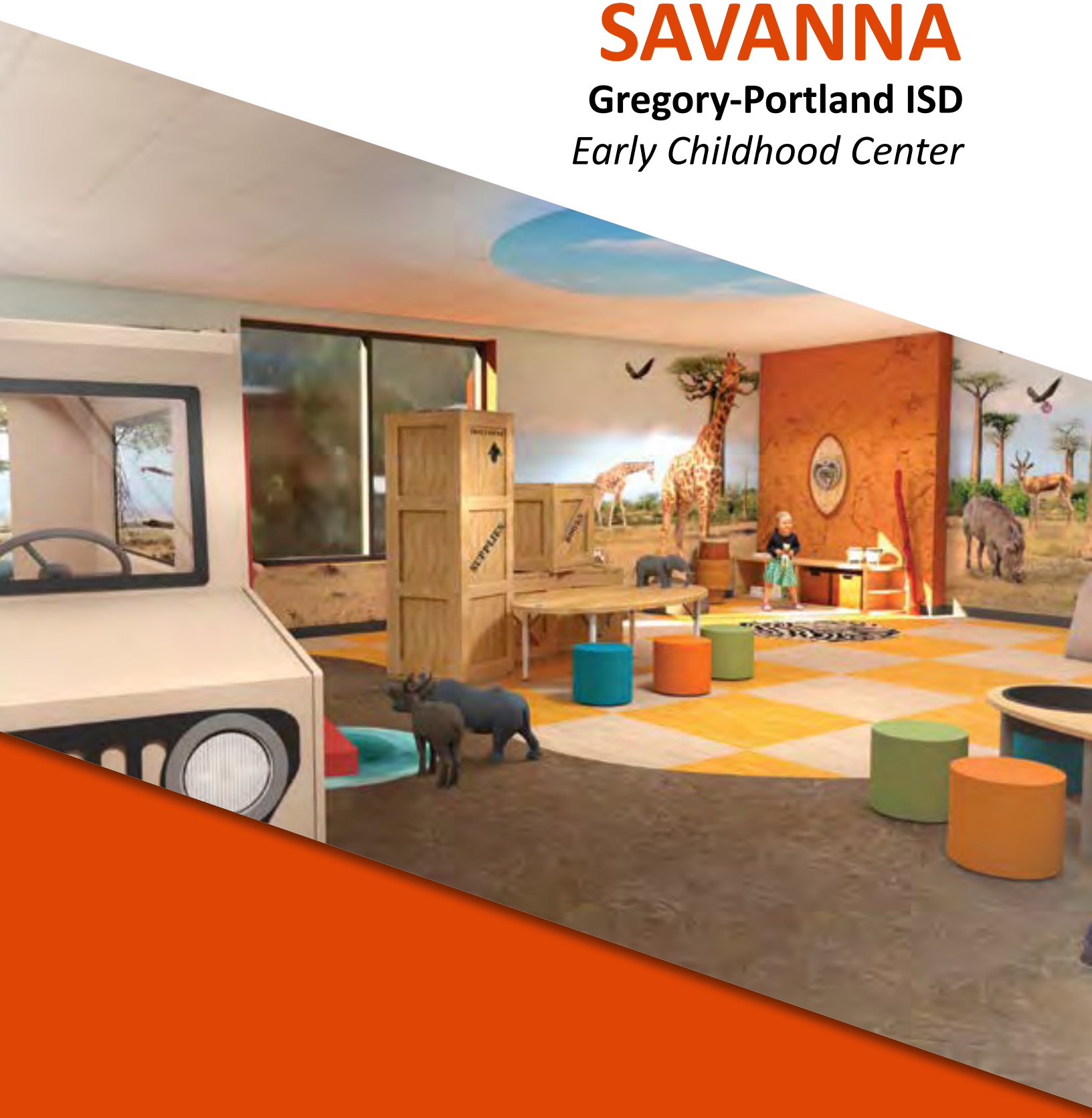
SAVANNA

Gregory-Portland ISD

Early Childhood Center



EXHIBIT® CONCEPTS

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.



EXPERIENTIAL EDUCATION CLASSROOMS

Welcome to your new classroom! You may be experiencing many emotions—excitement, uncertainty, even apprehension. This is completely expected. Experiential learning may be new to you as a concept or theory, but rest assured, many of the principles that bind experiential learning have likely been applied by you for years. Experiential learning embodies the active participation, social engagement, and meaningful connections that we know are the pillars of play-based learning. Play is how young children learn!

This guide is intended to support you as you transition to a new classroom environment. You will find helpful background information on the theory, activity ideas organized by skill domains, experiential learning resources, and tools to assist you in reflective teaching practices. Most importantly, have fun with your students in this new learning environment. The classroom Savanna really is a second teacher and the possibilities are endless!

What is Experiential Education?

Experiential education is a theory that acknowledges humans as active participants in the learning process. In the classroom, students are at the center of the learning process, actively engaging and participating in decision-making. Students' interests and needs drive topics of study with small group and individual projects evolving from their curiosities and real-life events. Experiential learning environments, like museums and zoos, naturally provide opportunities for inquiry-based learning that inspire curiosity and passion. These same features and opportunities are available in experiential learning classrooms.

How does experiential education impact your role as a teacher?

Teachers learn about students by actively listening and observing. You listen to conversations, observe students' choices, and communicate with families. Through this listening and observing, you can make assumptions about what students know and provide new materials, activities, and experiences that help expand upon this knowledge. By asking open-ended questions and encouraging students to make observations, students begin to build a schema that continues to grow.

How does experiential education impact the students' role?

Students are at the center of the learning process. Students' interests and needs drive topics of conversation and participation in activities. Students in experiential learning classrooms make choices and decisions throughout the day. They choose whether they play alone or in a group, they choose activity options that sound most appealing, and they choose to engage with interesting materials and equipment.

How Do I Use an Experiential Education Classroom?

A new classroom can be overwhelming, not only for you, but for your students too. Being prepared can help manage those overwhelming feelings and set you up for success in your new environment. Before introducing the classrooms to your students, take a gallery walk in each classroom, taking in the sights and sounds without interruptions. As you are noticing and observing features in the classroom, think about big ideas or themes that might naturally stem from these features. You can list activities or play-based items that might align with these ideas; several activity ideas and accompanying items are provided in the educator guide to help you get started. Introduce the classrooms to the students by taking a community gallery walk. Ask students to describe what they notice, how they feel, and what they would like to know more about.

What Will I Find in Each Experiential Education Classroom?

