

Rolling Hills Wildlife Museum

R.H.I.N.O. Teachable Curriculum

This curriculum is based off the Kansas State Science Education Standards.

Science Standard:

1.1.1 1.1.4
1.1.5 3.1.3

Grade Level:

Kindergarten – Second Grades

Standards as a Unit Outcome:

Students will develop patience and observational skills to examine their surroundings and living things in various environments.

Cognitive Levels

(According to Benjamin Bloom’s Taxonomy of Educational Objectives)

Knowledge

Comprehension

Application

Components:

1. Students will observe and identify items in their school environment.
2. Students will observe animals in various environments.

Notes to the Teacher:

The following teachable curriculum contains two components and one summative assessment. The first component is designed as a pre-visit activity. Please implement this in your classroom just days before your school field trip to Rolling Hills Wildlife Museum. The second component is designed as a self-guided activity for you and your class while on your field trip to the museum. The summative assessment is for you to use in measuring the retention of information by each student from this teachable curriculum. There is also an evaluation form following the summative assessment. Please complete this evaluation form and return to Rolling Hills Education Department in the self-addressed envelope included. We utilize evaluation forms to measure the success of our programs and not you or your class. Teachers submitting evaluation forms will be entered into a drawing for a free \$35.00 voucher towards your next education program scheduled with Rolling Hills.

Benjamin Bloom’s Taxonomy of Education Objectives is the major educational theory utilized in the development of this teachable curriculum. Parts of other educational theories may also be evident to you. If you have any questions about this curriculum format, please contact Rolling Hills Education Department at (785) 827-9488, ext. 17. We are more than happy to assist you in any way we can.

R.H.I.N.O. Teachable Curriculum

Standards as a Unit Outcome: Students will develop patience and observational skills to examine their surroundings and living things in various environments.

Component:

Students will observe and identify items in their school environment.

Criterion:

Students will orally describe ten items they have identified in a school environment.

Formative Assessment:

Coordinate with another teacher so that your class can visit their classroom when it is empty. Once in there, give the students approximately ten-minutes to sit at a desk and look around the room. They are to remember ten items they saw in the other classroom. Once the time is complete, go back to your classroom, and have each student take turns describing ten different items they saw. The descriptions do not have to be lengthy, just short, quick descriptions. Record what each student says, and check the classroom you visited to see if they are correct. One point should be given for each item correctly described. Make sure the other teacher does not rearrange their room before you have a chance to grade.

Presentation

Methods:

Simulation

Class Discussion

Activities:

This activity will begin approximately one week prior to the class's field trip to Rolling Hills Wildlife Museum.

The teacher will purposefully place five new items around the classroom environment the students are engaged in for a majority of the school day. The item placement should be completed before school starts for five days (not necessarily consecutive days). Toward the middle of the day or at the end, students will have a set amount of time, ten-minutes or so, to sit quietly at their desks and try to find the new items with their eyes only. At the end of the time-period, they should raise hands and take turns identifying the new items.

After the final session of placing new items, explain to the students that they will be visiting Rolling Hills Wildlife Museum in ___ days. It is crucial they be observant of their surroundings because they might miss something if they aren't.

Resources:

Items to Place around the Room (i.e. coffee can, dress shoe, type of ball not normally in the classroom, box of cereal, a picture, a plant, a stuffed animal, dolls, any toy, Tupperware, cardboard box, basket, blanket, basket, hats)

Extensions:

Enrichment – Students could be assigned a project of describing their bedroom to the class either pictorially or orally. The assignment should instruct them to patiently sit on their bed and look around the room picking out key elements, like posters and furniture, that they can describe to the class. Part of their assignment should rest on them being able to sit on their bed for approximately ten minutes to observe their room. Send home a parent signature sheet to verify this behavior.

R.H.I.N.O. Teachable Curriculum

Standards as a Unit Outcome: Students will develop patience and observational skills to examine their surroundings and living things in various environments.

Component:
Students will observe animals in various environments.

Criterion:
Identify, pictorially, the immediate surroundings of three animals at Rolling Hills Wildlife Museum.

