

ST. GEORGE CHILDREN'S MUSEUM

DISCOVER • IMAGINE • CREATE



EDUCATIONAL GUIDE

4TH–5TH GRADE

KIDS AT WORK ROOM

As the first room you see when you walk into the museum, our construction room has a variety of exciting and interactive exhibit features. Whether you choose to lift up the barrels on our pulley system, simulate an earthquake with our earthquake table, or play with marbles at our toddler marble maze, there's no question that you'll find an activity that is right for you! This room also offers a variety of educational opportunities for our visitors that fit the Utah State Common Core Standards and objectives for grades K-5. These standards, as applied to the museum, can be viewed under the Resources tab on our website, and is titled "Educational Guide." For a more thorough look at these standards, visit www.uen.org.

Prior to your visit, children should be introduced to different forms of natural disasters, elements of a story, and all different kinds of angles. During their visit, they will learn about public safety while applying their knowledge of natural disasters. They will also have the opportunity to practice their story-telling skills.

Science: What effects would a volcano, earthquake or other natural disaster have on the buildings and people in the affected area? How can you use the exhibits in the construction room to find the answer to that question? Explore. What demonstrations can you give to back up your conclusion? **(UEN; Fifth Grade; Standard 2, Objectives 1 & 2)**

Language Arts: Visit the corner of the room and look at the crane exhibit. First, pick someone inside the exhibit. It can be a bystander, a crane operator, or even Iron Man flying around the city! Then, create a story! Include details about the setting, the characters involved, dialogue, etc. Doing this calls upon knowledge your child has been learning at school, and builds language arts skills as well as creativity. **(UEN; Fourth Grade; Reading: Literature Standard 3)**

Math: Check out the Cubelets from the front desk to use on our robotics table. Talk about their attributes. What kind of angles do they have? Can you find other right angles in this room? For example: look at the bricks and cinder blocks. Help the children understand that although the bricks are rectangles and the cubelets are squares, they both have right angles. What else can you find? **(UEN; Fifth Grade; Standard 5.G.3)**

Social Studies: Social Studies: After building a sturdy structure and testing its durability on the earthquake table, ask your child the importance of earthquake-safe buildings. How do sturdy buildings and physical geography relate to each other? See if your child can connect the dots between the earth's natural movements and the need to adjust living standards for public safety. **(UEN; Fourth Grade; Standard 1, Objective 2e)**

The purpose of these activities is to give children and students the opportunity to supplement classroom learning with hands-on, real-life scenarios.



EDUCATIONAL GUIDE

4TH–5TH GRADE

FARM ROOM

Our Farm Room is an engaging, interactive, and imaginative exhibit where visitors can be immersed in a room with all the features of a farm. Whether you choose to milk our cow, Maggie, collect and sell our chicken's eggs, creatively practice veterinary skills, or supply our grocery store across the street with fresh produce from the farm's garden, you will always be entertained and find an opportunity to learn. Our Farm Room provides a fantastic opportunity to learn, grow, discover, imagine and create. It also offers a variety of educational opportunities for our visitors that fit the Utah State Common Core Standards and objectives for grades K-5. These standards, as applied to the museum, can be viewed under the Resources tab on our website, and is titled "Educational Guide." For a more thorough look at these standards, visit www.uen.org.

Prior to your visit, children should be introduced to characteristics of desert climates, basic fractions, as well as similes and metaphors. During your visit, children will see the uses of similes and metaphors, as well as use analytical and critical thinking skills in finding solutions to problems presented.

Science: Help the children think about what it is like to live in a desert. What characteristics do deserts possess that might make it difficult to farm? What things must Utah farmers do to ensure their harvest survives? In addition, what areas of Utah would be easier to farm in than others? Have them explain their reasoning by classifying areas in Utah as having either desert, forest or wetland characteristics. **(UEN; Fourth Grade; Standard 5, Objective 1)**

Social Studies: Farmers who live in deserts, have to do things differently than other farmers. This includes farmers in St. George! With your child, come up with ways farming might look different in a desert. First, it might help to make a list of a desert's attributes (ex: dry, hot, lack of water, etc.). Next, it might be helpful to list things crops and animals need to survive (ex: water, food, sunlight, etc.) For example, talk about where they might get water. **(UEN; Fourth Grade; Standard 1, Objective 3a)**

Math: There are a lot of animals in this room; there's Maggie the cow, animals at the vet, animals in the chicken coop, and even animals painted on the walls! Of all the animals painted on the walls, what fraction of them are cows? To discover the answer, you have to first find how many total animals are on the walls. Second, count the cows. Help your child determine which number is the numerator and which number is the denominator. Determining these two numbers will allow you to express this as a fraction. Ask your child what this fraction means. For example: if your end fraction was $12/35$, it would mean $12 \div 35$. **(UEN; Fifth Grade; Standard 5.NF.3)**

Language Arts: As you and your child play together, say things like, "Isn't that as cute as a kitten?" You can also say, "You're a busy bee," as you watch them go from planting fruits and veggies to milking the cow. **(UEN; Fourth Grade; Language Standard 5a)**

The purpose of these activities is to connect everyday learning experiences in the museum to the fourth and fifth grade Utah Common Core standards.



