

WRITTEN LANGUAGE

OBJECTIVE: Students will write Who Am I? or What Am I? riddles about underwater sea life.

SUGGESTED TIME FRAME: 35 minutes

ADDITIONAL MATERIALS: 4" x 6" lined index cards.

PROCEDURE: Brainstorm with your students to create a list of creatures and objects that live or can be seen underwater. Write this list on the board. Some suggestions to help you get started include sharks, sea horses, wrecked ships, empty soda cans, seaweed, or crabs. Explain that students can pick one word from the board or they can choose their own word related to underwater. Check the word each student chooses before continuing to make sure no words are duplicated. Explain that they need to write a WHO AM I? or WHAT AM I? riddle describing the word. Give each student a 4" x 6" lined index card for them to write their word on the blank side and their riddle on the lined side. When the riddles are complete, have each student share their riddle with the class and have them try to guess who or what the riddle is about.

JELLY FISH

I am clear in color. I am round in shape and soft if you touch me. People are scared of me because I sting. What am I?

SCIENCE/WRITTEN LANGUAGE

OBJECTIVE: Students will write about a sea animal.

SUGGESTED TIME FRAME: 60 minutes (two day lesson if possible)

ADDITIONAL MATERIALS: writing paper, drawing paper, crayons and/or markers, reference materials (encyclopedias and non-fiction books specifically related to the animal being addressed).

PROCEDURE: Discuss with students the various creatures, animals and mammals that live in the ocean and write some of their comments on the board. Explain that they are going to choose and research an animal, mammal or other sea

creature. On the board, write: What does your animal look like? What does your animal eat? Where does your animal live? What are some interesting facts about your animal? Tell students that these questions need to be answered in their research report. Have them use reference materials such as encyclopedias and non-fiction books related to their chosen animal for information. They can write their findings in paragraph form and, when finished, they can illustrate their animal. When the entire report is completed, each student can share their work with the class.

WRITTEN LANGUAGE

OBJECTIVE: Students will write an acrostic poem about sand dollars.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: writing paper, drawing paper, crayons and/or colored pencils.

PROCEDURE: Write the word SAND DOLLAR on the board. Encourage students to contribute information about sand dollars. Ask what they look like, where they are found, how they are made, and what they might be used for. Write all suggestions on the board. Instruct students to write an acrostic poem about sand dollars. An acrostic poem is a series of lines in which the first, last, or other particular letters when taken in order spell out a word. Create an example with the class and write it on the board. Give each student a piece of writing paper and have them write the title SAND DOLLAR across the top and vertically in the center of the page so that one letter is written on each line. Ask students to create their poems. When finished, they can illustrate what they wrote about the sand dollar.

SAND DOLLAR

Stand
tAll
Near the
water's eDge

finD
yOur
speciaL,
beautifuL
sAnd
dollaR

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Sand Dollar Necklace (Pk/48)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING

**YOUR KIT CONTAINS:**

- Shells
- Glue
- Acrylic Paint
- Glitter
- Model Magic
- Cord

YOU WILL NEED:

- Scissors
- Brushes
- Ruler
- Scrap cardboard/cardstock pieces – approx. 3" square
- Flat Work Surface
- Plastic Gloves (optional)

AGE GROUP: 6 and up

PROJECT TIME: 30 minutes plus drying time

PREP INSTRUCTIONS:

Divide the Model Magic into 48 pieces

NOTE: Each foil packet should be cut with scissors into 6 equal pieces. Measure and cut the cord into 36" lengths.

EVERYONE WILL NEED:

- 1 Piece of Model Magic clay
- 36" length of Cord
- Brush
- Small Piece of Cardboard
- The shells, glue, paint and glitter will be shared among the group

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Kit may contain silicone gel packets, which should be removed before use.

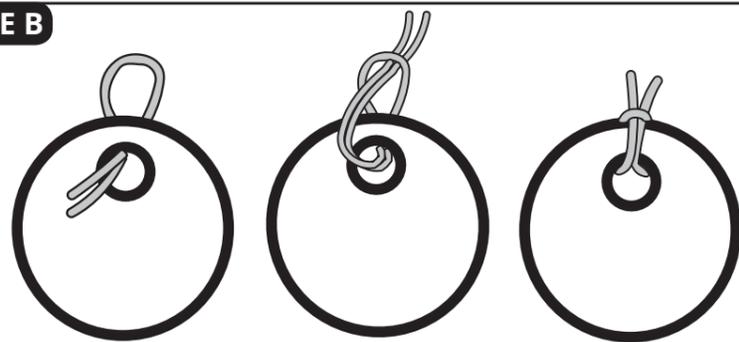
INSTRUCTIONS:

