



Children's Museum of Acadiana
presents
"Touch, Look, Listen,
and Learn"

SPONSORED BY:
Haynie Family Foundation

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Mission: LEARNING BY DOING

“Touch, Look, Listen, and Learn”

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The Children’s Museum of Acadiana would like to give special thanks to the following individuals who have given of their time to create and implement “Touch, Look, Listen and Learn”.

**Ms. Leah Graeff, Education Director
Ms. Coty Eastin, M.Ed.
Ms. Brenda Petro, M.Ed.
All CMA Staff and Volunteers**

Touch: Become Community Helpers

Aligned with Pre-Kindergarten Standards 2011

- ◇ Demonstrate an awareness of chronological order by using time related vocabulary (SS PK.1.1)
- ◇ Identify workers and their roles as citizens within the community (PK.4.3)
- ◇ Demonstrate awareness of the purpose of money through play activities (PK.5.1)
- ◇ Demonstrate the role of buyers and sellers in play activities (PK.5.2)

Students rotate through jobs in the museum becoming community helpers. Each group is given a rotation card with each of the jobs identified on a museum map. The group rotates beginning at number 1 and progressing to the end. Before beginning, the group leader tells students which exhibit they will go to first. At that exhibit, students become a worker whose job is to help the community. As students progress through the museum, each group leader shares the map with the students asking which place to go to next.

All About Me Health Gallery/Veterinarian, Doctor

Le Magasin Winn Dixie Grocery Store/Cashier

Café' des Enfants/Server

Bizzuka Reuseum/artist

To Tell the Tooth Dental Office/Dentist

Architecture Alley/ Architect

KLFY TV10 Studio/ Reporter

LOOK: A Scavenger Hunt

Aligned with Pre-kindergarten Standards 2011

- ◇ Identify and name at least the four basic shapes (rectangles, squares, circles, triangles) using different sizes and in different orientations. (Math 13)
- ◇ Create or draw shapes using a variety of materials or components. (Math 14)
- ◇ Recognize, copy, and extend patterns (Math 8)
- ◇ Name at least 25 of the 52 letters in isolation (ELA 15)

Students travel to each exhibit in the museum to complete the scavenger hunt. Specially labeled red bins hold cards which tell the students what to find.

Words will include actions that each child will perform and objects found in the exhibit space. For example, in the grocery store the child will be instructed to **push the cart**. Focus will be on single consonants at this time. The NAEYC advocates programs where children are regularly provided multiple and varied opportunities to develop phonological awareness, where children are helped to identify letters and the sounds they represent and where teachers help children recognize print and connect it to spoken words.

Example Scavenger Hunt cards:

Look at the floor. Step on the red square on the floor.

Look at the large black menu board. Find the food in the shape of the triangle.
Purchase something yellow.

Build a tower with an ABAB pattern. Example: red, blue, red, blue. How tall can you make it?

Listen: Story Time

Aligned with Pre-kindergarten Standards 2011

- ◇ Listen and orally respond to questions about text read aloud. (ELA 24)
- ◇ Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes, and choral speaking (ELA 26)

Students listen to a book. Students engage in discussion about the story. Students complete an activity based on the story. It may include arts, crafts and music, depending on the book chosen. Book options within each topic may change.

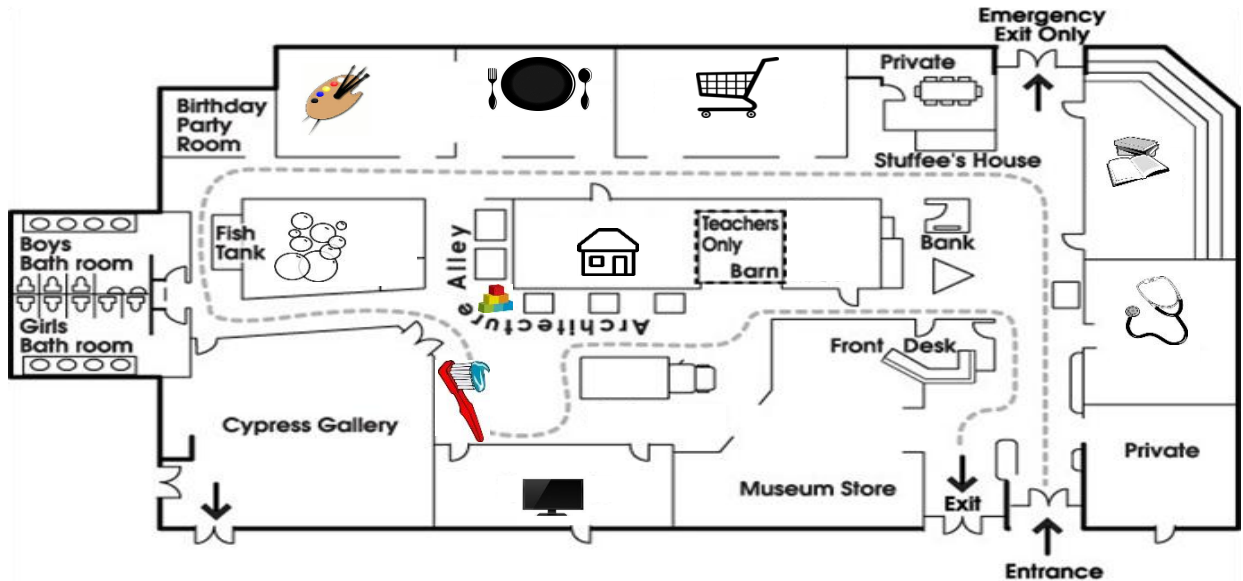
Topic and book options for Fall:

