

# Every Student Initiative Field Trip: Kindergarten



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The Every Student Initiative (ESI) aims to bring every student in the Central Illinois area to the Peoria Riverfront Museum every year. To help us achieve this goal, Polly Barton, the wife of former Caterpillar CEO Glen Barton, made a substantial contribution specifically to help bring the Peoria Public Schools Kindergarten through 8th grade students to the Peoria Riverfront Museum. Since the museum is an educational organization whose goal is to inspire lifelong learning, matching the Peoria Public Schools' curriculum to support their educational goals is very important. Through visits to specific exhibits, planetarium shows, and Giant Screen Theater educational films, the Peoria Riverfront Museum hopes to inspire students to further develop their knowledge of topics outlined in the curriculum per their grade level.

**INCLUDED IN YOUR E.S.I. FIELDTRIP:**

- Transportation to and from your school
- Pre-Visit Video
- Brief staff welcome and orientation upon arrival at the museum
- 3 hour visit to the museum's galleries, and either the DOME Planetarium or the Giant Screen Theater as best pertains to your specific curriculum
- Pre & post visit materials for teacher use
- Pre, during, and post visit student activities customized for your trip

## Greetings,

**We are very much looking forward to your visit to the Riverfront Museum! To ensure the best possible experience for your group, please review the following information prior to your visit.**

Since your class will be joining us for an Every Student Initiative field trip, your educator's guides, and pre/post visit activities are all included in this packet, and can also be found on the PSD150 website. If you have questions about any of the information seen here, please contact us and we will happily assist you.

### Arrival/Check-In:

- Please **confirm your final numbers** (students & chaperones) with Holly Johnson **5 days prior** to your visit.
- Do your best to **ARRIVE ON TIME!** Tours are carefully scheduled, and arriving on time makes the day go easier for both you and your students.
  - "On Time" is defined as arriving **5-10 minutes before your first scheduled program** to allow for transition time (e.g.: check-in, bathroom breaks, etc.)
- Upon arrival, one leader should check in at the front desk to report the final tally of students and adults and to pay for the field trip. It is important that you know your total numbers before coming to the front desk. This will ensure your group starts promptly at your designated time.
- Rolling bins will be provided to your group upon arrival to store items like sack lunches and/or coats. We cannot provide cooling or heating services for lunches.
- A museum host/educator will greet the group in the lobby and give a brief orientation

### Bus Loading/Unloading Zones:

- Buses can load and unload at the front entrance of the museum at 222 SW Washington Street. There is a drop-off lane directly in front of the museum.
- There is no on-site bus parking; buses can park under the Bob Michel Bridge.
  - A bus driver map is available online, or at the front desk.





### Group Orientation:

- Upon your arrival at the museum, a staff member will briefly explain the museum rules, review your group's specific schedule, and provide chaperones with maps, activity sheets, and gallery guides as needed.

### Chaperone Policy:

- Peoria Riverfront Museum recommends one chaperone for every five students; all attending adults are considered a chaperone.
- Chaperones arriving separately can park in the museum parking deck for free.
- All chaperones should be made aware of the tour's itinerary.
  - Chaperone guides are available on the museum's website; please make use of these.

### Museum Rules:

Our goal is to provide a successful learning environment for all students. **You can help to create that environment by clarifying our behavioral expectations with your students both before you arrive AND by helping us enforce those expectations during your visit.** During your group orientation, a staff member will remind your students of the following rules:

- Walk in the museum. No running.
- Use indoor voices.
- Many of our exhibits are "hands-on," but some are not. We'll help your students to know the difference.
- No food, drink, candy or gum in the galleries.
- Respect others in your group as well as other museum visitors and staff.
- Teachers and chaperones must stay with their groups at all times.
- Photography is permitted in some galleries. Please ask your host for details.



## Kindergarten Field Trip, Element 1: Science/History—Plants, Animal Needs, Farms

### EDUCATOR'S GUIDE TO ILLINOIS RIVER ENCOUNTER



#### ILLINOIS RIVER ENCOUNTER

Learn the story of the Illinois River in this unique gallery. As you enter, you'll see a 400-gallon aquarium containing native fish species from the Illinois River. In the main exhibit, along one side, learn about the natural history of the river from the time of the Kankakee Torrent more than 14,000 years ago until the present. The opposite side tells the story of how humans have harnessed and changed the river.

