

TEACHER GUIDE TO THE
2019-2020 Every Student Initiative Field Trips



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Introduction

Please read through this document at least once before arriving at the museum for your field trip.

Every Student Initiative

The Every Student Initiative (ESI) is an ambitious new program to bring every student in Central Illinois to the Peoria Riverfront Museum every year. With hands-on learning through objects, a Giant Screen Theater, Dome Planetarium, and rotating exhibits, the Peoria Riverfront Museum is a great place for students to learn in a new environment. ESI supports the museum's mission to encourage life-long learning in students of all ages while connecting them to their community at large.

The Every Student Initiative is privately funded, allowing donors to help their communities by sponsoring field trips to the Peoria Riverfront Museum.

With the Peoria Public Schools, the Barton Family Foundation has sponsored curriculum-related field trips for every student in grades K-8. The field trips are scheduled throughout the year to coincide with the curriculum the Museum can match best. Each trip includes a visit to the Giant Screen Theater or Planetarium and a guided gallery tour. The specific show and gallery are picked based on the current curriculum during that quarter.

This is an excellent opportunity for students to explore what their community has to offer and experience their classroom curriculum in a unique way.



If you have any questions, comments, or concerns, please contact:

Holly Johnson

Every Student Initiative/Group Tours Coordinator

(309) 863-3013

hjohnson@peoriariverfrontmuseum.org

Museum Policies & Expectations

About this guide:

- This guide is intended to help give an overview of your grade level's specific field trip along with pre and post visit activities to help integrate the trip into the classroom.
- Please review this guide prior to your scheduled field trip to ensure a smooth experience.

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.)

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.

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.

Every Student Initiative Curriculum by Year

Topics covered by grade during the 2017-2018 School Year

Kindergarten:

Illinois River Encounter: Plants, Animal Needs

Giant Screen Theater: *Tiny Giants:* Plants, Animal Needs, Seasons and Hibernation

1st Grade:

Illinois River Encounter: Habitats, Plants, Animals

Giant Screen Theater: *Flight of the Butterflies:*

Habitats, Plants, Animals

2nd Grade:

Celebrate Illinois: 200 Years in the Land of Lincoln:

Immigration, fighting for a cause

Giant Screen Theater: *Amazon Adventures:*

Ecosystems, Biological evolution

3rd Grade:

Leuckart Zoological Wall Charts and *Illinois River*

Encounter: Animal Classification

Planetarium: *Uniview and Sensational Sound Show:*

Solar System, Light and Sound

4th Grade:

Emergence: The National Arts of Central Illinois: Personal Narratives

Planetarium: *Dynamic Earth:* Environment, Energy, Transfer of forces.

5th Grade:

Celebrate Illinois: 200 Years in the Land of Lincoln:

War and Reconstruction, Native Americans

Planetarium: *Cosmic Colors,* Light and Sound, Space Science

6th Grade:

Illinois River Encounter (Kankakee Torrent, Stream

Table): Earth's surface, 'The Dynamic Earth'

Giant Screen Theater: *Mysteries of China:* Ancient world, China

7th Grade:

Celebrate Illinois: 200 Years in the Land of Lincoln:

State of Illinois, guided by a cause

Planetarium: *Uniview: Tour of the Solar System:* Solar System/Space exploration

8th Grade:

Celebrate Illinois: 200 Years in the Land of Lincoln:

Roaring Twenties

Giant Screen Theater: *Normandy 1945: D-Day,* WWII

Holocaust Memorial: Anne Frank's legacy

Topics covered by grade during the 2018-2019 School Year

Kindergarten:

Dragons, Unicorns & Mermaids: Mythic Creatures: Stories, Nursery Rhymes, Fables.

Giant Screen Theater: *Tiny Giants:* How plants and animals change the environment.

1st Grade:

American Decoy: The Invention: Plants and Animals

Planetarium: *Earth Moon Sun:* Astronomy

2nd Grade:

American Decoy: The Invention and 10 Medical Inventions that Changed the World: Engineering and Invention

Planetarium: *Legends of the Night Sky: Orion:* Greek Mythology

3rd Grade:

Illinois River Encounter: Ecosystems

Giant Screen Theater: *Extreme Weather:* Weather and Climate

4th Grade:

Tiffany: The Collection of Don Shay and *Rodin: The Work of Many Hands: Poetry*
Planetarium: *Dynamic Earth: Forces that shape the earth*

5th Grade:

Dragons, Unicorns & Mermaids: Mythic Creatures: Eastern and Western Hemispheres
Planetarium: *Black Holes: Space science*

6th Grade:

Stream Table: Water and atmosphere
Holocaust Memorial: Facing Fear, Dealing with Disaster, Decisions that matter
Giant Screen Theater: *Oceans: A Blue Planet: Oceanography*

Topics covered by grade during the 2019-2020 School Year

Kindergarten

Mangelsen Wildlife Photography: Animal Habitats
Giant Screen Theater: *Tiny Giants* or *Superpower Dogs*

1st Grade

Da Vinci-The Genius featuring the Secrets of Mona Lisa: We are Scientists
Giant Screen Theater: *Flight of the Butterflies* or *Amazon Adventure*