Snow – to connect to the Candy Cane Lane exhibit in Cypress Gallery
Numbers 1-5
Community

Topic options for Spring:

Color and Art – to connect to the Cypress Gallery exhibit
Numbers 1-5
Community

Rotation Cards



A Sample Timeline of Field trip

60 students, in 12 small groups of 5 students each

20 minutes – Arrive, Orientation, Introduction to rotation cards and red boxes.

20 minutes - Groups 1-6: Story Time
Groups 7-12 Rotation through their first 2 exhibits

20 minutes - Groups 1-6: rotation through their first 2 exhibits
Groups 7-12 story time

60 minutes - All groups rotate through the remainder of the exhibits, allowing 10 minutes for each exhibit.
Visit Museum Store, fish tank, Stufee, ambulance, and Cypress Gallery during free time between exhibits.
Restroom breaks as needed by each small group.

Note:

Field trips in the Fall may include a second reading of the book with student interaction through their art piece. Thus, Fall field trips last two and a half hours.

Spring field trips last two hours. All groups return to amphitheater for second reading of book and wrap up activity.



Chaperones: Helping Hands Guide

Thank you for chaperoning the upcoming field trip to the Children's Museum of Acadiana. The CMA has designed a special program for preschool students named Touch, Look, Listen and Learn. As a chaperone, we hope that you will have fun with the students as they learn through play. Here are a few tips that may help you throughout the field trip.

The field trip will begin with an orientation session and will give you a rotation map for your group. We will also show you a sample of the red bins that hold the scavenger hunt cards for each exhibit.

During the field trip, you can give students a hand by:

- ◇ **A**sking the students to help you find out where to go next by looking at the numbers on the map.
- ◇ **B**eginning each exhibit by opening the red bin and asking students to complete the tasks on the card. Then allow for free play.
- ◇ **A**sking students questions during play and be willing to give them the answer, even if you have asked the same question several times.
- ◇ **P**laying with the students. Perhaps your pet is ill and needs a veterinarian in the Health Galleries exhibit. Perhaps you are ready for a snack when you visit the café.
- ◇ **S**taying in each exhibit about 10-15 minutes. Prepare your group for the transition a few minutes before it is time to move. If students have completed the cards and are ready to move on, you may visit busy spaces between and outside of the exhibits.

Extension Activities

Social Studies:

- ◇ Sing the community helpers' song.
- ◇ Have each child draw a picture of himself/herself in his/her favorite job at the museum.
- ◇ Create a map of an imaginary city with at least 5 community workers in it. They can use the icons to represent buildings. For example, the toothbrush square is the dentist's office in the town. Have the students draw landforms, such as roads, rivers, lakes, in their town. To connect to language arts, students can write a noun and action word that connects to each community worker.

Language arts:

- ◇ Read a book about the same topic as the book read at the museum. Have students compare the books' characters or settings. Example: *When It Starts to Snow* by Phyllis Gershator can be contrasted to *Snowmen at Night* by Caralyn Buehner. Ask students what the animals and snowmen do differently. Ask what students would do in snow.
- ◇ Students may journal about their museum experience.
- ◇ Read books about community workers found in the Children's Museum of Acadiana.

Math:

- ◇ Using the icon for each job, create a pictograph depicting students' favorite job at the museum. Count the number of icons for each job. Students write the digit for that number on a white board.

A Letter to Parents: Touch, Look, Listen and Learn at Home

Today your child visited the Children's Museum of Acadiana to participate in the museum's Pk Program, Touch, Look, Listen, and Learn. During their visit students listened to a book being read to them and completed an art project based on the book. They became community helpers by pretending to be doctors, cashiers, architects, and other professionals while playing in the exhibits. They searched for shapes, colors and letters in each center through a scavenger hunt. And throughout the field trip, students used a map to help them find where to go next. The activities were not only fun, they were aligned to educational standards for preschool students (Common Core State Standards).

You have the opportunity to reinforce what they have learned during their field trip in meaningful ways. Here are a few ideas:

- ◇ Ask your child to tell you two of his or her favorite activities in the museum.
- ◇ Point out community helpers in your community. For example: When you go to the grocery store, remind your child that a cashier scans your groceries to help you check out. When you see a building under construction, remind your child that an architect designed how the building would look.
- ◇ Ask your child to think about his or her own doctor and dentist. Can he or she tell you their names? Can he or she tell you how they have helped your child?
- ◇ Give your child one dollar to spend at the dollar store. After choosing an item to purchase, have your child exchange the item for the money at the register.
- ◇ Have a scavenger hunt at your home. Ask your child to find objects in the house that are different shapes and colors.
- ◇ When running errands, tell your child where you will go first, next and last. Ask them afterward to recall which place you visited first.