EDUCATIONAL GUIDE

4TH-5TH GRADE

TRANSPORTATION ROOM

We partnered with Stephen Wade Auto and SkyWest to bring you our Transportation Room! This room is an interactive and tactile museum experience that you don't want to miss! Visitors may choose from a variety of activities and use their imaginations to fix cars in our auto shop, fly airplanes with our model plane, or check passengers in and out on our conveyer belt and check-in kiosk. The sounds of airplanes and cars add to the overall experience you'd find in an auto shop or airport. The Transportation Room also offers a variety of educational opportunities for our visitors that fit the Utah State Common Core Standards and objectives for grades K-5. These standards, as applied to the museum, can be viewed under the Resources tab on our website, and is titled "Educational Guide." For a more thorough look at these standards, visit www.uen.org.

Prior to your visit, children should be introduced to units of measurement including centimeters, meters and kilometers. They should also have a background in the geographical features of Utah. During their visit, they will build on this background as well as practice using comparisons and other analytical skills.

Science: In fourth grade, students learn about the behavior of different animals. Compare the behavior of birds to airplanes. What similarities can you and your child find? What differences are there? Stretch your brain and see how many of each you can come up with! **(UEN; Fourth Grade; Standard 5, Objective 4)**

Social Studies: Ask your child to come up with three different ways which the earth's geography impacts transportation via road travel, train travel, resources, etc. If you are both having a hard time coming up with three, here are a few ideas to get you started! 1) The corridor of Utah's main interstate, I-15, follows the path it does because of the Wasatch mountains and other geographical features. 2) Utah's location in the midwest makes it a hub for the transportation of goods. You can even think outside the box and talk about how 3) the admittance of pollutants via transportation and other means cause inversions because of Utah's mountainous geography in areas like the Salt Lake Valley. **(UEN; Fourth Grade; Standard 1, Objective 2d)**

Math: With your children, play a game that involves distance. Give them scenarios as they play, such as, "I want to go on the airplane, fly to Egypt and see the pyramids! What is a better way to measure this distance? In centimeters, meters or kilometers?" Another example includes playing with the cars in the toddler area. You can say something like, "What is the best way to measure distance between this car and that stop sign? Centimeters, meters or kilometers?" **(UEN; Fourth Grade; Standard 4.MD.1)**

Language Arts: Words like honked, whirred, roared, spun, etc., can be used to describe what certain machines, technologies and vehicles in the Transportation Room do. What descriptive words can you come up with to explain what you hear and see in the museum? When you see airplanes and cars outside of the museum, what other things are they doing? **(UEN; Fourth Grade; Language Standard 6)**

The purpose of these activities are to help children think critically as learning comes to life.



EDUCATIONAL GUIDE

4TH–5TH GRADE

GROCERY STORE ROOM

The Children's Museum and Smith's Marketplace worked together to bring you one of our most popular rooms. Our Grocery Store Room makes shopping fun! This room offers a host of educational and imaginative opportunities to play and learn. The sky is the limit in this exhibit! Whether you're a baker, cashier, shopper, or shelper, there is always something to discover, imagine and create! Visitors can buy their groceries with play money, and, if needed, hop on over to the bank to pull out more! The Grocery Store allows adults and children to imagine and interact with their surroundings. The Grocery Store also offers a variety of educational opportunities for our visitors that fit the Utah State Common Core Standards and objectives for grades K-5. These standards, as applied to the museum, can be viewed under the Resources tab on our website, and is titled "Educational Guide." For a more thorough look at these standards, visit www.uen.org.

Prior to your visit, children should be introduced to chemical and physical changes, basic division, and the differences between producers and consumers. During your visit, they will build upon the aforementioned skills, as well as practice using descriptive adjectives.