2nd Grade:

Da Vinci-The Genius: Featuring the Secrets of Mona Lisa: Engineering/Inventing
Planetarium: *To the Moon and Beyond* or *The Solar System and its Robotic Explorers*

3rd Grade:

Illinois River Encounter: Animal Classifications
Giant Screen Theater: *Wild Africa* or *Oceans 3D*

4th Grade

MOON or *Vantage Points: Contemporary Photography: Personal Narratives*
Planetarium: *Legends of the Night Sky* or *Storybook Sky*

7th Grade:

Disney: The Collection of Steve Spain: Perception and reality
Planetarium: *Uniview: Around the Universe: Space Science*

8th Grade:

The Street: Roaring Twenties
Holocaust Memorial: Diary of Anne Frank
Giant Screen Theater: *Normandy 1945: D-Day: WWII*

5th Grade

MOON or *Vantage Points: Contemporary Photography: Personal Narratives*
Giant Screen Theater: *Apollo 11: First Steps* or *Dream Big*

6th Grade

Stream Table: The Dynamic Earth
Holocaust Memorial: Dealing with disaster/anti-bullying
Giant Screen Theater: *Extreme Weather* or *Mysteries of China*

7th Grade

Da Vinci- The Genius: Featuring the Secrets of Mona Lisa: Art history and simple machines
Planetarium: *Uniview: Around the Universe* or *Tour of the Solar System*

8th Grade

The Street: Bronzeville to Harlem: Roaring Twenties
Holocaust Memorial: Diary of Anne Frank
Giant Screen Theater: *Normandy 1945: D-Day: WWII*

Focused Exhibition: 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.

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

Permanent Exhibition Guides

The Peoria Riverfront Museum has 3 permanent exhibitions in addition to the different traveling exhibitions. To help keep your students focused throughout the visit, here are our permanent exhibition gallery guides.*

The Street

[Elementary](#) Middle High School

The Illinois River Encounter

[Elementary](#) Middle High School

IHSA

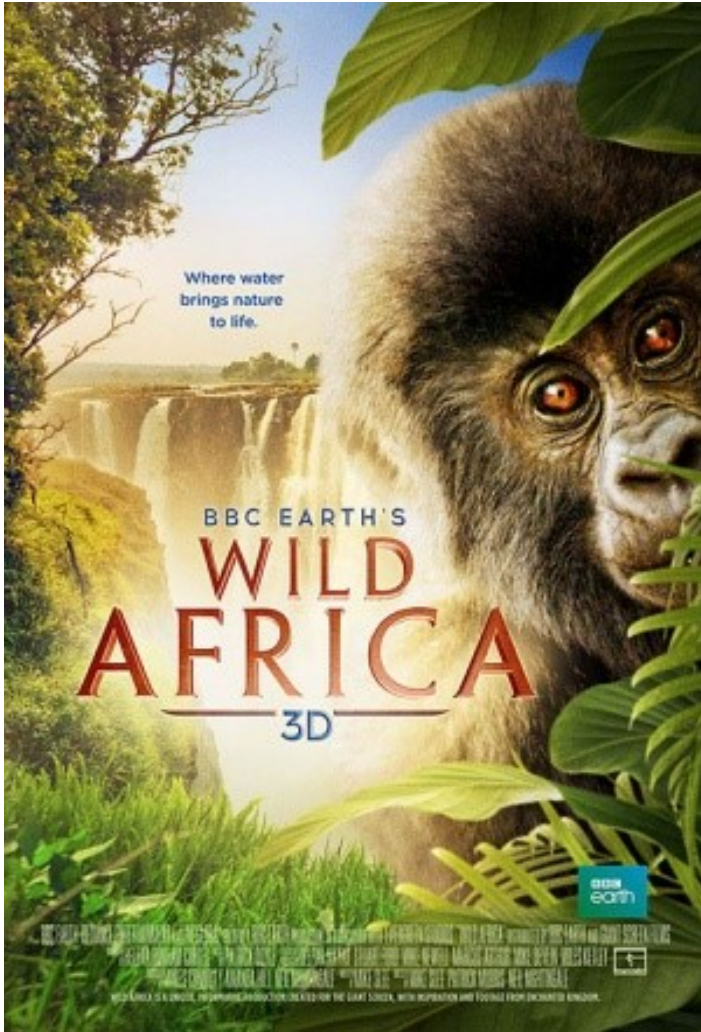
[Elementary](#) Middle High School

These guides can also be found on our website here: [http://
www.peoriariverfrontmuseum.org/educators/educator-resources/teacher-guides](http://www.peoriariverfrontmuseum.org/educators/educator-resources/teacher-guides)

**Please note these Educator Guides are accurate as of August 2019. As there are multiple renovations scheduled this year, not all information will remain accurate. They will be updated as soon as possible.*

Giant Screen Theater Option 1

BBC Earth's Wild Africa 3D



What to expect

Come with us on a spectacular 3D ride across, over, and through the magical realms of the most dramatic continent on earth: Africa.

