



**Dramatic Play**  
**Theme: Under the Sea**

**1. A Day at the Beach**

**Materials:** Beach towels, sand pails, sunglasses, magazines/books, visors, empty suntan lotion bottles, beach umbrella, beach bags etc. markers and chart paper.

**Directions:**

1. Introduce this activity by informing children that they will pretending to spend a day at the beach.
2. Ask children if they have even been to the beach. Ask them to identify some of the items that they take or use at the beach. Encourage children to share some of their beach experiences. For example: Who they go to the beach with? How do they get there?
3. Write the items children identified on the chart paper, spelling words as you write them. Ask children if they can help you identify the first letter of each word. For example: "Johnny named a towel. Can you help me with the first letter of towel. /T/ towel that's right it starts with the letter T".
4. After children have named their beach items, introduce the items that you have provided. Compare the list the children created with the items that you provided. Are some of the items the same? How many?
5. Invite children to help set up the beach scene.
6. Play "A Day at the Beach".

**VPK Standards Addressed:**

I.A.1 Shows characteristics of good health to facilitate learning

II.A.1 Shows eagerness and curiosity as a learner

II.D.1 Shows some planning and reflection


III.A.1 Demonstrates self-concept

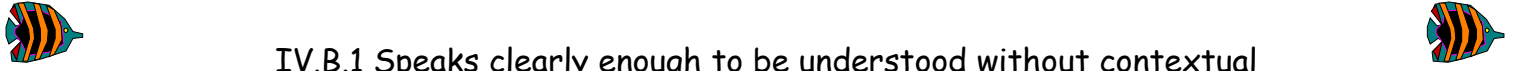
III.A.2 Shows some self-direction

III.D.1 Interacts easily with one or more children

III.D.2 Develops special friendships

IV.A.1 Gains meaning by listening





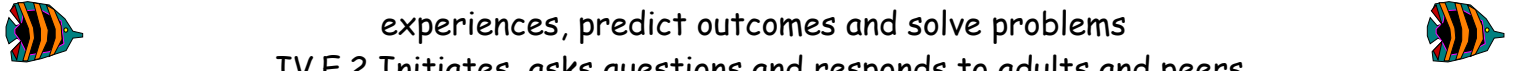
IV.B.1 Speaks clearly enough to be understood without contextual clues



IV.C.2 Uses an expanded vocabulary to describe many objects, actions and events



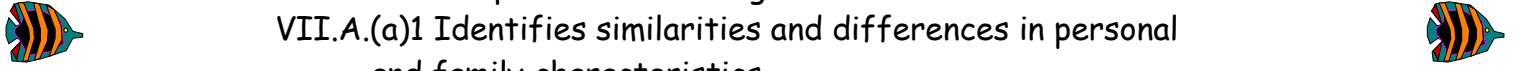
IV.E.1 Uses language to express needs and feelings, share experiences, predict outcomes and solve problems



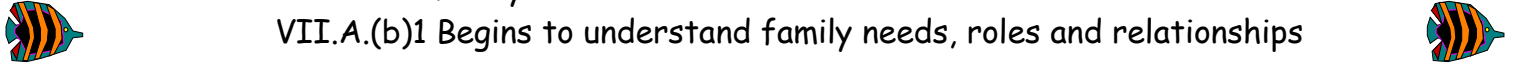
IV.E.2 Initiates, asks questions and responds to adults and peers in a variety of settings



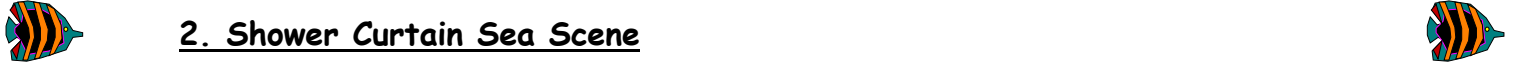
V.A.3 Shows alphabetic knowledge



VII.A.(a)1 Identifies similarities and differences in personal and family characteristics



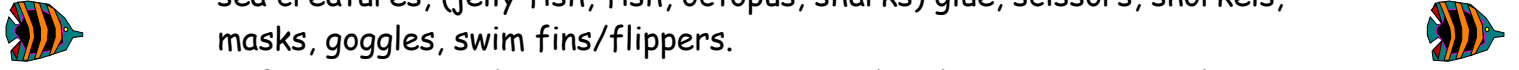
VII.A.(b)1 Begins to understand family needs, roles and relationships



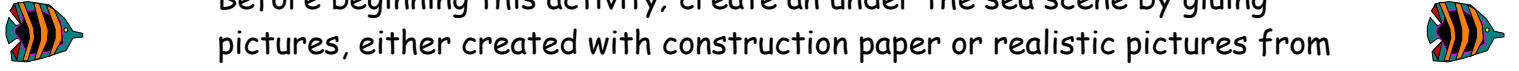
## 2. Shower Curtain Sea Scene



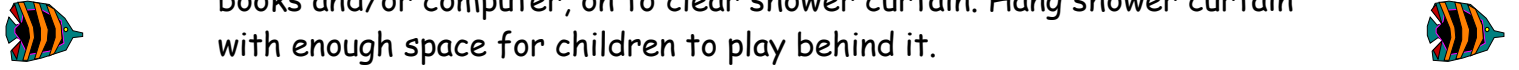
**Materials:** Clear shower curtain, construction paper, realistic pictures of sea creatures, (jelly fish, fish, octopus, sharks) glue, scissors, snorkels, masks, goggles, swim fins/flippers.



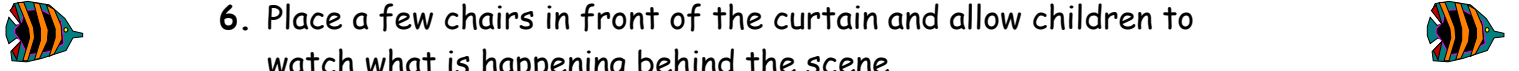
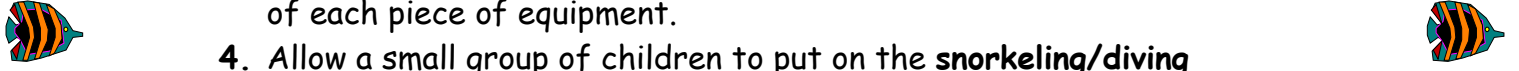
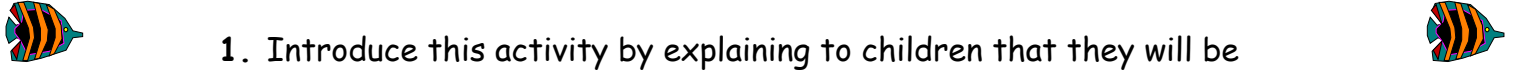
Before beginning this activity; create an under the sea scene by gluing pictures, either created with construction paper or realistic pictures from books and/or computer, on to clear shower curtain. Hang shower curtain with enough space for children to play behind it.






### **Directions:**





1. Introduce this activity by explaining to children that they will be pretending to be **snorkeling/diving** under the sea.
2. Identify the items (seaweed, jellyfish, octopus, shark) that you placed on the shower curtain.
3. Introduce the **snorkeling/diving equipment**, explaining the purpose of each piece of equipment.
4. Allow a small group of children to put on the **snorkeling/diving equipment**.
5. Invite children to begin to snorkel and dive behind the sea scene.
6. Place a few chairs in front of the curtain and allow children to watch what is happening behind the scene.





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7. Facilitate language by encouraging children to describe where their friends are in relation to the different sea creatures. "Watch out, Johnny you are beside the jellyfish."
  8. Invite a different group to move behind the scene and another group to watch the divers. *Sanitize snorkels between uses.*
  9. Provide writing/drawing materials for children to document their under the sea adventure. Remind children to place their name in the top right hand corner of their paper.

VPK Standards Addressed:



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- I.B.1 Shows that basic physical needs are met
  - I.B.5 Performs some self-care tasks independently
  - II.A.1 Shows eagerness and curiosity as a learner
  - II.C.1 Approaches tasks with flexibility and inventiveness
  - II.D.1 Shows some planning and reflection
  - IV.A.1 Gains meaning by listening
  - IV.C.1 Shows an understanding of words and their meanings
  - IV.C.2 Uses an expanded vocabulary to describe many objects, actions and events
  - IV.D.2 Connects phrases and sentences to build ideas
  - IV.D.2 Initiates, asks questions and responds to adults and peers in a variety of settings
  - V.B.1 Shows motivation to engage in written expression
  - V.B.2 Uses letter-like shapes, symbols and letters to convey meaning
  - V.B.3 Demonstrates age-appropriate ability to write letters
  - VI.A.(e)1 Shows understanding of and uses several positional words
  - VI.A.(e)2 Describes relative position from different perspectives
  - VI.B.(a)2 Uses simple tools and equipment for investigation
  - VII.A.(d) Describes the location of things in the environment
  - VII.A.(d)2 Shows awareness of the environment
  - VIII.A.2 Coordinates movements to perform simple tasks
  - VIII.B.3 Shows beginning control of writing, drawing and art tools




### 3. Seafood Restaurant



Materials: Menus (you can get some from a local seafood restaurant or create your own) small notes pads, pens, fish (cut out of tag board) french fries (yellow sponges cut in long rectangle pieces) paper or plastic






plates, small pots and pans, plastic cutlery, spatulas, bowls, serving trays, plastic cups, play money, aprons, hair nets, small table, chairs, tablecloth, chart paper and markers.




Before beginning this activity; set the stage for the seafood restaurant. Place fish in a box. Pick a place for the menus to be displayed. Place the tablecloth on the table. Place cutlery in a container etc.

**Directions:**

1. Introduce this activity by asking children the name of their family's favorite restaurant. Record, by graphing, the children's responses.
2. Discuss the results of the graph. Count the results for each restaurant. Which restaurant did the most children choose as their favorite? Did an equal number of children choose the same restaurant?
3. Explain to children that in this activity they will be pretending to work at and visit a seafood restaurant. Remind children that seafood is a healthy food choice. Explain to children that people who visit (eat at) restaurants are called **customers**. The person who takes you to your table is called a **host** (male) or **hostess** (female). The person who takes your order is either a **waiter** (male) or a **waitress** (female). The person who cooks the food is called a **chef** or a **cook**.
4. Inform children that in this activity they can choose to be a **customer**, a **host/hostess**, a **waiter/waitress** or a **chef/cook**.
5. Facilitate this activity by helping children to understand and perform their roles. For example: Explain that the **hostess** would need to stand at the door of the restaurant and have menus ready to give to the **customers** after they have directed them to their tables. The **waiter/waitress** will write down the customers order. The cook will need to wait until the waitress takes the customer's order so he/she will know what to cook etc.
6. Allow children to change roles as they choose.



VPK Standards Addressed:

- I.A.1 Shows characteristics of good health to facilitate learning
  - I.B.4 Makes wise food choices
  - II.C.1 Approaches tasks with flexibility and inventiveness
  - II.D.1 Shows some planning and reflection
  - III.A.1 Demonstrates self-concept
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- III.A.2 Shows some self-direction  
III.B.2 Uses classroom materials carefully  
III.D.1 Interacts easily with one or more adults  
III.D.2 Develops special friendships  
IV.A.1 Gains meaning by listening  
IV.B.1 Speaks clearly enough to be understood without contextual clues  
IV.C.1 Shows an understanding of words and their meanings  
IV.E.1 Uses language to express needs and feelings, share experiences, predict outcomes and solve problems  
IV.E.3 Uses appropriate language and style for context  
V.A.1 Shows motivation for reading  
V.B.1 Shows motivation to engage in written expression  
V.B.2 Uses letter-like shapes, symbols and letters to convey meaning  
V.B.3 Demonstrates age-appropriate ability to write letters  
VI.A.(a)1 Demonstrates understanding of one to one correspondence  
VI.A.(a)3 Shows understanding by participating in the comparison of quantities  
VI.A.(f)1 Compares continuous quantities using length, weight and height  
VI.A.(f)2 Represents and analyzes data  
VII.A.(a)1 Identifies similarities and differences in personal and family characteristics  
VII.A.(b)2 Describes some people's job and what is required to perform them  
VIII.B.1 Uses strength and control to perform tasks  
VIII.B.2 Uses eye-hand coordination to perform tasks  
VIII.B.3 Shows beginning control of writing, drawing and art tools






#### 4. A Visit to the Aquarium



**Materials:** Shower curtain from #2 Under the Sea Scene, blue poster board or blue construction paper, realistic pictures of sea creatures (different types of fish, sharks, dolphins, sea urchins, jellyfish, sand dollars, squid, octopi, starfish etc.) paper, tag board, markers, cameras, postcards and glue and tape. You can have children create postcards for this activity out of tag board and marker/crayons or create them yourself.














































Before beginning this activity; place pictures of sea creatures on blue poster board or blue construction paper (one type of sea creature per piece of poster board and/or paper) tape poster board or construction paper on to shower curtain. Write out the names of each of the sea creatures. Space the paper out for the effect of many different aquariums. Place shower curtain on a wall. Create tickets from paper and markers. Set up a souvenir shop area for the postcards and cameras.



**Directions:**

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1. Introduce this activity by informing children that they will be pretending to visit an **aquarium**. Explain that an **aquarium** is an example of a **habitat** for sea creatures. Explain that someone has the job of collecting the creatures from the sea/ocean/gulf, their natural **habitat**, and bringing them to the **aquarium** facility where they are placed in containers or smaller **aquariums** (fish tanks).
  2. Explain that **aquarium** facilities usually charge a price for **admission** (to get in) and that after the **admission** price has been paid the visitor's receive a ticket and are allowed to go inside.
  3. Further explain, that there is usually a place in the facility to purchase **souvenirs** (something that reminds you of a trip or place). For example: Cameras and postcards.
  4. Inform children that there is usually someone who is available to answer questions about the creatures and show people where things are. This person is usually called a **guide**.
  5. Allow children to choose roles. **Visitors**, gift shop workers, **guides** etc.
  6. While children are "visiting" the **aquarium**; encourage them to "read" the names of the sea creatures that are one display. Ask children questions like: which of the creatures starts with the letter J?
  7. After children have finished their visit to the aquarium; encourage them to write a postcard to a friend or family member about their experience. Remind children of how a letter or postcard begins (Dear \_\_\_\_\_).



