GULF COAST

Gregory-Portland ISD

Early Childhood Center



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EXPERIENTIAL EDUCATION CLASSROOMS

Welcome to your new classroom! You may be experiencing many emotions—excitement, uncertainty, even apprehension. This is completely expected. Experiential learning may be new to you as a concept or theory, but rest assured, many of the principles that bind experiential learning have likely been applied by you for years. Experiential learning embodies the active participation, social engagement, and meaningful connections that we know are the pillars of play-based learning. Play is how young children learn!

This guide is intended to support you as you transition to a new classroom environment. You will find helpful background information on the theory, activity ideas organized by skill domains, experiential learning resources, and tools to assist you in reflective teaching practices. Most importantly, have fun with your students in this new learning environment. The classroom space really is a second teacher and the possibilities are endless!

What is Experiential Education?

Experiential education is a theory that acknowledges humans as active participants in the learning process. In the classroom, students are at the center of the learning process, actively engaging and participating in decision-making. Students' interests and needs drive topics of study with small group and individual projects evolving from their curiosities and real-life events. Experiential learning environments, like museums and zoos, naturally provide opportunities for inquiry-based learning that inspire curiosity and passion. These same features and opportunities are available in experiential learning classrooms.

How does experiential education impact your role as a teacher?

Teachers learn about students by actively listening and observing. You listen to conversations, observe students' choices, and communicate with families. Through this listening and observing, you can make assumptions about what students know and provide new materials, activities, and experiences that help expand upon this knowledge. By asking open-ended questions and encouraging students to make observations, students begin to build a schema that continues to grow.

How does experiential education impact the students' role?

Students are at the center of the learning process. Students' interests and needs drive topics of conversation and participation in activities. Students in experiential learning classrooms make choices and decisions throughout the day. They choose whether they play alone or in a group, they choose activity options that sound most appealing, and they choose to engage with interesting materials and equipment.

How Do I Use an Experiential Education Classroom?

A new classroom can be overwhelming, not only for you, but for your students too. Being prepared can help manage those overwhelming feelings and set you up for success in your new environment. Before introducing the classrooms to your students, take a gallery walk in each classroom, taking in the sights and sounds without interruptions. As you are noticing and observing features in the classroom, think about big ideas or themes that might naturally stem from these features. You can list activities or play-based items that might align with these ideas; several activity ideas and accompanying items are provided in the educator guide to help you get started. Introduce the classrooms to the students by taking a community gallery walk. Ask students to describe what they notice, how they feel, and what they would like to know more about.

What Will I Find in Each Experiential Education Classroom?

Each experiential education classroom includes similar best practices and strategies for working with young children, not only in the design but in the supportive activities. The unique themes and content can lead to new ideas and projects stemming from students' interests and questions. Each classroom includes:

- **A General Supply Kit:** A collection of materials that can be used in open-ended ways
- **Magnetic Boards:** Engagement tools for group learning or individual interactions
- **A Classroom Library:** Developmentally appropriate Spanish and English, non-fiction and fiction books, that support the theme
- **Sensory Exploration:** A station or area that encourages inquiry-based investigations
- **An Educator Guide:** A facilitation tool that includes supportive activities and ideas for assessment

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GULF COAST

Rocking the Boat

GC.01

I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.
IX.A.1 Child demonstrates coordination and balance in isolation.

Weather, location, and access lend to many recreation activities in the Gulf Coast. Boating is one activity that requires patience, skill, and balance. Students begin to explore concepts like balance and gravity by participating in physical activities in the classroom that rely on balance.

DOING THE ACTIVITY

1. Ask students if they have ever tried to walk along a curb, ride a bicycle, or walk across a balance beam. How did you stay on (used arms, walked slow, etc.)? Tell students they use their balance to keep from falling when they are standing or walking. Balance is required for many Gulf Coast activities like boating, paddle boarding, and surfing.
2. Have students try balancing on one foot and then the other foot. Was one foot easier to balance on? Have students try balancing as they walk along a jump rope. Ask students to look straight ahead and describe how they feel. Have students try balancing as they walk along a balance beam, with and without their arms out. How does this activity feel different balancing with your arms out? Use the balancing stepping stones and make comparisons between using the balancing beam and balancing stepping stones.

DIFFERENTIATION

Ask students to try balancing different classroom items on their head (books, balls, pencils, etc.). Have students explain how it feels different to balance each item.

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GULF COAST

Retelling a Story

GC.02

II.A.1 child shows understanding by responding appropriately to what has been communicated by adults and peers.
II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.
III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.

Students practice using the appropriate tone of voice and facial expressions when retelling stories. Using picture books, students can identify the important parts of the story, place them in sequential order, and include characters, setting, problems, and solutions. Educator and students are provided picture books, story maps, finger puppets, and prompts to practice retelling stories.