Our guide through this enchanted kingdom is the sorcerer itself – water. Water crafts Wild Africa, conjuring up life wherever it journeys... travelling above the plains on seasonal winds, cascading along raging rivers or sheltering coral cities.

On the journey through the magical realms of Africa, we'll discover the fascinating secrets of this enchanted kingdom. How spectacular volcanic lakes help turn thousands of flamingos pink, why the heat beating down on waterless dunes in the Namib Desert forces a lizard to dance; and why it snows on the equator.

<https://www.bbcearth.com/wildafrika/#>

Questions to ask your students about *BBC Earth's Wild Africa 3D*:

- What were some of the animals that you saw in the movie?
- What is one of the most important resources for the African animals?
- Why are flamingos pink?
- What were some of the different environments you saw in the movie?
- What are some of the things elephants can do?
- How do crocodiles hunt?

Giant Screen Theater Option 2

Oceans 3D: Our Blue Planet



What to Expect:

It is time to embark on a global odyssey to discover the largest and least explored habitat on earth. New ocean science and technology has allowed us to go further into the unknown than we ever thought possible.

From the coastal shallows to deeper, more mysterious worlds, we reveal the untold stories of the oceans' most astonishing creatures.

Dolphins leap for joy through the waves, as we begin our journey into the blue. Our first stop is the coral reefs, where we meet fascinating characters like the ingenious tusk fish that uses a tool to open its food. In the great forests of the sea, we find a cunning octopus who shields herself in an armory of shells to hide from predators.

Questions to ask your students:

- What were some of the animals you saw in the movie?
- What were some of the different ocean environments you saw in the movie?
- Sea urchins love eating kelp forests. What is their biggest predator?
- Where do walrus like resting on? Is it easy for them to find resting places? Why or why not?
- What was the fish doing in his "kitchen?"
- Why do you think the ocean is the least explored area on the planet?



PEORIA
RIVERFRONT
MUSEUM

Educator Preview Pass

Preview the museum before planning your field trip! Educators are invited to come to Peoria Riverfront Museum and visit the galleries and see the Dome Planetarium shows* at no cost.

Print out this pass and bring it and your official school ID to the ticket desk in the main lobby. This pass is good for free admission for one educator.

**Applies to our regularly scheduled public shows only.*

INFO BELOW MUST BE FILLED OUT FOR FORM TO BE VALID

Name _____

School _____ Grade(s) Taught _____

City _____ Email _____

Peoria Riverfront Museum
222 SW Washington Street | Peoria, IL 61602
309.686.7000 | www.PeoriaRiverfrontMuseum.org

Pre-Visit Activities: How Do We Classify Animals?

Introduction

Your students will be hunting through the Illinois River Encounter looking for animals that match the descriptions written on their worksheets. They will then classify these animals according to the animal's physical characteristics. These Pre-Visit Activities will prepare your students for discussing and participating in animal classification activities at the Museum.

Objectives:

- Students will know what “animal classification” means
- Students will be able to sort animals into broad categories (mammals, birds, reptiles, amphibians, and fish) according to physical characteristics.

Warm Up Game: Guess My Rule!

Materials:

- 10-20 different objects (pencils, pens, paper, erasers, staplers, etc.) per group

Instructions

1. Put your students in pairs or groups.
2. One student at a time will be the “sorter,” they group together a few objects that all have something in common (Color, size, use, etc.), while keeping their sorting method (the common trait) a secret from the rest of the group.
3. Once the objects have been sorted, the other students in the group will try and guess the secret rule that the Sorter used to group the objects.
4. If the Guessers get stuck or need help, they can think of an object that is NOT in the group (does not have to be nearby either) and ask the Sorter if it belongs. The sorter can only answer “yes” or “no.”
5. Once the rule has been guessed, the role of the Sorter passes to the next person.

This activity was adapted from PBS Learning Media: <https://illinois.pbslearningmedia.org/resource/arct14.sci.zrule/guess-my-rule/#.XUBnYOhKjIU>

Activity: Animal Sorting Game

Introduction:

Students should be familiar with the concept of sorting objects based on similarities after completing the warm up game: Guess My Rule. Now, students will connect to the scientific process of taxonomy, or the science of the classification of organisms. Taxonomists use DNA, physical characteristics, habitats, behaviors, and other characteristics to place animals with similar species. This activity will help students identify and sort animals by the easiest observable characteristics— physical characteristics.

Vocabulary

Amphibian: A cold-blooded vertebrate that can live in both water and on land.

Animal: A living organism that can move by itself when it wants. It needs food, shelter, and water to survive.

Biologist: A scientist that studies living things.

Bird: A warm-blooded vertebrate that has feathers, lay hard-shelled eggs, and a beak.

Classification/Classify: To classify something is to sort or place them into different categories or groups.

Fish: A cold-blooded vertebrate that has fins for swimming and gills for breathing underwater.

Mammal: An animal that is warm-blooded, drinks milk produced by their mom as a baby, breathes air, has a backbone, and grows fur or hair at some point in its life.

Organism: An individual animal. Plant, or single-celled life form.