Formative Assessment:

The teacher should identify three animals not listed on the scavenger hunt that are present in the museum. Choose prominent animals, like the elephant, male lion on the rock, walrus, musk ox, or rhino. After choosing each animal, write down numerous details about the animal's surroundings. List number of trees, where they are placed in relation to the animal, what the mural looks like, the color of lighting, any sounds, etc. Once back to school, students should be assigned to draw the three animals chosen and everything they can remember about their surroundings. Students should be able to identify, pictorially, at least three items from the environment of the animal. Each item correctly pictured should be awarded a point. One or more points should be awarded based on patient behavior at the museum while completing the scavenger hunt. If you have questions about a student's picture and whether something was actually there, call 785-827-9488, ext 17 for the education department. We can help!

Presentation Methods:

Cooperative Learning

Activities:

Before traveling to Rolling Hills, every student needs to find a buddy and get a clipboard (cardboard cut in 9X12 rectangles work great). The teacher should handout the scavenger hunt page either at the museum or at school. Read the directions as a class aloud.

Begin your search for the numerous animals on the scavenger hunt. As you find them, orally discuss their surroundings with the teacher or chaperone.

Resources:

"Museum Scavenger Hunt"

Extensions:

Enrichment – Develop a scavenger hunt for the school playground. You might include insects, birds, trees, playground equipment, or anything else available on school grounds for the kids to observe.

Enrichment – Throw a class party based on their patient behavior. Set a goal, like being good at the museum or patient in music class for two weeks. Warn them if they stray from the goal.

Summative Assessment for Outcome:

Students will develop patience and observational skills to examine their surroundings and living things in various environments.

Assessment:

Playground Drawing

Administration Guidelines:

Choose a time when the playground is empty so the distractions are minimal, preferably right before your class's recess time. Visit the playground with every student having a clipboard (see previous lesson for cardboard idea and rubber bands work well to secure paper in windy conditions), blank piece of paper, and a set of crayons. Each student needs to choose a place on the playground to sit and draw. This is an independent project, so have them spread out a little bit. Their goal is to identify one living thing, i.e. tree, insect, bird, etc., and identify its surroundings by drawing it. They also need to make sure they identify where they are sitting in the playground by drawing their immediate surroundings. These two drawings can be done on the front and back of one piece of paper. A time limit should be set for this activity. Setting a time limit will encourage patients and self-control because they will have to finish in a certain time or miss recess.

Older classes may do this as a writing assignment instead of as a drawing assignment. If it is completed as a writing assignment, the rubric will need to be modified to incorporate writing skills.

Criteria for Assessment:

Students should sit quietly and patiently while drawing their observations, and must correctly identify five distinct objects surrounding the animal and five surrounding themselves.

Patience is required for mastery of this unit outcome. Thus, patience consists of eight points of their total grade (20 points). For every time the teacher must remind them to sit and draw their observation or to quit distracting others, a point should be deducted from their total score up to eight points being deducted. In grading their drawings, you may need to visit the playground. Try and identify where each student sat based on their drawing and confirm a minimum of five objects surrounding them. Once at the spot they sat for their drawing, identify where they saw an animal. Confirm five objects in the immediate area of where the animal was. If you have difficulty finding the locations, come as close as you can. Each of the two drawings are worth six points. One point should be given if they complete the drawing in the given time. The other five points are for five objects in the surrounding area that are correctly identified. Total point value for this assessment, 20.

Extensions:

Enrichment – Everyday the class visits the playground have them identify something they've never noticed before. Have them draw this new item. You can also do this in the hallway each time you notice another teacher puts out a display next to their classroom.



Museum Scavenger Hunt



Directions

Students need to pair up or work in small groups. It is each group's job to locate each animal(s) listed below as you travel around Rolling Hills Wildlife Museum. Once every small group finds the animal, discuss with the teacher or parent with you what is surrounding the animal. Are there trees, other animals or grass surrounding it? Is there a picture behind the animal? What is in the picture? These are some questions to think about while talking about what surrounds the animal you and your group have found. All animals are listed in order that you will find them.

Find the Following Animals

Cross of each animal once you find it and talk about what is surrounding it.