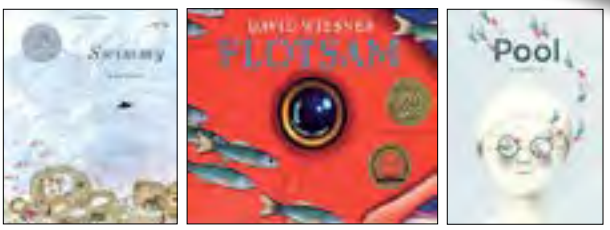
DOING THE ACTIVITY

1. Read books with simple text, such as *Swimmy* by Leo Lionni or wordless books, such as *Floatsam* by David Wiesner and *Pool* by JiHveon Lee. While reading or picture walking through the books, be sure to point out transitions using vocabulary, such as: first, then, next, after that, and finally. Use the story maps to reiterate transitional words by drawing characters or setting features (you can also write high-frequency or word bank words).
2. Encourage students to retell the stories in their own words using the finger puppets and plush animals. Use retelling prompts like, “How did the story begin?,” “What happened next?,” “What did the (character) do after the (event/action)?,” “How did the (character) solve the problem?,” and “How did the story end?” The story maps can be used to reinforce the sequence. Students can draw character or setting features or place the finger puppets and plush animals under the appropriate transitional word.

DIFFERENTIATION

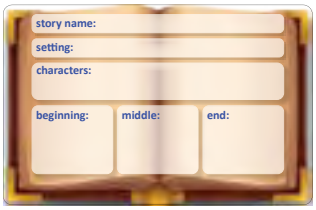
Make additional props to support the stories using open-ended art materials.

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Gulf Coast Word Bank: Finding Words in the Sand
GC.03

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. **Finding Words in the Sand:** Students search for durable word bank words in the sand and match to the classroom word bank. A word bank key is provided for easy matching.

DOING THE ACTIVITY

1. This activity works well as a free-choice activity in the writing center. Add several laminated word bank words to the bottom of a cookie tray and cover with the colored sand. Encourage students to uncover the word bank words with a brush and match to the word bank cards.
2. After uncovering and matching the word, ask students to practice writing the word on lined paper.

DIFFERENTIATION

- Turn this into a shape recognition activity by taping black paper cutout shapes to the bottom of the tray and covering with sand. Students can use the brushes to uncover and identify the shapes.
- Create line, shape, and alphabet cards that students can view as they make tracings in the sand. Students can engage in free drawing and writing activities in the sand as well.

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GULF COAST

Magnetic Alphabet Fishing
GC.04

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
V.A.5 Child recognizes numerals 0-10.

Alphabet recognition and print concepts are reinforced as students use magnetic fishing poles to find fish letters in the simulated water flooring. Adding magnetic numbers can add a cross-curricular component.

DOING THE ACTIVITY

1. Introduce the magnetic fishing poles in the S.S. Adventure. Students can use the magnetic fishing poles as a free-choice exercise, building essential hand-eye coordination and calling out letters and numbers as they pick them up.
2. As a guided exercise, write letters and/or numbers on sentence strips and ask students to pick up the corresponding letter and/or number to reinforce letter and number recognition.

DIFFERENTIATION

Create your own magnetic activity using sentence strips and adhesive magnetic squares. Write/draw shapes, word bank words, or students' names on a sentence strip, cut to size, and add an adhesive magnetic square. Students can "fish" for the newly created magnetic pieces.

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Gulf Coast Alphabet: Letter Mats

GC.05

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.
IX.B.1 Child shows control of tasks that require small-muscle strength and control.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. **Letter Mats:** Students practice tracing letter formations using themed letter mats and manipulatives such as Play-Doh, pom poms, and mini erasers.

DOING THE ACTIVITY

Provide students with the letter-tracing cards and a choice of Play-Doh, pom poms, or mini erasers for tracing. Include the themed magnetic letters as a visual alphabet reference. Demonstrate rolling the Play-Doh into "snakes," and bending, pinching, and pulling the Play-Doh to make longer strands and curves. Demonstrate "tracing" the letter-tracing cards with Play-Doh, pom poms, or mini erasers.

DIFFERENTIATION

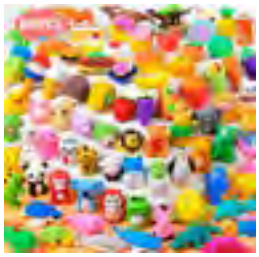
Students can also use a dry erase marker or their finger to trace the letters.

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Sand Writing

GC.06

IX.B.1 Child shows control of tasks that require small-muscle strength and control.
IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.

