

Long Island Children's Museum School Visit Program

Play and Wonder—Nursery–Kindergarten

Pre-Visit Materials

Thank you for bringing your class to the Long Island Children's Museum! To help you get the most out of your visit, we have created this pre-and post-visit packet for you and your class. The pre-visit activities are designed to prepare and excite your students about the field trip, and to spur them to ask questions. After your visit to the Museum, the post-visit activities will help you to reinforce the concepts that the children explored while they were here.

Exhibits you will explore: TotSpot, It's Alive, mUSic,

Workshop: Messy Moments

Learning standards addressed:

Math, Science, Technology: 1, 2, 4, 5, 6

The Arts: 2, 4

English Language Arts: 1, 2, 3,

Career Development: 1, 2

Health and Family Sciences: 1, 2

Social Studies: 3

Before you come:

Have a discussion with the class about what to expect on your visit to the Museum. Begin with what students know and think about museums: What are museums? What is their purpose? How many different kinds of museums (art, science, children's, history, culture) are there? Which museums have you visited? How are you supposed to act in a museum? How is a hands-on museum (children's museum, science center) different from other types of museums? This talk will help students begin to think about their trip and prepare for what they'll be doing in the Museum. Inform your students that at the Long Island Children's Museum they will get to touch, try, explore, pretend, wonder, investigate and observe by using their senses.

Pre-Visit Activities

1. I Wonder Who You Are

Activity goal:

Using their imagination, children learn through role-playing

and discovery the different services community workers provide.

Materials:

- Various pieces of clothing and props that suggest different occupations and activities. For example: firefighter hat, chef's apron, postal bag, fishing boots.
- Dedicated dress-up area

Procedure:

Allow time for children to dress-up and take on the role of the community worker that the clothing and/or prop suggests. As they are playing, ask them who they are and what are some of the things this person does for the community. Have them make up a story about the person and act it out. Encourage their imagination as they pretend to take on the roles.

Vocabulary:

Community Worker

Pretend

Responsibility

Extensions:

- Go visit community workers in your neighborhood.
- Invite community workers into your classroom to share their tools and what they do.

2. Seeing with Your Fingers

Activity goal:

We make observations by using all our senses. In this activity children use only their sense of touch and find words to describe what they've "observed." It is not important that they guess the object but rather discover words that describe it.

Materials:

Collect objects that have different textures and shapes to them. For example, a marble, a cotton ball, a wooden block, an apple, or sponge. Have a drawstring bag or a box where an object will be placed for a child to reach in and feel but not be seen.



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Procedure:

Place one object in the drawstring bag or box. Take turns allowing children to reach in and feel the object. Ask them to choose one word to describe what they feel. Keep track of the words used and encourage them to come up with as many different words as they can for what they felt. Is it smooth or bumpy? Soft or hard? Pointy or rounded? When done, show them the object. Repeat procedure with a new object. Compare the list of words used to describe one object to the other.

Vocabulary:

Observation
Senses
Texture
Touch

Extensions:

- Using the words the children came up with, ask them to finish this sentence:
As (insert word here) as a _____.
- Collect materials that have different textures, such as a variety of papers, ribbon, cloth, feathers, sandpaper or anything that could be glued to a piece of paper. Ask children to make a collage depicting one of their words, for example smooth, rough, or bumpy.

Back in the Classroom:

Ask the children to recall their visit to LICM. What were the exhibits they explored? What was their favorite thing they did here? What senses did they use while here? What did they wish they could do more of during their visit?

Post-Visit Activities:

1. Bubbles in a Bag

Activity goal:

Children are asked to observe, predict, and experiment, as well as creative thinking, fine motor and language skills.

Materials:

For each pair of children:

- two straws
- one quart size Ziploc® bag with about one inch of bubble solution in it.

Procedure:

Place a straw in the bag with one end in the bubble solution and the other extending out of the bag. Close it as much as possible. What do you think will happen if you blow bubbles in the bag? Ask one child to hold the bag while the other child blows gently into it. What are your observations? What shapes do you see? How many sides does each shape have? How does the speed that you blow affect the bubbles? What things in

nature does this remind you of? Change straws and roles.

Vocabulary:

Hexagon
Predict
Shape
Surface area
Surface tension

Extensions:

- Add food coloring to the bubble solution. Have children blow bubbles so they land on a piece of paper on the floor to create their own bubble art.
- Make your own bubble wand out of pipe cleaners. Choose whatever shape you want and predict the shape of the bubble it would make.

2. Talking Patterns

Activity Goal:

Children will explore how music, patterns and sounds can be used to communicate while developing their listening and creative thinking skills.

Materials:

You can use percussion instruments if you have enough for each child. If not, having the children clap or tap on a desk will work as well.

Procedure:

Keeping one for yourself, hand out the instruments if you have them. Ask the children to use their sense of hearing to listen to the pattern or rhythm that you will play. Have them repeat it back. Pick an emotion, such as happy, sad or angry and play or clap a pattern that reflects that emotion. Have children repeat the pattern and ask them what emotion did it sound like to them? Take turns thinking up an emotion and creating a pattern for everyone to play.

Extensions:

- Select a variety of music. Play one at a time and ask children to listen carefully. How does the music sound? Is it happy, sad, or scared? Ask them to move to the music, having their movements portray the mood set by the music.
- Have children brainstorm sound patterns that will hold meaning for the class. Clap, clap, snap, snap could mean time for snack. One loud clap and two soft taps could mean time to clean up. Repeat the pattern until each child is able to duplicate it.

Vocabulary:

Hearing
Pattern
Sense
Sound

Resources for Teachers:

Einstein Never Used Flashcards: How Our Children Really Learn—and Why They Need to Play More and Memorize Less, Roberta Michnick Golinkoff, Kathy Hirsh-Pasek Ph.D., Diane Eyer, Rodale Books, August 12, 2004.

Learning through Play ART, Scholastic, Scholastic Teaching Resources, June 1, 1998.

Music And Movement (Learning Through Play), Scholastic, Scholastic Teaching Resources, June 1, 1998.

The Power of Play: Learning What Comes Naturally, David Elkind, Da Capo Press, December 25, 2007.

Resources for Students:

It Looked Like Spilt Milk Big Book, Charles G. Shaw, Harper-Festival, May 30, 1992.

If I Ran the Zoo, Dr. Seuss, Random House Books for Young Readers, October 12, 1950.

Not a Box, Antoinette Portis, HarperCollins, December 12, 2006.

Pop! A Book About Bubbles (Let's-Read-and-Find-Out Science, Stage 1), Kimberly Brubaker Bradley, Margaret Miller (Illustrator), Collins, September 4, 2001.

Jobs Around My Neighborhood/Oficios en Mi Vecindario, Gladys Rosa-Mendoza, me+mi publishing, Volume 9.1 edition, July 1, 2007.