1. Take the piece of model magic and roll it into a ball. Flatten out the ball onto your cardboard so it won't stick to your work surface.
2. Choose a color and brush a coat of paint on the top of the model magic clay.
3. Roll the clay in your hand again to mix in the paint. Repeat until you get the desired color.
4. Flatten the ball out again onto the cardboard. Use the handle end of your brush to make a hole in the clay. This hole will be for the cord (See image of finished sample for placement).
5. Select approx. 5 small shells for your pendant and plan out your design. Use the natural star design of the sand dollar for inspiration (See Figure A) or create your own.
6. With the clay pendant on the cardboard; Use the center of the circle pendant as the axis point to create a 5 point star pattern by pressing the shells into the clay. (Tip: you can make a small dot using the handle of the brush as a center guide.) Be careful not to squish the hole for the cord, you may need to reshape using the brush handle again once the shells are in place. See the image of the finished sample for placement.
7. Brush a thin coat of glue over the front of your pendant and sprinkle on glitter. Leave on the cardboard and set aside to dry for 1-2 hours.
8. Once the pendant is semi-dry; carefully pick up and shake off the excess glitter. Flip the pendant over (face down) and place back on the cardboard and allow the back to dry for an hour.
9. Lastly, take the piece of cording and fold it in half lining up the ends. Insert the center loop end into the hole from the front side of the pendant through to the back. Pull both ends through the loop (See Figure B). This is called a Larks Head knot. The hole may stretch when pulling cording. Re-shape the hole if necessary and knot the loose ends together to complete the necklace.

FIGURE A



FIGURE B



Larks Head Knot

Teaching Activities

ARTS

OBJECTIVE: Students will create a treasure map to find their buried sand dollar necklace.

SUGGESTED TIME FRAME: 40 minutes

ADDITIONAL MATERIALS: 12" x 18" piece of white or yellow construction paper and markers or crayons.

PROCEDURE: Discuss buried treasure with your students. Ask them who might bury treasure, and who might search for treasure. If possible, show students a copy of a treasure map. Explain that treasure maps use symbols that stand for specific landmarks. Tell them they are going to make their own treasure map that shows where their sand dollar necklace is buried. Their treasure map can lead to the ocean, the woods, someone's backyard, the classroom or some place else. As the students are working on their map, remind them to draw paths, arrows, trees or other appropriate symbols to help the reader find the treasure.

SOCIAL STUDIES

OBJECTIVE: Students will learn the history of sand dollars.

SUGGESTED TIME FRAME: 35 minutes

ADDITIONAL MATERIALS: Research materials (encyclopedias, non-fiction books about sand dollars), writing paper.

PROCEDURE: Prior to the lesson, write the following questions on the board:

- 1.) Where was the first sand dollar found?
- 2.) Who found the first sand dollar?
- 3.) Where did the sand dollar get its name?
- 4.) What does a sand dollar look like?
- 5.) How does a sand dollar move?
- 6.) Where can sand dollars be found?

Tell students that they are going to find information about sand dollars and divide them into small groups of four or five. Explain that they need to use the research materials to find information to answer the questions written on the board. Provide each group with writing paper to record their findings. Allow twenty to twenty-five minutes for research time and then ask students to discuss their findings as a class.

MATH

OBJECTIVE: Students will use N-S-E-W coordinates to give directions for finding the buried sand dollar necklace.

SUGGESTED TIME FRAME: 45 minutes

ADDITIONAL MATERIALS: Writing paper, individual treasure map (from the previous lesson).

PROCEDURE: After your students have finished drawing their treasure map, explain that they are going to give written directions to find the missing sand dollar necklace by using the cardinal points of the compass, North, South, East, and West. On the board draw all four cardinal points and label them. Explain how these points can be used to establish coordinates that describe a specific direction. It is important that they understand how coordinates are used prior to completing this lesson. Give each student a piece of writing paper and explain that they are to write directions to find the buried treasure. Give some examples such as "WALK NORTH TEN STEPS TO THE WILLOW TREE" or "GO NORTHEAST TO THE READING TABLE THEN GO WEST TO THE SINK". After students have finished writing their directions, have them exchange with another student to check if the directions match the map.