Sand is a unique writing surface. Wet or dry, sand can be smoothed to create an even surface for students to practice writing marks or letters with dowels or their finger. Afterward, simply smooth out the writing and repeat. The resistance of the sand helps students strengthen the muscles in their hand.

DOING THE ACTIVITY

Pour the sand into the sand tray. Provide students with a brief demonstration and encourage students to write letters, lines, and shapes in the sand using their finger or the wooden dowel. Students can use the alphabet, line, and shape cards as a guide or create letters using the letter blocks.

DIFFERENTIATION

- Create additional laminated cards to include words (word bank reinforcement) and numbers as students become comfortable with alphabet, line, and shape tracing.
- Add a small amount of water to the sand to create a different texture and consistency; ask students to describe the differences.

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GULF COAST

Who Sank the Boat?

GC.07

V.D.3 Child recognizes and compares weights of objects.
V.B.1 Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.

During a reading of *Who Sank the Boat?* by Pamela Allen, students can make predictions about the animals' ability to sink the boat. After reading the book, students can experiment with different materials to create boats that will hold items of varying weights and sizes.

DOING THE ACTIVITY

1. Read *Who Sank the Boat?* by Pamela Allen, asking students to name the animal on each page as you read. Ask students to predict whether the animal will sink the boat or keep the boat afloat. After reading the book, use the balance to demonstrate how to compare the weight of two objects in the classroom (use objects that will fit inside of the buckets).
2. Fill the Sand and Surf Sensory Table with water. Roll clay into a ball and ask students what they think will happen if you drop the clay into the water (it will sink). Next, flatten a ball of clay and shape into a boat. Show students the difference as you place the clay into the water (it will float). Encourage students to create a boat using the clay, adding a craft stick and paper sail. Try adding counters to see how much weight each boat can hold. Encourage students to reconfigure their boat and try again. Students can use additional open-ended materials to make a boat, including foam sheets and craft sticks.

DIFFERENTIATION

Encourage students to compare the weight of two objects without looking at the objects. Have students place their hands behind their back, place an object in each hand, and ask which object is heavier. Students need to rely on their sense of touch to make comparisons.

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GULF COAST

The Sea and Me

GC.08

V.D.1 Child recognizes and compares heights or lengths of people or objects.
V.D.3 Child recognizes and compares weights of objects.
VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

Anglers along The Gulf of Mexico can catch an assortment of species amid landscapes ranging from sandy beaches to offshore reefs. Recreational, commercial, and scientific fishers often make comparisons between catch size for different reasons. Students use standard (scale, tape measure, balance) and non-standard (links) forms of measurement to compare the size of saltwater specimen in the classroom. Students can make comparisons to the size of themselves and other real-life items.

DOING THE ACTIVITY

Place the saltwater specimen, scale, tape measure, links, and balance in a free exploration area. Ask students to use the standard and non-standard measurement tools to determine weight and length of the items and make comparisons. Ask guiding questions, such as: “Which is the longest/shortest?,” “Which is the heaviest/lightest?,” and “How do you know?” Compare the saltwater specimen to other animals students might see in nature or even themselves.

DIFFERENTIATION

- Use paper chains to create the average length of sea animals and make comparisons. Include the following sea animals: Orca-32 ft., Bottlenose Dolphin-12 ft., Sea Turtle-7 ft., and Common Stingray-8 ft.
- Leave the saltwater specimen in the writing center and encourage students to make still life drawings of their observations.

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GULF COAST

Saltwater vs. Freshwater

GC.09

VI.A.1 Child observes, investigates, describes, and discusses the characteristics of common objects.

Students engage in scientific explorations by experimenting with saltwater and freshwater. Students make predictions and observations about various objects and materials placed in saltwater and freshwater and record their observations on a simple recording sheet. The sink/float conversation can continue by finding other items around the classroom, making predictions about their ability to sink or float.

DOING THE ACTIVITY

1. Fill the Sand and Surf Sensory Table with water. Ask students to make predictions about each object, with questions like, “Will this object sink or float?” and “Why do you think it will sink or float?”
2. Fill the dishpan halfway with water and add 8 tsp. of salt until salt dissolves. Walk through the prediction and observation process again, making comparisons between items that float/sink in freshwater vs. saltwater.

DIFFERENTIATION

- Add jello powder or liquid watercolor to the water to encourage a multi-sensory experience.
- Investigate sink/float further with items found in the classroom such as Legos, balls, craft sticks, and crayons.

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Sink or Float

name	prediction	test
submarine		
purple tube		
blue ball		
raft		
hexagon		
purple star		
yellow star		
red ball		











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Wind and Water Erosion

GC.10

I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.
VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

There are many different natural processes in our environment that change the surface of the Earth. Weathering, such as wind and water, can cause these changes. Students will explore processes of weathering and erosion by experimenting with sand, rocks, water and wind (man-made). Students will make observations and compare to everyday experiences and situations.