Poisonous: An organism that unloads toxins when you eat or touch them.

Reptile: A cold blooded vertebrate that breathes air and has scales or bony plates covering their skin.

Taxonomist: A type of biologist that focuses on grouping organisms into categories.

Traits: A feature of the organism, like fur, hair, color, skin, or anything that can be used to identify the organism.

Venomous: An organism that unloads toxins when they bite or sting you.

Vertebrate: An organism that has a backbone or spine.

Materials:

- Animal picture sheet on pages 12-13
- Animal knowledge and classification worksheet on page 14
- Scissors
- Pencil/Pen
- Answer sheet on Page 18-19

Activity

1. Put your students into groups and tell them they will be working together to be Taxonomists, or a scientist that classifies organisms. Taxonomists are responsible for naming and placing new species in their correct category or revising previously sorted organisms. Taxonomists are very important because they help shape the way we understand how different organisms are related to one another.
2. Explain to your students that Taxonomists work broadly, then work towards a more detailed understanding of each organism. As they are being taxonomists for this activity, they will be following the same process. Hand out the animal sheets and identify each animal as a class.
3. Once the animals are identified, give your students time to write down what they know about each animal. How many legs do they have? Do they have fur, scales, skin, or feathers? Is it warm-blooded or cold-blooded? Can it fly, swim, or run? You can use the worksheets on pages 14-17 or your own worksheet.
4. Now that the students have made their lists, go over the main broad categories: Amphibian, Bird, Fish, Mammal, and Reptile. Brief definitions are included in the vocabulary section. Identify the main characteristics of each category and either have the students write the list themselves or make a list on the board for the students to reference.
5. After going over the different characteristics of each broad group, the students should begin to understand in which categories the animals can be sorted. Give your students time to complete these three challenges and go over them as a class.
 - Challenge 1: Sort the animals into the broad categories of Amphibian, Bird, Fish, Mammal, and Reptile
 - Challenge 2: Sort the animals by where they live (You can either have the students pick their own environment categories or use these: River, Ocean, Desert, Rainforest, Savanna, and Arctic)
 - Challenge 3: This challenge combines 1 and 2. Have the students sort the animals into Amphibian, Bird, Fish, Mammal, and Reptile. Keeping them in their categories, separate the animals based on environment. Do all amphibians live in the same place? Do birds? Why?
 - Challenge 4: Have your students pretend to be aliens from outer space who have never seen Earth animals before. How would they sort animals?

You can have your students save any number of these projects by gluing the animal pictures to a board, paper, or other material.

If you would like to add more animals in the same template, please contact:

hjohnson@peoriariverfrontmuseum.org

To gain access to the publisher file template for the animal cards.



Rattlesnake



Camel



Vulture



Gila Monster



Red-Tailed Hawk



Sloth



Red-Eyed Tree Frog



Piranha



Toucan



Poison Dart Frog



Zebra



Cheetah



African Clawed Frog



Giraffe



Crocodile



Polar Bear



Penguin



Reindeer



Puffin



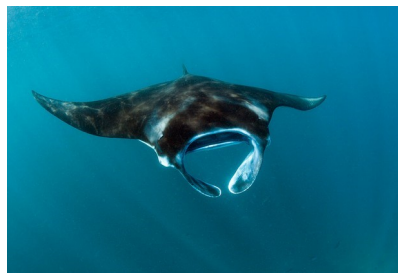
Dolphin



Lionfish



Sea Turtle



Manta Ray



Sea Horse



Orca Whale



Anaconda



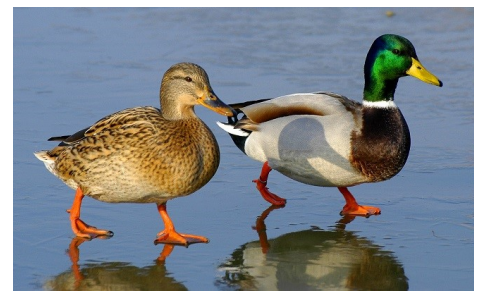
Giant Salamander



Platypus



Catfish



Duck (Mallard)

Name: _____

Animal Knowledge Worksheet

Write down ALL traits that apply to each animal. Use the Trait Bank to help you pick. After writing down the traits, write ONE fact that you know about each animal.

TRAIT BANK

Fur	Feathers	Flippers or Fins	Hooves	Colorful	Colors Blend In
Wet Skin	Scales	Teeth	Beak	Poisonous	Venomous
Webbed Feet	Tail	Horns or Antlers	Can Fly	Does Not Lay Eggs	
Two Legs	Four Legs	Can Produce Milk	Can Lay Eggs	Can Breathe Underwater	
No Legs	Claws	Eats Meat	Eats Plants	Cannot Breathe Underwater	
Fingers or Toes	Paws	Eats Meat and Plants		Cold-Blooded	Warm-Blooded

1. Rattlesnake

Traits:

One fact I know...

2. Camel

Traits:

One fact I know...

3. Vulture

Traits:

One fact I know...

4. Gila Monster

Traits:

One fact I know...

