VPK Curriculum Enhancement Activities
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 be pretending to spend a day at the beach.

2. Ask children if they have ever 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 the word towel? /T/ towel. That’s right towel 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”.

**4 Year Old Standards Addressed:**

I.A.1 Shows characteristics of good health to facilitate learning
II.A.1 Shows curiosity and is eager to learn new things and have new experiences.
II.D.1 Shows initial signs of planning and learning from their experiences
III.A.a.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
III.B.b.1 Interacts with and develops positive relationship with peers
III.B.b.2 Develops special friendships
IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult
IV.C.2 Shows increased vocabulary to describe many objects, actions, and events
IV.E.1 Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems
IV.E.2 Initiates, asks questions and responds to adults and peers in a variety of settings
IV.F.1 Shows motivation for reading
IV.F.3 Shows alphabetic knowledge
V.C.a.1 Begins to recognize and appreciate similarities and differences in people
V.C.a.2 Begins to understand family characteristics, roles, and functions

2. **Shower Curtain Sea Scene:**

**Materials:** Clear shower curtain, construction paper, realistic pictures of sea creatures (jelly fish, fish, octopus, sharks, etc.), 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 the clear shower curtain. Hang the 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, etc.) that you placed on the shower curtain.
3. Introduce the snorkeling/diving equipment; explain 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.
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 left hand corner of their paper.

4 Year Old Standards Addressed:
I.A.7 Shows basic physical needs are met
I.B.1 Actively participates in self-care
I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks
I.D.3 Shows beginning control of writing by using various drawing and art tools with increasing coordination
II.A.1 Shows curiosity and is eager to learn new things and have new experiences
II.C.1 Approaches daily activities with creativity
II.D.1 Shows initial signs of planning and learning from their experiences
IV.C.1 Shows an understanding of words and their meanings
IV.C.2 Shows increased vocabulary to describe many objects, actions, and events
IV.D.2 Connects phrases and sentences to build ideas
IV.E.2 Initiates, asks questions and responds to adults and peers in a variety of settings
IV.F.1 Shows motivation for reading
IV.G.1 Shows motivation to engage in written expression
IV.G.2 Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas
IV.G.3 Demonstrates age-appropriate ability to write letters
V.A.e.1 Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, inside, outside)
V.A.e.2 Describes relative position from different perspectives (e.g., "I am on top of the climber and you are below me.")
V.B.a.1 Demonstrates the use of simple tools and equipment for observing and investigating
V.B.e.1 Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time

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 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 make 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 **customer’s** 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.

**4 Year Old Standards Addressed:**

I.A.1 Shows characteristics of good health to facilitate learning
I.A.10 Makes healthy food choices
I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks
I.D.2 Uses eye-hand coordination to perform fine motor tasks
I.D.3 Shows beginning control of writing by using various drawing and art tools with increasing coordination
II.C.1 Approaches daily activities with creativity
II.D.1 Shows initial signs of planning and learning from their experiences
III.A.a.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
III.A.b.2 Begins to use materials with increasing care and safety
III.B.c.1 Develops positive relationships and interacts comfortably with familiar adults
III.B.b.2 Develops special friendships
IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult
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 resolve problems
IV.E.3 Uses appropriate language and style for context
IV.F.1 Shows motivation for reading
IV.G.1 Shows motivation to engage in written expression
IV.G.2 Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas
IV.G.3 Demonstrates age-appropriate ability to write letters
V.A.a.1 Demonstrates understanding of one-to-one correspondence
V.A.a.3 Shows understanding by participating in the comparison of quantities
V.A.f.2 Compares continuous quantities using length, weight and height
V.A.f.3 Represents and analyzes data
V.C.a.2 Begins to understand family characteristics, roles, and functions
V.C.a.3 Shows awareness and describes some social roles and jobs that people do

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, 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:
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 on 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 ______).