Science: Ask the children who would like to play a game. Have each child search the room for an item that has either experienced 1) a chemical change, 2) a physical change, or 3) find an item that you can describe a possible chemical or physical change that could potentially occur. Discuss their findings. **(UEN; Fifth Grade; Standard 1, Objective 2)**

Language Arts: Have your child or group pick one thing in the grocery store that you will use adjectives to describe. Then, list all or some of its attributes. For example, if you were to pick the apples in the produce section you would list things like: red, round and delicious, as well as count their total number. Next, use these descriptive words in a sentence. Make sure that you practice ordering adjectives according to conventional patterns. In using descriptive adjectives, the right order is as follows: number, opinion, size, age, shape, color, origin, material, purpose. Using the apple example again, you would then say, "There are five delicious, round, red apples." **(UEN; Fourth Grade; Language Standard 1f)**

Math: Ask the children what they would like to count today. Pick an item in the store, like pears, and count how many you can find. Ask questions like, "How many times would we have to gather this many pears to get to 35?" (Assuming there are 7 pears, the answer would be 5.) This helps children understand their times tables. Experiment with other grocery store items. **(UEN; Fourth Grade; Standard 4.OA.1)**

Social Studies: Discuss the difference between producers and consumers. Ask children who are consumers to raise their hands. Ask what kinds of things they consume (food, clothes, etc.) and ask who produces those things. Use the Grocery Store as an opportunity to connect the Farm and Store together. Talk about how the Farm across "Main Street" is one example of a producer. At the Grocery Store, shoppers are consumers. **(UEN; Fourth Grade; Standard 2, Objective 3)**

The purpose of these activities is to teach Utah Core Standards in a way that relates to real life and encourages children to make new connections in their lives.



EDUCATIONAL GUIDE

4TH–5TH GRADE

BANK ROOM

In our mini rendition of Zions Bank, adults and children can play together as they reason with money. The Bank Room allows adults and children to imagine and interact with their surroundings. It also offers a variety of educational opportunities for our visitors that fit the Utah State Common Core Standards and objectives for grades K-5. These standards, as applied to the museum, can be viewed under the Resources tab on our website, and is titled “Educational Guide.” For a more thorough look at these standards, visit www.uen.org.

Prior to your visit, children should be introduced to basic money handling skills. Knowledge of erosion will also be helpful. During your visit, children will learn about money and its many uses as well as its applications to mathematics. They will also learn about money’s role in society and what responsibilities citizens have in regards to earned money. Multimedia elements will also enhance their learning.

Science: One way to help children and students grasp the concept of erosion is through looking at the museum’s play money. Grab a bunch of money from the ATM, bank drawer, or cash registers in the grocery store. Compare them all. Point out which look more worn? What causes this? (Passing it back and forth, wear and tear over time, certain environmental conditions, etc.) How is this process similar to the erosion of earth’s surface? **(UEN; Fifth Grade; Standard 2, Objective 1)**

Social Studies: Does your child know why so many adults go to work daily? There are many reasons, but one includes earning money to pay for basic human needs. Help your child understand the role of taxes in earning money. It is every citizen’s responsibility to pay taxes. What questions does your child have about taxes? **(UEN; Fourth Grade; Standard 3, Objective 1b)**

Math: Help children practice their mathematical skills by handling money. Talk about money with them. Why is it good to practice math by using money? Explain that money includes whole numbers, negative numbers, decimals, fractions and percentages. It also encourages you to use addition, subtraction, multiplication and division. We only have paper money in the museum, but the children can still take turns practicing getting change from the banker. **(UEN; Fourth Grade; Standard 4.MD.2)**

Language Arts: In the bank room, gather around the tv. Watch the film play through. What do you learn about the role of a bank as you watch this video? How do they utilize multimedia elements as visual aids to increase understanding and interest? **(UEN; Fifth Grade; Speaking and Listening Standard 5)**

The purpose of these activities is to teach the Utah Core Standards through play and exploration in a real life setting.



EDUCATIONAL GUIDE

4TH-5TH GRADE

COMMUNICATION ROOM

The Communications Room is a perfect exhibit for our little actors' and actresses! The theatre is a mini-version of Southern Utah's Tuachan, where visitors can play music, sing along, and dance on a real stage! The Communications Room is marked by a light up neon sign, and has letters to spell out your name or the name of your performance to let others know that they can come and see you perform! If musicals aren't your thing, you can head on over to our radio and production booth, sponsored by Cherry Creek Media. There, you have a chance to take on a part behind the scenes. Choose the music played and have control of the stage lights! This room provides a spacious area to discover, imagine, create, and express who you are through the theatrical arts! The Communications Room also offers a variety of educational opportunities for our visitors that fit the Utah State Common Core Standards and objectives for grades K-5. These standards, as applied to the museum, can be viewed under the Resources tab on our website, and is titled "Educational Guide." For a more thorough look at these standards, visit www.uen.org.