#### Topics & Interactives found in the Gallery:

- Origins of the River: Information about the Kankakee Torrent and the native peoples who lived along the Illinois River
- River Ecosystems: Three dioramas show native plants and animals
- Fishing: Learn about native and invasive species, the shell-button industry, and commercial fishing
- Hunting and Trapping: See a “River Rat” cabin, a duck blind, and learn the history of hunting along on the river
- Tomorrow’s River: Learn about groups working to improve the river environment, view a live feed to the Emiquon National Wildlife Refuge
- The River as Highway: Columbia riverboat disaster, barge experience, pristine river model
- Canals and Locks: navigating the Illinois River canal, wicket dam interactive, lock interactive

## Kindergarten Field Trip, Element 2: Science/History—Plant and Animal Needs, Season and Hibernation

In an adventure of giant proportions, *Tiny Giants 3D* reveals the astonishing lives of the smallest of animals.

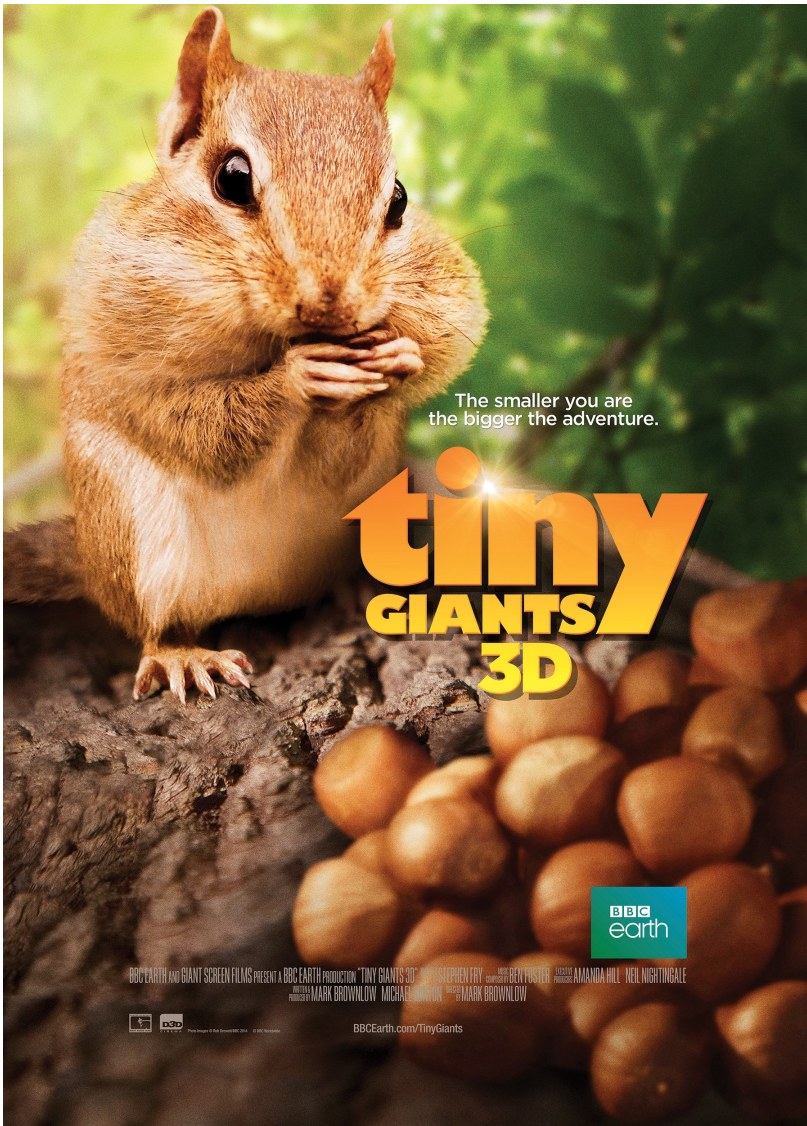
Using the incredibly immersive power of specialist 3D cameras, audiences are transported in a very intimate way into another world to experience the titanic battles these creatures face to survive.

A chipmunk in a wild wood and a grasshopper mouse in Arizona's scorched deserts are both forced to grow up fast when they find themselves alone for the first time. Only by using their ingenious superpowers can our heroes not only stay alive, but also become masters of their universe.