4 Year Old Standards Addressed:
I.A.7 Shows basic physical needs are met
I.D.3 Shows beginning control of writing by using various drawing and art tools with increasing coordination
II.A.1 Shows curiosity and is eager to learn new things and have new experiences.
II.C.1 Approaches daily activities with creativity
II.D.1 Shows initial signs of planning and learning from their experiences
III.A.a.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
III.B.b.1 Interacts with and develops positive relationship with peers
III.B.b.2 Develops special friendships
IV.C.1 Shows an understanding of words and their meanings
IV.C.2 Shows increased 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 context
IV.F.1 Shows motivation for reading
IV.F.3 Shows alphabetic knowledge
IV.G.1 Shows motivation to engage in written expression
IV.G.2 Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas
IV.G.3 Demonstrates age-appropriate ability to write letters
IV.G.4 Demonstrates knowledge of purposes, functions, and structure of written composition
V.C.a.3 Shows awareness and describes some social roles and jobs that people do
V.C.d.2 Begins to understand and take on leadership roles

5. **Seafood Market:**

**Materials:** Tag board, realistic pictures of fish markets, realistic pictures of fish (salmon, trout, tuna, mackerel, redfish, carp, flounder, shrimp, crawfish, squid, etc.), 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 to 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 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 FACILITED 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.


**4 Year Old Standards Addressed:**
I.A.2 Shows visual abilities to facilitate learning and healthy growth and development
I.A.10 Makes healthy food choices
I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks
I.D.2 Uses eye-hand coordination to perform fine motor tasks
II.A.1 Shows curiosity and is eager to learn new things and have new experiences.
II. B.1 Attends to tasks for a brief period and seeks help when needed
II.C.1 Approaches daily activities with creativity
II.D.1 Shows initial signs of planning and learning from their experiences
III.A.a.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment

III.A.b.2 Begins to use materials with increasing care and safety

III.B.b.1 Interacts with and develops positive relationship with peers

IV.A.2 Follows multi-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

IV.F.1 Shows motivation for reading

V.A.a.1 Demonstrates understanding of one-to-one correspondence

V.A.a.3 Shows understanding by participating in the comparison of quantities

V.A.a.4 Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10

V.A.f.2 Compares continuous quantities using length, weight and height

V.B.a.2 Examines objects and makes comparisons

V.B.e.1 Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time

V.C.a.3 Shows awareness and describes some social roles and jobs that people do

V.D.d.1 Explores dramatic play and theatre

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

**4 Year Old Standards Addressed:**
I.A.1 Shows characteristics of good health to facilitate learning
I.A.9 Participates in physical fitness activities
I.C.1 Demonstrates increasing motor control and balance
I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks
II.A.1 Shows curiosity and is eager to learn new things and have new experiences
II.C.1 Approaches daily activities with creativity
III.A.b.3 Adapts to transitions with increasing independence
III.B.b.1 Interacts with and develops positive relationship with peers
IV.A.2 Follows multi-step directions
IV.C.1 Shows an understanding of words and their meanings
IV.F.1 Shows motivation for reading
V.A.a.1 Demonstrates understanding of one-to-one correspondence
V.A.a.3 Shows understanding by participating in the comparison of quantities
V.A.a.4 Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10.
V.A.a.5 Counts and knows the sequence of number names (spoken)
V.A.b.2 Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities
V.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
V.A.d.1 Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)
V.A.d.2 Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations
V.D.b.1 Explores music
V.D.d.1 Explores dramatic play and theatre

2. The Fish in the Sea:

Materials: Chart paper and marker

Before beginning this activity; write words to song on 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.

