pretends to eat a piece and the children have to find another slice to move on to until they cannot fit anymore. Leave the pizza set up and give the children manipulatives to put on the pizza, asking questions like, "how many pepperoni (milk tops or blocks) fit on a slice?" etc.
- Counting
 - Make 8 pizza slices for the flannel board. As you call out a child's name in the chant below, that child takes a slice from the board. You can also reverse it, with each child adding a slice instead of taking it.
 - 8 pieces of pizza
 - tasty as can be,
 - (child's name) can eat a slice
 - and leave some for me.
 - [continue counting down]
 - 1 piece of pizza
 - tasty as can be,
 - (child's name) can eat a slice
 - and leave none for me.
 - Yum, Yum,
 - that was fun!
 - We love a pizza party!

Great Wall Construction Extension Activities

- Building
 - Set up a center with building materials such as legos for students to construct houses and buildings.
 - Draw a picture of a building in progress with the workers, vehicles and tools included.
 - Build a replica of your community using different media.
 - Design your fantasy house or room. Have students draw it, make a floor plan or write a description.
- Teamwork
 - Arrange a construction competition where groups of students try to build a structure in a certain amount of time with the same materials. Challenge students to see which group can build the tallest structure, a structure using all their pieces or a structure using the least number of pieces, etc.

Big Apple Theater Extension Activities

- Puppets
 - Turn a story you have been reading in class into a script with different parts.
 - Take time to discuss how different characters' voices might sound. For example, what might Goldilocks, the mama bear, papa bear and baby bear sound like? Let students practice using different voices.
 - Discuss the difference between television, movies, stage acting and puppet theatre.
 - Make a list of favorite TV shows or movies that include puppet characters.
 - Invite a puppet group to perform.
 - Find a puppet to use as an example for students and explain how puppeteers control puppets.
 - Share different types of puppets through pictures or examples.
 - Watch the puppet show scene from *The Sound of Music*.
- Sing and act out these songs from the Big Apple Theater. Your students can perform it for each other or another class.
 - Going on a Bear Hunt
 - Itsy Bitsy Spider
 - Five Green and Speckled Frogs

Sound Studio Extension Activities

- Weather
 - Let students take turns announcing the weather of the day.
 - Students can give/write a weather report from four different seasons.
 - Students can give/write a weather report from two different places on the globe.
- Daily News
 - Have students look on local websites or in the local paper to find a family activity coming up that they can announce.
 - Take turns reporting something happening in their lives.

Shadow Safari Extension Activities

- Create a collage of African animals.
- Shadows
 - Make shadows with your overhead projector in the classroom.
 - Divide your class into pairs and have them trace each other's shadows on the sidewalk using sidewalk chalk.

Money Exchange Extension Activities

- Coins
 - Play *What are the Coins?* Ask your students questions like the following: I have three coins in my pocket. They are worth 7 cents. What do I have? (a nickel and 2 pennies.) I have three coins in my pocket. They are worth 16 cents. What do I have? (a dime, a nickel and a penny.)
 - Visit www.moneyinstructor.com for worksheets and ideas
 - Visit <http://www.lisashea.com/lisastrips/coins/> to see money from around the world. Give students a penny, nickel, dime, and a quarter to hold up and compare to those on the website
 - Show students play money. Talk about what makes play money different from real money or the money you are holding in your hands. Brainstorm some ideas. (The difference is that real money is widely accepted as money. Everyone agrees to use it as money. Play money is not widely accepted as money, and most people wouldn't sell you something in exchange for it.)
 - Visit the website <http://aes.iupui.edu/rwise/notedir/mappage.html>, then click on the country whose currency you wish to see. Different countries print different currency. To buy something in a country, you need to have that country's currency.
 - Explore the currency from at least three countries. Compare one example to an American ten dollar bill as seen at the web site <http://www.bep.treas.gov/document.cfm/5/43/154> . How is it different from American money? What do you like about it? Take a closer look at the American five dollar bill. Examine the different parts such as the portrait, signatures, legal tender wording, value, and decorations.
 - Visit <http://www.moneyfactory.gov/newmoney/> and click on the link Explore the Interactive Five.
 - Create your own currency using paper and art supplies or try making it on the computer. Try to include some of the features you see on the American ten dollar bill and on the currency you viewed from other countries. How will you make sure that no one can easily copy your currency?

Lessons adapted from <http://www.econedlink.org/lessons/index.cfm?lesson=EM169>.

- Piggy banks/ Savings
 - Make piggy banks out of milk cartons or other recycled materials.
 - List or draw the things they would be willing to work very hard for and write stories or draw pictures of themselves working very hard for one of these things.
 - Discuss the latest fad or popular item for kids their age.