Each experiential education classroom includes similar best practices and strategies for working with young children, not only in the design but in the supportive activities. The unique themes and content can lead to new ideas and projects stemming from students' interests and questions. Each classroom includes:

- **A General Supply Kit:** A collection of materials that can be used in open-ended ways
- **Magnetic Boards:** Engagement tools for group learning or individual interactions
- **A Classroom Library:** Developmentally appropriate Spanish and English, non-fiction and fiction books, that support the theme
- **Sensory Exploration:** A station or area that encourages inquiry-based investigations
- **An Educator Guide:** A facilitation tool that includes supportive activities and ideas for assessment

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS

TABLE OF CONTENTS

ACTIVITIES... 7

ACTIVITY # AND NAME	ACTIVITY TYPE	SKILL DEVELOPMENT	CONNECTION TO STANDARDS	ASSESSMENT OPPORTUNITIES	PG #
SV.01 | Predator and Prey	Small Group	Listening to information to make connections and applications	Listening Comprehension Skills and Life Sciences Skills	Observations, Checklists, and Picture Portfolios	9
SV.02 | Mindful Movements	Free Choice and Small Group	Controlling your body to make intentional decisions and movements	Control of Attention, Dramatic Expression, and Gross Motor Development	Observations and Picture Portfolios	10
SV.03 | Safari Tour	Free Choice and Small Group	Engaging in associative and cooperative play for creative expression	Relationships with Others, Life Sciences, Dramatic Expression	Observations and Picture Portfolios	11
SV.04 | Savanna Word Bank: I Spy in the Grass	Free Choice	Finding and recognizing sight words	Alphabet Knowledge and Print Concepts	Observations and Checklists	12
SV.05 | Savanna Alphabet: Alphabet Sort	Free Choice	Sorting letters by different attributes	Alphabet Knowledge and Classification and Patterns	Observations and Checklists	13
SV.06 | Weighing Fruits and Vegetables	Large Group and Small Group	Listening to text, responding to questions, and making applications	Listening Comprehension, Motivation to Read, and Measurement	Observations, Checklists, and Picture Portfolios	14
SV.07 | Animal Match	Small Group and Free Choice	Describing and discussing characteristics	Life Sciences and Fine Motor Development	Observations	15
SV.08 | Savanna Shapes	Free Choice	Recognizing shapes and patterns	Geometry and Spatial Sense and Classification and Patterns	Observations, Checklists, and Picture Portfolios	16
SV.09 | Grass Observation	Small Group	Describing the life cycle of plants after making predictions and observations	Measurement and Life Sciences	Observations, Checklists, and Picture Portfolios	17
SV.10 | Whose Footprint?	Free Choice and Small Group	Making observations, conducting investigations, and describing details	Life Sciences and Fine Motor Development	Observations, Checklists, and Picture Portfolios	18
SV.11 | Savannas Around the World	Small Group and Free Choice	Comparing animal features and characteristics	Classification and Patterns and Life Sciences	Checklists and Observations	19
SV.12 | Exploring African Culture	Free Choice and Small Group	Discovering how people are alike and different	People, Past and Present and Geography	Observations, Checklists, and Picture Portfolios	20
SV.13 | Bring the Rain	Free Choice and Small Group	Discussing cultural customs and traditions	People, Past and Present and Music	Observations, Checklists, and Picture Portfolios	21
SV.14 | Camping in the Savanna	Free Choice and Small Group	Engaging in associative and cooperative play for creative expression	Relationships with Others, Geography, and Dramatic Expression	Observations, Checklists, and Picture Portfolios	22

EXHIBIT CONCEPTS

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

ACTIVITY # AND NAME	ACTIVITY TYPE	SKILL DEVELOPMENT	CONNECTION TO STANDARDS	ASSESSMENT OPPORTUNITIES	PG #
SV.15 | Savanna Animal Dramatic Play	Small Group	Exploring animal movements and behaviors through recreation	Relationship to Others, People, Past and Present, and Dramatic Expression	Observations, Checklists, and Picture Portfolios	23
SV.16 | Savanna Sensory Bin	Free Choice and Small Group	Interacting with sensory materials to engage the five senses	Dramatic Expression and Fine Motor Development	Observations, Checklists, and Picture Portfolios	24
SV.17 | Termite Mound Textures	Free Choice and Small Group	Manipulating materials for realistic representations and fine motor development	Life Sciences and Fine Motor Development	Observations, Checklists, and Picture Portfolios	25
SV.18 | Serengeti National Park Exploration	Large Group and Small Group	Exploring interactive media to enhance learning	Life Sciences and Technology Applications	Checklists	26

THEMED LIBRARY... 27-29

GENERAL SUPPLY KIT... 31-32

ASSESSMENT TOOLS... 33-37

Activity Rubric Scale... 34
Anecdotal Note Observation Form... 35
General Observations... 36
Picture Portfolio... 37

TEACHER SELF-ASSESSMENT... 39-41

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

ACTIVITIES



ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS



SAVANNA

Predator and Prey

SV.01

1.A.1. Child shows understanding by responding appropriately.
VI.B.1. Child observes, investigates, describes, and discusses the characteristics of organisms.

Predator and prey is an important relationship in the savanna. Together, they help maintain a balance in the ecosystems around the world. As a small group, students participate in a predator and prey scavenger hunt. After receiving an animal identification card, small groups find the hidden prey in the classroom with supportive clues from the educator.

DOING THE ACTIVITY

1. Read books about the predator and prey relationship, such as *What Eats That?* by Ryan Jacobson and *1-2-3 Predators Bite!* by the American Museum of Natural History. Ask students to think about the differences between a predator and a prey. Ask questions like, "Why do you think there are prey and predator animals in the wild?," "How are predators able to hunt prey?," and "How are prey able to avoid predators?"
2. Show students the prey and predator animal cards and identify the animal on each. Hide the prey animal cards around the classroom. Give each student in the group a predator card and encourage them to find the prey. After all of the prey animal cards have been found, discuss the relationships between the animals.

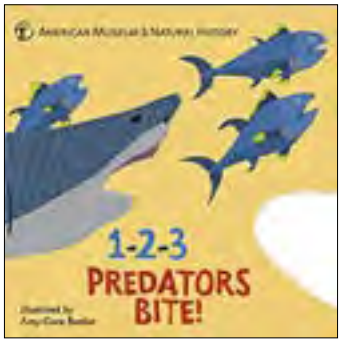
DIFFERENTIATION

- Play predator-prey tag games outside. Encourage students to camouflage themselves using clothing or other barriers as they hide from predators.
- Observe webcams in the wild and ask students to identify prey and predator animals. Webcam resources: Smithsonian's National Zoo and Audubon Society.

IN THIS KIT







ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS



SAVANNA

Mindful Movements

SV.02

I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.
IX.A.2.Child coordinates sequence of movements to perform tasks.

Young children learn to control their body, respect personal boundaries, and focus on the moment by listening to detailed directions and instructions. Students move like different animals in the savanna by exploring animal movement cards and listening to direction from the educator.

DOING THE ACTIVITY

1. Review animal behaviors using the animal movement cards. Give each student a personal space mat and reiterate the purpose (to give each friend their own space without bumping into another friend). Allow students to practice each animal behavior after positioning the personal space mats.
2. Practice each animal behavior a second time, asking students to think about each movement before they display the movement. Introduce the word mindful as a way to pay attention to something and not think about anything else.

