

Post-Trip Activities



The following information and activities are provided to help your students get the most out of their trip to the Discovery.

Program name: Mousetrap racers

Standards addressed in the program:

Language Arts: 1.1.5 With assistance, identify content-specific vocabulary in text.

8.3-5.2 – Use precise language to describe experiences, observations, and ideas.

Math: 2.2 & 1.1 Recognize, describe, label, extend, and create simple repeating patterns using symbols, objects, and manipulatives.

2.k.1 identify attributes used to sort objects.

Science/social studies: N.2.A.1 Students know tools can be used safely to gather data and extend the senses.

N.2.A.3 Students know observable patterns can be used to predict future events of sort items.

E.5.A Students understand the water cycle's relationship to weather.

E.5.A.2 – Students know the processes of the water cycle, including the role of the sun.

Key Vocabulary	Literacy Connection (books to read):
Kinetic Energy	<i>Mousetrap Racers</i> by Alden J. Balmer
Potential Energy	<i>Why Do Moving Objects Slow Down</i> by Jennifer Boothroyd
Lever	
Fulcrum	
Friction	

Reflection activities - these activities allow your students to build their metacognitive skills by thinking about their experience and learning at the museum.

These reflection questions can be done through discussion or in writing or both.

1. Ask students to remember and think about what was experienced at the Discovery. What did they like the best? What did they learn? Were they surprised by anything?
2. Discuss/write about how their experiences relating to current and prior experiences. Did anything they saw connect to what they are learning in school?
3. Revisiting their experience at the Discovery by looking at the value of the experience and exploring what else can be learned from it.
4. Would students do anything differently if they returned to the Discovery?

Extension activities - Build on your Discovery experience with the following activities in your classroom.

- a. Students discuss and develop answers to these questions: What did your predictions help you learn? What design elements should be common to all cars? - What is the sequence for assembly? Is there only one way to build a mousetrap car? - Which parts of the design can be customized? *What can be improved upon?* Share your ideas. Discuss the placement and type of wheels that you will use. Will your car be supported by four wheels or will it have a tricycle design? Do large wheels work better than small ones? Does wheel width affect performance?
- b. Build it bigger and better at home or school. Have students build their own cars and organize a class or school wide race.
- c. **Literacy Connection (books to read)** [Doc Fizzix Mousetrap Racers](#) by Alden J. Balmer. [Why Do Moving Objects Slow Down](#) by Jennifer Boothroyd.

When you come back – Encourage students to return to the museum and teach their parents about something that you learned at the museum.