Prior to your visit, children should be introduced to concepts such as: weather, mathematical symbols, and American history. Specific topics in American history might include: The Constitution, events leading up to the American Revolution, and the thirteen original colonies. During your visit, the children will get to use our stage to play mathematical games using symbols, as well as perform events in American History. They will also learn more about elements that enhance the telling of a story.

Science: We can learn about weather even in the Communications Room! With your child, stretch both of your brains to talk about how. Some examples include: weather forecasts via radio or the news, weather's effects on Tuacahn outdoor performances, bad weather determining attendance at indoor or outdoor shows, etc. **(UEN; Fourth Grade; Standard 2, Objective 3b)**

Social Studies: On our stage, the sky's the limit! Talk together with your child or group and discuss what part of American History you would like to act out! You can perform based on differences in lifestyle between the New England, Middle and Southern colonies. You can portray events that led to the Revolutionary War, including the different Acts imposed by the British government. You can even get really creative and act out different rights given to US citizens listed in the Constitution. **(UEN; Fifth Grade; Standard 1, Objective 1e & Standard 2, Objective 1a & Standard 3, Objective 2c)**

Math: Play a game with your children/students. Have three people get on the stage at a time. Space them out so there is someone in center stage, and two people on the sides of him/her. Have the children standing on the sides call out a number, preferably a decimal or fraction. The middle child's job is to make their body look like a $>$, $=$, or $<$ symbol, depending on what the numbers are that the other children called out. Switch often and give everyone a turn being in the middle. **(UEN; Fourth Grade; Standard 4.NF.7)**

Language Arts: How do lighting, background, costumes and music contribute to the telling of a story? Would a story be the same without music? Would it be the same without the right background setting the scene? Talk as a group about the importance of these elements in stories, plays, poems, etc. **(UEN; Fifth Grade; Reading: Literature Standard 7)**

The purpose of these activities is to allow children to express themselves and have fun while fulfilling certain requirements of the Utah Common Core Standards.



EDUCATIONAL GUIDE

4TH–5TH GRADE

PREHISTORIC ROOM

Take a step into the prehistoric past when you enter our Prehistoric Room! Climb on roaring dinosaurs, or move through our volcano, but make sure to escape before it erupts by riding on our log slide! Visitors can practice paleontological skills by digging through the sand to find dinosaur eggs, footprints, and fossils! Whatever you choose to do in the Prehistoric Room, you are sure to learn a lot from this blast into the past! The prehistoric room also offers a variety of educational opportunities for our visitors that fit the Utah State Common Core Standards and objectives for grades K-5. These standards, as applied to the museum, can be viewed under the Resources tab on our website, and is titled “Educational Guide.” For a more thorough look at these standards, visit www.uen.org.

Prior to your visit, introduce children to synonyms and antonyms. During your visit, the children will learn about St. George’s prehistoric past. They will also apply basic mathematical skills to the exhibits in this room!

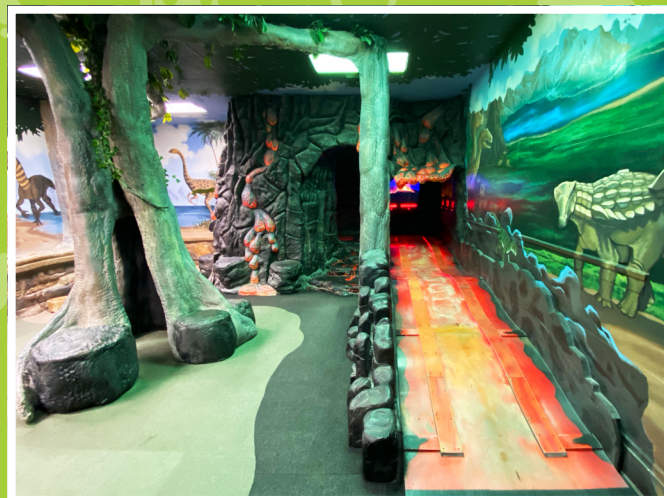
Science: Use the “Dig Zone” in the prehistoric room to uncover dinosaur tracks! Explain to your child/student that these dinosaur footprints were found in St. George! What does this tell us about St. George and its history? Examine the footprints. Develop a discussion and continue exploring these wonders found in our backyard! **(UEN; Fourth Grade; Standard 4, Objective 1c)**