DIFFERENTIATION

- Ask students to think about the word mindful and share what it means to them. Guide the conversation, if needed, with the following: "Mindful means to pay attention to what is happening right now." Draw attention to what is happening in the classroom at that moment. Ask students to think about mindful walking, exercising, writing, etc. and consider how mindfulness changes the action.
- You can learn a lot about mindful movements by observing animals. Encourage students to observe animals in nature or at home and facilitate a discussion about mindfulness in animals.

IN THIS KIT

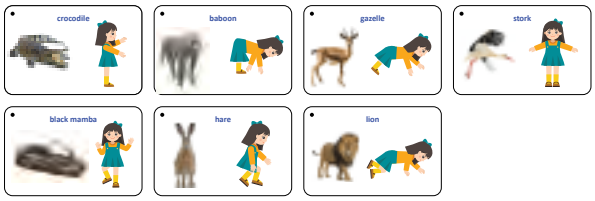




EXHIBIT CONCEPTS

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.



SAVANNA

Safari Tour

SV.03

I.C.3. Child shows competence in initiating social interactions.
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.

A trip to the African savanna would be an amazing field trip. You can explore the diverse terrain, hide in the bush watching wild animals, and wait for the "Big 5" to emerge. Students can take a safari tour in the classroom by getting into character and searching for wildlife. Educator hides wildlife around the classroom and students search for the wildlife using a visual checklist.

DOING THE ACTIVITY

1. Activate prior knowledge by facilitating a group discussion about animals in the safari. Use non-fiction books from the classroom library to stimulate the discussion.
2. Introduce the safari field gear and safari animals. Hide, or ask a student, to hide the safari animals around the classroom. The remaining students can use the safari field journals to search for the animals, checking off the animal when found.

DIFFERENTIATION

- Encourage students to label sorting bins with animal names. Students can use the field journal as a guide.
- Ask students to create additional field gear items like name tags, animal pictures, and animal tags as part of a writing center.

IN THIS KIT



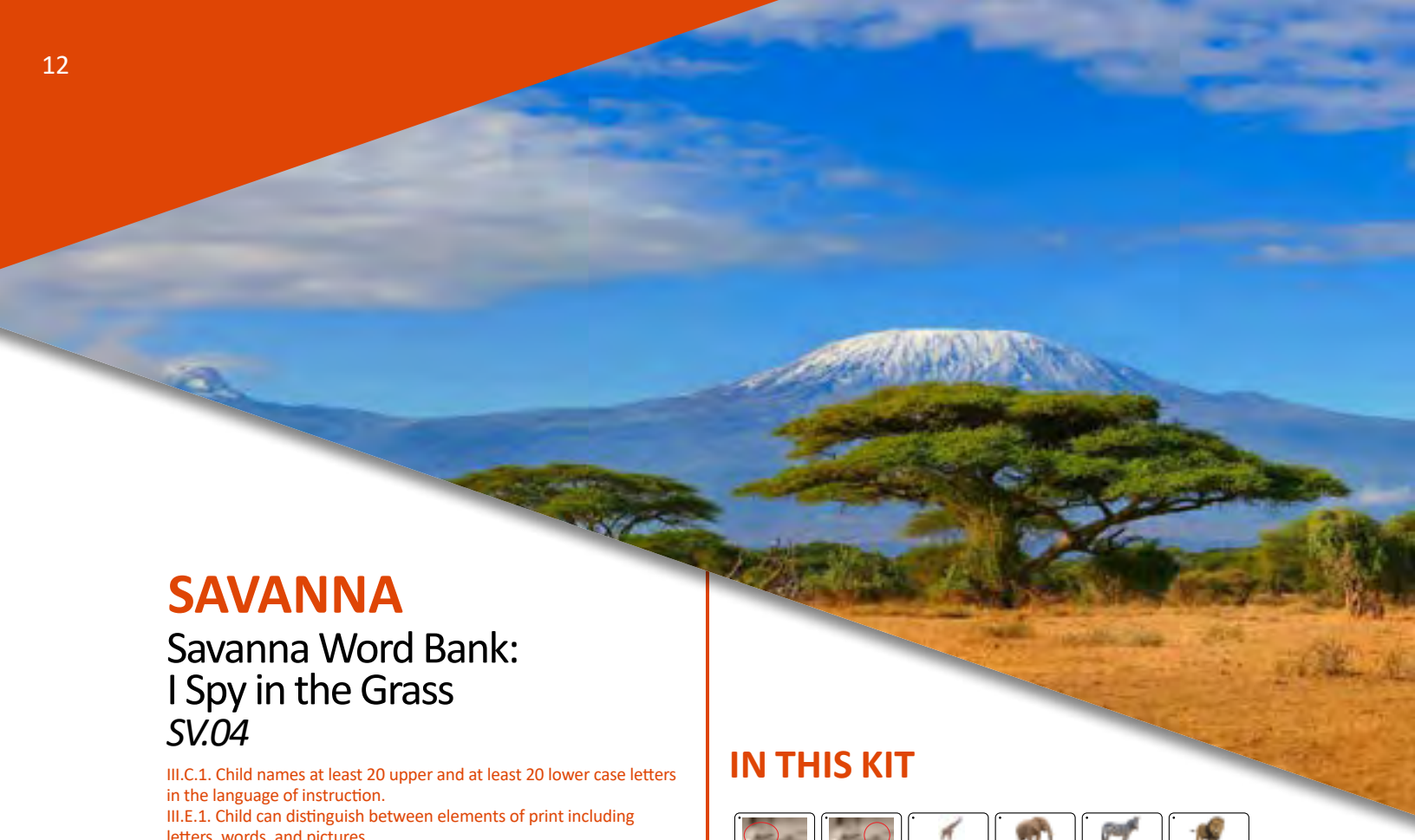






ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS



SAVANNA

Savanna Word Bank: I Spy in the Grass

SV.04

III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
III.E.1. Child can distinguish between elements of print including letters, words, and pictures.
III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. **I Spy in the Grass:** Students can search for word bank words in sensory bags filled with shredded paper to simulate grass. Styrene word bank words and matching cards are provided.

DOING THE ACTIVITY

Shred green and yellow paper using the cutter to simulate grass (paper cutter is not for student use). Add the paper to several gallon-sized Ziploc bags. Add several word bank matching cards to each Ziploc bag as well. Encourage students to match the word bank cards to the word bank matching cards in the Ziploc bags. Ask students to call out letters as they match the word bank words to word bank matching cards.

DIFFERENTIATION

- Consider adding other sensory materials to the Ziploc bags to simulate the savanna like dried corn, lentils, and brown rice.
- Have students trace the letters of the word bank word with their finger as they manipulate the Ziploc bags.