**4 Year Old Standards Addressed:**
I.A.1 Shows characteristics of good health to facilitate learning
I.A.7 Shows basic physical needs are met
I.A.9 Participates in physical fitness activities
I.C.1 Demonstrates increasing motor control and balance
I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks
II.A.1 Shows curiosity and is eager to learn new things and have new experiences.
II.C.1 Approaches daily activities with creativity
II.D.1 Shows initial signs of planning and learning from their experiences
III.A.a.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
III.A.b.3 Adapts to transitions with increasing independence
III.B.b.1 Interacts with and develops positive relationship with peers
III.B.c.1 Develops positive relationships and interacts comfortably with familiar adults
IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult
IV.C.1 Shows an understanding of words and their meanings
IV.F.1 Shows motivation for reading
IV.F.2 Shows age-appropriate phonological awareness
IV.F.4 Demonstrates comprehension of text read aloud
V.D.b.1 Explores music
V.D.c.1 Explores creative movement and dance

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: 1st- Octopus in the sea 2nd- Don’t be alarmed. 3rd- Squirts ink 4th- Grows new arm
5. Have children write their names on their papers in the top left hand corner.

**4 Year Old Standards Addressed:**
I.A.3 Demonstrates auditory ability to facilitate learning and healthy growth and development
I.A.7 Shows basic physical needs are met
I.D.2 Uses eye-hand coordination to perform fine motor tasks
I.D.3 Shows beginning control of writing by using various drawing and art tools with increasing coordination
II.A.1 Shows curiosity and is eager to learn new things and have new experiences.
II.C.1 Approaches daily activities with creativity
III.B.b.1 Interacts with and develops positive relationship with peers
IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult
IV.C.1 Shows an understanding of words and their meanings
IV.C.2 Shows increased 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
IV.F.1 Shows motivation for reading
IV.F.3 Shows alphabetic knowledge
IV.F.4 Demonstrates comprehension of text read aloud
IV.G.1 Shows motivation to engage in written expression
IV.G.2 Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas
IV.G.4 Demonstrates knowledge of purposes, functions, and structure of written composition
V.A.a.1 Demonstrates understanding of one-to-one correspondence
V.A.a.4 Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10.
V.A.a.6 Shows understanding of and uses appropriate terms to describe ordinal positions
V.D.c.1 Explores creative movement and dance

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 an octopus with their friends, try creating an 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 at 8 legs/arms.
7. Continue with different numbers of friends.

**4 Year Old Standards Addressed:**
I.A.1 Shows characteristics of good health to facilitate learning
I.A.8 Actively takes part in basic health and safety routines
I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks
II.A.1 Shows curiosity and is eager to learn new things and have new experiences.
II.C.1 Approaches daily activities with creativity
II.D.1 Shows initial signs of planning and learning from their experiences
III.A.b.3 Adapts to transitions with increasing independence
III.B.b.1 Interacts with and develops positive relationship with peers
III.B.b.2 Develops special friendships
V.A.a.1 Demonstrates understanding of one-to-one correspondence
V.A.a.4 Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10.
V.A.b.1 Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)
V.A.f.2 Compares continuous quantities using length, weight and height
V.D.d.1 Explores dramatic play and theatre

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 like a fish, walk like a crab, or 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.
4 Year Old Standards Addressed:
I.A.2 Shows visual abilities to facilitate learning and healthy growth and development
I.A.3 Demonstrates auditory ability to facilitate learning and healthy growth and development
I.A.9 Participates in physical fitness activities
I.C.1 Demonstrates increasing motor control and balance
I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks
II.A.1 Shows curiosity and is eager to learn new things and have new experiences.
II.C.1 Approaches daily activities with creativity
III.A.b.3 Adapts to transitions with increasing independence
III.B.b.1 Interacts with and develops positive relationship with peers
IV.C.1 Shows an understanding of words and their meanings
IV.C.2 Shows increased vocabulary to describe many objects, actions, and events
IV.F.1 Shows motivation for reading
V.A.e.1 Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, inside, outside)
V.A.e.3 Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)
V.A.d.4 Uses directions to move through space and find places in space (e.g., obstacle courses, Simon Says, Mother May I? hop scotch, giving simple directions)
V.D.c.1 Explores creative movement and dance

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**

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

2nd- Place goldfish on top of blue cream cheese.