VPK Standards Addressed:

I.B.1 Shows that basic physical needs are met

II.A.1 Shows eagerness and curiosity as a learner

II.C.1 Approaches tasks with flexibility and inventiveness

II.D.1 Shows some planning and reflection

III.A.1 Demonstrates self-concept

III.A.2 Shows some self-direction

III.D.1 Interacts easily with one or more children

III.D.2 Develops special friendships

III.D.3 Participates in the group life of the class

IV.A.1 Gains meaning by listening

IV.C.1 Shows an understanding of words and their meanings

IV.C.2 Uses an expanded vocabulary to describe many objects actions and events

IV.D.1 Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

IV.E.3 Uses appropriate language and style for content

V.A.1 Shows motivation for reading

V.A.3 Shows alphabetic knowledge

V.B.1 Shows motivation to engage in written expression

V.B.2 Uses letter-like shapes, symbols and letter to convey meaning

V.B.3 Demonstrates age-appropriate ability to write letters

V.B.4 Shows knowledge of structure of written composition


VII.A.(b)2 Describes some people's jobs and what is required to perform them

VII.A.(c)2 Shows awareness of what it means to be a leader

VIII.B.3 Shows beginning control of writing, drawing and art tools

**5. Seafood Market**

**Materials:** Tag board, realistic pictures of fish markets, realistic pictures of fish etc. (salmon, trout, tuna, mackerel, redfish, carp, flounder, shrimp, crawfish, squid) coolers, baskets, dowels or cane poles, string, paper clips, hole punch, scale, glue, scissors, paper, markers, paper bags and blue tablecloth or blue shower curtain or large piece of blue paper.





Before beginning this activity; glue realistic pictures of fish etc. on to tag board and cut the pictures out. Punch one hole in each of the cut out fish. Place string around one end of dowel/cane pole to create a fishing pole. Add a paper clip to the end of the string to create a hook. Create signs with names and pictures for each type of fish etc. For example: Salmon \$3.00 Flounder \$2.00 Crabs \$1.00  
Cut tag board into rectangles to create dollar bills. Label each rectangle with the numeral 1.

**Directions:**

1. Introduce this activity by informing children that they will be pretending have a **seafood market** in the classroom.  
Show children the realistic pictures of seafood markets.  
Discuss the characteristics of the seafood markets.  
Remind children that seafood is a healthy food choice.
2. Explain that in this activity some children will be catching fish to be sold at the seafood market. Some children will be workers at the seafood market and other children will be **customers** at the seafood market.
3. Explain what each role involves.
4. The fishermen/fisherwomen will catch the fish by placing the paper clip through the hole in the fish. Then they will place the fish in the coolers and deliver them to the **seafood market**.
5. The **seafood market** worker will take the fish out of the coolers and place them in the appropriately labeled basket.  
At this point: Show children each seafood item and inform children of the item's name. Show them the appropriately labeled baskets. Ask children if they can identify some ways the items are alike and some ways that they are different.
6. The **customers** will receive some money and then come into the market and ask the workers for some fish. Then workers will then weigh the fish and place them in a bag for the customer. Explain that when you weigh something the heavier that it is the higher the number on the scale.
7. The customer will then pay the worker according to the price of the fish. For example: If Salmon is \$3.00 then the customer will give the worker 3 dollar bills.






**8. THESE ROLES WILL NEED TO BE FACILITATED BY THE TEACHER.**

9. Have children choose their roles. Remind children that their roles can change if they do not get the role they want the first time.
10. Begin fishing, sorting and shopping.

VPK Standards Addressed:

- I.A.2 Demonstrates visual ability to facilitate learning
  - I.B.4 Makes healthy food choices
  - II.A.1 Shows eagerness and curiosity as a learner
  - II. A.1 Attends to tasks and seeks help when encountering a problem
  - II.C.1 Approaches tasks with flexibility and inventiveness
  - II.D.1 Shows some planning and reflection
  - III.A.1 Demonstrates self-concept
  - III.A.2 Shows some self-direction
  - III.B.2 Uses classroom materials carefully
  - III.D.1 Interacts easily with one or more children
  - IV.A.1 Gains meaning by listening
  - IV.A.2 Follows two and three step directions
  - IV.C.1 Shows an understanding of words and their meanings
  - IV.E.2 Initiates, asks questions and responds to adults in a variety of settings
  - V.A.1 Shows motivation for reading
  - VI.A.(a)1 Demonstrates understanding of one to one correspondence
  - VI.A.3 Shows understanding by participating in the comparison of quantities
  - VI.A.(a)4 Assigns and relates numerical representations among numerals, sets of objects and number names in the range of five to ten
  - VI.A.(f)1 Compares continuous quantities using length, weight and height
  - VI.B.(a)3 Makes comparisons among objects
  - VI.A.(b)2 Describes some people's jobs and what is required to perform them
  - VII.A.(d)1 Describes the location of things in the environment
  - VII.A.(d)2 Shows awareness of the environment
  - VII.B.(a)3 Participates in creative movement, dance and drama
  - VIII.B.1 Uses strength and control to perform tasks
  - VIII.B.2 Uses eye-hand coordination to perform tasks
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**Music & Movement/Gross Motor**  
**Theme: Under the Sea**

**1. Musical Boats**













































**Materials:** Hula hoops (3 to 5 depending on the number of number in the class), CD player, "Under the Sea" type music CD, space enough to spread out hula hoops.

**Directions:**

1. Introduce this activity by informing children that in this they will be moving/swimming to the music *but*, when the music stops they will step inside a "boat" (hula hoop).
2. Place boats/hula hoops on the floor and begin the "Under the sea" music. Remind children that the hula hoops are a two dimensional shape-circle and that the shape does not change when it is moved.
3. Invite children to move/swim to the music.
4. Stop the music and remind children to find a boat/hula hoop.
5. After children have moved to a boat, encourage them to count the number of friends in their boat.
6. Each time the music stops remove a hula hoop.
7. Begin and stop the music again.
8. As children count the number of friends in each boat, help them to realize that the number of friends in the boats is **increasing** "there are more" as the number of boats are **decreasing** "there are less."
9. Continue playing until the children can no longer fit in the "boats."
10. Begin to re-add hula hoops. Again, help children realize that the number of friends is changing. This time the number of friends is decreasing "there are less" as the number of boats are increasing "there are more."
11. You may also change the game by announcing how many friends should be in the boats. For example: 4 friends in each boat.  
\*Ensure that the number of children can be divided equally.  
For example: 12 children = 3 boats with 4 friends each or  
12 children= 4 boats with 3 friends each





VPK Standards Addressed:

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- I.A.1 Shows characteristics of good health to facilitate learning
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- I.B.3 Participates in physical fitness activities
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- II.A.1 Shows eagerness and curiosity as a learner
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- II.C.1 Approaches tasks with the flexibility and inventiveness
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- III.A.2 Shows some self-direction
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- III.B.3 Manages transition
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- III.D.1 Interacts easily with one or more children
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- IV.A.1 Gains meaning by listening
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- IV.A.2 Follows two and three step directions
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- IV.C.1 Shows an understanding of words and their meanings
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- VI.A.(a)1 Demonstrates understanding of one to one correspondence
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- VI.A.(a)3 Shows understanding by participants in the comparison of quantities
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- VI.A.(a)4 Assigns and relates numerical representations among numerals, sets of objects, and number names in the range of five to ten
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- VI.A.(a)5 Counts and knows the sequence of number names
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- VI.A.(b)2 Shows understanding of addition and subtraction using a concrete set of objects or story problems found in everyday classroom activities
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- VI.A.(b)3 Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time
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- VI.A.(d)1 Understands various two-dimensional shapes, including circle, triangle, square and rectangle
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- VI.A.(d)2 Shows understanding that two-dimensional shapes
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- VII.B.(a)2 Participants in group music experiences
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- VII.B.(a)3 Participates in creative movement, dance and drama
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- VIII.A.1 Moves with balance and control
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- VIII.A.2 Coordinates movements to perform simple tasks



## 2. The Fish in the Sea

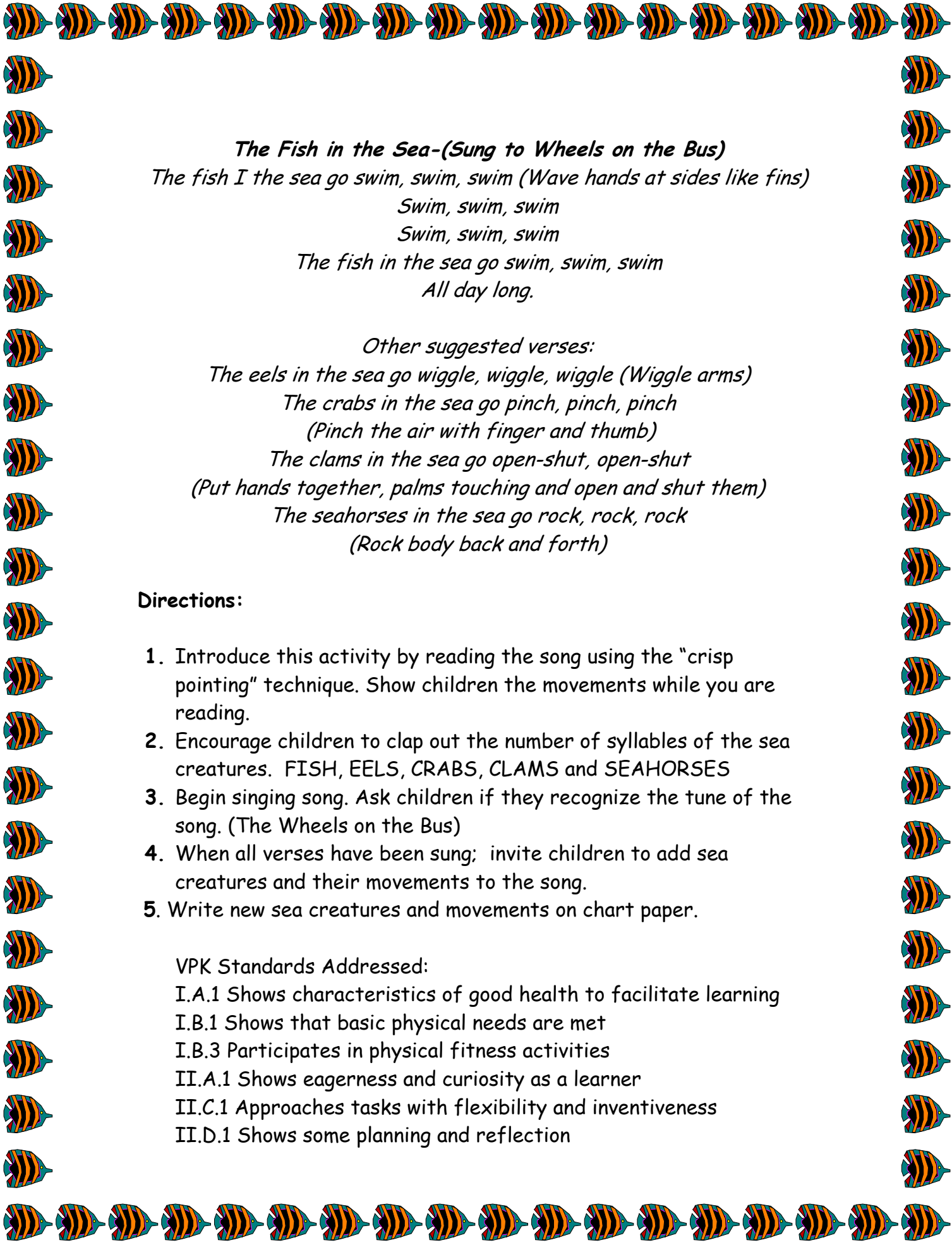


**Materials:** Chart paper and marker



Before beginning this activity: write words to song n chart paper.





*The Fish in the Sea-(Sung to Wheels on the Bus)*  
*The fish I the sea go swim, swim, swim (Wave hands at sides like fins)*  
*Swim, swim, swim*  
*Swim, swim, swim*  
*The fish in the sea go swim, swim, swim*  
*All day long.*

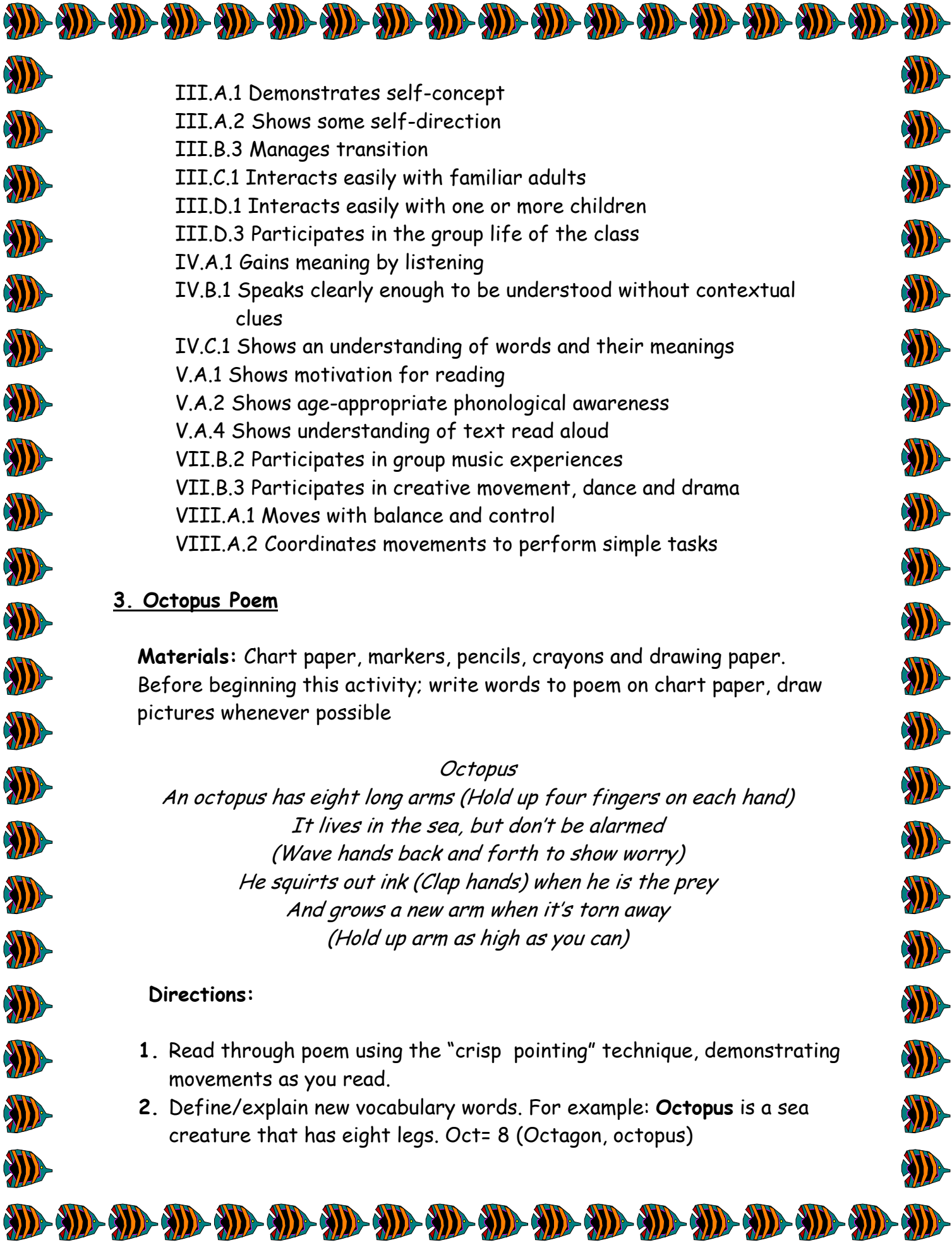
*Other suggested verses:*  
*The eels in the sea go wiggle, wiggle, wiggle (Wiggle arms)*  
*The crabs in the sea go pinch, pinch, pinch*  
*(Pinch the air with finger and thumb)*  
*The clams in the sea go open-shut, open-shut*  
*(Put hands together, palms touching and open and shut them)*  
*The seahorses in the sea go rock, rock, rock*  
*(Rock body back and forth)*

**Directions:**

1. Introduce this activity by reading the song using the "crisp pointing" technique. Show children the movements while you are reading.
2. Encourage children to clap out the number of syllables of the sea creatures. FISH, EELS, CRABS, CLAMS and SEAHORSES
3. Begin singing song. Ask children if they recognize the tune of the song. (The Wheels on the Bus)
4. When all verses have been sung; invite children to add sea creatures and their movements to the song.
5. Write new sea creatures and movements on chart paper.

