



FOCUSSED FIELD TRIPS

PLEASE NOTE: Parts of Level 1 are currently under renovation while we prepare your next scientific adventure!
For up-to-date construction information, please visit
azscience.org/construction_updates.

Kindergarten Investigation

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ARIZONA
SCIENCE
CENTER 

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Kindergarten Investigation

This Investigation contains activities on a variety of topics found throughout the Center. Exhibits are sometimes removed temporarily for repair or refurbishment, or may be in use by other groups, so be prepared to be flexible.

Investigation Activities

Level 1: All About Me in the Steele Foundation Gallery - opens Sept. 26 to members and Sept. 27 to the public! The W.O.N.D.E.R. Center – Coming Soon!

Find out just what makes you, YOU!

Between Levels 2 and 3: Music Landing. Note - this area is not wheelchair accessible.

Dancing Iron Dust Trees

This exhibit is an example of magnets at work. When the music isn't playing, permanent magnets hold the iron dust in place so the dust doesn't move. When the music turns on, a grid of computer controlled electromagnets move causing the iron dust to shiver, sway and dance with the music. Each song has its own choreographed dance programmed into the computer.

Where to go

Dancing Iron Dust Trees

What to do

Have the students decide which song they want to hear play. Watch the iron dust dance to the music.

When the song is finished, ask the students:

What senses do you use to observe this display?

Can you describe what you saw?

What do you think makes the iron dust dance?

Level 3: Forces of Nature in the Sybil B. Harrington Galleries

Dig In!

Erosion shapes the land around us. Wind and water are two types of erosion that break down the land around us. Wind erosion is when light objects, such as rocks and pebbles are carried by the wind and can hit landforms, eroding materials which are carried off in the wind. Water erosion occurs by the force of the water flowing over rocks and soil. Over time, when rocks, pebbles or even boulders hit the riverbed, or side, further erosion occurs. Bits and pieces of rock, soil and earth are carried down river.

Where to go

Stream Table

What to do

Encourage the children to play at the Stream Table to see how water changes a mound of sand they build, a dam they build, and a layer of sand they spread out on the table. Have the students predict how the water will change their sand formations. What happened at first? Later?

Weather Show!

The weather is all around us, all the time. It is an important part of our lives and one that we cannot control. Instead the weather often controls how and where we live, what we do, what we wear and what we eat. Someone who studies the weather is called a meteorologist. Forecasters who you see on television make predictions about the weather.

Where to go

Immersion Theater; check when the next show will start. The show runs frequently throughout the day.

What to do

Explain that different parts of the world experience different types of weather.

What are some types of weather you have you experienced?

What are some other types of storms you have heard of before?

Stand on the stage and enjoy the forces of nature. After the show ask the students:

What types of weather did you experience?

What types of damage did the weather cause?

How can weather change your life and the lives of others?

Level 4: Solarville in the APS Solar Gallery

We're All In This Together!

An **ecosystem** is a community of living and non-living things that work together. Ecosystems have no particular size. An ecosystem can be as large as a ocean or as small as a lake.

The water, water temperature, plants, animals, air, light and soil all work together. If there isn't enough light or water or if the soil doesn't have the right nutrients, the plants will die. If the plants die, animals that depend on them will die. Ecosystems in nature work the same way. All the parts work together to make a balanced system.

Where to go

Ecosphere

What to do

Tell the students they are looking at an ecosphere and give the students a few minutes to observe it.

Ask them to describe what they notice (this ecosystem contains green algae, a rock, water and tiny shrimp).

Have the students try to identify the living and the nonliving aspects of the ecosystem.