3rd- Count the fish in the sea.

4th- 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.
3. 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.
4. 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.
5. Provide children with goldfish (at least 5 per child) Instruct children to place goldfish on top of the cream cheese.
6. Invite children to count the number of goldfish they placed in the sea/water.
7. Ask children if they can tell you about their creatures that live in the sea/water.
8. Allow children to eat their sea scene.

**4 Year Old Standards Addressed:**

I.A.8 Actively takes part in basic health and safety routines
I.A.10 Makes healthy food choices
I.B.1 Actively participates in self-care
I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks
I.D.2 Uses eye-hand coordination to perform fine motor tasks
II.A.1 Shows curiosity and is eager to learn new things and have new experiences.
II.D.1 Shows initial signs of planning and learning from their experiences
III.A.b.2 Begins to use materials with increasing care and safety
IV.A.2 Follows multi-step directions
IV.C.1 Shows an understanding of words and their meanings
IV.F.4 Demonstrates comprehension of text read aloud
V.A.a.1 Demonstrates understanding of one-to-one correspondence
V.A.a.4 Assigns and relates numerical representations among numerals (written),
sets of objects, and number names (spoken) from zero to 10.
V.A.a.6 Shows understanding of and uses appropriate terms to describe ordinal
positions
V.A.d.1 Understands various two-dimensional shapes, including circle, triangle,
square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)
V.A.d.2 Shows understanding that two-dimensional shapes are equivalent (remain
the same) in different orientations
V.A.e.1 Shows understanding of spatial relationships and uses position words (e.g.,
above, below, next to, beside, on top of, inside, outside)
V.B.b.1 Explores the physical properties and creative use of objects or matter
materials and natural phenomena (if children watch you add
food coloring to cream cheese)
V.B.e.1 Demonstrates ongoing environmental awareness and responsibility (e.g.,
reduce, reuse, recycle), with teacher support and multiple experiences over time

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 of 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 identify the set of shells that has the most in it. Encourage
children to count the shells.
6. Ask children to identify 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 shells.

4 Year Old Standards Addressed:
I.A.2 Shows visual abilities to facilitate learning and healthy growth and development
II.A.1 Shows curiosity and is eager to learn new things and have new experiences.
III.A.b.2 Begins to use materials with increasing care and safety
III.B.b.1 Interacts with and develops positive relationship with peers
IV.A.2 Follows multi-step directions
IV.C.1 Shows an understanding of words and their meanings
IV.E.3 Use appropriate language and style for context
IV.F.1 Shows motivation for reading

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
Dip 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.
Inform 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.

**4 Year Old Standards Addressed:**
I.A.2 Shows visual abilities to facilitate learning and healthy growth and development  
I.A.10 Makes healthy food choices  
I.B.1 Actively participates in self-care  
I.D.2 Uses eye-hand coordination to perform fine motor tasks  
II.A.1 Shows curiosity and is eager to learn new things and have new experiences.  
II.C.1 Approaches daily activities with creativity  
II.D.1 Shows initial signs of planning and learning from their experiences  
III.A.a.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment  
IV.A.2 Follows multi-step directions  
IV.C.1 Shows an understanding of words and their meanings  
IV.C.2 Shows increased vocabulary to describe many objects, actions, and events  
IV.E.1 Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems  
IV.F.1 Shows motivation for reading  
V.A.a.1 Demonstrates understanding of one-to-one correspondence  
V.A.a.3 Shows understanding by participating in the comparison of quantities  
V.A.b.2 Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities
V.A.c.2 Sorts, orders, compares, and describes objects according characteristics or attributes(s) (seriation)
V.A.e.3 Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)
V.A.f.2 Compares continuous quantities using length, weight and height

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 the 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 tilt the bottle to create waves.

