

SHELLS AND MORE!

Directions: Draw a line from the picture to the number and word.



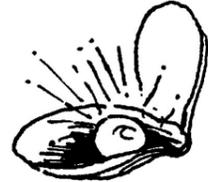
4 fish



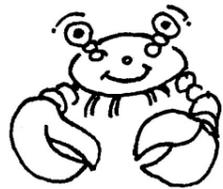
8 legs



3 shells



5 points



2 claws



1 pearl

Directions: Fill in the blank.

At the beach, I like to _____

A shell is as big as a _____

A fish swims as fast as a _____

The water is cold as _____

An animal in a hinged shell is _____

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Shell Frames (Pk/18)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING

**YOUR KIT CONTAINS:**

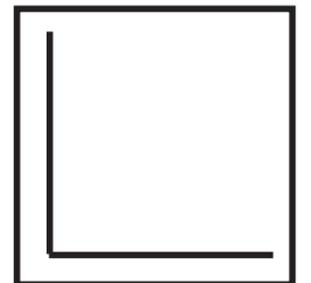
- Cardboard Frames
- Assorted Shells
- Metallic Paint
- Brushes
- Tablecloth

YOU WILL NEED:

- Scissors
- Containers for Water

AGE GROUP: 6 and up
PROJECT TIME: 60 minutes

- Have each crafter take a frame back and place it brown side up on their work surface.
 - Apply a line of glue on the frame back along 2 sides, forming an "L" shape. The glue line should be approximately 1/2" from the edges (see Figure 1).
- Place a cardboard frame, white side up, on the frame back, lining up the edges. Press down on glued sides.
- Choose the shells that you would like to use and decide how you want to arrange them on the frame.
 - Glue the shells on the frame as desired. Allow the glue to dry completely.
- Decide whether you want your frame painted silver or gold.
 - Paint the shells and any exposed areas of the front of the frame. Let dry.
TIP: Add small amounts of water to your paint, a few drops at a time. This will help it flow better.
- Push out the pieces for the stand from the frame back. Hook the thin piece between the rectangular pieces.
 - Gently separate the frame from the frame back at the unglued corner and slide in your photo. Be sure the folded stand is facing the right direction for proper display of the photo.

FIGURE 1

MATH

OBJECTIVE: Sort shells by hinged and unhinged.

SUGGESTED TIME FRAME: 20 minutes

ADDITIONAL MATERIALS: two large pieces of paper

PROCEDURE: Prior to making the shell frames, lay all the shells on a table so all the students can see. Have students explain what they see. Encourage students to look at size, shape and color. Then explain that some shells are called hinged shells and other shells are called unhinged. A shell that opens and closes is called a hinged shell. Animals like mussels, clams and oysters live in hinged shells. Most hinged shells break apart, but by looking at a shell, one can tell if it is hinged or not. Place two large pieces of paper on the table – one labeled HINGED SHELLS and the other labeled UNHINGED SHELLS. Taking turns, have the students sort the shells. When finished, count which group has the most.

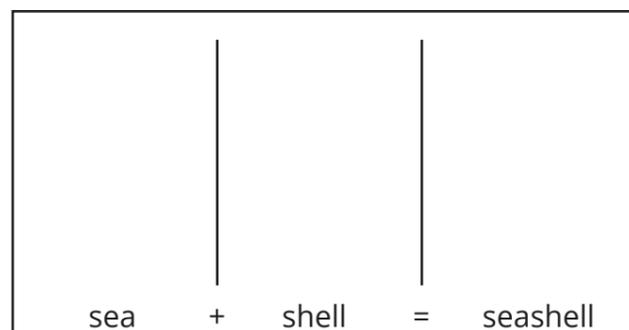
WRITTEN LANGUAGE

OBJECTIVE: Develop a list of compound words with an illustration.

SUGGESTED TIME FRAME: 25 minutes

ADDITIONAL MATERIALS: paper (8-1/2" x 14"), ruler

PROCEDURE: Explain to the students that some words can be put together with other words to make a compound word. The two words must be real words. Brainstorm a list of compound words and list these words on the board. Make sure that the students can separate the compound word into two smaller words. Pass out 8-1/2" x 14" paper. After the students pick their favorite compound word, they can divide their paper into three boxes. In the first box, students write the first word; in the middle box, students write the second word; in the last box students write the compound word. Illustrate each word with a picture. Put all the pages together for a COMPOUND WORD class book.



ARTS/WRITTEN LANGUAGE

OBJECTIVE: Make a hinged shell with an animal and write a poem about the animal.