5. Red-Tailed Hawk

Traits:

One fact I know...

6. Sloth

Traits:

One fact I know...

7. Red-Eyed Tree Frog

Traits:

One fact I know...

8. Piranha

Traits:

One fact I know...

9. Toucan

Traits:

One fact I know...

10. Poison Dart Frog

Traits:

One fact I know...

11. Zebra

Traits:

One fact I know...

12. Cheetah

Traits:

One fact I know...

13. African Clawed Frog

Traits:

One fact I know...

14. Giraffe

Traits:

One fact I know...

15. Crocodile

Traits:

One fact I know...

16. Polar Bear

Traits:

One fact I know...

17. Penguin

Traits:

One fact I know...

18. Reindeer

Traits:

One fact I know...

19. Puffin

Traits:

One fact I know...

20. Dolphin

Traits:

One fact I know...

21. Lionfish

Traits:

One fact I know...

22. Sea Turtle

Traits:

One fact I know...

23. Manta Ray

Traits:

One fact I know...

24. Sea Horse

Traits:

One fact I know...

25. Orca Whale

Traits:

One fact I know...

26. Anaconda

Traits:

One fact I know...

27. Giant Salamander

Traits:

One fact I know...

28. Platypus

Traits:

One fact I know...

29. Catfish

Traits:

One fact I know...

30. Duck (Mallard)

Traits:

One fact I know...

Animal Answer Sheet

This is as complete as possible, but if there are mistakes or traits are missing, feel free to correct it.

1. **Rattlesnake:** Desert. Reptile. Scales, Tail, No Legs, Teeth, Can Lay Eggs, Eats Meat, Colors Blend In, Venomous, Cold-Blooded
2. **Camel:** Desert. Mammal. Fur, Tail, Hooves Four Legs, Teeth, Does Not Lay Eggs, Can Produce Milk, Eats Plants, Colors Blend In, Warm-Blooded,
3. **Vulture:** Desert. Bird. Feathers, Tail, Two Legs, Claws, Beak, Can Fly, Can Lay Eggs, Eats Meat, Colors Blend In, Warm-Blooded
4. **Gila Monster:** Desert. Reptile. Scales, Tail, Four Legs, Fingers or Toes, Can Lay Eggs, Venomous, Cold-Blooded, Colorful or Colors Blend In
5. **Red-Tailed Hawk:** Desert. Bird. Feathers, Tail, Two Legs, Claws, Beak, Can Fly, Can Lay Eggs, Eats Meat, Colorful or Colors Blend In, Warm-Blooded
6. **Sloth:** Rainforest. Mammal. Fur, Tail, Four Legs, Claws, Teeth, Does Not Lay Eggs, Eats Plants, Colors Blend In, Warm-Blooded, Can Produce Milk.
7. **Red-Eyed Tree Frog:** Rainforest. Amphibian. Wet Skin, Webbed Feet, Four Legs, Fingers or Toes, Can Lay Eggs, Colorful, Cold-Blooded, Eats Meat
8. **Piranha:** Rainforest or River. Fish. Scales, Tail, No Legs, Teeth, Can Lay Eggs, Can Breathe Underwater, Eats Meat and Plants, Colorful or Colors Blend In, Cold-Blooded
9. **Toucan:** Rainforest. Bird. Feathers, Tail, Two Legs, Beak, Can Lay Eggs, Can Fly, Eats Meat and Plants, Colorful, Warm-Blooded
10. **Poison Dart Frog:** Rainforest. Amphibian. Wet Skin, Webbed Feet, Four Legs, Fingers or Toes, Can Lay Eggs, Eats Meat, Poisonous
11. **Zebra:** Savanna. Mammal. Fur, Tail, Four Legs, Hooves, Teeth, Does Not Lay Eggs, Can Produce Milk, Eats Plants, Colors Blend In or Colorful, Warm-Blooded
12. **Cheetah:** Savanna. Mammal. Fur, Tail, Four Legs, Paws, Claws, Does Not Lay Eggs, Can Produce Milk, Eats Meat, Colorful or Colors Blend In, Warm-Blooded
13. **African Clawed Frog:** Savanna. Amphibian. Wet Skin, Four Legs, Webbed Feet, Fingers or Toes, Claws, Can Lay Eggs, Eats Meat, Colors Blend In, Cold-Blooded
14. **Giraffe:** Savanna. Mammal. Fur, Tail, four Legs, Hooves, Teeth, Horns/Antlers, Does Not Lay Eggs, Eats Plants, Colorful or Colors Blend In, Warm-Blooded
15. **Crocodile:** Savanna or River. Reptile. Scales, Webbed Feet, Tail, Four Legs, Fingers or Toes, Teeth, Can Lay Eggs, Eats Meat, Cold-Blooded
16. **Polar Bear:** Arctic. Mammal. Fur, Tail, Four Legs, Claws, Paws, Teeth, Does Not Lay Eggs, Eats Meat, Colors Blend In, Warm-Blooded, Can Produce Milk

