

Exhibit Explorers

3rd-5th Grade Chaperone Guide

Dear Parents,

Use this version of the Exhibit Explorers guide to find hints, tips, and tricks for exploring the exhibits with your student. The companion student version can be found online. This guide will help student dive into the exhibits, a way for students to further explore the objects and information in the galleries. **We encourage completing no more than a couple pages during a visit.** Once back at school, use this guide as a way for your student to share their discoveries.

Below are connections to science learning that your student may be doing in school.

Best,

NHMU Field Trip Team

Science and Engineering Practices

Asking Questions

Analyzing and Interpreting Data

Constructing Explanations

Engaging in Argument from Evidence

Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

Life Sciences

Earth and Space Sciences

Crosscutting Concepts

Patterns - Past Worlds, Land

Systems & System Models - Great Salt Lake

Structure & Function - Past Worlds, First Peoples, Life

Stability & Change - Sky

Encourage your student to look closely at the horns, frill, and beak.

Need help identifying the different ceratopsians? There are guides located below the bridge near the Utah Ceratops full skeleton.

Past Worlds



Ceratopsian Wall

Find a ceratopsian on the wall and draw it below. Pay attention to details! How is your ceratopsian similar to one other ceratopsian? How is it different from one other ceratopsian? Give specific examples. Why do you think they are different?

Dinosaurs are animals with amazing adaptations! Make sure to choose a prehistoric animal from the Past Worlds Gallery for this activity.

An adaptation is a physical trait or a behavior that helps a plant or animal survive in its habitat. Pick one animal and draw two adaptations that helped it survive. How did these adaptations help this animal?

If you cannot see the lake due to inversion, talk with your student about this phenomenon. What types of weather clear out the inversion? (Rain and snow.) What can families do to help with the inversion? (Walk or ride bikes to school if possible instead of driving.)

Great Salt Lake

Can you see the Great Salt Lake out of the window? If no, why not? If yes, what does the lake look like today?

Wetlands help filter the water runoff before it reaches the open water. Plants absorb the excess nutrients.

The Great Salt Lake is shown on the floor. What do you notice about the map?

Play the wetlands game. Draw your observations below. What does the game show you about the importance of wetlands?

For the Great Salt Lake specifically the shoreline is very salty where as the wetlands are half water and half land. Plants and animals have adaptations specific to these environments. Both provide habitats for many animals.

Talk as a group: What are the differences between the Shoreline and Wetland environments? Why are they both important for plants and animals, including humans?

Explorations of the First Peoples and Native Voices galleries are a great way to bring in Social Studies standards. These galleries help students make connections between the past, present, and future.

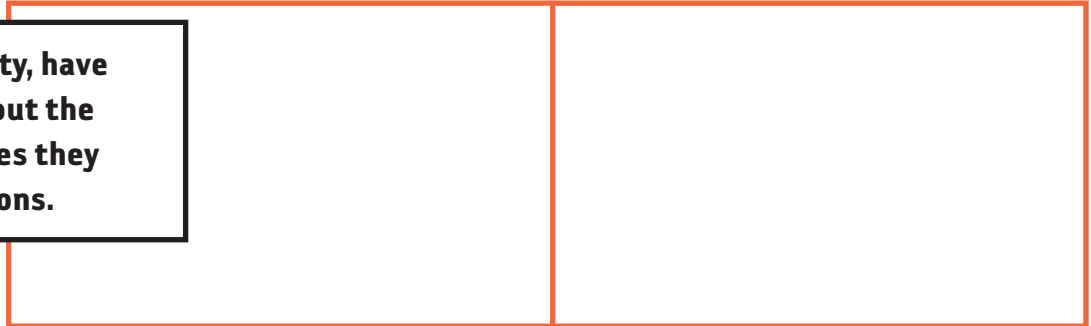
Continue the footwear exploration by looking at the *Setting A Date* display near the ramp by Median Village archeology site. Read about the mystery of these shoes and come up with some ideas together.

First Peoples

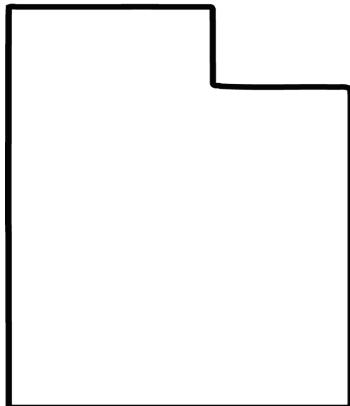
Footwear

In the center of the room is a display table that shows footwear. Choose two shoes and compare and contrast. Draw both shoes. Use arrows to label the differences.

To help with this activity, have your student think about the characteristics of shoes they wear in different seasons.



Based on your observations, what environment were these shoes made for?
What do you think they are made of?



Explore the maps on the wall to find out where people lived in Utah during different time periods. Mark on the map the sections of Utah where people often lived.

Talk as a group: Why do you think some natural places might be more welcoming to people? What do humans need to survive?

In the Rock Cycle any rock can become another. Discuss with your student which rock type would be most likely to have fossils. Why? (Answer: Sedimentary since these rocks are formed at a temperature and pressure that do not destroy fossils).

