

Festival Activity: Exhibit Explorers

Subject: Science

Concept: Community involvement in natural resource conservation.

Key Vocabulary

- Natural resources

Skills

- Investigation
- Observation

Materials

- Pencil
- Student Worksheet, "Exhibit Explorers", one copy per group. Bring this worksheet to the festival and complete in small groups.

Your students will explore many of informative exhibits and interact with people involved in natural resource education and conservation. This community of exhibitors represents state, federal, county agencies and non-profit organizations.



Grade Level Expectations (GLEs) or Evidence of Learning

Science

3.2.3 Understand how knowledge and skills of science, mathematics, and technology are used in common occupations.

Objective

Students will learn about Washington's **natural resources** (a naturally occurring exploitable material, i.e. wood) by interacting with Salmon Festival exhibitors.

Suggested Procedure

Through observations, students explore the exhibit area of the Salmon Festival and complete the Student Worksheet, "Exhibit Explorers" in small groups.



Student Worksheet: Exhibit Explorers

Bring this worksheet with you to the Salmon Festival. Complete this worksheet in small groups. Put a check mark (✓) by the things you see while exploring the exhibits.

_____ an exhibit that talks about salmon life cycles

_____ an exhibit that uses water

_____ an exhibit that shows the tracks of animals

_____ an exhibit that illustrates the basic components of habitat

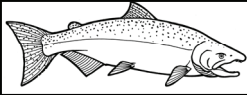
_____ an exhibit that talks about our forest

_____ an exhibit that lets you make a “work of art”

_____ an exhibit that shows fish and fishing

What was your favorite exhibit? Why?





Pre-Work: Show and Tell

Subject: Writing, Communication and Science

Concept: Exhibit design and construction

Key Vocabulary

- Exhibit

Skills

- Creative expression
- Technical communication
- Research
- Application

Materials

- Various, depending on class project
- Teacher Reference, “Exhibit Examples”
- Access to computer, books, magazines for research

When students visit the exhibit area at the Salmon Festival, they will have the opportunity to view a variety of hands-on exhibits. How do exhibitors communicate to others using these exhibits? What type of visual aids do they use? Do they use props to explain a natural resource concept?

Grade Level Expectations (GLEs) or Evidence of Learning

Writing

1.1.1 Applies at least one strategy for generating ideas and planning writing.

Communication

3.1.1 Understands how to plan and organize effective oral communication and presentation.

Science

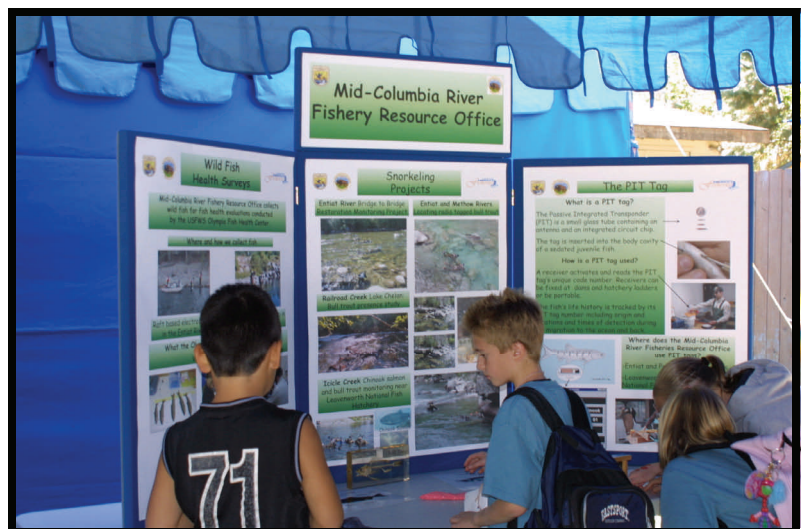
3.2.3 Understand how knowledge and skills of science, mathematics, and technology are used in common occupations.

Objective

Students will research and create an **exhibit** (an object displayed in public) using a natural resource topic for display in the classroom.

Suggested Procedure (Before Class)

Make a visual aid of Teacher Reference, “Exhibit Examples”, for students to gain an idea of what exhibits may look like.



Suggested Procedure (During Class)

1. Divide your students into teams to design an exhibit.
2. Ask each team to pick a natural resource topic to research using books, magazines, internet, etc. Also, they may want to use 3-D props.
3. Encourage students to create an exhibit for classroom display. The exhibit may include a science experiment on water, projects on salmon or wildlife, wetlands, riparian environments, habitats, pictures or collages of research projects or any other additional topics.
4. Have students share their exhibits with each other.