17. **Penguin:** Arctic. Bird. Feathers, Tail, Two Legs, Webbed Feet, Beak, Can Lay Eggs, Eats Meat, Colorful
18. **Reindeer:** Arctic. Mammal. Fur, Tail, Four Legs, Hooves, Horns/Antlers, does Not Lay Eggs, Can Produce Milk, Eats Plants, Colors Blend In, Warm-Blooded
19. **Puffin:** Arctic. Bird. Feathers, Tail, Two Legs, Webbed Feet, Can Fly, Can Lay Eggs, Colorful
20. **Dolphin:** Ocean. Mammal. Wet Skin, Tail, No Legs, Flippers/Fins, Teeth, Does Not Lay Eggs, Can Produce Milk, Eats Meat, Colors Blend In, Warm-Blooded
21. **Lionfish:** Ocean. Fish. Scales, Tail, No Legs, Flippers/Fins, Teeth, Can Lay Eggs, Cannot Produce Milk, Eats Meat, Colorful, Can Breathe Underwater, Cold-Blooded
22. **Sea Turtle:** Ocean. Reptile. Scales, Tail, Flippers/Fins, Can Lay Eggs, Cannot Produce Milk, Eats Plants and Meat, Colors Blend In, Cannot Breathe Underwater, Cold-Blooded
23. **Manta Ray:** Ocean. Fish. Scales, Tail, No Legs, Can Breathe Underwater, Does Not Lay Eggs, Does Not Produce Milk, Colors Blend In, Cold-Blooded, Flippers/Fins, Eats Plants and Meat,
24. **Sea Horse:** Ocean. Fish. Eats Meat, Can Breathe Underwater, Can Lay Eggs, Tail, No Legs, Colorful, Flippers/Fins, Wet Skin.
25. **Orca Whale:** Ocean. Mammal. Wet Skin, Tail, No Legs, Flippers/Fins, Teeth, Can Produce Milk, Eats Meat, Colorful, Warm-Blooded, Cannot Breathe Underwater
26. **Anaconda:** River or Rainforest. Reptile. Scales. Tail, No Legs, Teeth, Can Lay Eggs, Eats Meat, Colors Blend In, Cannot Breathe Underwater, Cold-Blooded
27. **Giant Salamander:** River. Amphibian. Wet skin, Webbed Feet, Tail, Four Legs, Eats Meat, Cold-Blooded,
28. **Platypus:** River. Mammal. Fur, Webbed Feet, Tail, Four Legs, Claws, Beak, Can Lay Eggs, Venomous, Can produce milk, Eats Meat, Warm-Blooded
29. **Catfish:** River. Fish. Wet Skin, Tail, Fins or Flippers, Can Lay Eggs, Eats Meat and Plants, Cold-Blooded
30. **Duck (Mallard):** River. Bird. Feathers, Tail, Wings, Can Lay Eggs, Eats Meat and Plants, Warm-Blooded, Can Fly, Webbed Feet

In-Visit Activity: Animal Classification Scavenger Hunt

Introduction

This activity is to give students a fun activity that allows them to move around the gallery and find animals they are classifying. Students will use the provided clues and word bank to figure out where the mystery animals are and the traits that they have. Students should have basic knowledge of animal classification, if they are unfamiliar, please let your docent know before you start the activity and a brief introduction will be given.

Objectives

- Students will be able to use written instructions and animal descriptions to find specific animals in the Illinois River Encounter
- Using the pictures and models of animals in the Illinois River Encounter, students will classify them as Mammals, Reptiles, Fish, Birds, or Amphibians.

Provided Materials:

- Worksheet (Found on page 21-22, double sided)
- Clipboards
- Pencils

Clipboards and pencils are somewhat limited supplies. We will have enough for each class, but to reduce time passing out supplies, you may want to bring your own.

Activity

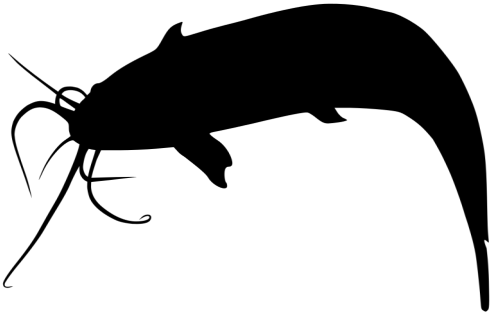
Using the worksheet on pages 21-22, students will look through the entire Illinois River Encounter exhibit using the written descriptions on their worksheet. After finding the animal, students will classify the animal by its physical characteristics. Teachers can either guide the students through the exhibit area by area or allow for more free exploration. Teachers will also have a “cheat” and answer sheet to help guide students in the right direction. The cheat and answer sheet includes a picture of the exact object/animal they’re looking for as it exists in the gallery, a written explanation of where the object is located, and answers for the classification of the animal represented by the object.

Students should be reminded of these rules while in the gallery:

1. Walking feet
2. Quiet voices
3. Hands to yourself

Illinois River Animal Classification Scavenger Hunt

Welcome to the Illinois River Encounter! Four sneaky animals are hiding in this gallery. By carefully reading the clues, can you find the animal? Once you have found the animal, classify it as either a Mammal, Fish, Bird, Amphibian, or Reptile. Make sure to circle the traits that make it part of that group.