**VPK Standards Addressed:**

- I.A.1 Shows characteristics of good health to facilitate learning
- I.B.1 Shows that basic physical needs are met
- I.B.3 Participates in physical fitness activities
- II.A.1 Shows eagerness and curiosity as a learner
- II.C.1 Approaches tasks with flexibility and inventiveness
- II.D.1 Shows some planning and reflection

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- III.A.1 Demonstrates self-concept
  - III.A.2 Shows some self-direction
  - III.B.3 Manages transition
  - III.C.1 Interacts easily with familiar adults
  - III.D.1 Interacts easily with one or more children
  - III.D.3 Participates in the group life of the class
  - IV.A.1 Gains meaning by listening
  - IV.B.1 Speaks clearly enough to be understood without contextual clues
  - IV.C.1 Shows an understanding of words and their meanings
  - V.A.1 Shows motivation for reading
  - V.A.2 Shows age-appropriate phonological awareness
  - V.A.4 Shows understanding of text read aloud
  - VII.B.2 Participates in group music experiences
  - VII.B.3 Participates in creative movement, dance and drama
  - VIII.A.1 Moves with balance and control
  - VIII.A.2 Coordinates movements to perform simple tasks

### 3. Octopus Poem

**Materials:** Chart paper, markers, pencils, crayons and drawing paper.  
Before beginning this activity; write words to poem on chart paper, draw pictures whenever possible

#### *Octopus*

*An octopus has eight long arms (Hold up four fingers on each hand)  
It lives in the sea, but don't be alarmed  
(Wave hands back and forth to show worry)  
He squirts out ink (Clap hands) when he is the prey  
And grows a new arm when it's torn away  
(Hold up arm as high as you can)*

#### **Directions:**

1. Read through poem using the "crisp pointing" technique, demonstrating movements as you read.
2. Define/explain new vocabulary words. For example: **Octopus** is a sea creature that has eight legs. Oct= 8 (Octagon, octopus)



Have children count 8 fingers. Have them clap 8 times etc.  
Explain that if an octopus loses an arm they grow a new one, so that they always have 8 arms.

**Alarmed** means scared. **Prey** means what something eats.

3. Read poem with children and invite them to perform movements.
4. Encourage children to write/draw the sequence of events in the poem. For example: 1<sup>st</sup>- Octopus in the sea 2<sup>nd</sup>- Don't be alarmed. 3<sup>rd</sup>- Squirts ink 4<sup>th</sup>- Grows new arm
5. Have children write their names on their papers.

VPK Standards Addressed:

I.A.3 Exhibits auditory ability to facilitate learning

I.B.1 Shows that basic physical needs are met

II.A.1 Shows eagerness and curiosity as a learner

II.C.1 Approaches tasks with flexibility and inventiveness

III.D.1 Interacts easily with one or more children

IV.A.1 Gains meaning by listening

IV.B.1 Speaks clearly enough to be understood without contextual clues

IV.C.1 Shows an understanding of words and their meanings

IV.C.2 Uses an expanded vocabulary to describe many objects, actions and events

IV.E.2 Initiates, asks questions and responds to adults and peers in a variety of settings

V.A.1 Shows motivation for reading

V.A.3 Shows alphabetic knowledge

V.A.4 Shows understanding of text read aloud

V.B.1 Shows motivation to engage in written expression

V.B.2 Uses letter-like shapes, symbols and letters to convey meaning

V.B.4 Shows knowledge of structure of written composition

VI.A.(a)1 Demonstrates understanding of one to one correspondence


VI.A.(a)4 Assigns and relates numerical representations among numerals, sets of objects and number names in the range of five to ten

VI.A.(a)6 Shows understanding of and uses appropriate terms to describe ordinal positions

VII.B.3 Participates in creative movement, dance and drama

VIII.B.2 Uses eye-hand coordination to perform simple tasks





VIII.B.3 Shows beginning control of writing, drawing and art tools

#### 4. Friends Octopi

**Materials:** Open space, such as your circle time area.

**Directions:**

1. Introduce this activity informing children that they will be creating **Octopi** (more than one octopus) using their bodies.
2. Invite four friends to help create the octopi.
3. Have the four friends lay on their backs on the floor with their heads touching. Then have children raise their legs into the air creating the octopus' arms.
4. Count the children's legs and ask if the number is the same or different from number of arms an octopus has.
5. Encourage children to move their legs in unison to create the effect of an octopus moving in the water.
6. After children have had a chance to create and octopi with their friends. Try creating a octopus with only 3 friends/6 legs. After counting the legs/arms ask children if they need more or less friends added/subtracted to arrive a 8 legs/arms.
7. Continue with different numbers of friends.

**VPK Standards Addressed:**

I.A.1 Shows good characteristics of good health to facilitate learning

I.B.2 Follows basic health and safety rules

II.A.1 Shows eagerness and curiosity as a learner

II.C.1 Approaches tasks with flexibility and inventiveness

II.D.1 Shows some planning and reflection

III.B.3 Manages transitions

III.D.1 Interacts easily with one or more children


III.D.2 Develops special friendships

IV.A.1 Gains meaning by listening

VI.A.(a)1 Demonstrates understanding of one to one correspondence

VI.A.(a)4 Assigns and relates numerical representations among numerals, sets of objects and number names in the range of five to ten

VI.A.(b)1 Shows understanding of how to combine sets and remove





from a concrete set of objects



VI.A.(f)1 Compares continuous quantities using length, weight and height



VII.B.(a)3 Participates in creative movement, dance and drama



VIII.A.2 Coordinates movements to perform simple tasks



## 5. Sea Creature Limbo



**Materials:** Long stick (like a broom handle) Music CD and CD player.



### **Directions:**



1. Introduce this activity by informing children that they will be playing a limbo game.
2. Explain to the children that you will be holding the limbo stick, horizontally and that they will moving under the limbo stick performing the movements of sea creatures. Explain that you will be announcing the sea creatures one at a time and that they will be moving under the limbo stick one at a time.
3. Introduce the sea creatures that you will be using in this activity. For example: Wiggle lie a fish, walk like a crab, slide like a crab. Demonstrate the actions.
4. Begin music and invite children to proceed under the limbo stick moving like the announced sea creature.
5. After all children have moved under the limbo stick as one sea creature, announce another sea creature.
6. Encourage children to add other sea creatures and movements



VPK Standards Addressed:



I.A.2 Demonstrates visual ability to facilitate learning



I.B.3 Participates in physical fitness activities



II.A.1 Shows eagerness and curiosity as a learner



II.C.1 Approaches tasks with flexibility and inventiveness



III.B.3 Manages transitions



III.D.1 Interacts easily with one or more children



III.D.3 Participates in the group life of the class




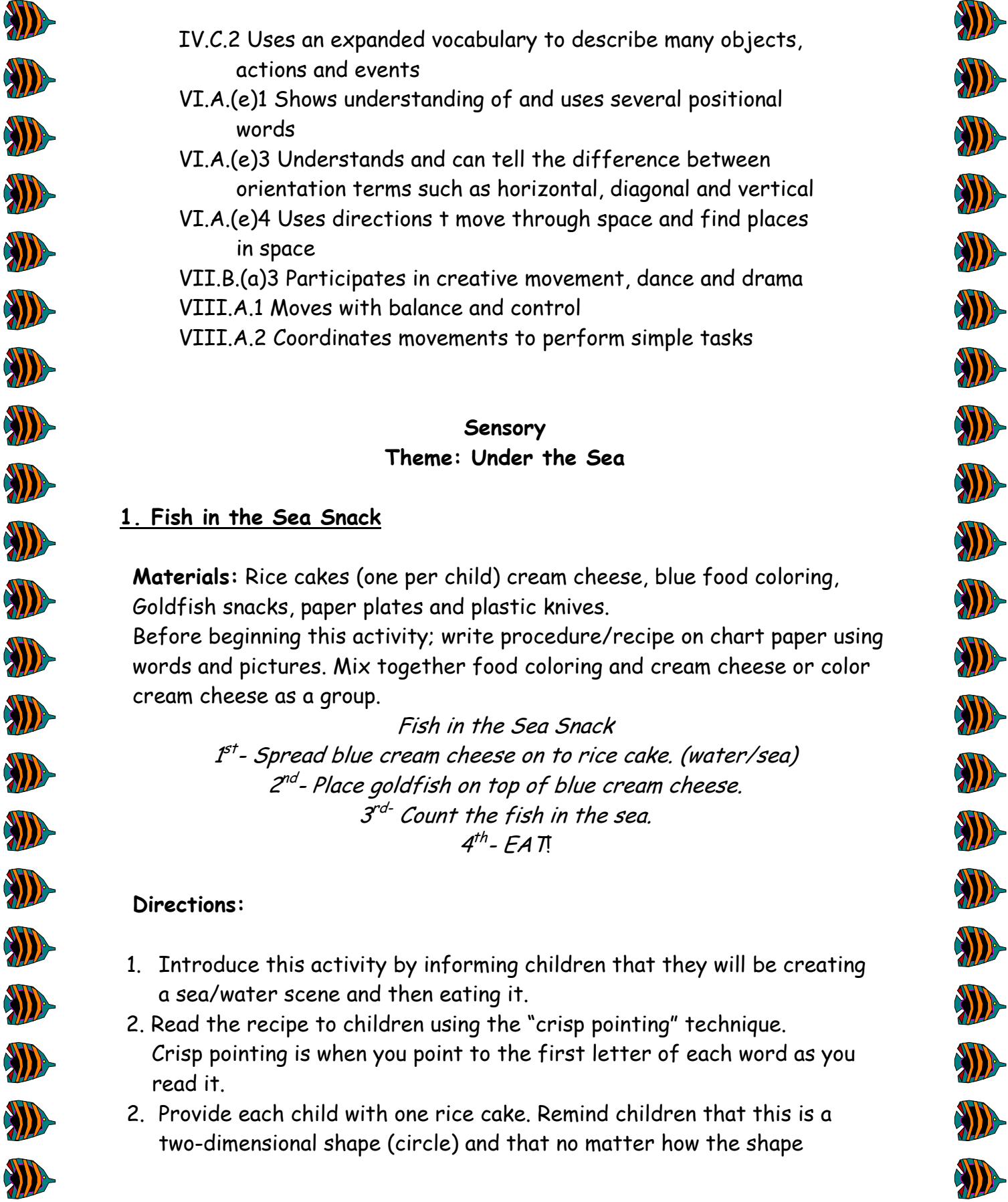
IV.A.1 Gains meaning by listening



IV.C.1 Shows an understanding of words and their meanings





- 
- 
- IV.C.2 Uses an expanded vocabulary to describe many objects, actions and events
- VI.A.(e)1 Shows understanding of and uses several positional words
- VI.A.(e)3 Understands and can tell the difference between orientation terms such as horizontal, diagonal and vertical
- VI.A.(e)4 Uses directions to move through space and find places in space
- VII.B.(a)3 Participates in creative movement, dance and drama
- VIII.A.1 Moves with balance and control
- VIII.A.2 Coordinates movements to perform simple tasks

**Sensory**  
**Theme: Under the Sea**

**1. Fish in the Sea Snack**

**Materials:** Rice cakes (one per child) cream cheese, blue food coloring, Goldfish snacks, paper plates and plastic knives.

Before beginning this activity; write procedure/recipe on chart paper using words and pictures. Mix together food coloring and cream cheese or color cream cheese as a group.

*Fish in the Sea Snack*

*1<sup>st</sup> - Spread blue cream cheese on to rice cake. (water/sea)*

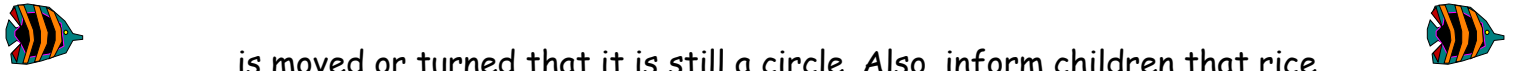
*2<sup>nd</sup> - Place goldfish on top of blue cream cheese.*

*3<sup>rd</sup> - Count the fish in the sea.*

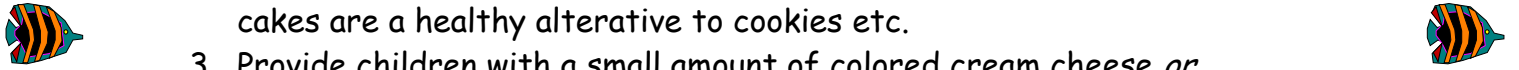
*4<sup>th</sup> - EAT!*

**Directions:**

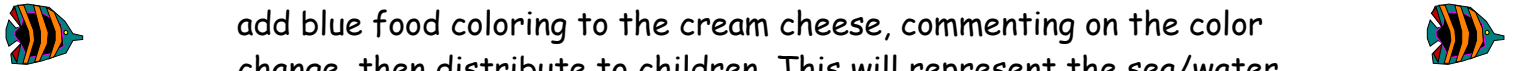
1. Introduce this activity by informing children that they will be creating a sea/water scene and then eating it.
2. Read the recipe to children using the "crisp pointing" technique. Crisp pointing is when you point to the first letter of each word as you read it.
2. Provide each child with one rice cake. Remind children that this is a two-dimensional shape (circle) and that no matter how the shape



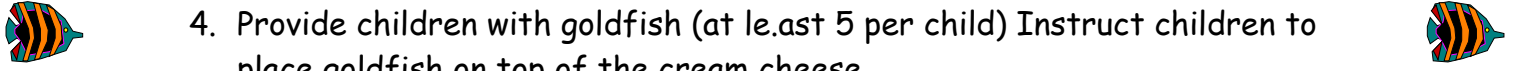
is moved or turned that it is still a circle. Also, inform children that rice cakes are a healthy alternative to cookies etc.