4 Year Old Standards Addressed:
I.B.1 Actively participates in self-care
I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks
I.D.2 Uses eye-hand coordination to perform fine motor tasks
II.A.1 Shows curiosity and is eager to learn new things and have new experiences.
IV.C.1 Shows an understanding of words and their meanings
IV.E.3 Uses appropriate language and style for context
IV.F.1 Shows motivation for reading
V.A.e.1 Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, inside, outside)
V.B.a.2. Examines objects and makes comparisons
V.B.b.1 Explores the physical properties and creative use of objects or matter

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 playdough.
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 playdough 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 playdough.

**4 Year Old Standards Addressed:**
I.A.2 Shows visual abilities to facilitate learning and healthy growth and development
I.A.8 Actively takes part in basic health and safety routines
I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks
I.D.2 Uses eye-hand coordination to perform fine motor tasks
II.D.1 Shows initial signs of planning and learning from their experiences
III.A.a.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
III.B.b.1 Interacts with and develops positive relationship with peers
IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult
IV.C.1 Shows an understanding of words and their meanings
IV.C.2 Shows increased vocabulary to describe many objects, actions, and events
IV.F.1 Shows motivation for reading
IV.F.2 Shows age-appropriate phonological awareness
V.B.a.2 Examines objects and makes comparisons
V.B.b.1 Explores the physical properties and creative use of objects or matter
V.D.a.1 Explores visual arts

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 they leave the “beach.”

4 Year Old Standards Addressed:
I.A.1 Shows characteristics to facilitate learning
I.C.1 Demonstrates increasing motor control and balance
I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks
II.A.1 Shows curiosity and is eager to learn new things and have new experiences.
II.C.1 Approaches daily activities with creativity
II.D.1 Shows initial signs of planning and learning from their experiences
III.A.a.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
III.B.b.1 Interacts with and develops positive relationship with peers
III.B.b.2 Develops special friendships
IV.F.1 Shows motivation for reading
IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult
IV.C.1 Shows an understanding of words and their meanings
IV.C.2 Shows increased vocabulary to describe many objects, actions, and events
IV.D.2 Connects phrases and sentences to build ideas
IV.F.2 Shows age-appropriate phonological awareness
IV.F.3 Shows alphabetic knowledge
V.C.d.1 Demonstrates awareness of group rules (civics)

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” they will use the word “Shark.”

4 Year Old Standards Addressed:
I.A.1 Shows characteristics of good health to facilitate learning
I.A.3 Demonstrates auditory ability to facilitate learning and healthy growth and development
I.A.7 Shows basic physical needs are met
I.A.9 Participates in physical fitness activities
I.C.1 Demonstrates increasing motor control and balance
I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks
II.C.1 Approaches daily activities with creativity
II.D.1 Shows initial signs of planning and learning from their experiences
III.A.b.3 Adapts to transitions with increasing independence
III.B.b.1 Interacts with and develops positive relationship with peers
V.C.d.1 Demonstrates awareness of group rules (civics)

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/spraying the colored water on to the sheet. Explain that the colors used in the squirt bottles are the colors of the sea.
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 numerals 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.

4 Year Old Standards Addressed:
I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks
I.D.2 Uses eye-hand coordination to perform fine motor tasks
I.D.3 Shows beginning control of writing by using various drawing and art tools with increasing coordination
II.A.1 Shows curiosity and is eager to learn new things and have new experiences.
III.A.b.2 Begins to use materials with increasing care and safety
III.B.b.1 Interacts with and develops positive relationship with peers
IV.C.1 Shows an understanding of words and their meanings
IV.C.2 Shows an increased vocabulary to describe many objects, actions, and events
V.A.a.1 Demonstrates understanding of one-to-one correspondence
V.A.a.4 Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10
V.A.a.5 Counts and knows the sequence of number names (spoken)
V.B.a.2 Examines objects and makes comparisons
V.B.b.1 Explores the physical properties and creative use of objects or matter
V.D.a.1 Explores visual arts

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 the 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 that 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.