I am an animal that lives underwater. My long “whiskers,” called “barbels” help me feel food at the bottom of the river. Since I like warm, dark, quiet water, my eyesight is really weak. I have a smooth body, like wet skin without scales.

At the Museum, I live in a fish tank with lots of friends.

What’s my name?

Circle ALL traits that match this animal:

COLD-BLOODED WARM-BLOODED
 FUR FEATHERS WET SKIN SCALES
 WEBBED FEET CAN FLY GILLS LAYS EGGS TAIL

Circle the animal’s classification:

MAMMAL REPTILE BIRD FISH AMPHIBIAN



I am an animal that uses logs to build my home. I use my big teeth to chew through trees. My flat tail is a useful alarm– if my family hears the slap of my tail against water, they know to hide!

At the Museum, I sit in a case called “Floodplain Wetlands”

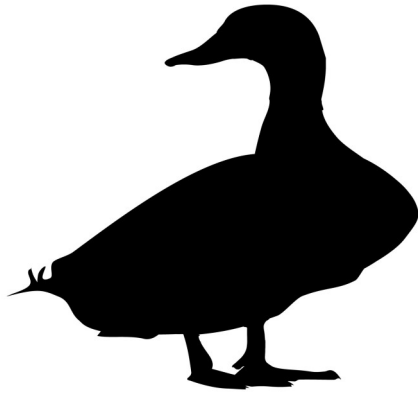
What’s my name?

Circle ALL traits that match this animal:

COLD-BLOODED WARM-BLOODED
 FUR FEATHERS WET SKIN SCALES
 WEBBED FEET CAN FLY GILLS LAYS EGGS TAIL

Circle the animal’s classification:

MAMMAL REPTILE BIRD FISH AMPHIBIAN



I am an animal that likes to swim and fly. My flat bill helps me eat watery plants and bugs. My call is a loud “quack.” I am very social and love to be around other animals like me– including my cousins, Geese and Swans.

At the Museum, I am made of wood. I am easily identified by my green head and white band around my neck.

What’s my name?

Circle ALL traits that match this animal:

COLD-BLOODED WARM-BLOODED

FUR FEATHERS WET SKIN SCALES

WEBBED FEET CAN FLY GILLS LAYS EGGS TAIL

Circle the animal’s classification:

MAMMAL REPTILE BIRD FISH AMPHIBIAN



I am an animal that lives in water and land. My chest puffs up to help me call to other toads at night. I have a high pitched, musical trill instead of a “ribbit” or “croak.”

At the Museum, you can find me in a picture on the “River Habitats” wall.

What’s my name?

Circle ALL traits that match this animal:

COLD-BLOODED WARM-BLOODED

FUR FEATHERS WET SKIN SCALES

WEBBED FEET CAN FLY GILLS LAYS EGGS TAIL

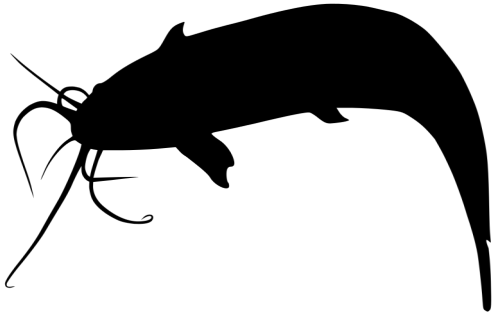
Circle the animal’s classification:

MAMMAL REPTILE BIRD FISH AMPHIBIAN

TEACHER ANSWER KEY

Illinois River Animal Classification Scavenger Hunt

Welcome to the Illinois River Encounter! Four sneaky animals are hiding in this gallery. By carefully reading the clues, can you find the animal? Once you have found the animal, classify it as either a Mammal, Fish, Bird, Amphibian, or Reptile. Make sure to circle the traits that make it part of that group.



I am an animal that lives underwater. My long “whiskers,” called “barbels” help me feel food at the bottom of the river. Since I like warm, dark, quiet water, my eyesight is really weak. I have a smooth body, like wet skin without scales.

At the Museum, I live in a fish tank with lots of friends.

What’s my name?

CATFISH

Circle ALL traits that match this animal:

COLD-BLOODED

WARM-BLOODED

FUR

FEATHERS

WET SKIN

SCALES

WEBBED FEET CAN FLY

GILLS LAYS EGGS TAIL

Circle the animal’s classification:

MAMMAL

REPTILE

BIRD

FISH

AMPHIBIAN



I am an animal that uses logs to build my home. I use my big teeth to chew through trees. My flat tail is a useful alarm– if my family hears the slap of my tail against water, they know to hide!

At the Museum, I sit in a case called “Floodplain Wetlands”

What’s my name?