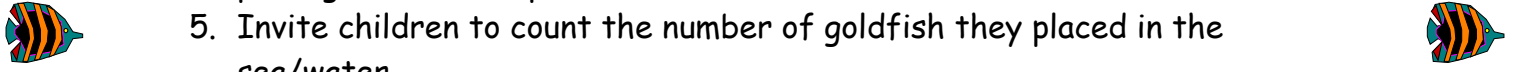
3. Provide children with a small amount of colored cream cheese *or* add blue food coloring to the cream cheese, commenting on the color change, then distribute to children. This will represent the sea/water.



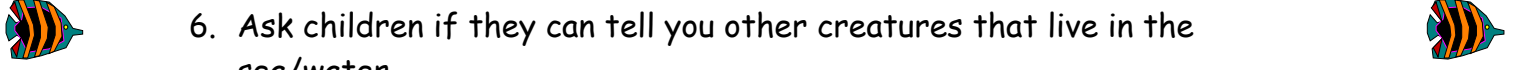
4. Provide children with goldfish (at least 5 per child) Instruct children to place goldfish on top of the cream cheese.



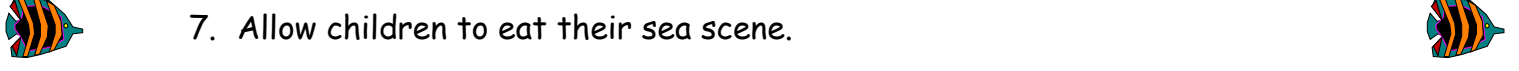
5. Invite children to count the number of goldfish they placed in the sea/water.



6. Ask children if they can tell you other creatures that live in the sea/water.



7. Allow children to eat their sea scene.



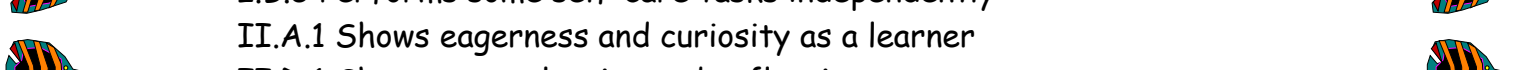
VPK Standards Addressed:



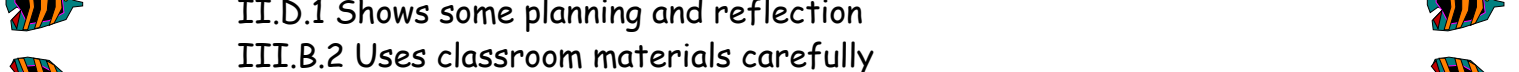
I.B.2 Follows basic health and safety rules



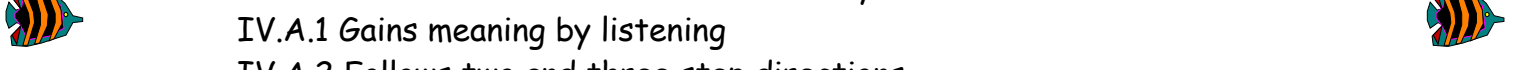
I.B.4 Makes wise food choices



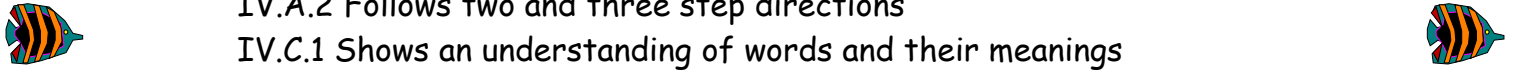
I.B.5 Performs some self-care tasks independently



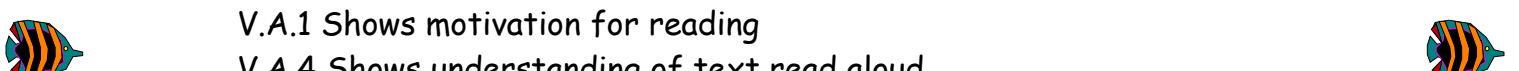
II.A.1 Shows eagerness and curiosity as a learner



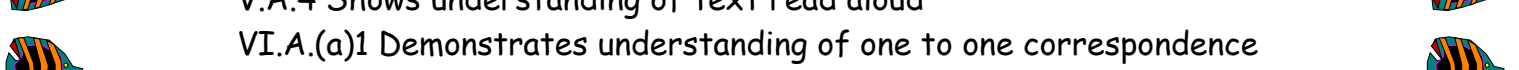
II.D.1 Shows some planning and reflection



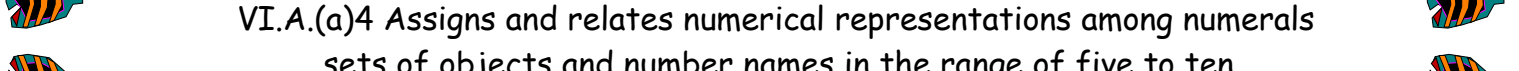
III.B.2 Uses classroom materials carefully



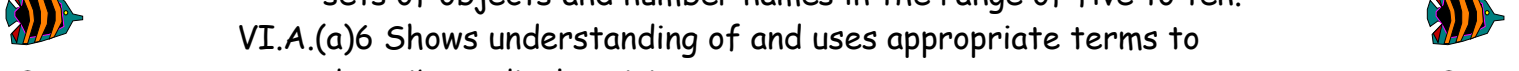
IV.A.1 Gains meaning by listening



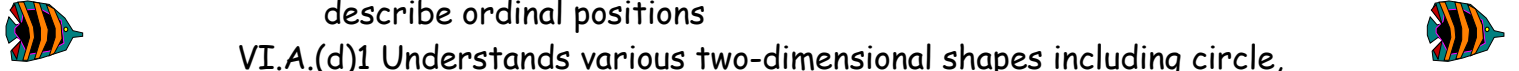
IV.A.2 Follows two and three step directions



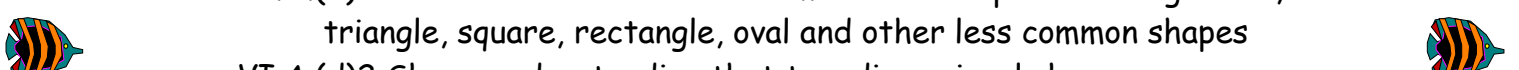
IV.C.1 Shows an understanding of words and their meanings



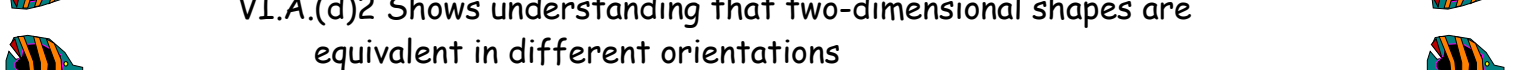
V.A.1 Shows motivation for reading



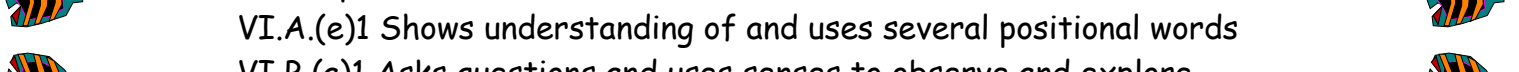
V.A.4 Shows understanding of text read aloud



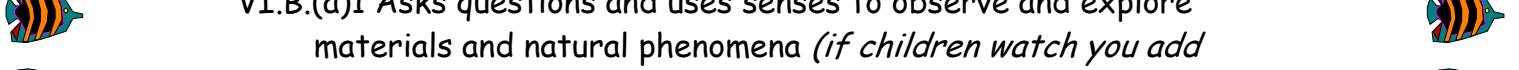
VI.A.(a)1 Demonstrates understanding of one to one correspondence



VI.A.(a)4 Assigns and relates numerical representations among numerals sets of objects and number names in the range of five to ten.



VI.A.(a)6 Shows understanding of and uses appropriate terms to describe ordinal positions



VI.A.(d)1 Understands various two-dimensional shapes including circle, triangle, square, rectangle, oval and other less common shapes



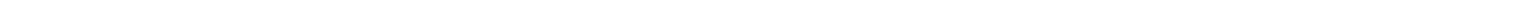
VI.A.(d)2 Shows understanding that two-dimensional shapes are equivalent in different orientations




VI.A.(e)1 Shows understanding of and uses several positional words



VI.B.(a)1 Asks questions and uses senses to observe and explore materials and natural phenomena *(if children watch you add*





*food coloring to cream cheese)*

VII.A.(d)1 Describes the location of things in the environment

VII.A.(d)2 Shows awareness of the environment

VIII.B.1 Uses strength and control to perform simple tasks

VIII.B.2 Uses eye-hand coordination to perform simple tasks

## 2. Shell Seekers

**Materials:** Blue food coloring, water, sand/water table, sand, small nets or small colanders (something that will allow the water to flow through but not the shells) and a variety of shells (some that are the same type) magnifying glasses and space for children to investigate the shells and to create sets of alike shells.

Before beginning this activity; place sand and water in sand/water table or container. Add blue food coloring to water. Place several different types shells in the water. Be sure to have several of the same types to shells too.

### **Directions:**

1. Introduce this activity by informing children that they will be "shell seekers." Seek- means to look for.
2. Inform children that they will be using the nets/colanders/drainers to remove the shells from the water.
3. Then children will investigate shells by using the magnifying glasses.
4. Invite children to create sets of the different types of shells.
5. Ask children to indentify the set of shells that has the most in it. Encourage children to count the shells.
6. Ask children to indentify the set of shells that has the least in it.
7. Ask children if any of the sets of shells are equal.
8. Encourage children to work together to seek, investigate and sort the the shells.

VPK Standards Addressed:

I.A.2 Demonstrates visual ability to facilitate learning

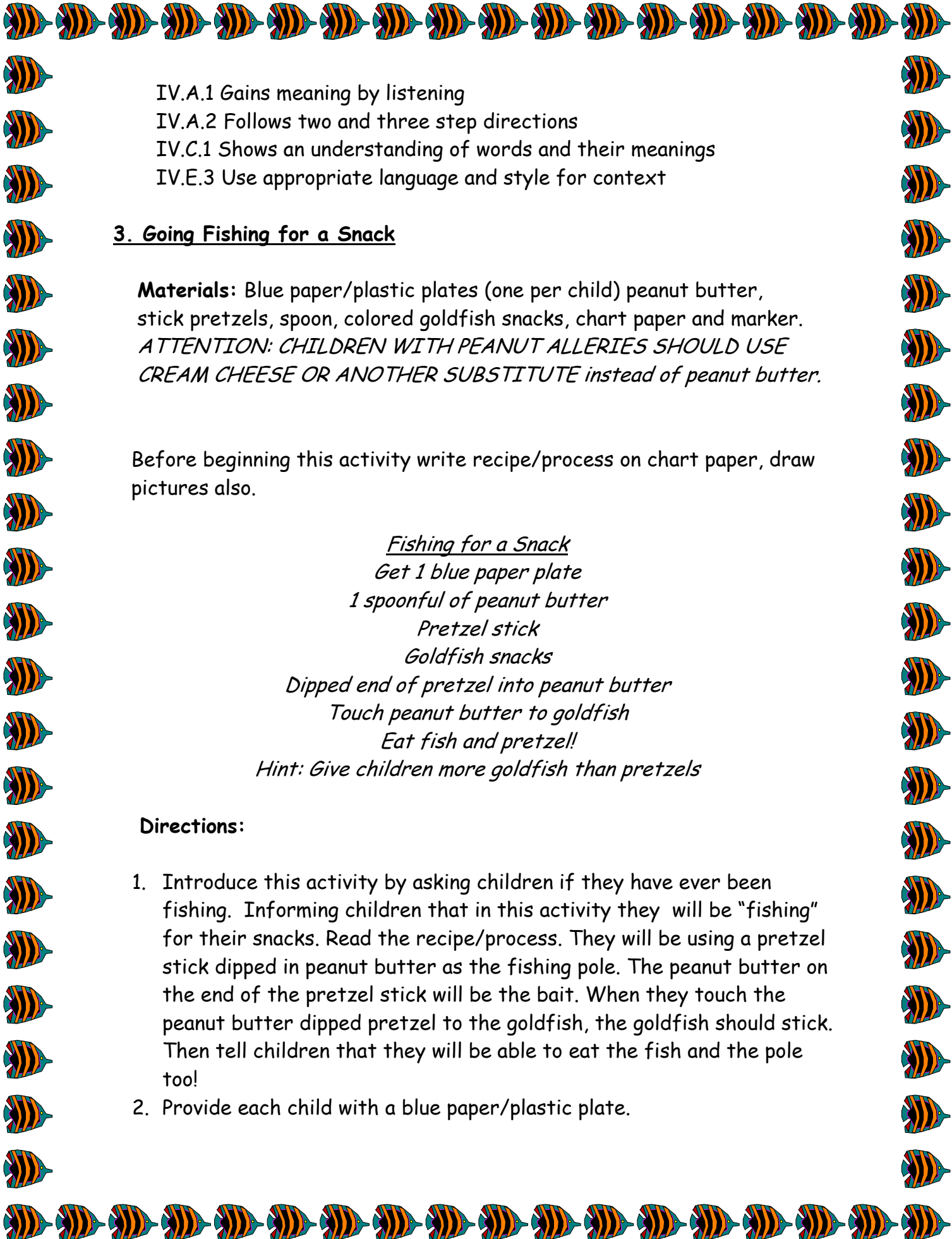
II.A.1 Shows eagerness and curiosity as a learner

III.A.2 Shows some self-direction

III.B.2 Uses classroom materials carefully

III.D.1 Interacts easily with one or more children





IV.A.1 Gains meaning by listening

IV.A.2 Follows two and three step directions

IV.C.1 Shows an understanding of words and their meanings

IV.E.3 Use appropriate language and style for context

### 3. Going Fishing for a Snack

**Materials:** Blue paper/plastic plates (one per child) peanut butter, stick pretzels, spoon, colored goldfish snacks, chart paper and marker.  
*ATTENTION: CHILDREN WITH PEANUT ALLERGIES SHOULD USE CREAM CHEESE OR ANOTHER SUBSTITUTE instead of peanut butter.*

Before beginning this activity write recipe/process on chart paper, draw pictures also.