IN THIS KIT



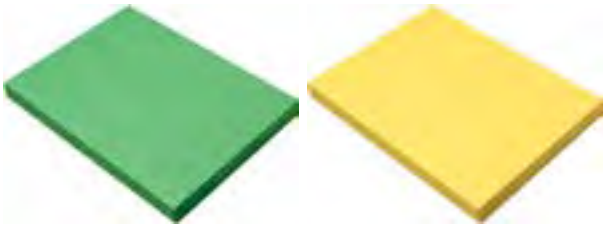






EXHIBIT CONCEPTS

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.



SAVANNA

Savanna Alphabet: Alphabet Sort

SV.05

III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
V.E.1.. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. **Alphabet Sort:** Using letter tiles and sorting mats, students sort themed letters by different attributes like vowels and consonants and curvy and straight lines.

DOING THE ACTIVITY

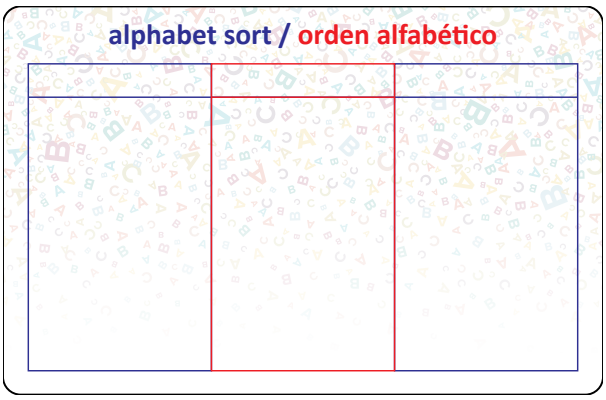
1. Introduce the sorting boards and letters to the students. Write student or teacher determined sorting categories on the boards. Categories to consider: vowels and consonants, curvy, straight, or both (lines in letters).
2. Place letters in a cup, bowl, or other container. Have students remove a letter, say the letter name, and sort into the appropriate category. Continue sorting until all of the letters have been sorted.

DIFFERENTIATION

- Have students write letters in pre-determined categories rather than sort tangible letters.
- Ask students to make letters using Play-Doh or clay and have them sort into categories.

IN THIS KIT











ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT CONCEPTS



SAVANNA

Weighing Fruits and Vegetables

SV.06

III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
V.D.3. Child informally recognizes and compares weights of objects or people.

Before reading *Handa's Surprise* by Eileen Brown, ask students to predict the surprise Handa might experience. After reading the story, students can fill a basket with fruits from the story, weigh the fruits, and put them in order from lightest to heaviest. Students can also talk about their favorite and least favorite fruits, making comparisons among their peers.

DOING THE ACTIVITY

1. Picture walk *Handa's Surprise* by Eileen Browne, asking students to predict what will happen next by looking at the clues on each page (point out the clues if needed). In addition, draw attention to the questions on each page. Ask students, "How do you know it's a question?"
2. After reading the story, ask students the following: "How do you think Handa felt when she met Akeyo?," "How do you think it feels to carry a basket on your head?," and "Can you think of a reason why you might need to carry objects in a basket on your head?" Using a balance, compare the weight between the fruits and vegetables from the basket. Have students put them in order from lightest to heaviest, with guidance.

DIFFERENTIATION

- Ask students to think about their favorite fruit or vegetable from the bunch and make a classroom graph displaying the data.
- Find out more information about the animals from the story and talk about where they live and what they eat.
- Research the fruit origin from the story. Talk about the country in which the fruit grows best. You can also talk about how the fruit gets to the grocery store and fruit packaging and labels.

IN THIS KIT

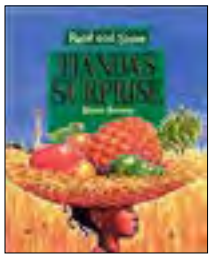










EXHIBIT CONCEPTS

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.



SAVANNA

Animal Match

SV.07

VI.B.1. Child observes, investigates, describes, and discusses the characteristics of organisms.
IX.B.1. Child shows control of tasks that require small-muscle strength and control.

Students sort and match animal magnets on the magnetic board. Savanna wildlife can be sorted by attributes and classifications. Students can also use magnetic labels to draw or write self-made labels.

DOING THE ACTIVITY

1. Place the animal magnets on the magnetic wall for free exploration. Encourage students to sort animals by features and attributes, such as by what they eat (plants, meat, meat and plants, and seeds), how they travel (water, land, and air), and other physical attributes (body coverings, patterns, etc.). Have students identify each animal as they place the animal in a category.
2. Ask students to create labels for the animals or use pre-made labels. Discuss animal categories, such as: things wild animals need to survive and how animals get their food in the wild.

DIFFERENTIATION

- Add the magnets to the writing center to entice tracing. Students can trace the animal magnets and add details, creating a real or imaginary animal.
- Create a classroom community art mural using the magnets. Students can sort the animals by habitat on chart paper, trace the animals, and build a habitat around the animals using art materials.

IN THIS KIT



ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS



SAVANNA

Savanna Shapes

SV.08

V.C.2 Child creates shapes.
V.E.3. Child recognizes and creates patterns.

Students recreate features and wildlife in the savanna using pattern blocks and pattern block mats. Students practice identifying shapes, colors, and parts to whole as they match the pattern block to the correlating space on the pattern block mat.

DOING THE ACTIVITY

1. Pattern block mats and pattern blocks work well as a self-directed activity. Place the mats and pattern blocks out for students to explore freely, encouraging students to match the pattern block shape and color to the correlating space on the animal.
2. Place the pattern blocks on a flat surface (table) and have students hold the mirror perpendicular to the table and next to the pattern blocks. Have students create patterns using the blocks and make observations in the mirror. Ask students to describe what they are seeing as they create patterns and use the mirrors to make reflections.

DIFFERENTIATION

- Post the pattern block mats for students to use as a guide rather than match as a one-to-one correspondence activity. Students can copy the design from the cards.
- Have students create their own animals using the pattern blocks. Students can try their design onto paper and encourage their peers to match the animal.

IN THIS KIT

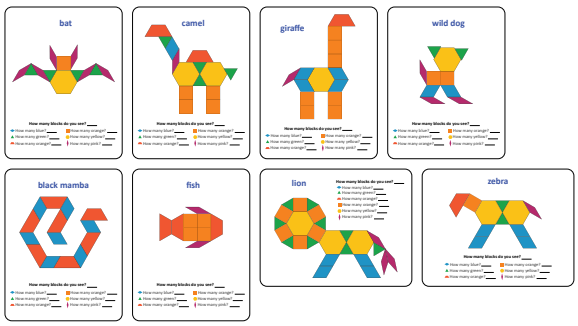






EXHIBIT CONCEPTS

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.



SAVANNA

Grass Observation

SV.09

V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
VI.C.2 Child identifies, observes, and discusses objects in the sky.
X.A.1 Child opens and navigates through digital learning applications and programs.