BEAVER

Circle ALL traits that match this animal:

COLD-BLOODED

WARM-BLOODED

FUR

FEATHERS

WET SKIN

SCALES

WEBBED FEET CAN FLY

GILLS LAYS EGGS TAIL

Circle the animal’s classification:

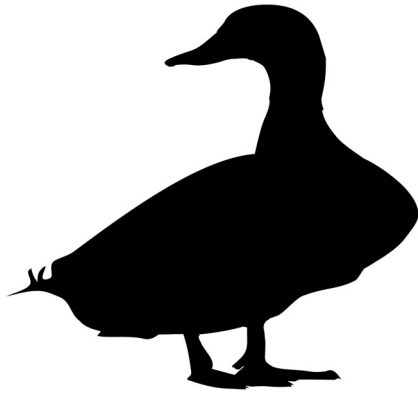
MAMMAL

REPTILE

BIRD

FISH

AMPHIBIAN



I am an animal that likes to swim and fly. My flat bill helps me eat watery plants and bugs. My call is a loud “quack.” I am very social and love to be around other animals like me– including my cousins, Geese and Swans.

At the Museum, I am made of wood. I am easily identified by my green head and white band around my neck.

What’s my name?

DUCK (MALLARD)

Circle ALL traits that match this animal:

COLD-BLOODED

WARM-BLOODED

FUR

FEATHERS

WET SKIN

SCALES

WEBBED FEET CAN FLY GILLS LAYS EGGS TAIL

Circle the animal’s classification:

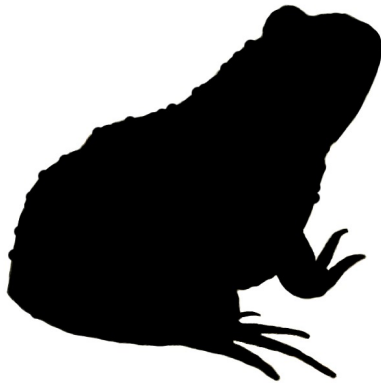
MAMMAL

REPTILE

BIRD

FISH

AMPHIBIAN



I am an animal that lives in water and land. While I live in water, I need air just like you! I do not have gills. My chest puffs up to help me call to other toads at night. I have a high pitched, musical trill instead of a “ribbit” or “croak.”

At the Museum, you can find me in a picture on the “River Habitats” wall.

What’s my name?

AMERICAN TOAD

Circle ALL traits that match this animal:

COLD-BLOODED

WARM-BLOODED

FUR

FEATHERS

WET SKIN

SCALES

WEBBED FEET CAN FLY GILLS LAYS EGGS TAIL

Circle the animal’s classification:

MAMMAL

REPTILE

BIRD

FISH

AMPHIBIAN

Post-Visit Activity: Connecting to Environment and Evolution

Introduction:

This activity further broadens students understanding of animal classification by helping them understand why animals traits are so important. Students will research a specific animal (either assigned to them or picked on their own) and focus on how that animal's traits make them unique and survive in their environment. The project will culminate in a small presentation, the way the presentation is created and shown is up to the teacher's discretion.

Objectives:

- Students will know the habitat of their animal
- Students will understand that animals adapt to their environment and observe that in an example animal
- Students will know how animals
- Students will have researched and presented a short informative talk about their animal

Vocabulary

Habitat: The home of an animal or plant.

Ecosystem: A community of living creatures interacting with each other and their environment.

Environment: The physical world, including living and non-living things that influence how and where animals and plants live.

Adaptation: A special skill that helps an animal do what it needs to live. This includes physical changes, like gills for living underwater or behavioral changes, like brushing your teeth so they stay healthy and you can eat.

Evolution: The theory that animals and plants change over a very long period of time

Unique: Being one of a kind; unlike anything else.

Materials

- Access to research materials (computers or books on animals)
- Paper
- Pencil
- Various art supplies as needed

Activity

1. Your students should be familiar with the ideas of animal classification and the different traits that help us identify the different classifications. But why do these animals have these traits? Some are more obvious—fish need to breathe underwater, because that's where they live. But why do whales, dolphins, and sea turtles, who also live in water, breathe air? And are classified as different things? While your students

wont be answering these questions directly, they will be looking at this concept through a specific animal.

2. Explain to your students that they will be in charge of teaching the class about an animal. They will need to know the following information about their animal:
 - The animal’s classification (Mammal, Reptile, Amphibian, Fish, or Bird)
 - The animal’s traits
 - Where the animal lives
 - What makes this animal unique
 - How its traits give it a better chance of survival/better life
1. Allow your students to pick their own animal or assign them one to research.
2. Your students will need to use reference material, like encyclopedias, books specific to that animal and its environment, or the internet (with help from an adult– good website resources are linked below). Give them enough time to learn about their animal and the information needed.
3. After your students are done researching, they’ll need to prepare their presentation. This can be as simple or as complicated as you’d like– you can have the students simply get up and read off of a paper or present a poster or diorama. Their goal is to clearly communicate the facts about their animal to the class.

Website Resource Links

Animal Specific Websites:

<https://kids.nationalgeographic.com/animals/>

<https://switchzoo.com/animallist.htm>

<https://a-z-animals.com/>

Encyclopedia Websites:

<https://kids.britannica.com/>

<https://www.britannica.com/>

<http://education.abc.net.au/home#!/home>

<https://www.si.edu/explore/science>