#### *Fishing for a Snack*

*Get 1 blue paper plate*

*1 spoonful of peanut butter*

*Pretzel stick*

*Goldfish snacks*

*Dipped end of pretzel into peanut butter*

*Touch peanut butter to goldfish*

*Eat fish and pretzel!*

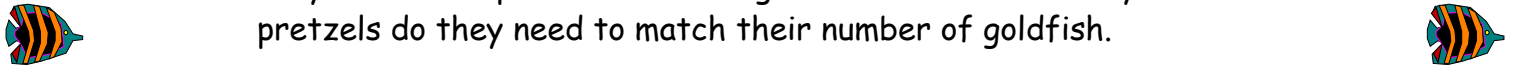
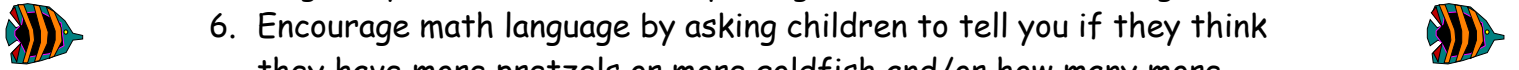
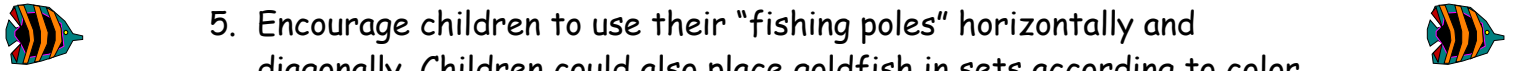
*Hint: Give children more goldfish than pretzels*

#### **Directions:**

1. Introduce this activity by asking children if they have ever been fishing. Informing children that in this activity they will be "fishing" for their snacks. Read the recipe/process. They will be using a pretzel stick dipped in peanut butter as the fishing pole. The peanut butter on the end of the pretzel stick will be the bait. When they touch the peanut butter dipped pretzel to the goldfish, the goldfish should stick. Then tell children that they will be able to eat the fish and the pole too!
2. Provide each child with a blue paper/plastic plate.



3. Allow children to scoop out a spoonful of peanut butter on to their plates.
4. Continue to follow recipe/process.
5. Encourage children to use their "fishing poles" horizontally and diagonally. Children could also place goldfish in sets according to color.
6. Encourage math language by asking children to tell you if they think they have more pretzels or more goldfish and/or how many more pretzels do they need to match their number of goldfish.



VPK Standards Addressed:

I.A.2 Demonstrates visual ability to facilitate learning

I.B.4 Makes wise food choices

I.B.5 Performs some self-care tasks independently

II.A.1 Shows eagerness and curiosity as a learner

II.C.1 Approaches tasks with flexibility and inventiveness

II.D.1 Shows some planning and reflection

III.A.1 Demonstrates some self-concept

III.D.3 Participates in the group life of the class

IV.A.1 Gains meaning by listening

IV.A.2 Follows two and three step directions

IV.C.1 Shows an understanding of words and their meanings

IV.C.2 Uses an expanded vocabulary to describe many objects actions and events

IV.E.1 Uses language to express needs and feelings, share experiences, predict outcomes and solve problems

V.A.1 Shows motivation for reading

VI.A.(a)1 Demonstrates understanding of one to one correspondence

VI.A.(a)3 Shows understanding by participating in the comparison of quantities

VI.A.(b)2 Shows understanding of addition and subtraction using a concrete set of objects or story problems found in everyday classroom activities

VI.A.(c)4 Orders, compares and describes objects according to a single attribute

VI.A.(e)3 Understands and can tell the difference between orientation terms such as horizontal, diagonal and vertical

VI.A.(f)1 Compares continuous quantities using length, weight and height





VIII.B.2 Uses eye-hand coordination to perform tasks

**4. Waves in a Bottle**

**Materials:** Plastic water or soda bottles (rinsed out), water, blue food coloring, cooking oil, funnel, chart paper and marker.

This activity should be done in a small group.

**Directions:**

1. Introduce this activity by asking children what they think causes the waves in the water at the beach. Record their answers on chart paper.
2. After children's ideas have been recorded; explain that waves are caused by the moon and the weather.
3. Inform children that in this activity they will be creating waves in a bottle.
4. Give each child an empty bottle.
5. Allow them to pour water through the funnel until bottle is approximately 1/3 full.
6. Allow children to add a few drops of blue food coloring to the water. Point out that the water and the food coloring mixed together.
7. Allow children to pour oil into the bottle through the funnel until Bottle is approximately 2/3 full. Point out that the oil and the water did not mix together.
8. Place cap tightly on the bottle and encourage children to slowly tilting the bottle to create waves.

**VPK Standards Addressed:**

I.B.5 Performs some self-care tasks independently

II.A.1 Shows eagerness and curiosity as a learner

III.A.1 Shows some self-concept

III.C.2 Seeks adult assistance appropriately

IV.A.1 Gains meaning by listening

IV.C.1 Shows an understanding of words and their meanings


IV.E.3 Uses appropriate language and style for context

V.A.1 Shows motivation for reading

VI.A.(e)1 Shows understanding of and uses several positional words

VI.B.(a)1 Asks questions and uses senses to observe and explore





materials and natural phenomena  
VI.B.(a)3 Makes comparisons among objects  
VIII.B.1 Uses strength and control to perform simple tasks  
VIII.B.2 Uses eye-hand coordination to perform tasks

## 5. Shell Imprints

**Materials:** Play dough (homemade and scented if possible)  
a variety shells, chart paper and markers.

\*Know the names of the different types of shells.

\* Have children wash hands before beginning this activity

### **Directions:**

1. Introduce this activity by informing children that in this activity they will be creating imprints of shells by pressing the shells into the play dough.
2. Explain to children that although all the shells are considered shells there are different names for the different types of shells. Show children each type of shell and tell them the correct name for each type. Write the names of the shells on chart paper. Have children clap out the number of syllables in the names of each of the shells introduced.
3. Invite children to press shells into the play dough to create imprints.
4. Encourage children to describe the similarities and differences between the imprints made by the shells.
5. Ask children if they can recall the names of the shells that are imprinted in the play dough.

### **VPK Standards Addressed:**

I.A.2 Demonstrates visual ability to facilitate learning

I.B.2 Follows basic health and safety rules

II.D.1 Shows some planning and reflection

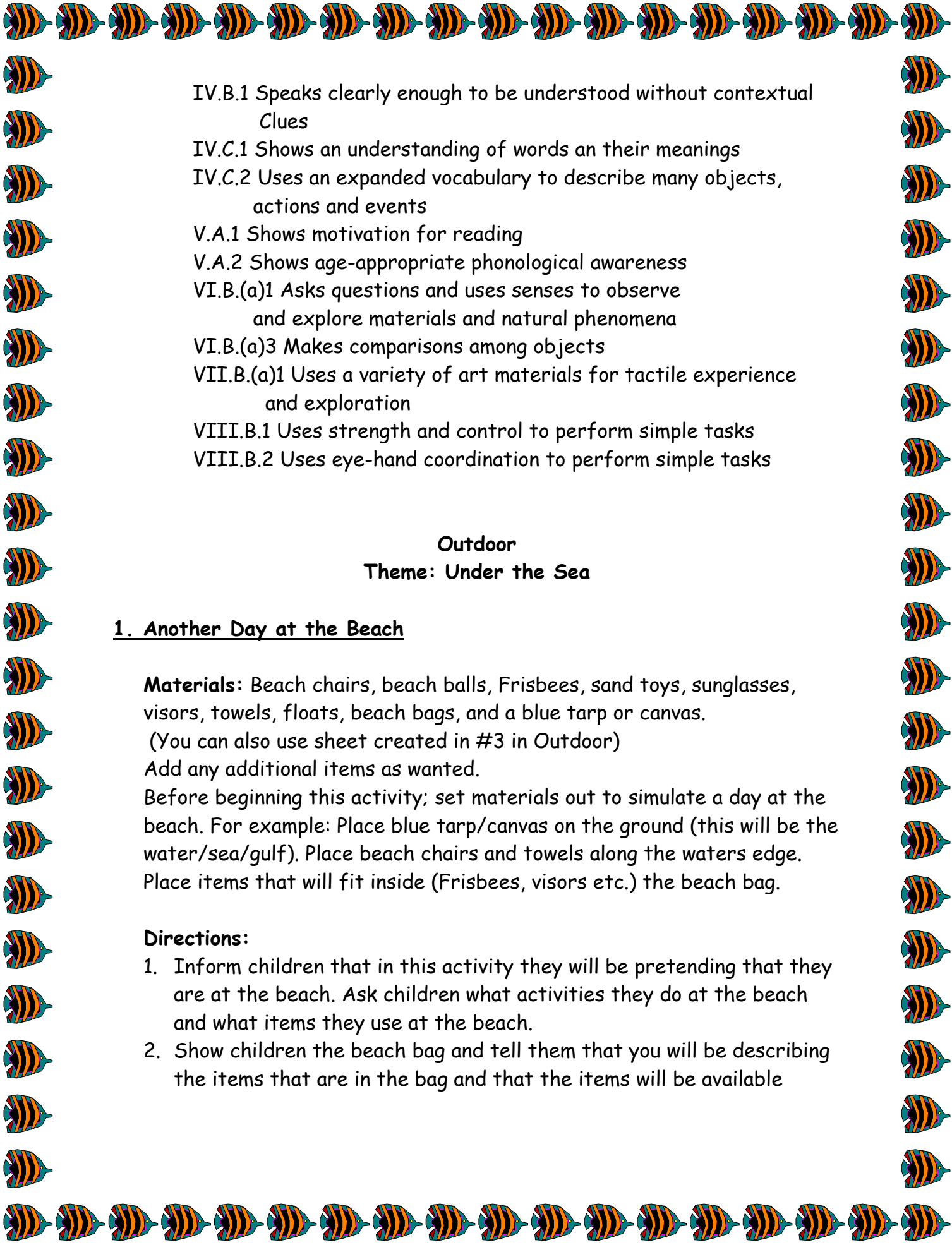
III.A.1 Demonstrates self-concept

III.A.2 Shows some self-direction

III.D.1 Interacts easily with one or more children

IV.A.1 Gains meaning by listening



- 
- IV.B.1 Speaks clearly enough to be understood without contextual Clues
- IV.C.1 Shows an understanding of words and their meanings
- IV.C.2 Uses an expanded vocabulary to describe many objects, actions and events
- V.A.1 Shows motivation for reading
- V.A.2 Shows age-appropriate phonological awareness
- VI.B.(a)1 Asks questions and uses senses to observe and explore materials and natural phenomena
- VI.B.(a)3 Makes comparisons among objects
- VII.B.(a)1 Uses a variety of art materials for tactile experience and exploration
- VIII.B.1 Uses strength and control to perform simple tasks
- VIII.B.2 Uses eye-hand coordination to perform simple tasks

**Outdoor**  
**Theme: Under the Sea**

**1. Another Day at the Beach**

**Materials:** Beach chairs, beach balls, Frisbees, sand toys, sunglasses, visors, towels, floats, beach bags, and a blue tarp or canvas.

(You can also use sheet created in #3 in Outdoor)

Add any additional items as wanted.

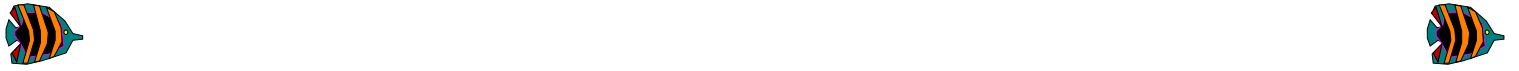
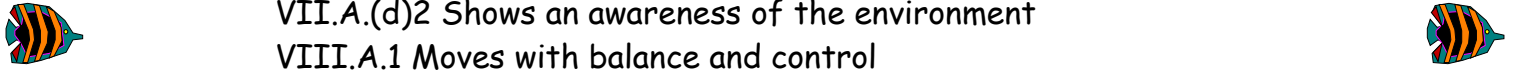
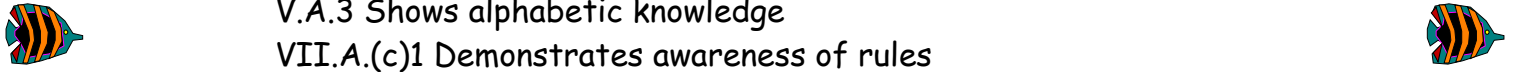
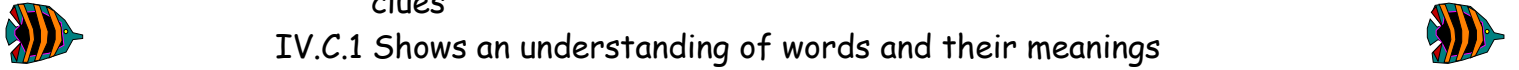
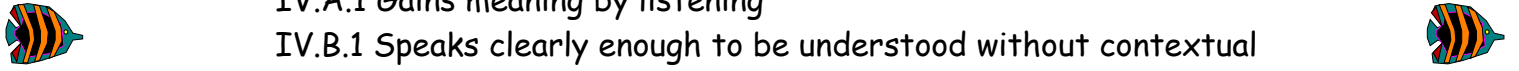
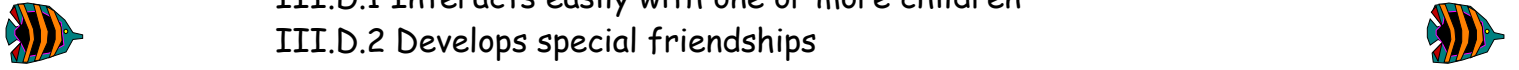
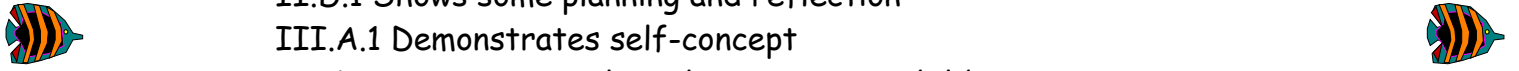
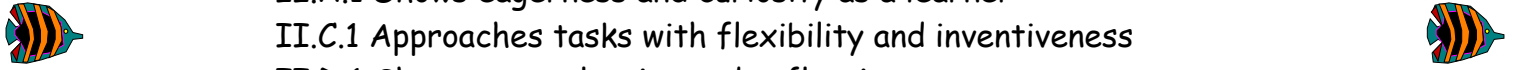
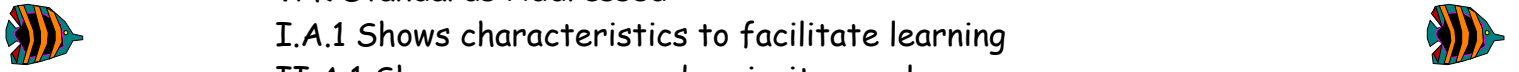
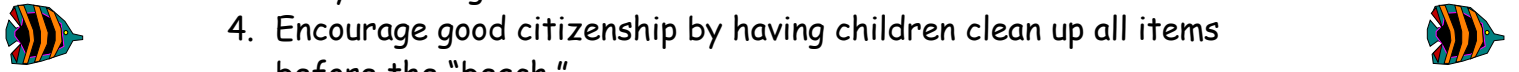
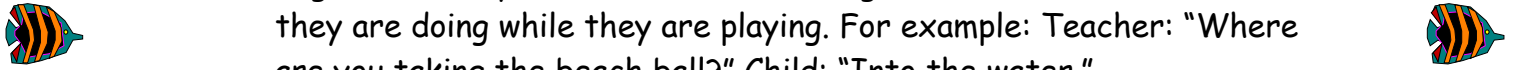
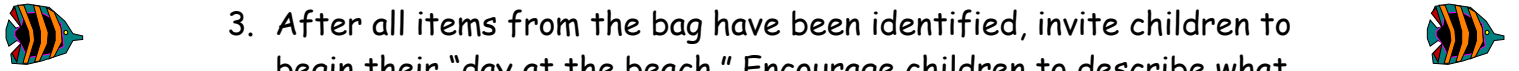
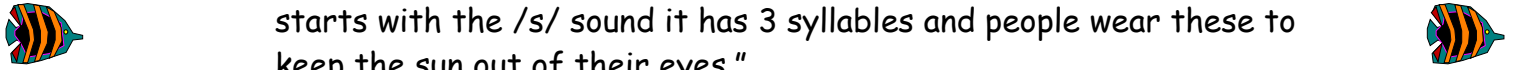
Before beginning this activity; set materials out to simulate a day at the beach. For example: Place blue tarp/canvas on the ground (this will be the water/sea/gulf). Place beach chairs and towels along the water's edge.

