

# Who's Hiding

Recommended for Pre-K to Grade 1  
Program Length: 2 Hours  
Location: Octagon Shelter, Virginia Kendall Park

'Who's Hiding' is a program designed to heighten children's awareness of animal sounds, homes, and tracks as they walk through the woods.

## Learner Outcomes

Students will:

1. Name three signs or clues that animals leave behind.
2. Name three forest animals that live in Ohio.
3. Recall how we can use our senses (at least 2) to know that animals have been nearby.
4. List the three S's about national parks.

## Program Description

The program begins with a large group welcome to the national park. Students will be given a tour through five hands-on exploration stations with an explanation of each one. They will then have approximately 20 minutes to move about the area at their own pace, spending time at each station or just a few.

After exploration time the children return as a group for a story and talk about the clues that forest animals leave behind that let us know they were there.

Before leaving for the 45-minute walk through the woods, each student will make their own pair of binoculars. They will then divide into small groups for their walk where they will be looking for signs of animal activity and learning about the animals in the forest. Students will be encouraged to use their senses to explore and learn about what they are seeing while in the woods.

After the walk, the students will gather together to review some of they experienced. The program is completed with games and reinforcement about different animals that live in our area.

***The following Ohio Academic Content Standards will be addressed during  
Who's Hiding***

**Preschool**

*English Language Arts*

Acquisition of Vocabulary - Contextual Understanding

1. Understand the meaning of new words from context of conversations, use of pictures that accompany text or the use of concrete objects.
3. Contextual Understanding. Name items in common categories. (e.g. animals, food, clothing, transportation, etc.)

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

8. Respond to oral reading by commenting or questioning (e.g., "That would taste yucky.").

Reading Applications - Informational, Technical and Persuasive Text

1. Use pictures and illustrations to aid comprehension (e.g. talks about picture when sharing a story in a book).

Communication: Oral and Visual - Listening and Viewing

1. Attend to speakers, stories or poems, and songs.
3. Follow simple oral directions.

*Science*

Earth and Space Sciences – Processes that Shape the Earth

3. Observe, explore, and compare changes that animals and plants contribute to in their surroundings.

Physical Sciences - Nature of Matter

2. Explore and compare materials that provide many different sensory experiences (e.g. sand, water, wood).

Scientific Inquiry - Doing Scientific Inquiry

1. Ask questions about objects, organisms and events in their environment during shared stories, conversations and play (e.g. ask about how worms eat).
2. Show interest in investigating unfamiliar objects, organisms and phenomena during shared stories, conversations and play (e.g., "Where does hail come from?").
5. Use one or more of the senses to observe and learn about objects, organisms and phenomena for a purpose (e.g. to record, classify, compare, talk about).
6. Explore objects, organisms and events using simple equipment (e.g. magnets and magnifiers, standard and non-standard measuring tools).
7. Begin to make comparisons between objects or organisms based on their characteristics (e.g., animals with four legs, smooth and rough rocks).

Scientific Ways of Knowing - Ethical Practices

1. Recognize the difference between helpful and harmful actions toward living thing (e.g. watering or not watering plants).

## Who's Hiding - continued

### Science Benchmarks:

#### K-2

##### *Earth and Space Sciences*

B. Explain that living things cause changes on Earth.

##### *Scientific Ways of Knowing*

B. Recognize the importance of respect for all living things.

### Grade-Level Indicators:

#### Kindergarten

##### *Earth and Space Sciences – Processes that Shape Earth*

1. Explore that animals and plants cause changes to their surroundings.

##### *Scientific Inquiry- Doing Scientific Inquiry*

1. Use the five senses to make observations about the natural world.

7. Use appropriate tools and simple equipment/instruments to safely gather scientific data (e.g., magnifiers and other appropriate tools).

##### *Scientific Ways of Knowing – Ethical Practices*

3. Interact with living things and the environment in ways that promote respect.

#### Grade 1

##### *Earth and Space Sciences – Processes that Shape Earth*

1. Explain that all organisms cause changes in the environment where they live; the changes can be very noticeable or slightly noticeable, fast or slow (e.g., spread of grass cover slowing soil erosion, tree roots slowly breaking sidewalks.)

##### *Scientific Inquiry- Doing Scientific Inquiry*

6. Use appropriate tools and simple equipment/instruments to safely gather scientific data (e.g., magnifiers, timers and simple balances and other appropriate tools).

### K – 2 English Language Arts Benchmarks

##### *Communications: Oral and Visual Standard*

B. Connect prior experiences, insights and ideas to those of a speaker.

### Kindergarten Grade-Level Indicators:

##### *Acquisition of Vocabulary – Contextual Understanding*

1. Understand new words from the context of conversations or from the use of pictures within a text.

##### *Reading Process-Concepts of Print, Comprehension Strategies and Self Monitoring Strategies*

1. Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story.

2. Hold books right side up, know that people read pages from front to back and read words from left to right.

3. Know the differences between illustrations and print.

## **Who's Hiding** **Kindergarten Grade Level Indicators - *continued***

*Reading Applications: Informational, Technical, and Persuasive Text*

3. Tell the main idea of a selection that has been read aloud.

*Communication: Oral and Visual – Listening and Viewing*

1. Listen attentively to speakers, stories, poems, and songs.
2. Connect what is heard with prior knowledge and experience

### **Grade 1**

*Reading Process – Concepts of Print, Comprehension Strategies and Self Monitoring Strategies – Independent Reading*

10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

*Reading Applications: Informational, Technical, and Persuasive Text*

1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.

*Communication: Oral and Visual – Listening and Viewing*

1. Use active listening skills, such as making eye contact or asking questions.
2. Compare what is heard with prior knowledge and experience.