Extensions

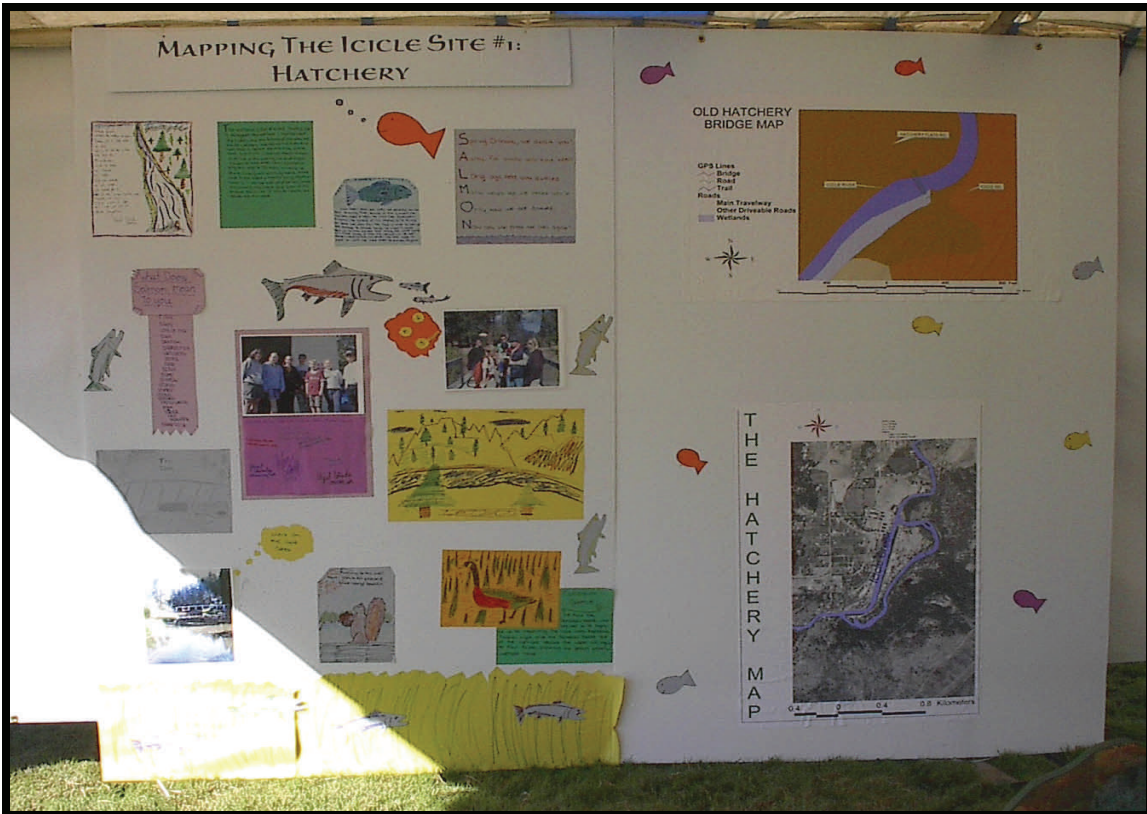
Invite other classes to see your exhibits and have the students interpret their exhibits.

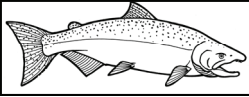
Contact the Salmon Festival Director to reserve your space at the festival for your student's exhibits.

Teacher Reference: Exhibit Examples A



Teacher Reference: Exhibit Examples B





Post-Work: Exhibit Expressions

Subject: Writing and Science

Concept: Communicating with the natural resource community

Key Vocabulary

- Varies depending on student letter

Skills

- Letter writing
- Concept development

Materials

- Paper
- Pencils

Express yourself in a thank you letter to your favorite exhibitor.

Grade Level Expectations (GLEs) or Evidence of Learning

Writing

2.2.1 Demonstrates understanding of different purposes of writing.

Science

3.2.3 Understand how knowledge and skills of science, mathematics, and technology are used in common occupations.

Objective

Students will demonstrate what they learned from interacting with Salmon Festival exhibitors.

Suggested Procedure

1. Have students write a letter to their favorite exhibitor.

Include:

- thank you for exhibiting
- why they liked their exhibit best
- ask one question
- your return address

(as a class, pick one letter to actually send, so that exhibitors don't get overwhelmed with fan mail.)

2. Discuss your answers to the "Exhibit Explorer" worksheet completed during the Salmon Festival.