Grazing animals depend on grass for food and shelter in the savanna. Students can grow a variety of different grasses in the sensory table, make daily observations and take measurements and "graze" the grass as it grows. As the grass continues to grow from the base of the stem, students can discuss the benefits to animals living in the savanna.

DOING THE ACTIVITY

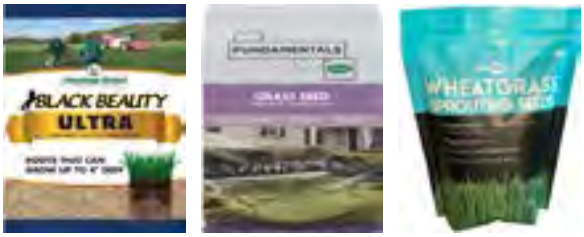
1. Plan to plant and grow a variety of grass types with your students. After discussing each grass type, encourage students to choose both grass type and growing medium (soil or sponge) and give each student a labeled container with their name and grass type (after poking 2-3 holes in the bottom). Plant the grass seeds and make predictions about grass growth in soil and grass growth using just a sponge.
2. Be sure to water the grass seeds daily and make daily observations and comparisons. Encourage students to notice the differences in color, coarseness, germination time, and growth rate. Students can graze the grass (trim) as the grass grows longer and longer. Discuss the importance of grass to savanna animals like African gazelles, zebras, and wildebeest.

DIFFERENTIATION

- Take daily measurements using a ruler or measuring tape. Record growth using a class journal or class organizational chart.
- Label the parts of a grass plant on a diagram.

IN THIS KIT









ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS

SAVANNA

Whose Footprint?

SV.10

VI.B.1. Child observes, investigates, describes, and discusses the characteristics of organisms.
IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.

Have you ever walked through the sand or mud and discovered animal tracks? Scientists can tell a lot about an animal's size and behavior just by looking at the animal's prints. Students can make animal identity predictions by looking at tracks and making tracks of their own using savanna animal figures.

DOING THE ACTIVITY

1. Ask students to think about animals they have seen in their neighborhood, at the zoo, or even animals that live in their home. Ask students to think about the similarities and differences between humans and animals. Read several books about animal tracks and droppings like *Whose Poop is That* by Darrin Lunde and *Who Was Here?* by Mia Posada, discussing the features of each animal's print.
2. Have students make their own animal prints by rolling a piece of clay flat on parchment paper and imprinting an animal into the clay. Students can also use a toothpick to make imprints in the clay.

DIFFERENTIATION

- Take a walk around the neighborhood to search for animal tracks in the mud or grass. Have students make observations and predictions about the tracks they find.
- Try making tracks in different mediums like mud, sand, faux snow, water, and dirt and make comparisons.

IN THIS KIT













EXHIBIT CONCEPTS

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.



SAVANNA

Savannas Around the World

SV.11

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
VI.B.1. Child observes, investigates, describes, and discusses the characteristics of organisms.

Savannas are tropical grasslands, found near the equator around the world. Savannas grow in a warm climate that have a dry and a rainy season. Students can categorize animals that live in certain regions around the world using animal cards and a map marked with savanna biomes.

DOING THE ACTIVITY

Introduce the activity as a center. Students can sort animals by animal type (mammals, birds, reptiles, or fish), how they travel, and where they live. Use the savanna biome maps to sort animals by where they live, discussing the traits and features that help an animal live in a particular savanna habitat. Make connections between the map and globe, pointing out the countries on each that have savannas as habitats.

DIFFERENTIATION

- Introduce other animal types such as amphibians and invertebrates through books and picture cards.
- Plan an imaginary trip to the savanna. Using the savanna biome map, have students plan their travel route and determine how long it will take to reach the savanna of their choice. Use the globe to determine the savanna that is the shortest and longest distance from home.

IN THIS KIT











ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS



SAVANNA

Exploring African Culture

SV.12

VII.A.1. Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.
VII.C.2 Child explores geography tools and resources.

After sharing books about African community, family, and other African values from the classroom library, educator can introduce diverse cultural clothing, dolls, puppets, and other inclusive materials to students. Through books and play with cultural items, children can assume active roles in learning valuable cultural-historical concepts.

DOING THE ACTIVITY

1. Introduce the continent and people of Africa by reading books about or set in Africa with a focus on culture, language, and values. Read *Mama Payan's Pancakes* by Mary Chamberlin and *Wangari's Trees of Peace: A True Story from Africa* by Jeanette Winter from the classroom library. Discuss the setting (rural Africa), community (people), and activities (socializing at the marketplace, preserving land and culture, etc.).
2. Place the African cultural manipulatives and materials in the learning center for free exploration, pointing out the origin on a map or globe. Be sure to use appropriate terminology through language and labels and identify similarities and differences between themselves and African people. Clothing: Ghanaian Dashiki and Kuku and Nigerian Iro, Buba and Gele, Instruments: Bolga market basket and instruments, and Food: mishkaki (kabbab), baked plantain, peanut round, fish, pancake, foo foo, and okra.

DIFFERENTIATION

As you read books about African culture and people in the classroom, indicate book origin or setting on the world map with a check mark. Highlight geographical regions and make comparisons.

IN THIS KIT











EXHIBIT CONCEPTS

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.



SAVANNA

Bring the Rain

SV.13

VII.A.1. Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.
VIII.B.2. Child responds to different musical styles through movement and play.

Many Maasai villages in the African savanna gather to do a rain ceremony after a long, dry season. These ceremonies consist of rhythm, movement, and chants to ensure rain comes; often the king holds the power to make rain. After reading *Bringing the Rain to Kapiti Plain* by Verna Aardema, students can talk about the importance of rain to the African savanna and explore body movement and musical instruments to create rain dances of their own.

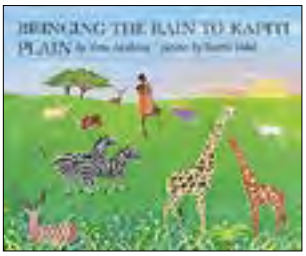
DOING THE ACTIVITY

1. Introduce *Bringing the Rain to Kapti Plain* by Verna Aardema by showing the colorful cover illustrations. Picture walk through the book first and identify as many animals as possible, listing them on a whiteboard or chart. Read through the book, discussing how drought affects plants, animals, and people. Explain that modern day rain dances occur in Africa as a tradition during drought periods.
2. Encourage students to listen to African music. During or after listening to traditional music, place the instruments in a free-choice center and encourage students to play along with the music or create chants and dances of their own to share with the class.

DIFFERENTIATION

- Guide an instrument session by encouraging students to shape their sounds. Ask “What if” questions such as, “What if you start playing your instrument very quietly and gradually get louder?” and “What if you play a long sound using your instrument followed by some short sounds?”
- Use the instruments to discuss and demonstrate patterns. You can also write out the patterns on a whiteboard or chart paper (AABB, ABAB, ABCABC).