*Tiny Giants 3D* is inspired by the BBC original television series *Hidden Kingdoms*. The US premiere of the BBC/Discovery Channel co-production – renamed *Mini Monsters* and narrated by Peter Dinklage (*Game of Thrones*) – aired as a two-hour special on Discovery in May 2014.

For more information, including a digital *Tiny Giants* IBook and coloring sheets, visit

<http://www.bbcearth.com/tinygiants/>.



## PRE-VISIT ACTIVITY: Teacher Guide

### Chipmunk Puppet

#### Pre-Visit Activity Objective:

Information about chipmunk habitat, summer behavior, fall behavior, and winter hibernation

#### To begin the activity, share the following information with your students:

During our field trip to the Peoria Riverfront Museum, we will be exploring the galleries and watching a movie. The movie we will see is called Tiny Giants and it tells the story of two little creatures. We'll learn all about how a mouse survives in the desert during a flood, and about how a chipmunk survives in the forest during winter! To get ready for the movie, we are going to spend a little time today learning all about chipmunks!

#### Information to share with your students:

What is a chipmunk? What do they look like, sound like, what do they eat, how do they move.

What is hibernation? Which animals hibernate? How is a chipmunk different from a bear in hibernation?

What does a chipmunk need to hibernate?

#### Begin the activity:

Today we are going to make a chipmunk puppet to help us remember what we learned!

#### Supplies:

- Chipmunk pattern from [iheartcraftythings.com](http://iheartcraftythings.com) (pattern included on page 9)
- Paper lunch bag per student
- Tan/light brown cardstock
- Brown, black, and white cardstock
- Googly eyes
- Black and brown crayon per student
- Scissors
- Glue or glue stick

#### Instructions:

1. Start by printing off the paper bag Chipmunk pattern. Use the pattern to cut out a face from your tan cardstock paper and a tail and arms from your brown paper. You will also need to cut out a nose and ears from your brown cardstock paper and whiskers out of your black cardstock paper.

## PRE-VISIT ACTIVITY: Teacher Guide

### Chipmunk Puppet

#### Instructions continued

2. Cut off about an inch from the bottom of the paper bag; this shortens the bag and makes it easier for little hands to use the finished puppet.
3. Glue the chipmunk face onto the bottom of your paper bag. Next glue the tail and ears onto the back of the paper bag. Continue and glue on the arms, nose, googly eyes and whiskers
4. Use your brown and black crayons to draw a mouth on your chipmunk and color in a brown triangle of fur at the top of the chipmunk face. You can also added some black onto the tail of chipmunk.
5. Turn your chipmunk over and add two white strips of cardstock paper onto the chipmunk's back to mimic those distinctive white stripes on the back of the chipmunk. You can also used your crayons to add some dark stripes on the sides of the white strips.
6. Wait for the glue to dry and enjoy your new chipmunk puppet!

Original Craft: <https://iheartcraftythings.com/paper-bag-chipmunk-kid-craft.html>