Social Studies: As you and your child examine footprints of dinosaurs in the “Dig Zone,” talk about why footprints and other prehistoric remains are so important. What do these findings tell us about the past? Read the signs connecting dinosaurs to St. George. What do these footprints tell us about St. George’s dinosaur history? **(UEN; Fourth Grade; Standard 1, Objective 2f)**

Math: Pretend together that there are 100 dinosaur footprints in this room. How many can you find buried in the sand? Express that number as a fraction over 100. What would that fraction look like as a decimal? **(UEN; Fourth Grade; Standard 4.NF.6)**

Language Arts: What words come to mind when you look around this room? A few might include: loud, big, scary, etc. As you and your child play together, use descriptive words like this to explain what you are doing. What is another word for loud, scary, or big? Words that are interchangeable and mean the same thing are called synonyms. How many synonyms can you and your child come up with? Can you think of any words that mean the opposite? These are called antonyms. Help your child practice expanding their vocabulary while connecting words and phrases. **(UEN; Fourth Grade; Language Standard 5c)**

The purpose of these activities is to teach Utah Core Standards through play and exploration.



EDUCATIONAL GUIDE

4TH–5TH GRADE

DESERT DISCOVERY ROOM

Our Desert Discovery Room offers a chance to explore the desert habitat without getting hot! You can do anything from listen to a coyote howl, examine endangered fish swim, crawl through a small mine, or use our conveyor belt to transport the mine's contents. There are endless learning opportunities in this room when you use your imagination and creative capacities. The desert room also offers a variety of educational opportunities for our visitors that fit the Utah Common Core Standards and objectives for grades K-5. These standards, as applied to the museum, can be viewed under the Resources tab on our website, and is titled "Educational Guide." For a more thorough look at these standards, visit www.uen.org.

Prior to your visit, children should be introduced to erosion and weathering, basic fractions and descriptive adjectives. During your visit, children will apply this knowledge to play! They will also get to learn more about westward expansion in America.

Science: Pay attention to the artwork on the walls of the Desert Discovery Room. Knowing the difference between weathering (i.e., wearing down and breaking of rock surfaces) and erosion (i.e., the movement of materials), discuss which probably occurred to make these formations. **(UEN; Fourth Grade; Standard 3, Objective 2b)**

Social Studies: Discuss the conditions many faced during westward expansion. The Oregon, California and Mormon trails only touched the upper regions of Utah, but the Old Spanish Trail went through its desert regions. As you play in the Desert Discovery Room, discuss certain obstacles travelers might have faced in desert territory. **(UEN; Fifth Grade; Standard 4, Objective 1c)**

Language Arts: Have your child or group pick one thing in the Desert Discovery Room that you will use adjectives to describe. Then, list all or some of its attributes. For example, if you were to pick cactus, you could use words like: green, flowering, pokey, and beautiful. You can also count the total number of cacti in the room. Next, use these descriptive words in a sentence. Make sure that you practice ordering adjectives according to conventional patterns. In using descriptive adjectives, the right order is as follows: number, opinion, size, age, shape, color, origin, material, purpose. Using the cactus example again, you would then say, "There are seven beautiful, flowering, pokey, green cacti." **(UEN; Fourth Grade; Language Standard 1f)**

Math: How many rocks can your child make land directly in the bucket from the pulley going from one side of the room to the other? Together, count the total tries your child attempts as well as the number they make in the bucket. With your child, express this as a fraction. Ask your child what fractions tell us. For example: if your end fraction was $\frac{5}{10}$, it would mean $5 \div 10$. **(UEN; Fifth Grade; Standard 5.NF.3)**

The purpose of these activities is to teach Utah Core Standards through play and exploration.



EDUCATIONAL GUIDE

4TH-5TH GRADE

SPORT ROOM

Our Sports Room offers an area to get the jitters out! Exercise your arms and legs by climbing on our rock wall, or get your heart pumping on our child-sized elliptical. Then, check out how exercise affects your body with our Heart Rate Discovery Monitor! The Sports Room also offers a variety of educational opportunities for our visitors that fit the Utah Common Core Standards and objectives for grades K-5. These standards, as applied to the museum, can be viewed under the Resources tab on our website, and is titled "Educational Guide." For a more thorough look at these standards, visit www.uen.org.

Prior to your visit, children should be introduced to the water cycle, basic multiplication skills and homophones. During your visit, children will experience these subjects as applied to the Sports Room. They will also explore and discover more about the economy in relation to recreation.