IN THIS KIT











ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS



SAVANNA

Camping in the Savanna
SV.14

I.C.2. Child assumes various roles and responsibilities as part of a classroom community.
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.

An African safari is about conservation, education, and the experience of getting up close and personal with the wildest of wildlife. Students can imagine they are on a game drive, looking for the Big Five-lion, leopard, rhino, buffalo, and elephant or setting up camp right in the heart of the preserve with the right tools and equipment. Are you ready to explore the Serengeti National Park?

DOING THE ACTIVITY

1. Initiate discussions about camping by showing photos, reading books, and using camping related vocabulary. After reading books like *The Camping Trip* by Jennifer Mann and *The Little Book of Camping* by Laurie Friedman, discuss the similarities and differences between camping in a forest (local) and camping in the savanna (wildlife, terrain, food, etc.).
2. Encourage students to explore the camping equipment and ask questions about new or unfamiliar items. Introduce the savanna field guide and ask students to find the savanna animal photos after placing them around the classroom.

DIFFERENTIATION

Encourage students to create supportive materials for camping dramatic play. Have students make labels using word bank words, and glue paper towel rolls and tissue paper together to make a campfire.

IN THIS KIT

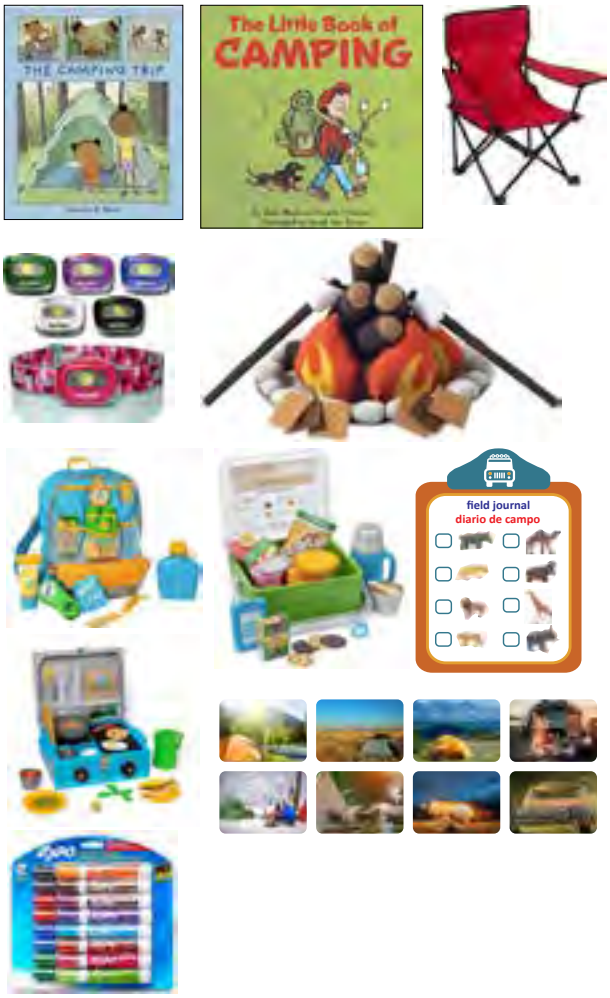


EXHIBIT CONCEPTS

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.



SAVANNA

Savanna Animal Dramatic Play
SV.15

VII.A.1. Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.

Students can consider multiple animal perspectives as they pretend to be animals in the savanna. As animals, students think about the relationship of prey and predator as they camouflage with the grass and acacia trees and look for shelter in the tall grasses, scattered baobab trees, and termite mounds.

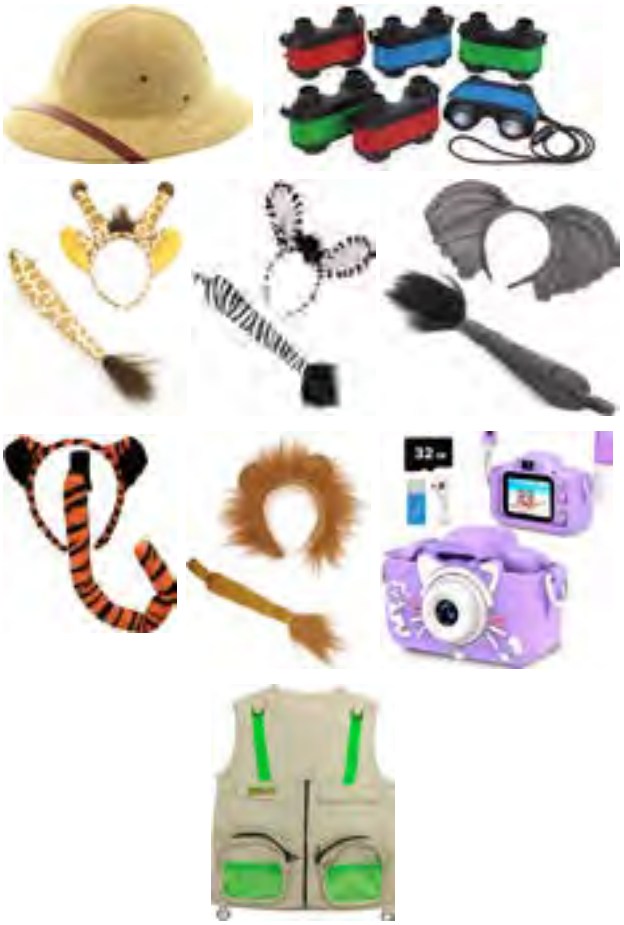
DOING THE ACTIVITY

Encourage positive human and animal relationships by designing an animal observation station in the dramatic play area. After reading books about the savanna from the classroom library and viewing animal movement cards (from SV.01 and SV.03), students can assume human and animal roles. Ask students to think about animal behaviors (the way animals move, eat, and interact with each other and the environment) and appropriate human behavior toward wild animals (observer from a distance). Students can reenact these roles using the dramatic play materials.

DIFFERENTIATION

Take students on daily nature walks to observe animals (and insects) in the community. Students can record observations through drawings and keep tally marks of the number of animals they see and number of times they see the same animal.

IN THIS KIT



ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS



SAVANNA

Savanna Sensory Bin

SV.16

VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.
IX.B.1 Child shows control of tasks that require small-muscle strength and control.

Sensory play encourages open-ended thinking, language development, collaboration, and creative expression. Educator can encourage sensory exploration with savanna themed materials such as shredded brown, green, and yellow paper, savanna animals, and blue foam boards (watering holes) in a sensory bin.

DOING THE ACTIVITY

For easy clean-up, empty the sensory materials (sand or shredded paper) into the plastic container and add additional materials (savanna animals and foam board) for enhanced play. Be sure to swap out the sensory materials and have discussions about material texture and shape.