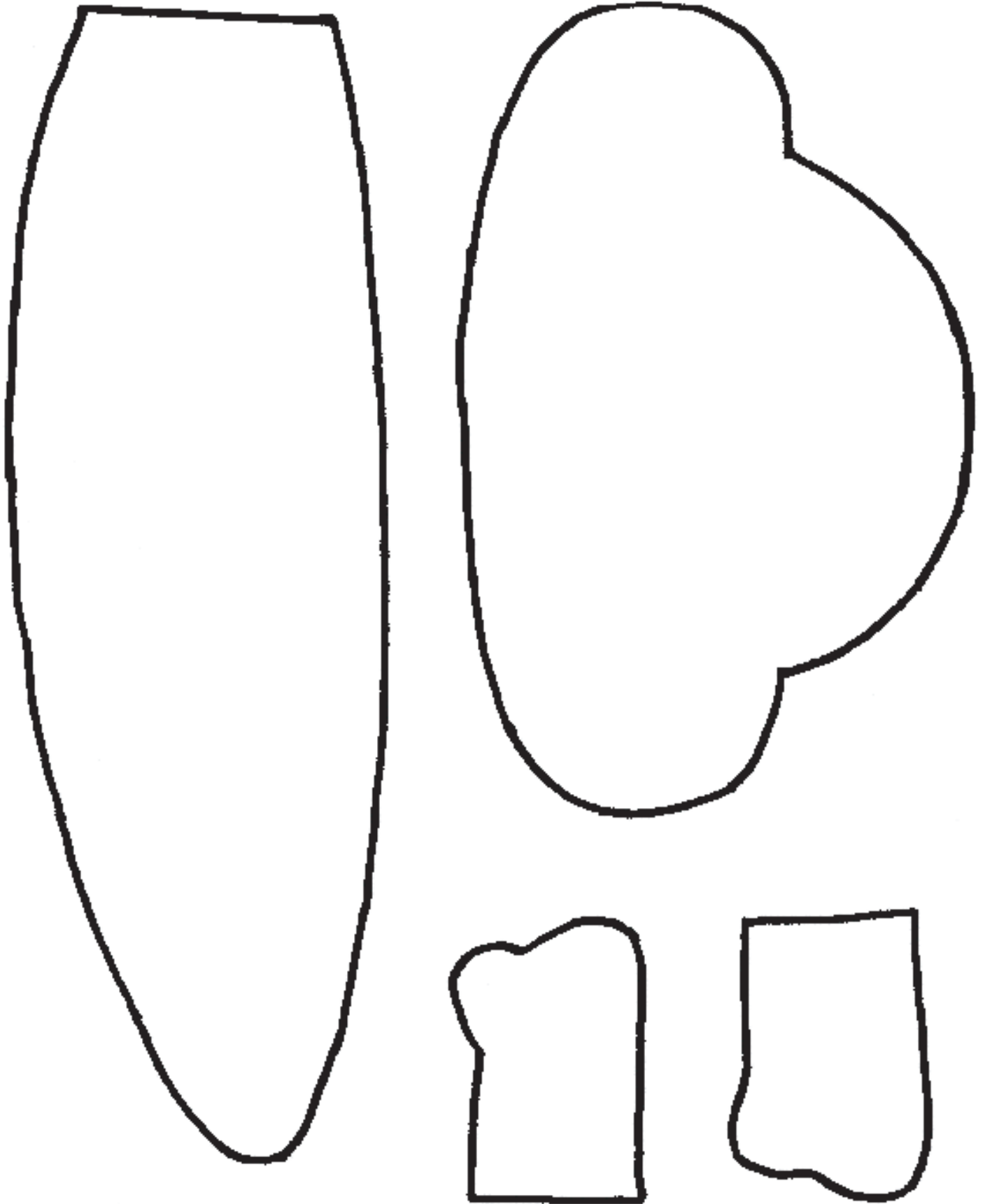


#### Conclude the activity:

Save the puppets for use in the post-visit activity when you return from your field trip to the Peoria Riverfront Museum!



# Chipmunk puppet pattern



## POST-VISIT ACTIVITY: Teacher Guide

# The Illinois River

### **Post-Visit Activity Objective:**

After completing this activity, students will be able to talk about the animals that live in the Illinois River, like fish and ducks.

### **To begin the activity, remind your students of their recent visit to the Peoria Riverfront Museum:**

While we were at the Peoria Riverfront Museum, you explored the Illinois River Encounter gallery where you got to learn about the plants, animals, and people that live on the Illinois River. Today, we are going to see how much we remember about those plants and animals.

### **Discussion to have with your students to help them remember their visit:**

There are many different types of animals that live in the Illinois River. Can anyone remember the types of animals that we saw in the museum (*Answers can include, fish, eagles, ducks, beavers, birds, raccoons, and more.*)

Can anyone describe what they saw when they looked in the fish tank? (*Answers can include fish, plants, rocks, branches, bubbles.*)

Can anyone describe what some of the ducks looked like? (*Answers can include striped, polka dots, patterned, many colors, photographs, wooden carvings, and more.*)

What was your favorite part of the gallery?

### **Begin the activity:**

Today, we are going to finish drawing a picture of some of the animals that live in the river. You can also add plants, rocks, insects, flowers, or anything else that you think belongs in the river.