1. Lion Cub
2. Baby Ostrich
3. Ball Python (snake)
4. All 4 Leopards in Africa
5. All 5 Colobus Monkeys in Africa
6. Golden Eagle
7. Red-shouldered Hawk
8. Great Horned Owl
9. American Kestrel
10. Sharp-shinned Hawk
11. Barred Owl
12. Both Crows
13. Arctic Fox
14. Jaguar
15. Cotton Top Tamarin
16. One Pheasant by the Great Wall
17. Snow Leopard
18. Caracal (a type of cat)
19. Sleeping Man
20. Hippo



Museum Scavenger Hunt

Teacher Guide to Finding the Animals



1. Lion Cub – In the diorama with pride of lions to your left after entering the museum. The cub is in the back left corner of the diorama being licked by its mom.
2. Baby Ostrich – Located on the hill between the black rhino and the eland. On the right side of the walkway. The baby ostrich is well hidden and might take a minute to find. Look for the egg shell.
3. Ball Python (snake) – Hanging on a branch extending out over the walkway from the island rock right before you enter the African River diorama (the largest diorama in the museum)
4. All 4 Leopards in Africa – These are placed in various dioramas. Start looking up once you get near the African River diorama. Do not confuse the leopard with the cheetah or jaguar. Cheetahs have dots for spots, jaguars have circles with a spot in the middle, and leopards only have circles.
5. All 5 Colobus Monkeys in Africa – Again, start looking up once you get to the African River diorama. Colobus monkeys are black with long white hair encircling their back. They are climbing trees by the research hut and out in the African River diorama.
6. Golden Eagle – perched on the rocks of the Southwest Butte diorama just on the other side of the Kivas across from the Native Americans.
7. Red-shouldered Hawk – In the same diorama as is the golden eagle, but in the middle perched on a tree branch.
8. Great Horned Owl – Perched on a tree branch in between the deer diorama and the elk diorama.
9. American Kestrel – Standing on a tree branch right over the elk that is scraping its antlers on the tree.
10. Sharp-shinned Hawk – Perched on the rock wall behind the elk, viewable when looking at the elk diorama.
11. Barred Owl – Preening its feathers in the evergreen tree on the corner of the caribou diorama.
12. Both Crows – Perched on top of the first building in the Mining Village diorama.
13. Arctic Fox – Standing in a cave behind the walrus.
14. Jaguar – Standing on top of the fallen tree at the entrance of the Rainforest diorama.
15. Cotton Top Tamarin – Climbing a tree on the right side of the Rainforest diorama. This one is well hidden and may take a minute to find. Look up and to the right when you are facing the diorama. For the most part, it is in the trees directly above the giant forest pig.
16. One Pheasant by the Great Wall – there are actually eight pheasants located on the ground near the Great Wall of China. There are six on the ground in the dioramas in front of the Great Wall of China and two on the other side of the wall and to the right.
17. Snow Leopard – Located at the top of the stone face.
18. Caracal (a type of cat) - Stalking the horned animals across from the Hindu Temple.
19. Sleeping Man – He is in the mural where the snake charmer is sitting.
20. Hippo – The very last diorama as you leave. Can't miss it!



Self-guided Curriculum Evaluation



Please complete the following form and return it to Rolling Hills Education Department, 625 N. Hedville Rd., Salina, KS 67401. This evaluation is very important for the future of this free program and the education programming as a whole. In addition, to show our appreciation for your time, you will be entered into a drawing for a free \$35.00 voucher good toward any future education program at Rolling Hills Wildlife Adventure during the 2005-2006 school year.

Teacher's Name: _____ Grade: _____

School: _____

Address: _____ City: _____ Zip Code: _____

We Visited: _____ Rolling Hills Zoo Only _____ Rolling Hills Wildlife Museum Only _____ Both

1. Did you schedule your field trip at least two weeks prior to your group's visit? _____ Yes _____ No
2. Did you receive your curriculum packet well enough in advance to help you prepare for your field trip? _____ Yes _____ No
3. Did you feel the format of the curriculum packet was confusing? _____ Yes _____ No
4. Was the curriculum packet a determining factor in making your decision to take your class field trip to Rolling Hills Wildlife Adventure? _____ Yes _____ No

Please Rate the Following

	<i>Disagree</i>			<i>Agree</i>	
1. This curriculum packet was the major factor in our decision to visit Rolling Hills Wildlife Adventure	1	2	3	4	5
2. The curriculum packet was helpful in preparing for our class field trip	1	2	3	4	5
3. Activities related to our classroom curriculum	1	2	3	4	5
4. Did your class enjoy the activities in the curriculum	1	2	3	4	5

1. What part of the curriculum did your students have most difficulty with if any? _____
2. What were the high, low and average scores your class received on the summative assessment for this curriculum packet? _____ High Score _____ Low Score _____ Average Score
3. Do you have any suggestions as to what themes or standards we should focus next year's spring fever curriculum around? _____

On the back of this paper, please include any suggestions you may have about making Spring Fever better and more user friendly.

!! THANK YOU !!