DIFFERENTIATION

- Have students sort the savanna animals by color, carnivore vs. herbivore, size, and other educator or student-initiated categories.
- Add a variety of sensory materials to the plastic container like dried beans, lentils, and tissue paper to allow students to experience different textures.

IN THIS KIT



EXHIBIT CONCEPTS

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.



SAVANNA

Termite Mound Textures

SV.17

VI.B.3. Child observes, investigates, describes and discusses the relationship of organisms to their environments.
IX.B.1. Child shows control of tasks that require small-muscle strength and control.

Termites are an integral part of the ecosystem in the savanna. They are nutrient cyclers, habitat creators, and food for others. Termite mounds shape the plains around them breaking up the flatness of the savanna. Students can create mounds using faux dirt at the termite mound sensory table and explore the behaviors of faux insects and other animals as they use the termite mound for shelter, burrowing, and creating dens.

DOING THE ACTIVITY

1. Share books about termites like *Termites* by Martha Rustad and *Squash Woods Adventures: Termite Trouble* by Ethan Soto to build background knowledge. View termite mound images with students, sharing that some termites live in mounds (Africa) and others live in soil or dry wood. Termites in Africa build tunnels underground which allow water to better soak the soil.
2. Encourage students to create termite mounds out of play dirt and explore the variety of insects. Be sure to differentiate between the termites and other insects.

DIFFERENTIATION

- Observe and describe an insect's three-part body (head, thorax, and abdomen).
- Make insects out of clay or Play-Doh. Include the three-part body.

IN THIS KIT














ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS



SAVANNA

Serengeti National Park Exploration

SV.18

I.C.4 Child observes, investigates, describes and discusses the characteristics of organisms.
VIII.C.1 Child opens and navigates through digital learning applications and programs.

Students learn more about the savanna biome through an adventure-packed, off-road multimedia experience. The media narratives aid in learning and spark curiosity to find out more information about a specific topic. Educator can pause the media to encourage observations and ask object-focused questions.

DOING THE ACTIVITY

1. The Discovery Rover Multimedia can be used as a student-led or educator-directed experience. As a student-led experience, provide ample opportunities for students to view the media and ask questions. As an educator-directed experience, pause the media and ask students to think critically about what they are viewing. Ask open-ended questions that motivate students to think about how situations apply to them, which include:
    - How does that make you feel?
    - What would you do if ____happened? Why?
    - Why do you think ____ is important?
2. You can also use the media in focused ways by pausing the media and asking students to identify objects, observe colors, locate specific objects, and describe scenery.

DIFFERENTIATION

Use the Discovery Rover Multimedia to introduce the Savanna classroom theme. Students can view the media as the educator guides the inquiry and listens for students' interests for future planning.

IN THIS KIT



EXHIBIT® CONCEPTS

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

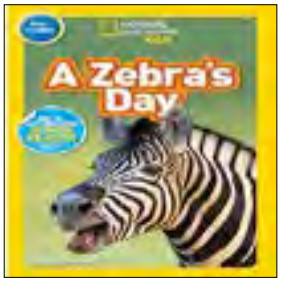
THEMED LIBRARY



ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS

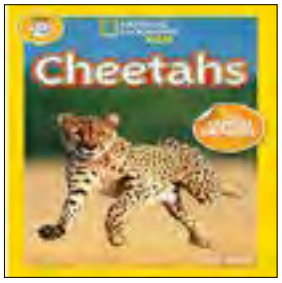
NON-FICTION



A Zebra's Day: National Geographic Readers



Animal Babies in Grasslands



Cheetahs: National Geographic Readers



Elephants: National Geographic Readers



Feeding Time



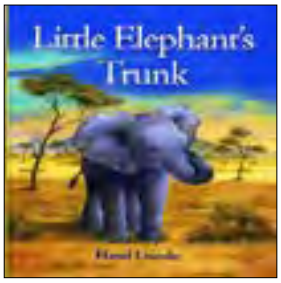
Giraffes: National Geographic Readers



Hippos Are Huge!



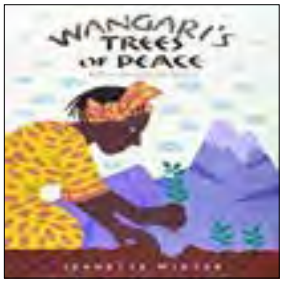
Lions: National Geographic Readers



Little Elephant's Trunk



Safari: National Geographic Readers



Wangari's Trees of Peace: A True Story from Africa



What Can Live in a Grassland?

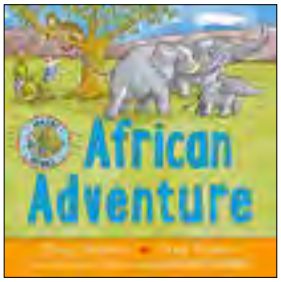
EXHIBIT CONCEPTS

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

FICTION



A is for Africa

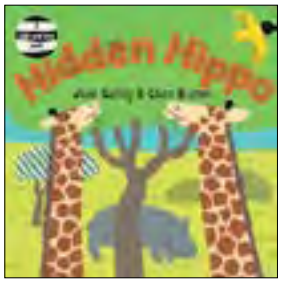


African Adventure


Bringing the Rain to Kapiti Plain



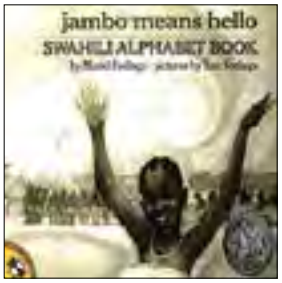
Dream Big



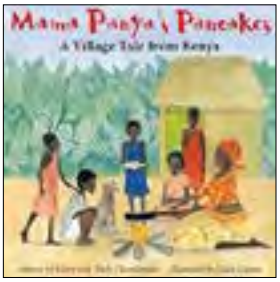
Hidden Hippo



Honey, Honey, Lion!



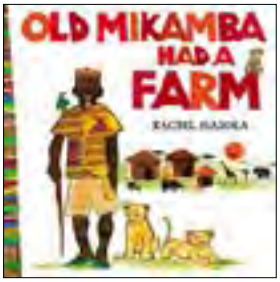
Jambo Means Hello: Swahili Alphabet Book



Mama Panya's Pancakes



Not Your Nest!



Old Mikamba Had a Farm



Over in the Grasslands: On an African Savanna



Pinduli



Rain



The Too Tall Giraffe

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS

GENERAL SUPPLY KIT



ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS



GENERAL SUPPLY KIT


























EXHIBIT® CONCEPTS

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

ASSESSMENT TOOLS



ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS

SAVANNA

Activity Rubric Scale

Student:_____ Class:_____

Date:_____

Activity or Skill:_____

_____

4 **Achieved-** The student frequently demonstrates the ability to apply the knowledge or perform the skill accurately in several environments without support.

3 **Progressing-** The student demonstrates understanding or use of the knowledge or skill in one or more environments with some support.

