

Name _____ Date _____

At the Seashore

Where will you find me? Put these words in the correct column.

seaweed	pelican	sea turtles	crab
sandpiper	octopus	seagulls	fish

SEA	SAND	AIR

Fill in the blanks. Use the words from the above box for your answers.

What word rhymes with dish? _____

What word has the same vowel sound as cab? _____

What word has two syllables? _____

Which word is a compound word? _____

What word starts with a vowel? _____

What word starts with two consonants? _____

Sand Monsters (Pk/24)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING



YOUR KIT CONTAINS:

- Plastic Bottles
- Pipe Cleaners
- Wiggly Eyes
- Glue
- Feathers
- Pompoms
- Assorted Sand
- Cork Stoppers
- Teaching Guide with Complete Instructions and Illustrations

AGE GROUP: 8 and up
PROJECT TIME: 60 minutes

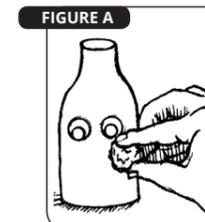
YOU WILL NEED:

- Paper or Funnel

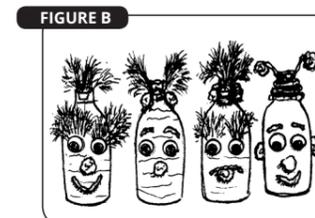
Teaching Activities Inside

INSTRUCTIONS:

1. Have each class member select a bottle and choose the accessories for their sand monster.



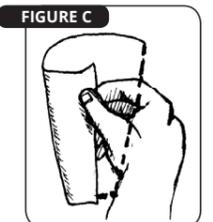
2. Glue the eyes on the bottle. Use a small amount of glue to prevent the pieces from moving.



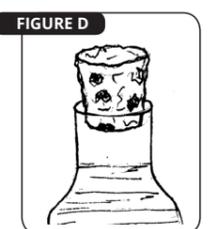
3. Glue a pompom on for the nose (see Figure A).

4. Glue the remaining accessories on. See design ideas in Figure B.

5. Take a piece of paper and roll it into a funnel (see Figure C). Pour the sand through the paper funnel and into the bottle. Layer the colors.



6. Put the cork on top and press down firmly (see Figure D).



HELPFUL HINTS:

Try not to tip the bottle once the sand is inside. This could cause the sand to shift and mix the colors.

MORE IDEAS:

You can use felt, markers, glitter and more for decorations. Take a piece of construction paper and cut out hands and feet for your sand monster.

WRITTEN LANGUAGE

OBJECTIVE: Create a seashore rhyming table.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIAL: Paper

PROCEDURE: Write SHELL - SAND - SEA - ROCK across the top of the blackboard or poster board. Explain to the students that they need to think of words that rhyme with each of the four words. Have students come up to the board and write their word. When the list is complete, have students pick one column and write a poem using as many of those words as possible. They can illustrate their story.

SHELL	SAND	SEA	ROCK
bell	hand	be	lock
sell	land	tree	sock
tell	band	see	shock

WRITTEN LANGUAGE

OBJECTIVE: Write and illustrate a class book with a seashore writing prompt.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIAL: Drawing/writing paper

PROCEDURE: Discuss some writing ideas about the seashore. Have students think about what they do and see at the seashore. Write key words and phrases on the board. Choose a writing prompt for the students to use when writing their sentences. Some examples are: "At the seashore, I'd like to be..." or "At the seashore, I saw..."

On the bottom half of a piece of paper, have the students write the prompt from the board on their paper and finish the sentence with descriptive words. On the top half of the paper, students can draw a picture that goes along with their sentence. Put all the papers together in a class book with the title: AT THE SEASHORE.

SOCIAL STUDIES

OBJECTIVE: Create a wave bottle.

SUGGESTED TIME FRAME: 25 minutes

ADDITIONAL MATERIAL: Clear bottle with a lid, sand, oil, vinegar, blue and green food coloring.