Place items that will fit inside (Frisbees, visors etc.) the beach bag.

**Directions:**

1. Inform children that in this activity they will be pretending that they are at the beach. Ask children what activities they do at the beach and what items they use at the beach.
2. Show children the beach bag and tell them that you will be describing the items that are in the bag and that the items will be available





for them to use in this activity. For example: For sunglasses- "It starts with the /s/ sound it has 3 syllables and people wear these to keep the sun out of their eyes."

3. After all items from the bag have been identified, invite children to begin their "day at the beach." Encourage children to describe what they are doing while they are playing. For example: Teacher: "Where are you taking the beach ball?" Child: "Into the water."
4. Encourage good citizenship by having children clean up all items before the "beach."

VPK Standards Addressed:

- I.A.1 Shows characteristics to facilitate learning
- II.A.1 Shows eagerness and curiosity as a learner
- II.C.1 Approaches tasks with flexibility and inventiveness
- II.D.1 Shows some planning and reflection
- III.A.1 Demonstrates self-concept
- III.D.1 Interacts easily with one or more children
- III.D.2 Develops special friendships
- IV.A.1 Gains meaning by listening
- IV.B.1 Speaks clearly enough to be understood without contextual clues
- IV.C.1 Shows an understanding of words and their meanings
- IV.C.2 Uses an expanded vocabulary to describe many objects actions and events
- IV.D.2 Connects phrases and sentences to build ideas
- V.A.2 Shows age-appropriate phonological awareness
- V.A.3 Shows alphabetic knowledge
- VII.A.(c)1 Demonstrates awareness of rules
- VII.A.(d)2 Shows an awareness of the environment
- VIII.A.1 Moves with balance and control
- VIII.A.2 Coordinates movements to perform simple tasks



## 2. Fish, Fish Shark!

**Materials:** None needed

**Directions:**

1. This game is played like Duck, Duck, Goose.
2. Explain to children that instead of " Duck" they will use the word "Fish" and instead of the word " Goose" use the word "Shark."

**VPK Standards Addressed:**

I.A.1 Shows characteristics of good health to facilitate learning

I.A.3 Exhibits auditory ability to facilitate learning

I.B.1 Shows that basic physical needs are met

I.B.3 Participates in physical fitness activities

II.C.1 Approaches tasks with flexibility and inventiveness

II.D.1 Shows some planning and reflection

III.B.3 Manages transitions

III.D.1 Interacts easily with one or more children

VII.A.(c)1 Demonstrates an awareness of rules

VIII.A.1 Move with balance and control

VIII.A.2 Coordinates movements to perform simple tasks


## 3. Sea Spray


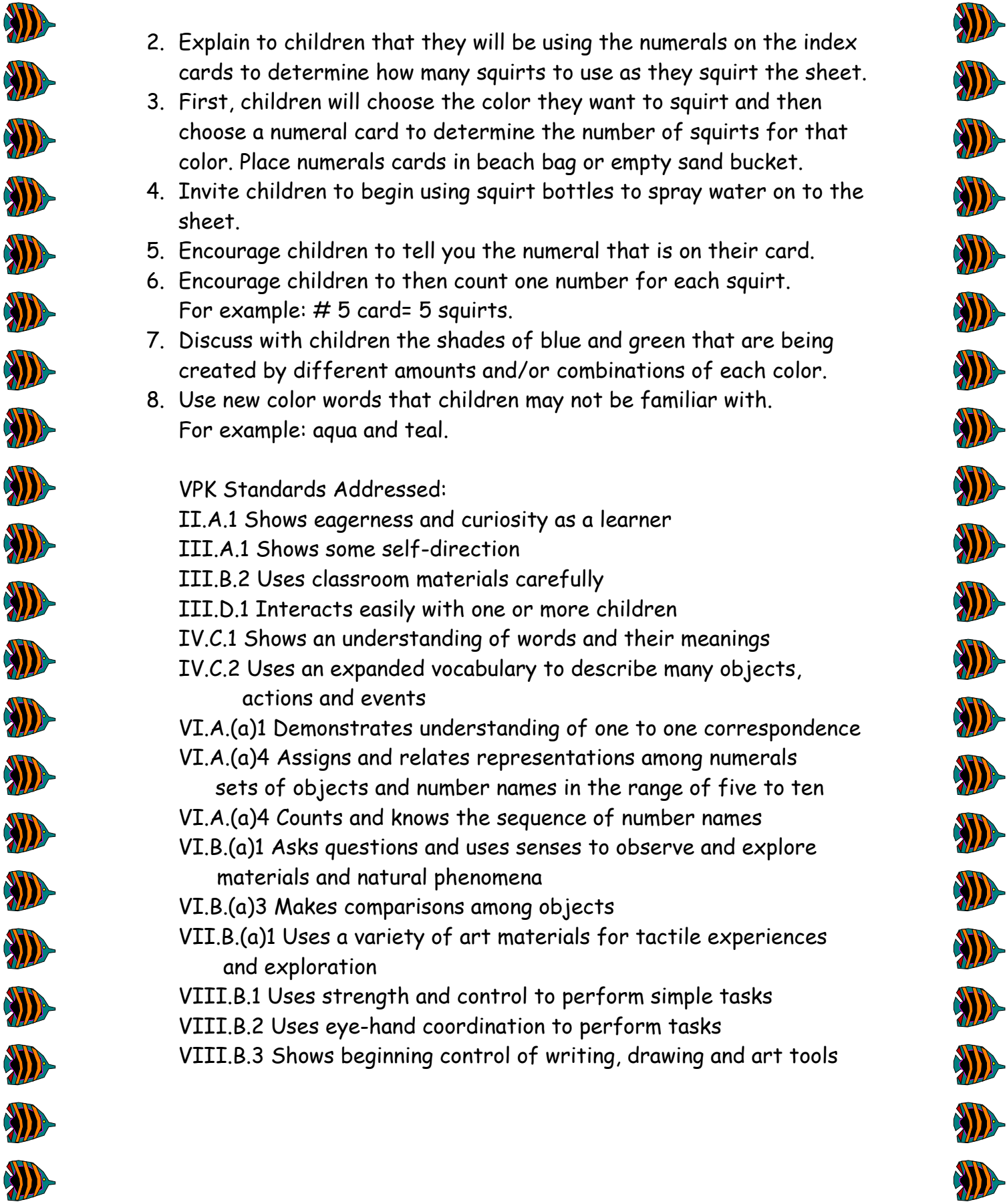
**Materials:** Several squirt bottles, blue and green food coloring, white sheet or large piece of white material, index cards and markers  
Space large enough to hang sheet is also needed.

Before beginning this activity; fill squirt bottles with water and a few drops of food coloring. (One or two bottles for each of the colors)

Write numerals 1-12 on index cards. 2 or 3 of each numeral and one numeral per card.

**Directions:**

1. Introduce this activity by informing children that they will be creating water type markings on the sheet by squirting/spray the colored water on to the sheet. Explain that the colors used in the squirt bottles are the colors of the sea.
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2. Explain to children that they will be using the numerals on the index cards to determine how many squirts to use as they squirt the sheet.
  3. First, children will choose the color they want to squirt and then choose a numeral card to determine the number of squirts for that color. Place numeral cards in beach bag or empty sand bucket.
  4. Invite children to begin using squirt bottles to spray water on to the sheet.
  5. Encourage children to tell you the numeral that is on their card.
  6. Encourage children to then count one number for each squirt.  
For example: # 5 card= 5 squirts.
  7. Discuss with children the shades of blue and green that are being created by different amounts and/or combinations of each color.
  8. Use new color words that children may not be familiar with.  
For example: aqua and teal.

VPK Standards Addressed:

II.A.1 Shows eagerness and curiosity as a learner

III.A.1 Shows some self-direction

III.B.2 Uses classroom materials carefully

III.D.1 Interacts easily with one or more children

IV.C.1 Shows an understanding of words and their meanings

IV.C.2 Uses an expanded vocabulary to describe many objects, actions and events

VI.A.(a)1 Demonstrates understanding of one to one correspondence

VI.A.(a)4 Assigns and relates representations among numerals sets of objects and number names in the range of five to ten

VI.A.(a)4 Counts and knows the sequence of number names

VI.B.(a)1 Asks questions and uses senses to observe and explore materials and natural phenomena

VI.B.(a)3 Makes comparisons among objects

VII.B.(a)1 Uses a variety of art materials for tactile experiences and exploration

VIII.B.1 Uses strength and control to perform simple tasks

VIII.B.2 Uses eye-hand coordination to perform tasks

VIII.B.3 Shows beginning control of writing, drawing and art tools



### 3. How Long is a Whale?

**Materials:** Piece of hose, rope, yarn or twine that is 100 feet long.

**Directions:**

1. Unwind hose, rope, yarn or twine to create a straight line.
2. Ask children how long they think the longest creature in the world is.
3. Ask children to stand along the hose, rope, yarn or twine at the spot where they predict the length of the creature would be. Each child can decide where they want to stand based on how long they think the creature is.
4. Inform children that longest creature is a sea creature called a blue whale. Inform children that the blue whale is as long as the piece of hose, rope, yarn or twine that you placed on the ground. Explain that a blue whale can be 100 feet long, horizontally.
5. Explain that although whales live in the sea/ocean they are mammals and breathe air like humans, dogs, cats etc. They breathe through a blow hole on their back.
6. Ask children to lie down, head to toe, along the length of the hose, rope, yarn or twine. When you run out of children, to measure with, move the children from the front toward the back of the rope.
7. Count how many children it takes to complete the length of the whale.
8. To further extend this activity allow children to measure the rope with other non-standard measuring equipment and/or standard measuring tools.

**VPK Standards Addressed:**

I.A.1 Shows characteristics or good physical health to facilitate learning

I.B.1 Shows that basic physical needs are met

II.A.1 Shows eagerness and curiosity as a learner

II.C.1 Approaches tasks with flexibility and inventiveness

III.C.1 Interacts easily with familiar adults

III.D.1 Interacts easily with one or more children

IV.A.1 Gains meaning by listening

IV.C.1 Shows an understanding of words and their meanings

IV.C.2 Uses an expanded vocabulary to describe many objects, actions





and events

IV.E.1 Uses language to express needs and feelings, share experiences, predict outcomes and solve problems

VI.A.(a)5 Counts and knows the sequence of number names spoken

VI.A.(e)3 Understands and can tell the difference between orientation terms such as horizontal, diagonal and vertical

VI.A.(f)1 Compares continuous quantities using length, weight and height

VI.B.(a)2 Uses simple tools and equipment for investigation

## 5. Feed the Shark

**Materials:** Cardboard box (about the size of a copy paper box) markers/ paint, scissors, several beanbags, paper, pencils and a bucket/pail.

Before beginning this activity draw/paint a picture of a shark on the side of the box. Create a large mouth (twice the size of the beanbags) by cutting a hole in the box.

**Directions:**

1. Introduce this activity explaining to children that they will be pretending to feed the shark by tossing the beanbags into his mouth. Explain that sharks eat many different things. Some sharks eat plankton and some eat other fish.
2. Inform children that they will be taking the "shark food"/beanbags out of the feed bucket and tossing them into the shark's mouth.
3. Inform children that after they toss the "food" into the shark's mouth they will be able to count the beanbags that they fed to the shark (the number inside the box) and record that number on the paper provided. Help children count as needed. Also, ask children if more/less/equal "food" was fed to the shark or not fed to the shark.
4. After the child has tossed, counted and recorded invite another child to "feed the shark."