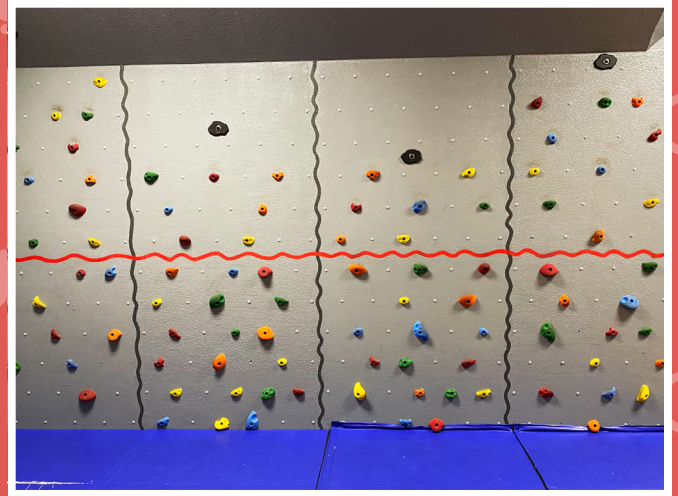
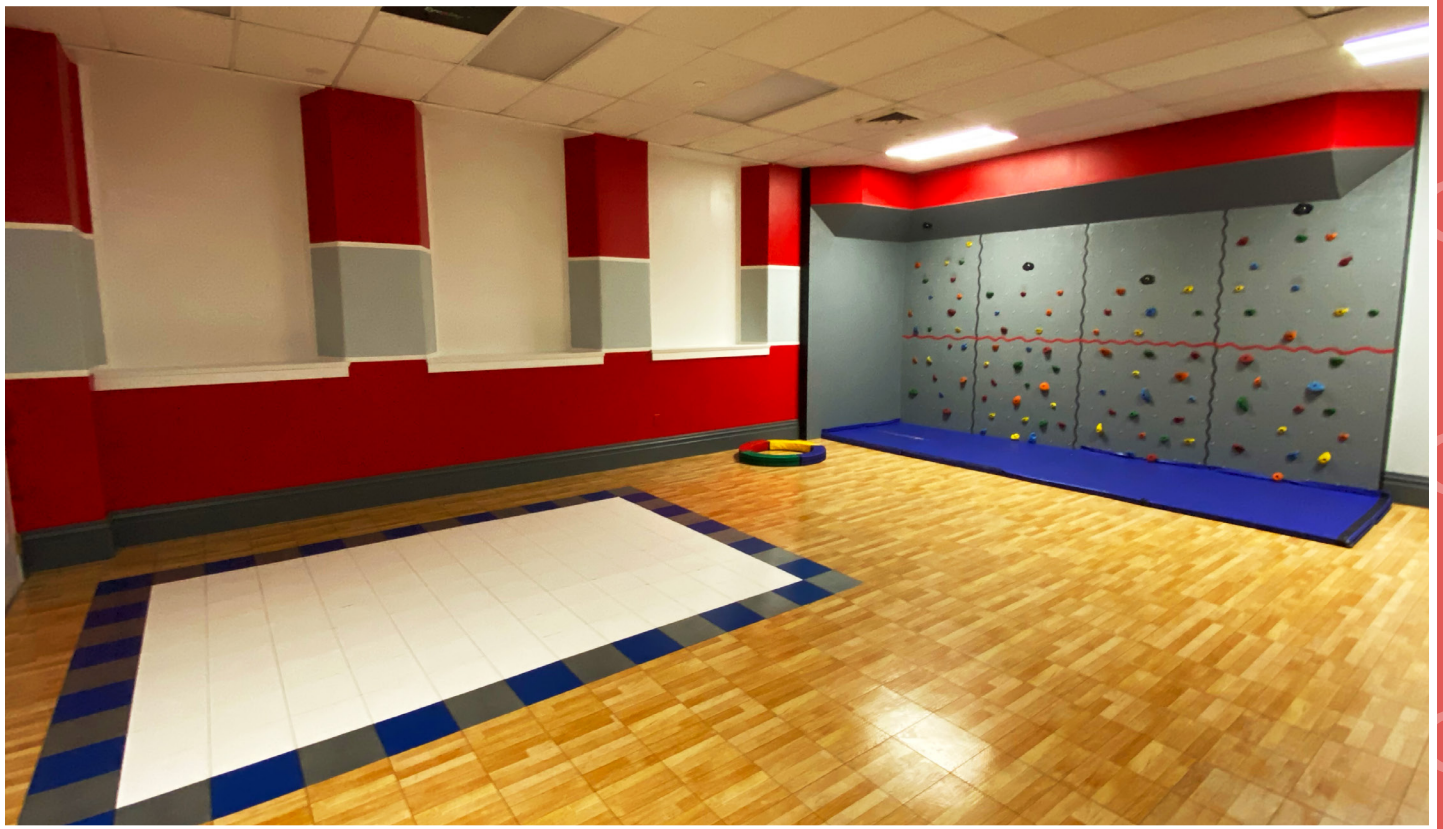
Science: Ask the children how exercise connects to the water cycle. Listen to every connection they can come up with. A small-scale model of condensation occurs on our bodies when we exercise. This is also known as sweat. Answer any questions the children have about why we sweat and how our bodies work. **(UEN; Fourth Grade; Standard 1, Objective 1)**