PROCEDURE: This activity could be done with the entire class or in small groups with parent volunteers. Put sand in the bottle so when the bottle is on its side, the sand covers about 1/4 of the bottle. Add oil, vinegar and a few drops of blue and green food coloring. When the bottle is rocked back and forth on its side, the sand gets churned up and waves are formed. When the bottle is placed on its side, the students can watch the sand settle. Have students discuss their observations.

LANGUAGE ARTS

OBJECTIVE: Write a letter for a bottle as if they were stranded on an island.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIAL: Writing paper, bottles with corks, tub of water

PROCEDURE: Ask students to close their eyes and imagine they are stranded on an island. In their minds suggest that they picture how they got to the island and what it looks like there. Have students open their eyes. Instruct them to write a letter to someone about being stranded on the island. Place their letters in bottles and cork them. Put all the bottles in a big tub of water and have students pull a bottle out, other than their own. Have students read the letter they chose. Extension activities could include writing back to the stranded person or planning a rescue.

WRITTEN LANGUAGE

OBJECTIVE: Write a creative fictional story about being trapped in a bottle.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: Writing paper

PROCEDURE: Ask students to turn their imaginations "on" and pretend that one day they woke up and they are living in a bottle! Describe to the students what they might be experiencing in their imaginations. Explain to the students that they cannot get out of this bottle -- that this is their new home. Pass out paper, and have students write creative fictional stories about their lives in a bottle. Students can write this story in cooperative groups or on their own.

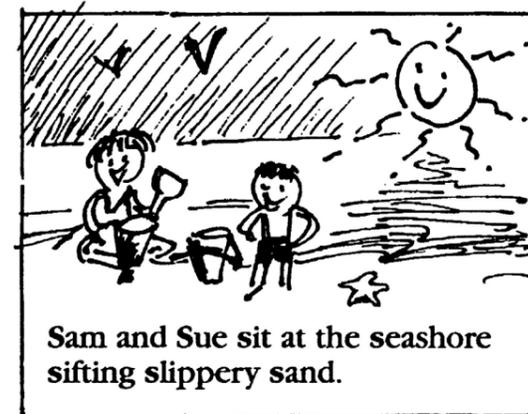
LANGUAGE ARTS

OBJECTIVE: Create tongue twisters with words beginning with s.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: Chart paper

PROCEDURE: Brainstorm with the class all of the words they can think of that begin with s. Display the students' words on chart paper. Ask students if they know any tongue twisters. Have students practice saying one or two of these a few times each. Have an example ready, just in case. Talk with the students about what makes these sentences hard to say. Ask students to create their own tongue twisters using words that start with s. The sentences can be illustrated. When completed, students could switch papers and try to say a classmate's tongue twister.



SOCIAL STUDIES/LANGUAGE ARTS

OBJECTIVE: Create a pollution poster.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: Poster paper, markers, crayons

PROCEDURE: Explain what pollution is to the students. Some students might be able to explain it to the class. With the students, brainstorm a list of ideas related to eliminating pollution. Also think about how pollution affects the beach. Write a list of these ideas on the board. After many ideas are written, pick the four or five most popular ideas. Choosing the popular ideas by voting is fun for the students. Have students work in cooperative groups to make a pollution poster. Have the students write their ideas on the poster with marker and illustrate their ideas. Display the posters around the school.

MATH

OBJECTIVE: Estimate the number of goldfish in a jar.

SUGGESTED TIME FRAME: 20 minutes

ADDITIONAL MATERIALS: Jar, goldfish crackers

PROCEDURE: Prior to the activity, fill a jar with goldfish crackers. Have students come up one at a time, look at the jar, and make a guess at how many goldfish are in the jar. Record their guesses on a piece of paper. When all the students have guessed, open the jar and begin counting all the goldfish. Determine which student was the closest to the answer. Other activities could include: counting the goldfish by twos, fives, and tens; using tally marks to show the total number of fish; lining the fish up end to end and measuring the line of fish from one end to the other.

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