



Children's
Discovery
Museum
of San Jose

Visit Guide: Third Grade



California Content Standards

History-Social Science:
3.3.3

English-language Arts:
Reading 2.1, 2.6;
Writing 1.1, 1.2, 1.3, 2.2;
Listening and Speaking 1.10



What you'll need:

- ❑ Transparency of Student Sheet 1 – outside shot of Children's Discovery Museum Transparency of Student Sheet 2 – floor layout of Children's Discovery Museum
- ❑ Overhead Projector
- ❑ A variety of primary sources:
 - CDM's website – www.cdm.org
 - Development Timelines (Student Sheets 6, 7, 8)
- ❑ Books about museums such as:
 - The Museum Book: A Guide to Strange and Wonderful Collections, by [Jan Mark](#)
 - Let's Go to the Museum, by [Cate Foley](#)
 - Children's Museums: An American Guidebook, by [Joann Norris](#)
 - BEHIND THE MUSEUM DOOR: Poems to Celebrate the Wonders of Museums, by Lee Bennett Hopkins
 - Mrs. Brown on Exhibit: And Other Museum Poems, by Susan Katz
 - Search Kids Infobits for "children's museums" (Kids Infobits is a website hosted by many public libraries, including the San Jose Public Library, within their own sites.)
- ❑ Copies of Student Sheet 9 (3-2-1 Summary) – 1 per student

Learning about Museums

Objective:

Children will use primary sources to learn about museums and their offerings.

What to Do:

Show children the outside shot of the Children's Discovery Museum (Student Sheet 1). Ask children if they have been to the Museum.

Show children the floor layout of the Museum (Student Sheet 2) and lead children in a discussion about the various exhibits they have visited.

Explain that: "The Museum is large and has a number of exhibits. Since we only have two hours to explore, we want to make the most of our visit. We need to learn as much as we can about museums generally, and the Children's Discovery Museum specifically. Each of you will have one source to read and report to the rest of the class." You may want to have the children work individually, in pairs, or in groups. They may either select, or you may want to assign according to reading level, a primary source to read and write about. Give each child a copy of Student Sheet 9 (3-2-1 Summary).

Children should read their sources and complete their summaries.

When children have finished, gather them back together to report to the class.

Assessment:

Save each child's 3-2-1 Summary page as a sample of his or her ability to gather information from text.

Extensions:

- Have each child use his or her summary sheets to write a paragraph about museums.
- Have each child write a narrative of their plans for visiting the Museum.





During Your Visit



Gathering Observations

What to Do:

While children are touring the Museum have them “collect” souvenirs from their visit by drawing pictures, writing descriptions, or taking pictures of some of the most memorable exhibits. If you are planning to do the post-visit activity, you may want to require that each child “collect” a specified number of pictures (3 -5) before the field trip is over.

What you'll need:

- Necklace journals – one per student (See Necklace Journal Instructions.)
- Pencil and/or crayons – at least one per student
- (optional) Camera(s)



Create a Museum Brochure

Objective:

Children will create a brochure of their visit using the pictures they collected from the field trip.

What to Do:

Take a look at the collected brochures with the children. Chart a list of things that are included in brochures (photos, hours of operations, etc.) and things that make brochures different from other media (informational text, the folding, persuasive text, etc.).

Next, tell the children that they are going to use the pictures, stories, and other information they collected while on the field trip to create a brochure about the Museum. Start a new chart to brainstorm what kinds of information to include in the brochure. Ask the children what they think their parents and the other children in school would want or need to know about visiting the Museum.

Pair the children to review the pictures and notes they took at the Museum. Each pair should sit face to face with their photographs face down and/or their necklace journals closed in front of them. When given the cue to start, the first child should flip over a photograph or pick a page of the journal to talk about for 30 seconds. Then, he or she should stop and the other child should talk about one of his or her items for 30 seconds. The children can continue in this manner.

Now that the class is familiar both with the contents of a brochure and the information they collected from the Museum, bring the children back together as a group to assign parts of the brochure. You may want to let children choose what they want to write about based on the information they collected or assign them parts based on what you have noticed they have information on. For example, one child/pair may write about the Secrets of Circles exhibit, another about the Bubbalogna exhibit, another about helpful hints for first time visitors, and other about specific areas of the Museum that might interest parents.

Give children ample time to write and edit their work.

Layout the separate pieces as a brochure. A small group of interested students could do this on the computer.

What you'll need:

- Collection of brochures from various places
- Pictures children collected at the Museum
- Chart paper and markers
- Glue
- Crayons, markers, or pencils
- Graphics software like Microsoft Publisher or PageMaker (optional)





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After Your Visit

Assessment:

Save each child's separate contribution to the brochure as a writing sample.

Extensions:

- Have children create brochures for their school, other local landmarks, or places of interest.
- Have children use their pieces as the basis for an oral presentation about their field trip. The presentation can be given to another class who has not yet visited the Museum or to parents during an open house.

