

The Woods

The Woods exhibit is an adventure-based wilderness for visitors ages 5 to 12 that contains a three-story tree house, an underwater tunnel and crawling tubes that encourage children to challenge their physical abilities and use their imaginations. Explore a cave, climb a rock wall and see hidden treasures in the layers of the earth. Be sure to complete the treasure hunt!

The Woods is a re-creation of a forest found in the area, containing indigenous plants and animals. The sounds of different types of birds can be heard near a pond filled with turtles and fish. A treasure hunt leads the visitor around the exhibit in search of a secret treasure. A climbing wall, climbing maze, tree house, clubhouse, caves and a slide are also located in the Woods.

There is a designated area for preschoolers only (ages 5 and under). This is the spider web area located behind the slide.

The Woods is wheelchair accessible. There is a lift that will take visitors that are unable to use stairs to the second story. The lift is located behind the fish tank. If a student needs to access the second story using the lift, please contact a staff person.

ACTIVITIES

TREASURE HUNT

- A small purple bottle marks each clue (except for the one in the cave, which has a pink bottle).
- The beginning is always the same. The first clue is always next to the bottle across from the slide. There are 8 clues in the treasure hunt:
 1. Next to the bottle across from the slide
 2. Top of stairs (no purple bottle)
 3. Lower tree house (no purple bottle)
 4. Next to slide
 5. Behind fish tank (near tank tunnel)
 6. Inside the cave (left of the opossum case)
 7. Upper tree house
 8. At the top of the waterfall (near the net tunnel)

ANIMALS

ANIMALS IN THE TANK (subject to change)

- Bluegill sunfish
- Rock bass
- Red-ear sliders
- Red-ear sunfish
- Spiny soft shell turtle
- Smallmouth buffalo
- Yellow bullhead catfish

- Longnose gar

BIRDS IN THE WOODS

- Barred owl (exterior of log tunnel)
- Blue jay (club house tree)
- Great horned owl (hanging from ceiling)
- Northern cardinal (club house tree, near kite)
- Pileated woodpecker (root tunnel above tree slide)
- Turkey (top of waterfall)
- White-breasted nuthatch (club house tree)
- Wood thrush (above root tunnel)

OTHER ANIMALS THROUGHOUT THE WOODS

- Common raccoon (on log tunnel)
- Ground hog
- Red fox (top of stairs)
- White tailed deer (top of waterfall)

CAVE

FOSSILS IN THE CAVE

Embedded in the cave's walls, behind the turtle tank and where the spiders light up on the walls, you can find a dozen different types of fossils. Thousands of years ago an ocean covered this area. One way that we know this is by looking at the fossils that we find!

- **Ammonite** - Cephalopod mollusks and relatives to the present day nautilus, octopus, and squid. Their shells are often spiraled and ridged like a ram's horn.
- **Brachiopod** - "Lamp shells" They are the second most common type of fossil found in this area. They lived in shallow water and attached to the bottom or other hard surface by a pedicle. Some are free upon the bottom and others burrowed in the mud.
- **Bryozoa** - "Moss Animals" A microscopic colony. It is the most common found fossil in Cincinnati. When found, they look like twigs or branches with a porous appearance.
- **Cephalopod** - Squid. This is the hard shell of the squid. The soft arms (there were ten) and head parts decay.
- **Copper** -
- **Crinoid** - Also known as the "sea lily" because of its ability to trick its prey. The prey would think that it was a plant, swim too close and would be quickly caught for food. Their arms were used to channel food into the mouth on the upper surface of the calyx. Fossilized doughnut-shaped fragments and columns are what most people find.
- **Gastropod**- Snails. *Gastros* means stomach and *Podas* means foot. A majority of these creatures are aquatic.
- **Gypsum** -
- **Horn coral** - Corals (Coelenterate) People find the skeletons of these animals and mistake them for dinosaur teeth. Horn coral resemble the modern sea anemones but had a thick calcium carbonate skeleton.

- **Pelecypod** - A sluggish bottom dweller with two valves, a right and left joined by a hinge. Externally they are a mirror image.
- **Plant fossils** -
- **Trilobites** - The hard outer skeletons of the trilobite are commonly found. Sometimes they may be found rolled up in a ball (like that of a related pill bug) or in their natural life position. Fossilized tracks may also be found in the hollows where they dug into the mud. The trilobite is also Ohio's state fossil.

FORMATIONS IN THE CAVE

Inside the cave there are stalactites, stalagmites and a column. These formations are wet cave formations. They are produced through a chemical reaction. Water runs through the ground and deposits calcium carbonate, creating the formation.

- **Column** - A column is created when a stalactite and stalagmite meet.
- **Stalactites** - You can remember what they are because they hang "tight" ("tite") to the ceiling ("c"). They grow down from the ceiling.
- **Stalagmites** - They grow up from the ground ("g" or like a mountain-"m"). You also "might" ("mite") trip over one of these in a cave. These form when water from the ceiling drips onto the ground and the minerals build up, forming a stalagmite.

PRESCHOOL AREA

In the preschool area of the Woods, a small spider web and tunnel are available for preschoolers to crawl through. If older visitors are playing in this area, gently remind them that this area is for children 5 and younger and that they may enjoy the other part of the Woods better.