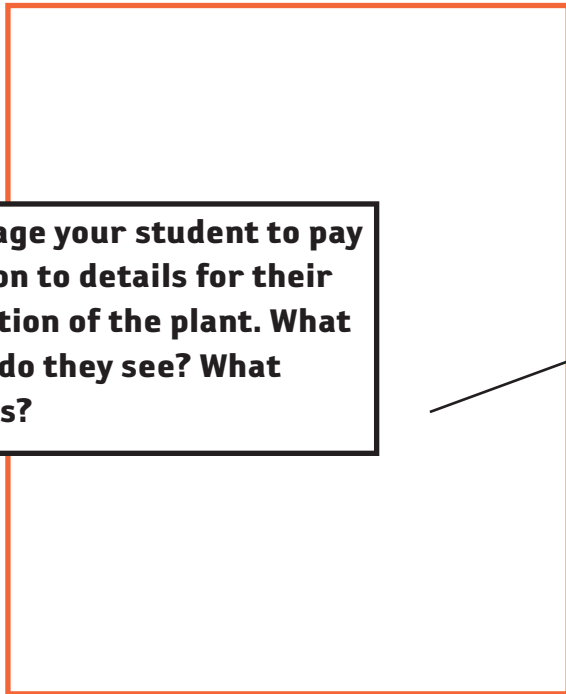
Share the different rock types everyone chose and the classifying characteristics (ex. igneous has interlocking crystals that grew randomly; sedimentary has grains of sediment compacted together; metamorphic has rocks recrystallized and deformed - often sparkly with wavy bands).

Land

Rock Cycle

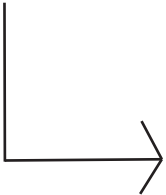
The diagram of the Rock Cycle on the wall shows how rocks go through cycles of formation and change. Find a rock on the wall that you like and record your observations below. Be sure to include color, texture, grain/particle size, and more.

Colorado Plateau



Analyze the soils of the Colorado Plateau by the erosion table. Look for plant material in the soil. Use the flip books to identify one of the plants in the soil. Write an interesting fact about this plant below and then draw a picture of the plant.

Encourage your student to pay attention to details for their illustration of the plant. What shapes do they see? What textures?



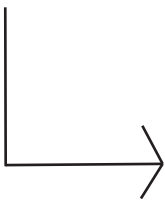
This is a great time to practice creative writing and using descriptive details in narrative writing. Some students will feel more comfortable with this task than others. Encourage your student to talk through their story before writing if that helps.

Life

Habitat Dioramas - Alpine, Montane Forest, Cold Desert, and Hot Desert

Choose one of the four dioramas and write a short story (3-5 sentences) about how an animal survives in its habitat. Include at least two adaptations that help it survive!

Encourage creativity. This can be an adaption from any animal or one completely made up! Keep in mind that anything electric is not an adaptation.



What adaptation would you like to have? Why? Draw yourself with this adaptation.



Along with the First Peoples gallery, the Native Voices gallery provides connections with Social Studies standards. Specifically this gallery can be used to dive into Standard 2: Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.

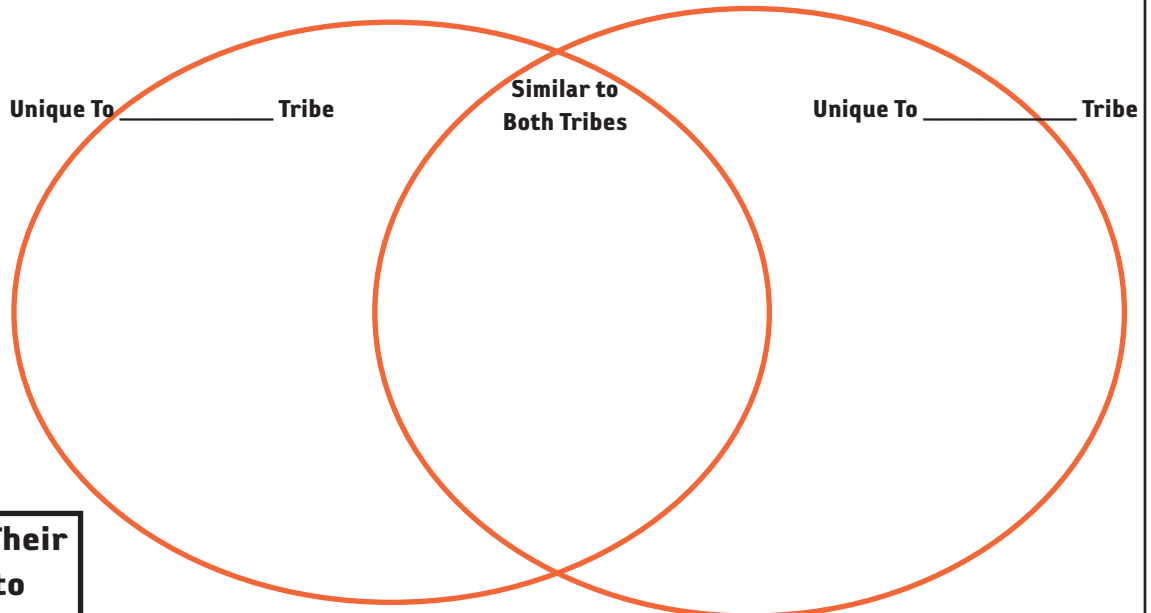
Does your student have younger siblings or cousins? How were they carried when they were babies? Are there any traditions from their families for caring for babies (special blankets, songs, etc.)?

Native Voices

Some students may not have used a Venn Diagram before. Work together if needed.

This gallery celebrates the traditions of the Tribal Nations of Utah. Today's Tribal Nations communities are vibrant and incredibly diverse, and each Tribe has a distinct and unique heritage.

The tradition of carrying infants in a cradleboard has been practiced for generations, and each cradleboard reflects the beliefs and values of the people that use it. Compare the different cradleboards from different Tribal Nations. How are they similar and different? **Use the Venn Diagram to compare cradle boards from two different Tribes.**



Encourage creativity! Their pattern does not have to be similar to the ones on display. Students can use their pattern to tell a story about their family. Is there a place or tradition that is important to your family?

Draw a pattern that represents the different patterns. Each pattern has a meaning or tells a story. Draw a pattern that you could put on a cradleboard to represent your family and culture.