### **Supplies:**

- *The Illinois River* worksheet per student (page 12)
- Crayons or colored pencils for each student

### **Instructions:**

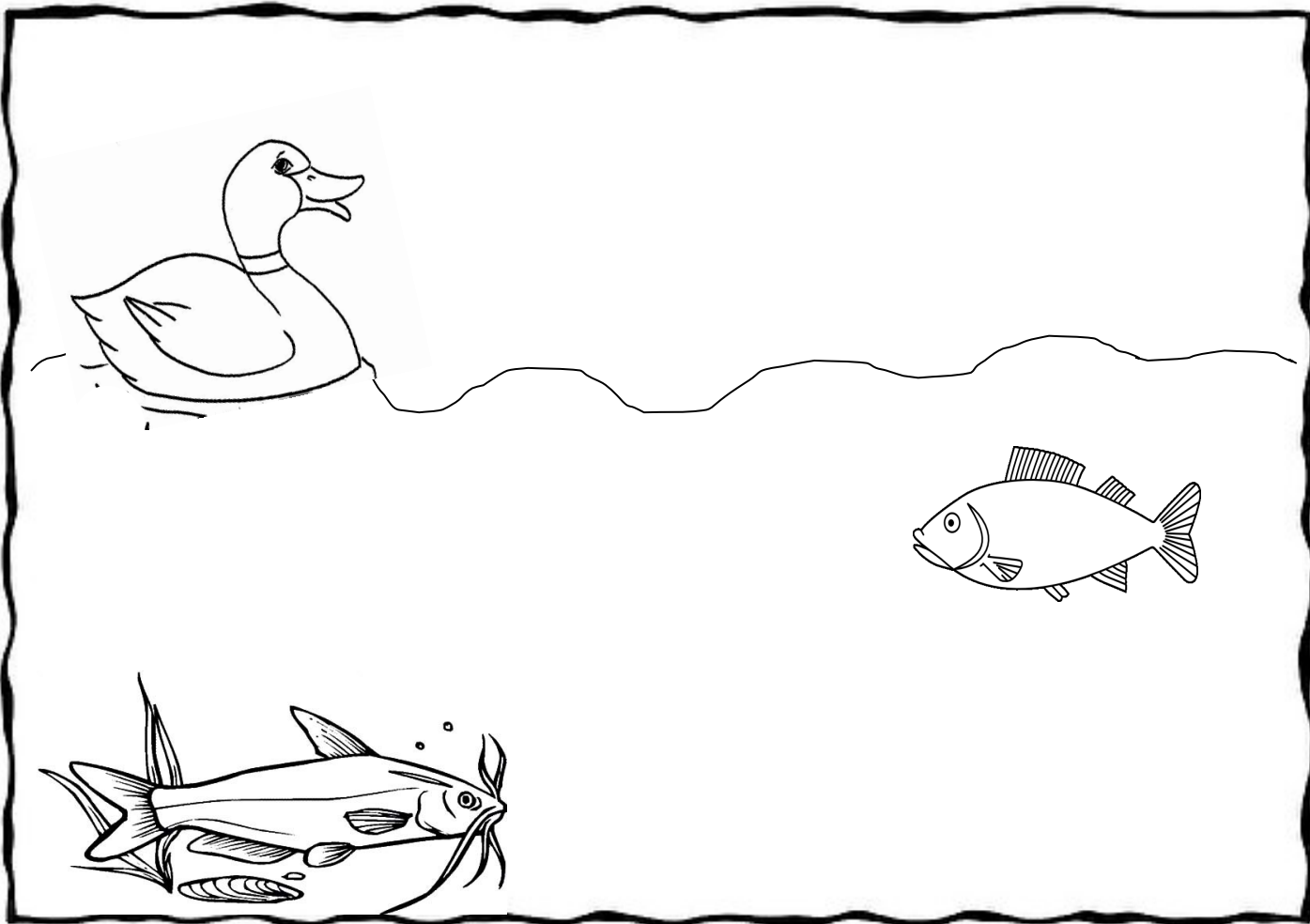
1. Pass out a copy of “The Illinois River” worksheet (page 12) to each student, as well as the coloring/writing supplies.
2. Instruct students to finish the picture on their worksheet by adding other things that the animals that live in the river might need. Then, instruct the students to practice writing the words “Illinois River.”

Name: \_\_\_\_\_

# THE ILLINOIS RIVER

During your recent visit to the Peoria Riverfront Museum you learned all about animals that live in the Illinois River!

Finish the picture below by drawing the animals you saw or adding things that the animals need to survive like plants and bugs. Then, practice writing the name of the river at the bottom.



*Illinois River* - - -