

Name _____ Date _____

A Sea of Sand Dollars

Show four different ways to make \$1.00 using quarters, dimes and nickels.
Draw and label the coins.

How many quarters are needed to make \$1.00? _____

How many dimes are needed to make \$1.00? _____

How many nickels are needed to make \$1.00? _____

Sand Dollar Necklace (Pk/48)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING



YOUR KIT CONTAINS:

- Colored Shells
- Glue
- Glitter
- Acrylic Paint
- Puffy Putty
- Cord
- Tablecloth

AGE GROUP: 6 and up
PROJECT TIME: 30 minutes

YOU WILL NEED:

- Scissors
- Pencil
- Ruler
- Brushes (optional)
- Plastic Gloves (optional)

PREP INSTRUCTIONS:

1. Divide each package of Puffy Putty into 24 pieces, approximately 1-1/4" square or 6 pieces per jar. You may cut the clay with scissors.
2. For each necklace you will need to cut a 36" piece of cording.

INSTRUCTIONS:

1. Select 1 piece of clay. Roll the piece in your hand to make a ball. Stick the tip of a pencil into the center of the clay, making a small hole.
2. Select which color your necklace will be. Dab a pencil into the paint covering only the tip of the pencil. Poke the pencil with the paint back into the hole made in step #1.
3. Roll the ball in your hand again. Keep rolling until the paint makes a swirl pattern in the clay. **NOTE:** If you don't use plastic gloves, a small amount of paint may get on students' hands that comes off easily with soap and water.
4. Flatten out the ball of clay onto the work surface and smooth the edges. Take a pencil and make a hole in the clay. This hole will be for the cord (see Figure A).
5. Select 1 piece of the 36" cording. Fold in half and insert the looped end into the hole and through to the back. Pull both ends through the loop (see Figure B). This is called a Larks Head knot. The hole may stretch when pulling cording. Re-shape the hole and put a dab of glue onto the knot to secure. Let dry.
6. Plan your design. Select your shells and push them lightly into the clay to make an imprint. Remove shells. Dab a small amount of glue onto the back of each shell and put back into the imprint. Let dry.
7. Use a brush or the tip of the glue bottle and make a design with the glue. Sprinkle on glitter and shake off excess. Let dry.
8. Take both cord ends and tie into a knot to secure.

FIGURE A

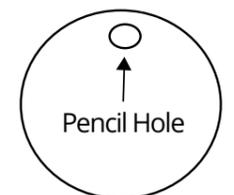
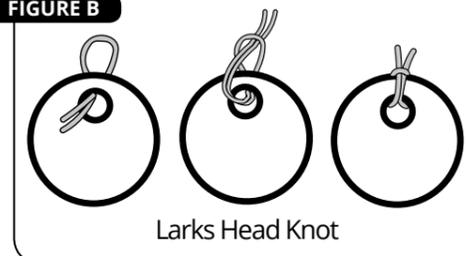


FIGURE B



ARTS

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

SUGGESTED TIME FRAME: 40 minutes

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

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

SOCIAL STUDIES

OBJECTIVE: Students will learn the history of sand dollars.

SUGGESTED TIME FRAME: 35 minutes

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

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

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

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

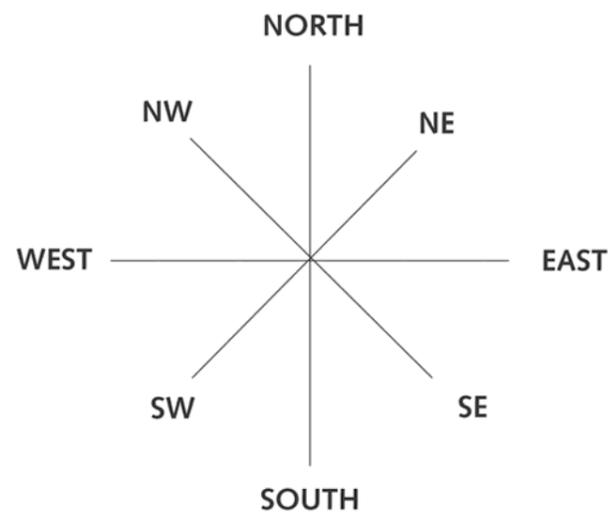
MATH

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

SUGGESTED TIME FRAME: 45 minutes

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

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



WRITTEN LANGUAGE

OBJECTIVE: Students will write Who Am I? or What Am I? riddles about underwater sea life.
SUGGESTED TIME FRAME: 35 minutes
ADDITIONAL MATERIALS: 4" x 6" lined index cards.
PROCEDURE: Brainstorm with your students to create a list of creatures and objects that live or can be seen underwater. Write this list on the board. Some suggestions to help you get started include sharks, sea horses, wrecked ships, empty soda cans, seaweed, or crabs. Explain that students can pick one word from the board or they can choose their own word related to underwater. Check the word each student chooses before continuing to make sure no words are duplicated. Explain that they need to write a WHO AM I? or WHAT AM I? riddle describing the word. Give each student a 4" x 6" lined index card for them to write their word on the blank side and their riddle on the lined side. When the riddles are complete, have each student share their riddle with the class and have them try to guess who or what the riddle is about.

JELLY FISH

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

SCIENCE/WRITTEN LANGUAGE

OBJECTIVE: Students will write about a sea animal.
SUGGESTED TIME FRAME: 60 minutes (two day lesson if possible)
ADDITIONAL MATERIALS: writing paper, drawing paper, crayons and/or markers, reference materials (encyclopedias and non-fiction books specifically related to the animal being addressed).
PROCEDURE: Discuss with students the various creatures, animals and mammals that live in the ocean and write some of their comments on the board. Explain that they are going to choose and research an animal, mammal or other sea creature. On the board, write: What does your animal look like? What does your animal eat? Where does your animal live? What are some interesting facts about your animal? Tell students that these questions need to be answered in their

research report. Have them use reference materials such as encyclopedias and non-fiction books related to their chosen animal for information. They can write their findings in paragraph form and, when finished, they can illustrate their animal. When the entire report is completed, each student can share their work with the class.

WRITTEN LANGUAGE

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

SUGGESTED TIME FRAME: 30 minutes

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

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

SAND DOLLAR

Stand
tAll
Near the
water's eDge

finD
yOur
special,
beautiful
sAnd
dollaR

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