Language Arts: Play a game with your children that allows them to learn the correct uses of the words to, too and two. Hold up two basketballs. Ask them whether to, too or two refers to the number 'TWO.' Ask them which use of the word would be used in the sentence: "Let's go across the hall TO the science room." Now it's their turn. What sentence can they come up with that correctly uses the word 'TOO?' You can also apply this same game to the words 'their, there and they're.' **(UEN; Fourth Grade; Language Standard 1i)**

Math - See how many baskets you can make in our basketball exhibit! If you were to make that same amount three more times, how many baskets would you make? Help children understand that this is another way of thinking about multiplication problems. **(UEN; Fifth Grade; Standard 5.NF.5a)**

Social Studies - The economy's health and recreation are uniquely tied together. As the children play in the Sport's Room, connect sports to social studies by talking about the economy. How would a bad economy impact sports and other recreation? (For example: Playing and watching sports often costs money. When there is a bad economy, people won't put as much into sports because it is not a necessity over things like food and shelter.) On the flip side, how would sports thrive in a good economy? (Example: Money to spend on extracurricular activities.) In addition, how would sport participation fuel a good economy? (Example: bringing in revenue.) **(UEN; Fourth Grade; Standard 2, Objective 3f)**

The purpose of these activities is to teach Utah Core Standards in a way that encourages children to recall and use previously learned skills as well as developing new skills.



EDUCATIONAL GUIDE

4TH–5TH GRADE

MUSIC ROOM

Our Music Room hosts a handful of musical opportunities for all of our visitors to enjoy. Music is taken to new heights as children are able to play music via invisible strings on our harp, or stomp on our giant piano. All of our guests, big or small, can explore the concepts of rhythm and sound. The music room also offers a variety of educational opportunities for our visitors that fit the Utah Common Core Standards and objectives for grades K-5. These standards, as applied to the museum, can be viewed under the Resources tab on our website, and is titled “Educational Guide.” For a more thorough look at these standards, visit www.uen.org.

Prior to your visit, the children should be introduced to basic story-telling skills as well as the basic components of a poem. Other topics they should have background knowledge in, include angles and different cultures. During your visit, children will learn about music’s connection to different animal species, poems and different cultures’ music.

Science: Music is used for more than simple entertainment. Birds use music and singing as one way of defending themselves! Discuss among yourselves and see if you can come up with any other animals that might use sounds or music as a defense. **(UEN; Fifth Grade; Standard 5, Objective 2)**

Social Studies: Talk with your child about different cultures and their music styles. Explain how cultures can be ethnic, within a specific time-period/era, or even religious. How does music differ within each culture? What can you create in the music room? **(UEN; Fourth Grade; Standard 2, Objective 1C)**

Math: Look at the drums on the wall. Have the children divide the drum’s circular shape into four quadrants with their fingers. Have them show you a 90° angle. Next, a 180° angle. What other angles can the children trace with their fingers on the drums? Ask the children to experiment with other sized drums. Do the angles change based on the size of the drum, or are they always the same? **(UEN; Fourth Grade; Standard 4.MD.5a)**

Language Arts: Poems have verses, rhythms and meters. They often rhyme and tell a story. Talk together about the similarities between poems and songs with words. Sometimes poems are used as lyrics to songs. Can you and your child create lyrics to a song while you are in the music room? **(UEN; Fourth Grade; Reading: Literature Standard 5)**

The purpose of these activities is to teach Utah Core Standards by showing how music is involved in many different parts of life



EDUCATIONAL GUIDE

4TH-5TH GRADE

ART ROOM

Our Art Room allows visitors to discover, imagine, create, and manipulate the concepts of art and color theory. This exhibit has numerous opportunities for entertainment and creative learning. Visitors can choose to familiarize themselves with shapes, light, designs, patterns, and colors with our magna-tiles and geoforms and different hands on activities. Big or small, guests can always find something to do! The art room also offers a variety of educational opportunities for our visitors that fit the Utah Common Core Standards and objectives for grades K-5. These standards, as applied to the museum, can be viewed under the Resources tab on our website, and is titled "Educational Guide." For a more thorough look at these standards, visit www.uen.org.

