



Ocean/Seashore Shape Collage

Standard
Connection:
ELA.RL.PK4.10
ELA.RI.PK4.2, 4
M.G.PK4.1, 5
PD.FM.PK4.3, 4
VA.CR1.2.PK
VA.RE.7a.1.PK

Enduring Understanding(s):

- Animals have unique characteristics. Some of these characteristics help them to survive in their habitat.
- Like humans, animals are part of interdependent communities that are affected by and adapt to the environment that surrounds them.

Essential Question(s):

- How do animals form communities, work together, and use and adapt to their environment?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Swimmy</i> • <i>Mister Seahorse</i> • <i>A Swim Through the Sea</i> • Beautiful Stuff • construction paper of various colors • markers • glue or glue sticks • scissors • mixing trays (optional) • water 	<p>coral: the hard skeletons of tiny sea animals</p> <p>crab: an ocean animal with pinching claws and a body covered by a shell</p> <p>fish: an animal that lives in water and has gills for breathing and fins for swimming</p> <p>seaweed: a plant that grows in the sea</p> <p>underwater: below the water's surface</p>	

Intro to Centers	
<p>Preparation: Set up materials. Cut a variety of shapes and different sizes from construction paper. Perhaps use scrap or recycled paper.</p>	
"Today, we'll look through images in books we have read for ideas to create an underwater collage. We'll use these materials."	Show materials. Children respond.
"What do you see in this book that we could create? And in this one?"	Show illustrations. Children respond.
"Once you have decided what you want to create, you can move construction paper pieces around and glue them together to create different shapes. You can also use different colors of paper."	Model how the children can use the glue to adhere the pieces together. Children respond.

During Centers:

Encourage the children to cut/create new shapes when adding additional details to their artwork. If the children are interested, challenge them to make a 3-dimensional collage.

Guiding Questions During Centers:

- What about that page is interesting to you?
- Let's think about this: How can you create it?

Thinking and Feedback:

Notice the children's designs and what they are trying to make. Invite them to share their questions about how to make certain shapes or animals. Allow students to talk with each other about their creations for the collage as they work.

Documentation:

Collect samples of the children's work as well as photographs of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Display the collage in a noticeable location in the school or classroom. Refer to the collage in other centers, such as Science or Dramatic Play.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, provide a variety of materials to meet the children's sensory and fine motor needs. For example, provide card stock or wallpaper samples in addition to construction paper. This might also be a good time for children to practice scissor skills by cutting their own shapes. Provide pictures to help children get ideas to begin creating their collage.