4 Year Old Standards Addressed:
I.A.1 Shows characteristics of good physical health to facilitate learning
I.A.7 Shows basic physical needs are met
II.A.1 Shows curiosity and is eager to learn new things and have new experiences.
II.C.1 Approaches daily activities with creativity
III.B.b.1 Interacts with and develops positive relationship with peers
III.B.c.1 Develops positive relationships and interacts comfortably with familiar adults
IV.C.1 Shows an understanding of words and their meanings
IV.C.2 Shows increased vocabulary to describe many objects, actions, and events
IV.E.1 Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems
IV.F.1 Shows motivation for reading
V.A.a.5 Counts and knows the sequence of number names (spoken) spoken
V.A.e.3 Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)
V.A.f.2 Compares continuous quantities using length, weight and height
V.B.a.1 Demonstrates the use of simple tools and equipment for observing and investigating

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 pretend 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!

4 Year Old Standards Addressed:

I.A.2 Shows visual abilities to facilitate learning and healthy growth and development
I.C.1 Demonstrates increasing motor control and balance
I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks
I.D.3 Shows beginning control of writing by using various drawing and art tools with increasing coordination
II.A.1 Shows curiosity and is eager to learn new things and have new experiences.
II.C.1 Approaches daily activities with creativity
II.D.1 Shows initial signs of planning and learning from their experiences
IV.A.2 Follows multi-step directions
IV.C.1 Shows an understanding of words and their meanings
IV.F.1 Shows motivation for reading
IV.G.1 Shows motivation to engage in written expression
IV.G.2 Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas
V.A.a.1 Demonstrates understanding of one-to-one correspondence
V.A.a.3 Shows understanding by participating in the comparison of quantities
V.A.a.5 Counts and know the sequence of number names (spoken)
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?

4 Year Old Standards Addressed:
I.A.2 Shows visual abilities to facilitate learning and healthy growth and development
I.A.3 Demonstrates auditory ability to facilitate learning and healthy growth and development
I.C.1 Demonstrates increasing motor control and balance
II.A.1 Shows curiosity and is eager to learn new things and have new experiences
III.B.b.1 Interacts with and develops positive relationship with peers
IV.A.2 Follows multi-step directions
IV. C.1 Shows an understanding of words and their meanings
IV.F.1 Shows motivation for reading
IV.F.3 Shows alphabetic knowledge
V.A.a.1 Demonstrates understanding of one to one correspondence
V.A.a.5 Counts and knows the sequence of number names (spoken)
V.A.b.1 Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)
V.D.b.1 Explores music

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.

**4 Year Old Standards Addressed:**
I.A.2 Shows visual abilities to facilitate learning and healthy growth and development
I.A.3 Demonstrates auditory ability to facilitate learning and healthy growth and development
IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult
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.F.1 Shows motivation for reading
IV.F.4 Demonstrates comprehension 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, etc.) 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 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 that 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 does 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 and 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.

4 Year Old Standards Addressed:
I.A.2 Shows visual abilities to facilitate learning and healthy growth and development
I.C.1 Demonstrates increasing motor control and balance
II.A.1 Shows curiosity and is eager to learn new things and have new experiences
IV.A.1 Increases knowledge through listening
IV.A.2 Follows multi-step directions
IV.F.2 Shows age appropriate phonological awareness
IV.G.1 Shows motivation to engage in written expression
IV.G.2 Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas

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 and 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.

**4 Year Old Standards Addressed:**
I.A.3 Demonstrates auditory ability to facilitate learning and healthy growth and development  
III.B.b.1 Interacts with and develops positive relationship with peers  
IV.A.1 Increases knowledge through listening  
IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult  
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  
V.D.a.1 Explores visual art
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.
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.
6. Return animals to the “sea” and allow interested students to continue “diving” during choice time.