2 **Emerging-** The student is beginning to show understanding or use of the knowledge or skill in one environment with extensive support. The student is unable to demonstrate the skill without assistance.

1 **Introduced-** The student has been exposed to the knowledge or skill as part of the educational curriculum but demonstrates no measurable understanding of the knowledge or skill at this time.

Notes:_____

_____

_____

_____

EXHIBIT CONCEPTS

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

SAVANNA

Anecdotal Note Observation Form

Student:_____ Date:_____ Time:_____

Objective for this observation:

List of others in the context:

Context:

Notes:

Preliminary thoughts regarding observation:

Educator's Signature:_____

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS

SAVANNA

General Observations

DATE	TIME	SKILL	OBSERVATIONS

EXHIBIT® CONCEPTS

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

SAVANNA

Picture Portfolio

Student:_____

Date:_____

Learning Center:_____

(Include photo or sample of student's work)

Notes:_____

_____

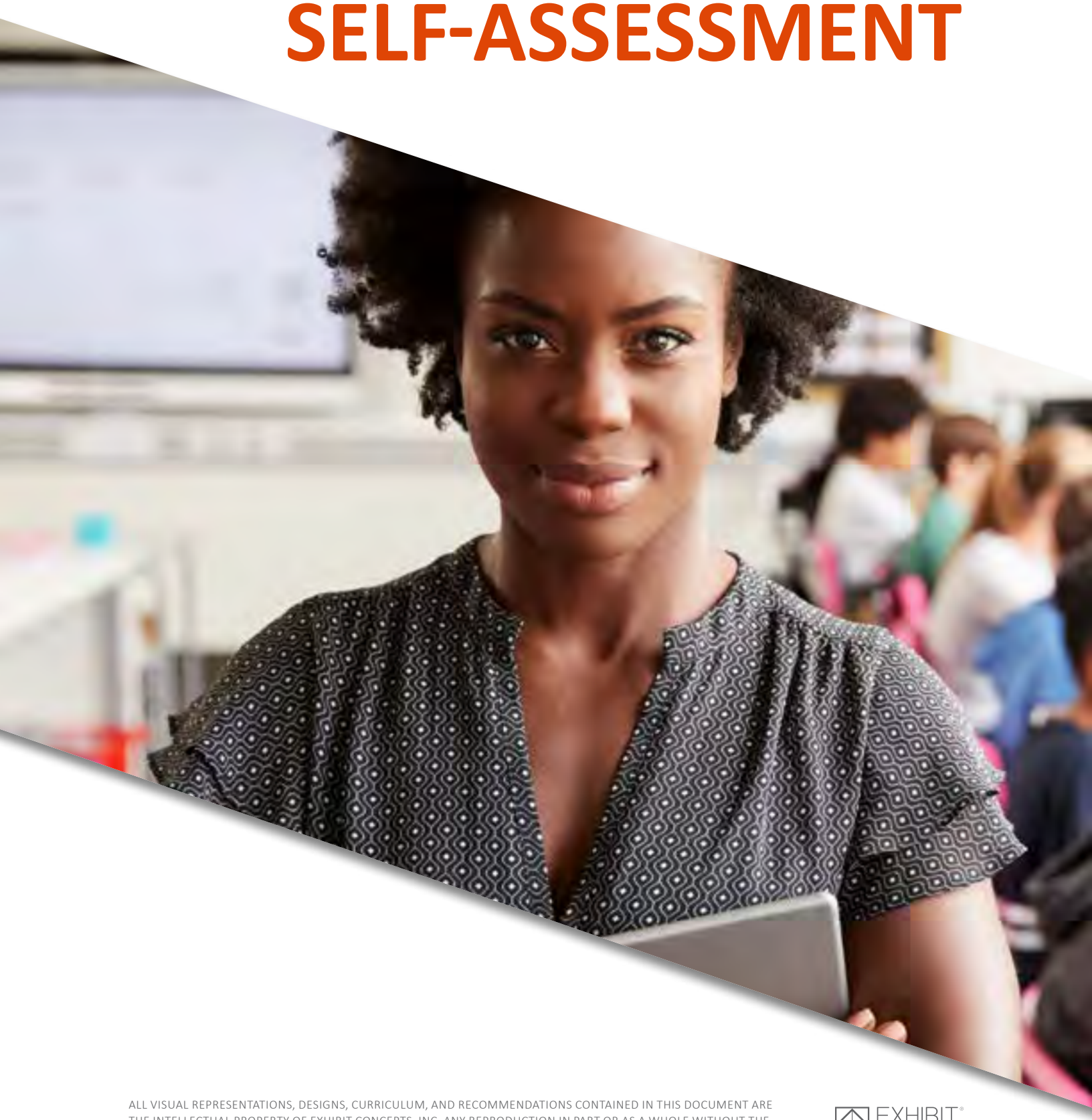
_____

_____

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS

TEACHER SELF-ASSESSMENT



ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS

SAVANNA

Self-Assessment of Benchmarks of Experiential Education Implementation

Name:_____ School:_____ Date:_____

WHEN I PLAN...	LACKING	EMERGING	PRACTICING
I plan activities and experiences that follow the interests of my students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I consider multiple learning modalities.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I consider new and novel items to engage students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
WHEN I TEACH...	**LACKING**	**EMERGING**	**PRACTICING**
I give students choices.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I ask open-ended questions that help students think creatively and critically.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I observe my students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I identify and respond to the existing knowledge and skills each student brings to an activity or experience.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I help students make connections between existing and new knowledge.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I use developmentally appropriate concepts and vocabulary to introduce new content.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I individually reflect on how to continuously improve my instruction.	☐☐☐☐	☐☐☐☐	☐☐☐☐
IN MY CLASSROOM...	**LACKING**	**EMERGING**	**PRACTICING**
My students are active in the learning process by:			
• choosing items to engage with and participating in activities that interest them.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• working through problems and activities in real-life situations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• collaborating with peers, as developmentally appropriate.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• initiating their own investigations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• asking questions.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• making observations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
My students recognize and use developmentally appropriate vocabulary and concepts.	☐☐☐☐	☐☐☐☐	☐☐☐☐
My students are intrinsically motivated.	☐☐☐☐	☐☐☐☐	☐☐☐☐

My definition of experiential education is:

I'd like to know more about the following in regard to experiential education:

My strengths:

Areas I'd like to improve upon:

ALL VISUAL REPRESENTATIONS, DESIGNS, CURRICULUM, AND RECOMMENDATIONS CONTAINED IN THIS DOCUMENT ARE THE INTELLECTUAL PROPERTY OF EXHIBIT CONCEPTS, INC. ANY REPRODUCTION IN PART OR AS A WHOLE WITHOUT THE PRIOR WRITTEN PERMISSION OF EXHIBIT CONCEPTS, INC. IS PROHIBITED. © 2022 EXHIBIT CONCEPTS, INC.

EXHIBIT® CONCEPTS