*Hint: More boxes and beanbags will cut down on waiting time!*


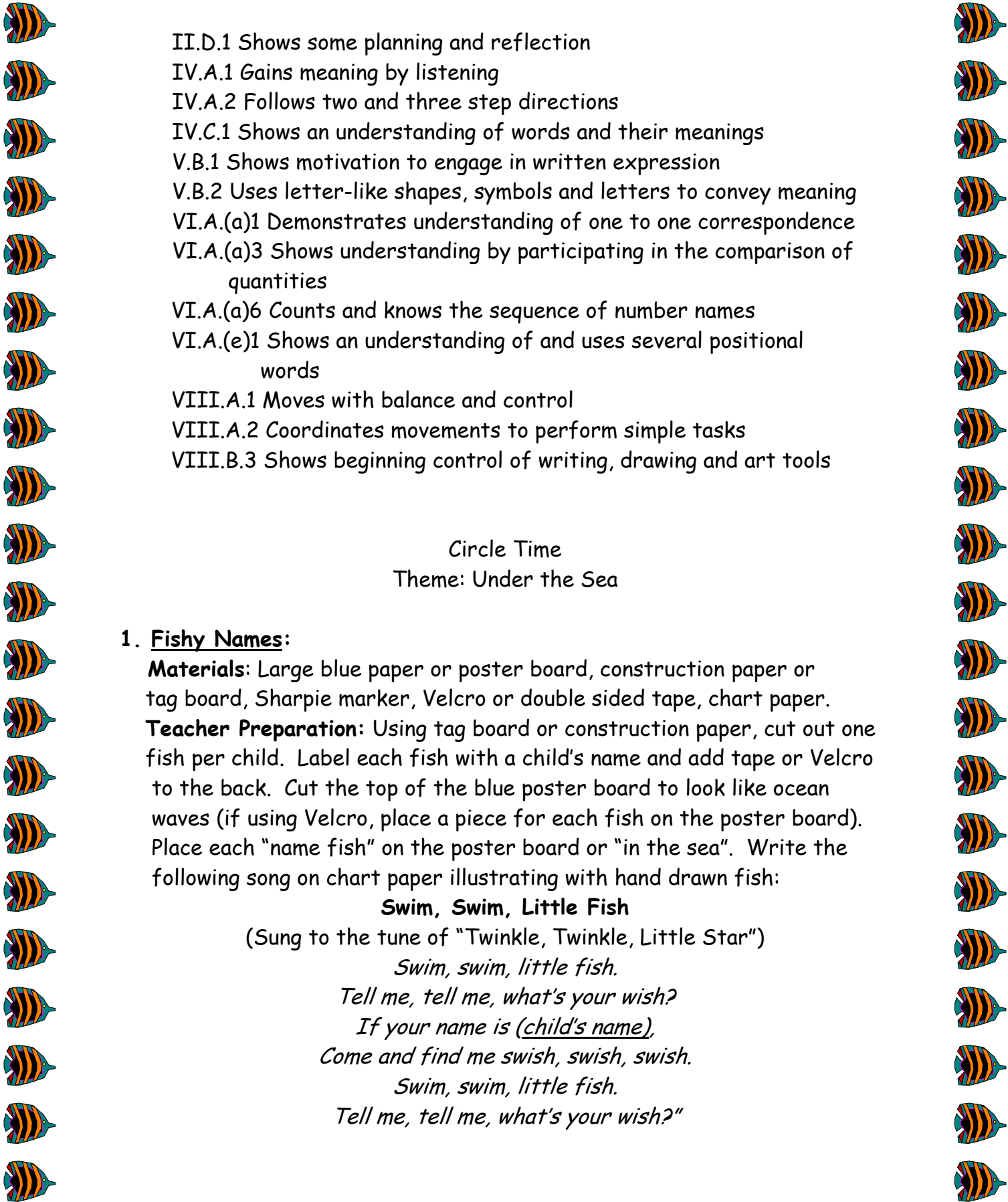
VPK Standards Addressed:

I.A.2 Demonstrates visual ability to facilitate learning

II.A.1 Shows eagerness and curiosity as a learner

II.C.1 Approaches tasks with flexibility and inventiveness



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- II.D.1 Shows some planning and reflection
  - IV.A.1 Gains meaning by listening
  - IV.A.2 Follows two and three step directions
  - IV.C.1 Shows an understanding of words and their meanings
  - V.B.1 Shows motivation to engage in written expression
  - V.B.2 Uses letter-like shapes, symbols and letters to convey meaning
  - VI.A.(a)1 Demonstrates understanding of one to one correspondence
  - VI.A.(a)3 Shows understanding by participating in the comparison of quantities
  - VI.A.(a)6 Counts and knows the sequence of number names
  - VI.A.(e)1 Shows an understanding of and uses several positional words
  - VIII.A.1 Moves with balance and control
  - VIII.A.2 Coordinates movements to perform simple tasks
  - VIII.B.3 Shows beginning control of writing, drawing and art tools

Circle Time  
Theme: Under the Sea

1. **Fishy Names:**

**Materials:** Large blue paper or poster board, construction paper or tag board, Sharpie marker, Velcro or double sided tape, chart paper.

**Teacher Preparation:** Using tag board or construction paper, cut out one fish per child. Label each fish with a child's name and add tape or Velcro to the back. Cut the top of the blue poster board to look like ocean waves (if using Velcro, place a piece for each fish on the poster board). Place each "name fish" on the poster board or "in the sea". Write the following song on chart paper illustrating with hand drawn fish:

**Swim, Swim, Little Fish**

(Sung to the tune of "Twinkle, Twinkle, Little Star")

*Swim, swim, little fish.*

*Tell me, tell me, what's your wish?*

*If your name is (child's name),*

*Come and find me swish, swish, swish.*

*Swim, swim, little fish.*

*Tell me, tell me, what's your wish?"*

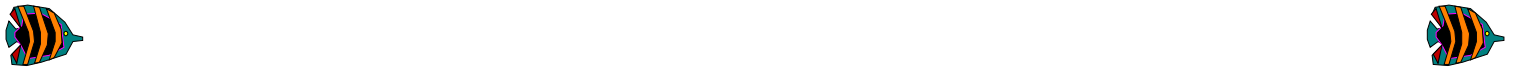


**Directions:**

1. Introduce the song by singing it through using your own name.
2. Tell students that **swish means to move back and forth** and demonstrate how a fish tail may swish. Swim or **swish** to the poster board "sea" and find your name fish. Demonstrate how you find it by looking for the letter that makes the first sound in your name ("Let's see /M/( make the M sound) **Miss Suzanne. I'm looking for a letter that makes the /M/ sound.**) Find your fish and swim back to your seat.
3. Continue singing the song using each student's name and invite them to swim or swish up to the sea and find their own name fish.
4. Once all the name fish have been found ask students to create a group or set of fish by placing their name fish in the middle of the circle. Explain that a large group of fish is called a **school**. Ask volunteers to **guess how many fish are in this school**. Once all the guesses are in, touch each fish with your finger as the class helps you count. Announce **the total number of fish in our school is \_\_\_\_**. **Whose guess was closest?**

**VPK Standards Addressed:**

- I. A.2 Demonstrates visual ability to facilitate learning
- I. A.3 Exhibits auditory ability to facilitate learning
- II. A.1 Shows eagerness and curiosity as a learner
- III. D.1 Interacts easily with one or more children
- III. D.3 Participates in the group life of the class
- IV. A.2 Follows two- and three-step directions
- IV. C.1 Shows an understanding of words and their meanings
- V. A.1 Shows motivation for reading
- V. A.3 Shows alphabetic knowledge
- VI. A (a).1 Demonstrates understanding of one to one correspondence
- VI. A (a).2 Shows understanding of how to count and construct sets
- VI. A (a).5 Counts and knows the sequence of number names (spoken)
- VII. B (a).2 Participates in group music experiences
- VIII. A.1 Moves with balance and control





## 2. Swimmy:

Adapted from *Links to Literacy*

**Materials:** *Swimmy* by Leo Lionni

**Teacher preparation:** Familiarize yourself with the book prior to reading it to the students. Consider words that may require definitions.

**Directions:**

1. Introduce the book by showing the cover and asking the students thinking questions (“**What do you think this book might be about?**” “**What makes you think that?**” “**What do you notice about the illustrations?**” “**How do you think the illustrator created them?**”). Encourage students to make predictions about what will happen in the story.
2. Read the **title**. Ask students who they think swimmy is. Introduce the **author** and **illustrator** and explain that the same person wrote the story and drew the pictures, Leo Lionni.
3. Read the story stopping to explain any words that may be unfamiliar to students (**swift**-very fast, **fierce**-ferocious, **darting**- dashing or rushing, **marvel**-amazing thing or awesome sight, etc.). Invite students to find swimmy in the pictures.
4. After completing the story ask students more thinking questions. (“**Why do you think the little red fish learned to swim like one giant fish?**” “**Why was Swimmy the eye of the giant fish?**” “**How did the giant fish chase all the big fish away?**” “**What did the little red fish learn?**”).
5. Encourage students to recreate their favorite part of the story at the art center.

**VPK Standards Addressed:**

I. A.2 Demonstrates Visual ability to facilitate learning

I. A.3 Exhibits auditory ability to facilitate learning

III. D.3 Participates in the group life of the class




IV. B.1 Speaks clearly enough to be understood without contextual cues

IV. C.1 Shows an understanding of words and their meanings

IV. D.1 Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

IV. D.2 Connects phrases and sentences to build ideas

V. A.1 Shows motivation for reading







V. A.4 Shows understanding of text read aloud

3. Rhymes With Sea:

**Materials:** construction paper, markers, teacher scissors, chart paper

**Teacher Preparation:** cut out 16-20 fish. Label several with words that rhyme with sea (bee, key, tree, knee, flea, tea, pea, ski) and add a simple picture to each. Label the remaining fish with words and pictures that do not rhyme. **Note:** cut some extra fish and leave them blank for an extension activity.

**Directions:**

1. Explain that you are going to play a rhyming game and that it will be necessary to listen to carefully. Say the word **sea** then the word **me**. Ask students what they notice about the two words (repeat them if necessary). If needed, assist students by pointing out that the **"two words sound the same at the end, or or they rhyme"**. Give another example such as **free** and **sea**, ask if they rhyme. **"How can you tell?" (They sound the same at the end)**.
2. Next tell them at you are going to say pairs of words together. Ask them to **"listen carefully to see if the words sound the same at the end, or rhyme"**. Explain that if the two words rhyme they should raise their "fish fins" up in the air (demonstrate by holding your arms as if you are flapping a wing or doing the Chicken Dance and pointing it up in the air). **"If the pair of words do not rhyme, point your fish fins down toward the ground"** (demonstrate fins to toward the ground or by your side).
3. Hold up a fish in hand, point to the picture & read the word, hold up the other fish and read the word. Ask **"Do these words rhyme? Fins up or fins down?"** Continue with other word pairs.
4. Explain that you will leave blank fish at the writing center so that students may create their own pair of rhyming fish.

**VPK Standards Addressed:**

I. A.2 Exhibits auditory ability to facilitate learning

II. A.1 Shows eagerness an curiosity as a learner

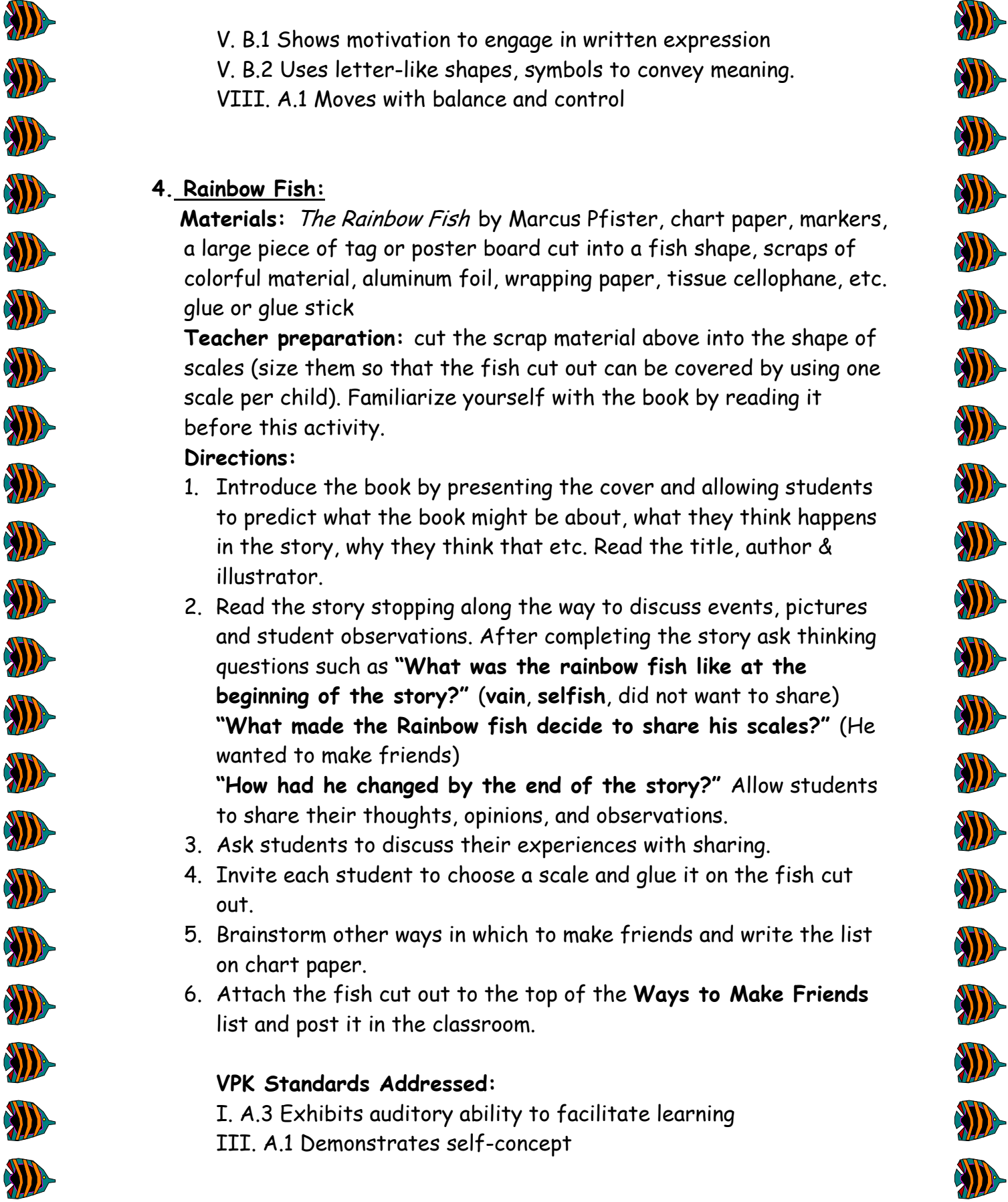

III. D.3 Participates in the group life of the class

IV. A.1 Gains meaning by listening

IV. A.2 Follows two- and three-step directions

V. A.2 Shows age appropriate phonological awareness





V. B.1 Shows motivation to engage in written expression  
V. B.2 Uses letter-like shapes, symbols to convey meaning.  
VIII. A.1 Moves with balance and control

#### 4. Rainbow Fish:

**Materials:** *The Rainbow Fish* by Marcus Pfister, chart paper, markers, a large piece of tag or poster board cut into a fish shape, scraps of colorful material, aluminum foil, wrapping paper, tissue cellophane, etc. glue or glue stick


**Teacher preparation:** cut the scrap material above into the shape of scales (size them so that the fish cut out can be covered by using one scale per child). Familiarize yourself with the book by reading it before this activity.

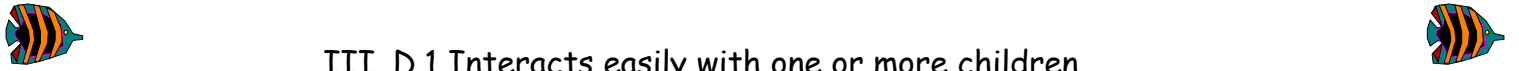
**Directions:**

1. Introduce the book by presenting the cover and allowing students to predict what the book might be about, what they think happens in the story, why they think that etc. Read the title, author & illustrator.
2. Read the story stopping along the way to discuss events, pictures and student observations. After completing the story ask thinking questions such as **"What was the rainbow fish like at the beginning of the story?"** (vain, selfish, did not want to share) **"What made the Rainbow fish decide to share his scales?"** (He wanted to make friends) **"How had he changed by the end of the story?"** Allow students to share their thoughts, opinions, and observations.
3. Ask students to discuss their experiences with sharing.
4. Invite each student to choose a scale and glue it on the fish cut out.
5. Brainstorm other ways in which to make friends and write the list on chart paper.
6. Attach the fish cut out to the top of the **Ways to Make Friends** list and post it in the classroom.