Prior to your visit, introduce children to the Constitution of the United States, the water cycle, and different mathematical angles. During your visit, children will learn more about art as they apply all different subjects to the exhibits found within this room! They will learn art's importance in story-telling and in portraying meaning in different forms of communication.

Language Arts: How do art, colors and pictures contribute to the telling of a story? Talk as a group about the importance of these elements in stories, plays, poems, etc. Without these elements, the beauty, meaning and tone of the story completely change. **(UEN; Fifth Grade; Reading: Literature Standard 7)**

Social Studies: Art is a form of expression that does not involve words. What part of the Constitution of the United States grants freedom of that expression? (Answer: Freedom of Speech). Help your child see the effect the Constitution has on their life today. **(UEN; Fifth Grade; Standard 3, Objective 2c)**

Math: Angles can be found all throughout this room! Make it a competition! Who can find the most? Can they determine whether they are acute, obtuse or right angles? Work together to make your own! Use the exhibit under the tv to create angles of all kinds! **(UEN; Fourth Grade; Standard 4.G.1)**

Science: Ask the children after what part of the water cycle are they most likely to see a rainbow? (ANSWER: Precipitation). Have them create a rainbow as a part of the weaving exhibit. Where else can they make rainbows in this room? **(UEN; Fourth Grade; Standard 1, Objective 2)**

The purpose of these activities is to teach Utah Core Standards in a way that encourages creative thinking.



EDUCATIONAL GUIDE

4TH–5TH GRADE

SCIENCE ROOM

Our Science Room contains numerous, exciting features for visitors to explore. Whether you want to explore Tesla's plasma globe, research how tornadoes form, manipulate magnets, learn about states of matter, or discover the anatomy of the human body, you'll always find an opportunity to learn. The Science Room also offers a variety of educational opportunities for our visitors that fit the Utah Common Core Standards and objectives for grades K-5. These standards, as applied to the museum, can be viewed under the Resources tab on our website, and is titled "Educational Guide." For a more thorough look at these standards, visit www.uen.org.

Prior to your visit, children should be introduced to basic fractions, as well as the Industrial Revolution. During your visit, children will learn about different forms of severe weather. They will also practice basic fractions using exhibits in the Science Room. Within these activities there are opportunities to extend your museum visit when you get home.

Science: Use this room to start a conversation about normal vs. severe weather. As you and the children you are with watch and feel the tornado, what do you observe? What do you learn about their formation? What do you notice about it changing over time? What do you learn about wind and air from tornadoes? **(UEN; Fourth Grade; Standard 2, Objective 1)**

Social Studies: Point out things in this room that are possible because of inventions that came about during the Industrial Revolution. Here are some examples to get you started: 1) The Plasma Ball eventually was made possible because of the discovery of electrical generation through the electric generator. Therefore, anything in the room that uses electricity also would be included here. 2) Although not in direct correlation, photographs were created during this time. This holds many of the same principles as the Frozen Shadows Exhibit. 3) Dynamite was discovered during this time, using many elements on the periodic table! There are so many more! What else can you come up with? **(UEN; Fifth Grade; Standard 4, Objective 4b)**

Math: Follow the key on the periodic table to discover what fraction of the elements on the periodic table are solids, liquids or gases. What fraction of the green elements are solids? What fraction of the blue elements are liquids? In order to find the fraction, you must first determine the whole you are counting out of (the denominator), and then find your answer to the above questions (the numerator). Once you find your fraction, ask your child what it really means. For example: if your end fraction was $\frac{7}{18}$, it would mean $7 \div 18$. **(UEN; Fifth Grade; Standard 5.NF.3)**

Language Arts: While in the Science Room, find something you want to research more about when you go back to school or home. What element of science are you interested in? Do you want to learn more about reflections, human anatomy, magnetic forces, severe weather, a healthy brain, planets, elements, etc. Use this room as a stepping stone to eventually discover more! When you leave the museum, conduct research to extend your learning. Take some time to write about your findings. **(UEN; Fifth Grade; Writing Standard 7)**

The purpose of these activities is to teach Utah Core Standards in a way that encourages children to recall and use previously learned skills as well as developing new skills.