SUGGESTED TIME FRAME: 40 minutes

ADDITIONAL MATERIALS: egg cartons, paint, small rocks/bark

PROCEDURE: Make a list of the animals that live in hinged shells on the board. Explain to the class that each student is going to make a "hinged shell" out of an egg carton. Inside the hinged shell, they will need an animal. Once each student has decided on an animal, take the class outside where they can collect stones, bark or a leaf to represent their animal. Give every student two connected egg carton compartments. These egg cartons will be the hinged shell. Have the students paint their hinged shell and, when dry, put their animal in the shell. When the hinged shell is completed, the students can write a four to six line poem about their animal.

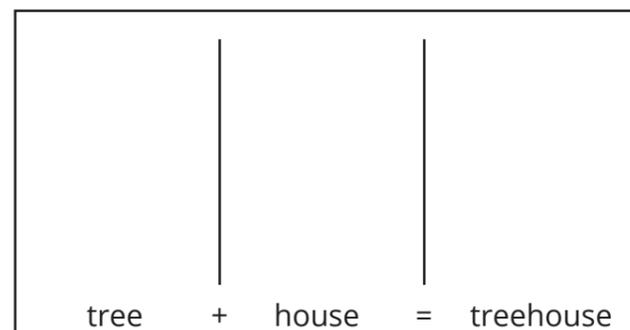
SCIENCE

OBJECTIVE: Learn what animals live in shells and why.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: books and encyclopedias about shells, oceans, sea animals

PROCEDURE: Explain to the class that some animals live in a shell. See if the students can think of any. Some examples are mussels, oysters and clams. Explain that these animals need to protect themselves from being attacked. One way to protect themselves is to hide in their hard shell. Assign one animal to a small group of students. Using books and encyclopedias, have the students research their animal to find information about why these animals live in shells. Each group can share their information with the rest of the class.



SCIENCE

OBJECTIVE: Predict and experiment what floats and what doesn't float with a variety of objects.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: variety of small objects, clear container filled with water, one chart or individual papers

PROCEDURE: Explain that all objects are made out of some type of material. On a table, place a variety of objects that are made out of different materials (pencil, shell, rock, paper clip, crayon, paper cup). Have students come up and hold two different objects in their hands. Have them describe what they feel and what they think the object might be made from. Explain that some objects can float and other objects can sink when placed in water. Pass out a piece of paper with the objects listed, a place for guesses as well as "float" and "sink" columns (or make one class chart). Hold up an object and have each student write sink or float on the guess line. When guesses have been made on all the objects, place one object at a time into the water. Have students check the appropriate column on their paper.

	guess	float	or	sink
pencil	_____	_____		_____
shell	_____	_____		_____
rock	_____	_____		_____

WRITTEN LANGUAGE

OBJECTIVE: Create a safety poster for a seashore trip.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: poster, markers, crayons

PROCEDURE: Discuss students' trips to the seashore. Have students tell some of their personal stories about what they did at the seashore. Then discuss some of the safety rules that children need to follow when playing at the beach. Make a list of the rules that students suggest. Some safety rules could include: Not going in the water past waist deep, wear sun block, no breakable objects, don't swim alone. After a list is written on the board, have students narrow down the list to the most important three or four safety rules. Have students write the safety rules on the poster and draw pictures. Display the poster.

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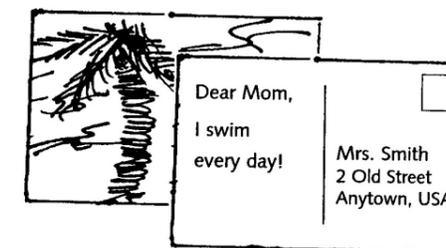
WRITTEN LANGUAGE

OBJECTIVE: Write a postcard about an imaginary vacation to the seashore.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: blank postcards (index cards), crayons, ruler

PROCEDURE: Explain to the students that one way to share a vacation with someone else is to tell them about it. When families go on vacation, they often send postcards. Postcards are a great idea because they have a picture of the place on one side and written information on the other. Pass out an index card to each student. Explain that this is their postcard and they need to draw and write about an imaginary trip to the seashore. On one side, have the students draw a picture representing the beach. On the other, draw a line down the middle with a ruler. On the left side, write about the vacation. On the right side, write an address and draw a stamp.



WRITTEN LANGUAGE

OBJECTIVE: Develop a five senses experience chart about the seashore.

SUGGESTED TIME FRAME: 35 minutes

ADDITIONAL MATERIALS: large chart paper, crayons

PROCEDURE: Explain to the students the importance of the five senses. Write the five senses (smell, hearing, sight, taste and touch) across the top of a large piece of chart paper. Everywhere people go, they use at least one of their senses. At the seashore all five senses can be used. Brainstorm a list of ways that the five senses can be used at the seashore. Make sure all the students get a chance to participate. When a few items are listed under each heading, allow students to come up and add pictures.