**VPK Standards Addressed:**

I. A.3 Exhibits auditory ability to facilitate learning  
III. A.1 Demonstrates self-concept





- III. D.1 Interacts easily with one or more children
- III. D.3 Participates in the group life of the class
- IV. A.1 Gains meaning by listening
- IV. B.1 Speaks clearly enough to be understood without contextual clues
- IV. C.1 Shows an understanding of words and their meanings
- IV. D.1 Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- IV. D.2 connects phrases and sentences to build ideas
- IV. E.1 Uses language to express needs and feelings, share experiences, predict outcomes, and solve problems
- V. A.1 Shows motivation for reading
- V. A.4 Shows understanding of text read aloud
- VI. A (e).1 Shows understanding of and uses several positional words
- VII. B (a).1 Uses a variety of art materials for tactile experience and exploration



### 5. Deep Sea Exploration:

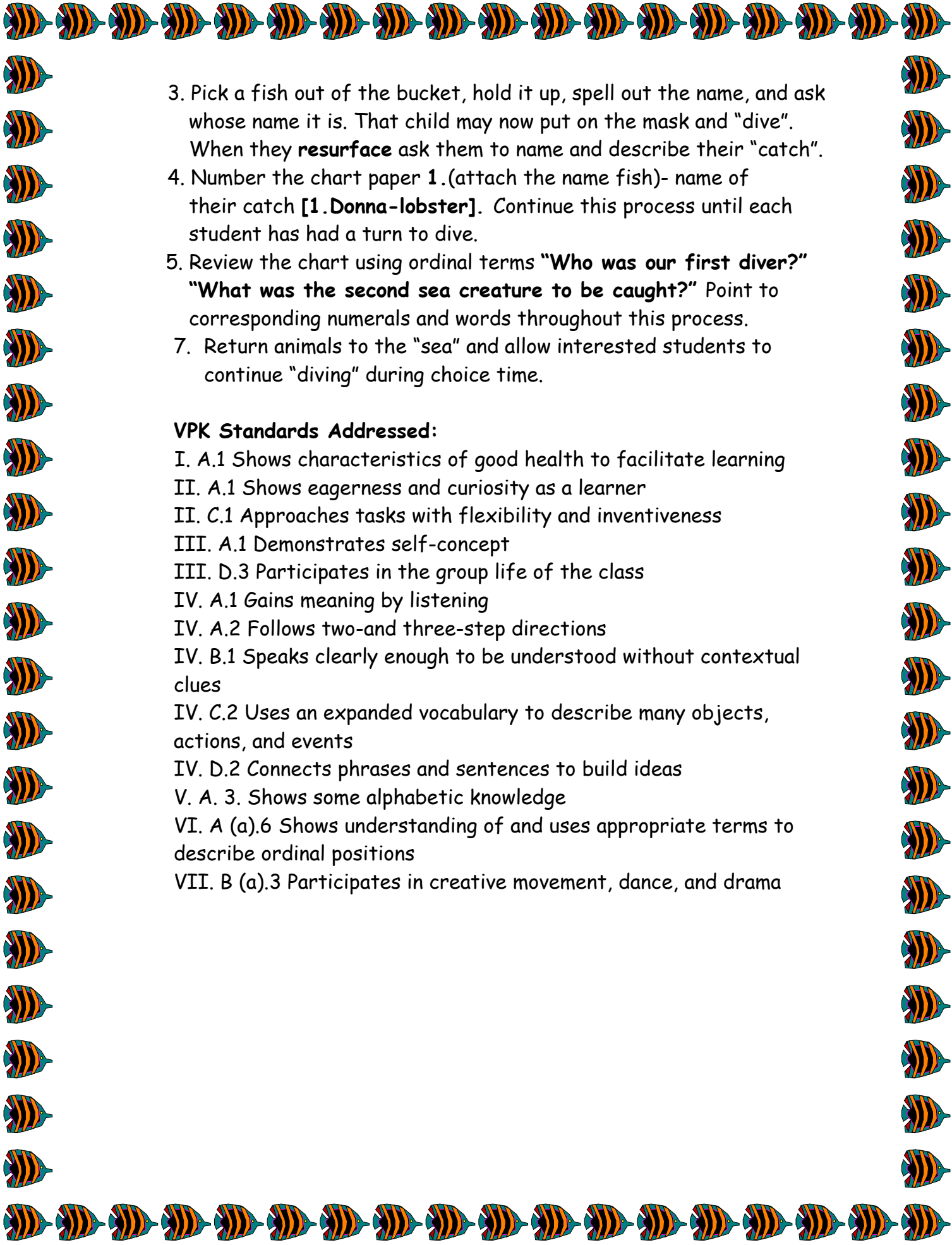
**Materials:** large blue sheet, tarp, or parachute, a variety of sea creatures (these can be plastic, bean bags, stuffed animals, pictures, etc. Be sure to include many different kinds), Dive mask or snorkel and fishing net (optional), construction paper fish labeled with student's names, piece of chart paper, marker, bowl, bucket or bag to hold fish, tape or glue stick

**Teacher preparation:** Prior to assembling students, spread animals in the middle of the circle and cover with the sheet. Place dive mask and snorkel near the sheet.

**Directions:**

1. Begin by asking students to recall some of the sea animals they have been learning about. Ask students to describe them in terms of physical appearance, the way they move, etc.
2. Explain that they are going to take turns "diving" under the "sea" and catching a sea animal. Demonstrate by putting on the dive mask, lifting the sheet and catching a sea creature in the net. Name the creature and share something about it.



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3. Pick a fish out of the bucket, hold it up, spell out the name, and ask whose name it is. That child may now put on the mask and "dive". When they **resurface** ask them to name and describe their "catch".
  4. Number the chart paper 1. (attach the name fish)- name of their catch [**1. Donna-lobster**]. Continue this process until each student has had a turn to dive.
  5. Review the chart using ordinal terms "**Who was our first diver?**" "**What was the second sea creature to be caught?**" Point to corresponding numerals and words throughout this process.
  7. Return animals to the "sea" and allow interested students to continue "diving" during choice time.

**VPK Standards Addressed:**

- I. A.1 Shows characteristics of good health to facilitate learning
- II. A.1 Shows eagerness and curiosity as a learner
- II. C.1 Approaches tasks with flexibility and inventiveness
- III. A.1 Demonstrates self-concept
- III. D.3 Participates in the group life of the class
- IV. A.1 Gains meaning by listening
- IV. A.2 Follows two-and three-step directions
- IV. B.1 Speaks clearly enough to be understood without contextual clues
- IV. C.2 Uses an expanded vocabulary to describe many objects, actions, and events
- IV. D.2 Connects phrases and sentences to build ideas
- V. A. 3. Shows some alphabetic knowledge
- VI. A (a).6 Shows understanding of and uses appropriate terms to describe ordinal positions
- VII. B (a).3 Participates in creative movement, dance, and drama



## Art

### 1. Decorative Shells:

**Materials:** Very large pasta shells, real shells, magnifying glasses several colors of paint, glue, glitter, small paint brushes, pictures of different types of shells, small paper plates (optional) and markers

**Directions:**

1. Explain that no two shells are exactly alike, they are **unique**. Invite students to explore shells and pictures. What do they notice about particular shells? How are the pasta shells and the real shells alike? How are they different? How do the shells feel? What may have lived in the real shells? Are they smooth? Do they have ridges? etc.
2. Encourage students to create their own unique shells (they may choose a pasta shell or a real shell) by using paint, markers, glitter, etc. (remind them that paint needs time to dry before adding glue). Direct students to write their names (assist if necessary) on small paper plates, and put their shells on them.
3. Ask students to tell you about their shell. What makes it unique? What materials did they use? What steps were involved? Remind students to tidy up the center so that the next artists will have a clean and organized place to work. Place the shells on a low shelf and invite all students to admire their friend unique creations.

### **VPK Standards Addressed:**

- I. A.3 Exhibits auditory ability to facilitate learning
- II. C.1 Approaches tasks with flexibility and inventiveness
- II. D.1 Shows some planning and reflection
- III. A.1 Demonstrates self-concept
- III. A.2 Shows some self-direction
- III. B.2 Uses classroom materials carefully
- III. D.3 Participates in the group life of the class
- IV. A.2 Follows two-and three-step directions
- IV. B.1 Speaks clearly enough to be understood without contextual clues
- IV. C.2 Uses an expanded vocabulary to describe many objects, actions, and events
- IV. D.2 Connects phrases and sentences to build ideas
- V. B.1 Shows motivation to engage in written expression



V. B.2 Uses letter-like shapes, symbols, and letters to convey meaning

VI. B (a).2 Used simple tools and equipment for investigation

VI. B.3 Makes comparisons among objects

VII. B (a).1 Uses a variety of materials for tactile experience and exploration

VIII. B.2 Uses eye-hand coordination to perform tasks

VIII. B.3 Shows beginning control of writing, drawing, and art tools

## 2. Under the Sea Collaborative Collage:

**Materials:** small bowls (disposable are perfect), a large piece of paper big enough to create an "ocean" to house all of the student's creations (the back side of a role of wrapping paper works well) various paint brushes pieces of sea sponges, sand, salt, spoons for measuring and mixing, scissors, pieces of aluminum foil, various pictures of sea creatures, glue, markers, wiggly eyes, material scraps, brightly colored tissue paper scraps, small paper plates, various sized Styrofoam balls cut in half (so they can be attached to paper), toothpicks, pipe cleaners, buttons, etc.

### **Directions:**

1. Invite students to view the pictures of sea creatures to get ideas about what they might like to add to the **collage**. Explain the different materials and how some can be **combined** to create a new material (placing a few spoonfuls of paint in a bowl and adding a bit of salt or sand). What do they notice about the new paint they have created? How is it different from plain paint? What other materials will they use?
2. Encourage children's creativity and inventiveness explaining that their creation will be added to the class "ocean". Ask students to tell you about their sea creature. How did they get the idea? What materials did they use? What were the steps involved? Once it dries add it to the ocean and invite students to add "plants" "coral" etc.

### **VPK Standards Addressed:**

I.A.2 Demonstrates visual ability to facilitate learning

II. A.1 Shows eagerness and curiosity as a learner

II. C.1 Approaches tasks with flexibility and inventiveness

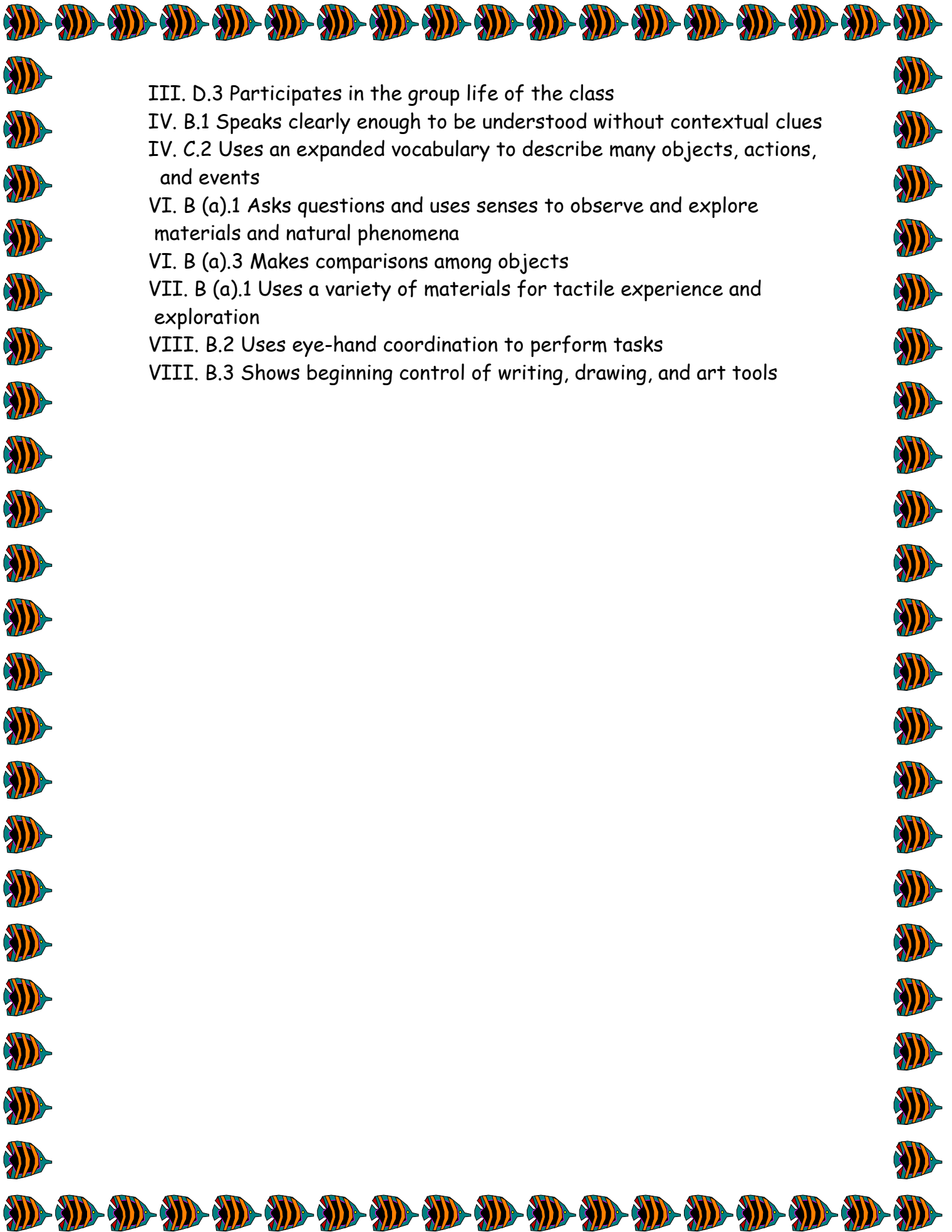
II. D1. Shows some planning and reflection

III. A.1 Demonstrates self-concept

III. A.2 Shows some self-direction

III. B.2 Uses classroom materials carefully





III. D.3 Participates in the group life of the class

IV. B.1 Speaks clearly enough to be understood without contextual clues

IV. C.2 Uses an expanded vocabulary to describe many objects, actions, and events

VI. B (a).1 Asks questions and uses senses to observe and explore materials and natural phenomena

VI. B (a).3 Makes comparisons among objects

VII. B (a).1 Uses a variety of materials for tactile experience and exploration

VIII. B.2 Uses eye-hand coordination to perform tasks

VIII. B.3 Shows beginning control of writing, drawing, and art tools