SAFETY TIPS

WALK

- This is a high-energy exhibit, please remind students to walk at all times.

MEETING SPOT

- Since it is often difficult to stay directly with your group, provide a meeting spot for students and do visual checks periodically. Find a staff member to help you locate lost students!

SUPERVISE

- This exhibit is designed for children ages 5 to 12. Adults are welcome to explore the exhibit with their students.

FIRST AID

- If you need first aid during your visit, please see a staff member. Staff can always be found at the entrance of the museum.

RULES OF THE WOODS

NO RUNNING!

- Please **walk** while in the Woods. It can get busy, but there should be no running so that no one gets hurt. If you see someone running, ask if they could please walk. If you feel as though you need assistance, please call a staff person.

NO TAG!

- Yes, the Woods would be a cool place to play tag, but this is an outside game since it involves running, which is not allowed in the museum. If you see a group playing tag, remind them that it is an outdoor game, not an inside game. Give them an option; tell them that they could play follow the leader or complete the treasure hunt.

YOU MUST WEAR SHOES!

- If you see children with their shoes off, ask them to put their shoes back on so nobody steps on their bare feet.

SLIDE

- Do not climb up the slide.
- Come down the slide on your behind and feet first.
- Come down one person at a time.

STATE CONTENT STANDARDS (Ohio)

EARLY LEARNING AND DEVELOPMENT

- Social and Emotional Development
 - Peer Interactions and Relationships – Cooperative Play
 - Peer Interactions and Relationships – Socially Competent Behavior
 - Empathy
- Physical Well Being and Motor Development
 - Large Muscle: Balance and Coordination
 - Small Muscle: Touch, Grasp, Reach and Manipulate
 - Sensory Motor
 - Physical Activity
- Approaches Toward Learning
 - Initiative and Curiosity – Explore and Experiment
 - Initiative and Curiosity - Self Direction & Questioning
 - Planning, Action and Reflection
- Cognition and General Knowledge
 - Group and Categorize
 - Describe and Compare Measurable Attributes
 - Spatial Relationships
 - Identify and Describe Shapes
 - Analyze, Compare and Create Shapes
 - Inquiry
 - Explorations of the Natural World
 - Explorations of Energy
 - Explorations of Living Things
- Language and Literacy
 - Receptive Language and Comprehension
 - Expressive Language

ENGLISH LANGUAGE ARTS

See National Common Core Standards

MATH

See National Common Core Standards

SCIENCE

K-ESS-2 The moon, sun and stars are visible at different times of the day or night.

K-LS-1 Living things are different from nonliving things.

K-LS-2 Living things have physical traits and behaviors, which influence their survival.

K-PS-1 Objects and materials can be sorted and described by their properties.

1-LS-1 Living things have basic needs, which are met by obtaining materials from the physical environment.

1-LS-2 Living things survive only in environments that meet their needs.

2-LS-2 Some kinds of individuals that once lived on Earth have completely disappeared, although they were something like others that are alive today.

4-ESS-1 Earth's surface has specific characteristics and landforms that can be identified.

4-LS-2 Fossils can be compared to one another and to present day organisms according to their similarities and differences.

SOCIAL STUDIES

K-H-1 Time can be measured.

K-G-6 Models and maps represent places.

K-G-7 Humans depend on and impact the physical environment in order to supply food, clothing and shelter.

1-H-2 Photographs, letters, artifacts and books can be used to learn about the past

1-G-5 Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).

2-H-2 Change over time can be shown with artifacts, maps, and photographs.

2-G-5 Maps and their symbols can be interpreted to answer questions about location of places.

2-G-7 Human activities alter the physical environment, both positively and negatively.

3-H-2 Primary sources such as artifacts, maps and photographs can be used to show change over time.

3-G-6 Evidence of human modification of the environment can be observed in the local community.

4-G-12 People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United State

NATIONAL CONTENT STANDARDS

LANGUAGE ARTS – Common Core

RL-K-1 With prompting and support, ask and answer questions about key details in a text

RL-K-4 Ask and answer questions about unknown words in a text.

RL-1-1 Ask and answer questions about key details in a text.

RL-2-1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

RL-2-7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot

RI-K-1 With prompting and support, ask and answer questions about key details in a text

RI-K-4 With prompting and support, ask and answer questions about unknown words in a text.

RI-1-1 Ask and answer questions about key details in a text.

RI-1-4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI-1-7 Use the illustrations and details in a text to describe its key ideas.

RI-2-1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

W-2-8 Recall information from experiences or gather information from provided sources to answer a question.

SL-K-1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges

SL-K-2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL-K-3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL-1-1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a.** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b.** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c.** Ask questions to clear up any confusion about the topics and texts under discussion.

SL-1-2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL-1-3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL-2-1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b.** Build on others' talk in conversations by linking their comments to the remarks of others.
- c.** Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL-2-2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL-2-3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL-3-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c.** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL-3-2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL-3-3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL-4-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- b.** Follow agreed-upon rules for discussions and carry out assigned roles.
- c.** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL-5-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- b.** Follow agreed-upon rules for discussions and carry out assigned roles.
- c.** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL-6-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- b.** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL-6-2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

MATH – Common Core

K-MD-1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K-MD-3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

SCIENCE – Next Generation

K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

SOCIAL STUDIES – National Standards

NONE