**4 Year Old Standards Addressed:**
I.A.1 Shows characteristics of good health to facilitate learning
II.A.1 Shows curiosity and is eager to learn new things and have new experiences
II.C.1 Approaches daily activities with creativity
IV.A.1 Increases knowledge through listening
IV.A.2 Follows multi-step directions
IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult
IV.C.2 Shows increased vocabulary to describe many objects, actions, and events
IV.D.2 Connects phrases and sentences to build ideas
IV.F.3 Shows alphabetic knowledge
V.A.a.6 Shows understanding of and uses appropriate terms to describe ordinal positions

Art
Theme: Under the Sea

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.

4 Year Old Standards Addressed:
I.A.3 Demonstrates auditory ability to facilitate learning and healthy growth and development
I.D.2 Uses eye-hand coordination to perform fine motor tasks
I.D.3 Shows beginning control of writing by using various drawing and art tools with increasing coordination
II.C.1 Approaches daily activities with creativity
II.D.1 Shows initial signs of planning and learning from their experiences
III.A.b.2 Begins to use materials with increasing care and safety
III.B.a.1 Shows increasing confidence in their own abilities
III.B.b.1 Interacts with and develops positive relationship with peers
IV.A.2 Follows multi-step directions
IV.B.1 Speech is understood by both a familiar and an unfamiliar adult
IV.C.2 Shows increased vocabulary to describe many objects, actions, and events
IV.D.2 Connects phrases and sentences to build ideas
IV.G.1 Shows motivation to engage in written expression
IV.G.2 Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas
V.B.a.1 Demonstrates the use of simple tools and equipment for observing and investigating
V.B.a.2 Examines objects and makes comparisons
V.D.a.1 Explores visual arts

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.

4 Year Old Standards Addressed:
I.A.2 Shows visual abilities to facilitate learning and healthy growth and development
I.D.2 Uses eye-hand coordination to perform fine motor tasks
I.D.3 Shows beginning control of writing by using various drawing and art tools with increasing coordination
II.A.1 Shows curiosity and is eager to learn new things and have new experiences
II.C.1 Approaches daily activities with creativity
II.D.1 Shows initial signs of planning and learning from their experiences
III.A.b.2 Begins to use materials with increasing care and safety
III.B.a.1 Shows increasing confidence in their own abilities
III.B.b.1 Interacts with and develops positive relationship with peers
IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult
IV.C.2. Shows increased vocabulary to describe many objects, actions, and events
V.B.a.2 Examines objects and makes comparisons
V.B.d.2 Discovers and explores objects (e.g., rocks, twigs, leaves, seashells) that are naturally found in the environment
V.D.a.1 Explores visual arts

Under the Sea Books

A House for Hermit Crab- Eric Carle
Baby Beluga- Raffi
Fish is Fish- Leo Lionni
Rainbow Fish- Marcus Pfister
Sam the Sea Cow- Francine Jacobs
Swimmy- Leo Lionni
The Underwater Alphabet Book- Jerry Pallotta
Fish Eyes: A Book You Can Count On - Lois Ehlert

Pattern Fish - Trudy Harris

Fish Faces - Norbert Wu

About Fish: A Guide For Children - Cathryn P. Sill & John Sill

Over in the Ocean: In a Coral Reef - Marianne Berkes

What Lives in a Shell? - Kathleen Weidner Zoeh

Somewhere in the Ocean - Jennifer Ward

Ocean Life From A to Z Book and DVD - Cynthia Stierle

Commotion in the Ocean - Giles Andreae

The Ocean Alphabet Book - Jerry Pallotta

Starfish (Welcome Books) - Lloyd G. Douglas

Jelly Fish (Welcome Books) - Lloyd G. Douglas

Crab (Welcome Books) - Lloyd G. Douglas

One Tiny Turtle: Read and Wonder - Nicola Davies

My Visit to the Aquarium - Aliki

Big Al - Andrew Clements

Mister Seahorse - Eric Carle
## Under the Sea Vocabulary

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