DOING THE ACTIVITY

1. In one part of the dishpan (or Sand and Surf Sensory Table), make a landmass with the sand, sloping the landmass downward. Make an "S" shape divot (riverbed) in the sand, starting at the top of the landmass, following through to the bottom. Place rocks along and in the riverbed. Slowly pour water down the riverbed and ask students several observation related questions, such as: "What do you notice about the way water moves?," "What do you notice happens to the sand?," and "How can we move the sand using water?" Try moving the sand with the fan (wind).
2. Encourage students to make other landmasses in the sand and explore ways to move the sand using water, rocks and wind (fan).

DIFFERENTIATION

Introduce new vocabulary like erosion and deposit. Erosion is the Earth breaking down into small pieces of dirt, sand, and rock from weather (wind, rain, and flowing water). Deposit is the dirt, sand, and rock that is left over after erosion.

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Scuba Diving

GC.11

I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.
VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

You can learn a lot about aquatic life just by making observations in their environment. You can make observations at the beach by looking at stranded debris, watching the tide come in, and exploring underwater! Students assume the role of aquatic scientist by preparing to study life underwater. They read about ocean animals, look at pictures, and gather equipment they need (scuba gear, periscopes, camera).

DOING THE ACTIVITY

Add the scuba jumpsuits, periscopes, sea life animals, and animal identification cards to the S.S Adventure boat-themed exploration display. Students can "dive" to make sea life animal observations and record information about their discoveries.

DIFFERENTIATION

Make flippers and underwater cameras using craft foam. To make flippers, draw flippers on craft foam, cut out the flippers, and cut out an opening in the back for students to wrap around their ankle. To make a camera, draw a camera on craft foam, cut the camera out, and attach to an empty juice box (or 5" x 5" box).

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GULF COAST

Bird Watching

GC.12

V!.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.
X.A.1 Child opens and navigates through digital learning applications and programs, when appropriate.

The state of Texas hosts more bird species than any other state in the U.S., offering opportunities for interesting bird watching. Students can encourage birds to gather by creating unique bird feeders and identifying Gulf Coast species using observation tools (binoculars and journals) and bird identification books.

DOING THE ACTIVITY

1. Fill and hang the Bird Buddy outdoors. Be sure the location is in a bird-heavy area, preferably near a window in which the students have access to. Download the appropriate Bird Buddy software to a smart device.
2. Encourage students to use the binoculars and bird log to record bird viewings visible through the window. Access the Bird Buddy software to make comparisons between birds viewed through the window and birds viewed through the Bird Buddy camera. Students can also use the Bird Science Viewer to make comparisons. The bird identification book can help students make connections and positive identifications to their observations, with adult guidance.

DIFFERENTIATION

- Ask students to make bird feeders in the classroom and hang them outside (observe the differences between the birds the feeders attract). Try splitting an orange in half, removing the pulp, and filling the orange with bird food. Hang the feeder outside with string.
- Create a classroom “bird book” by collecting students’ bird logs and binding them together.

IN THIS KIT













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GULF COAST

Gyotaku Fish Printing
GC.13

VII.A.1 Child identifies similarities and differences between himself, classmates and other people through specific characteristics and cultural influences.
VIII.A.1 Child uses a variety of art materials and activities for sensory experience and exploration.
IX.B.1 Child shows control of tasks that require small-muscle strength and control.

Gyotaku is the traditional Japanese method of printing fish, a practice that dates back to the mid 1800s. Japanese fishermen would use this method to record their catches. Students can create their own Gyotaku art using fish replica and paint.

DOING THE ACTIVITY

1. Tell students they are going to make fish prints using fish replica and paint. Write the word gyotaku (gyo + taku) on the dry erase board or chart paper; explain the Japanese term as “fish rubbing.” Tell students that Japanese fisherman would record their catch using ink and paper, which also became an art form.
2. Allow students to choose a fish replica, paint color, and paint brush. Using the paint brush, students can paint the fish on one side and press down to create an imprint on paper.

DIFFERENTIATION

- Gyotaku art can be used to stimulate discussions about species of fish, Japanese culture, and nature printing in general. Encourage students to consider other items to nature print like seashells and classroom sea life animals.
- Suggest students bring in items from home to add to the print material collection.

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GULF COAST

Catch of the Day

GC.14

V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.

The Catch of the Day center allows students to explore local fish native to the Gulf Coast. The magnetic fish can be sorted by size, saltwater vs. freshwater, color, and by features. Exploring the catch of the day may spark conversation around fish we eat and fish we throw back, saltwater and freshwater fishing, native species, and local professions.

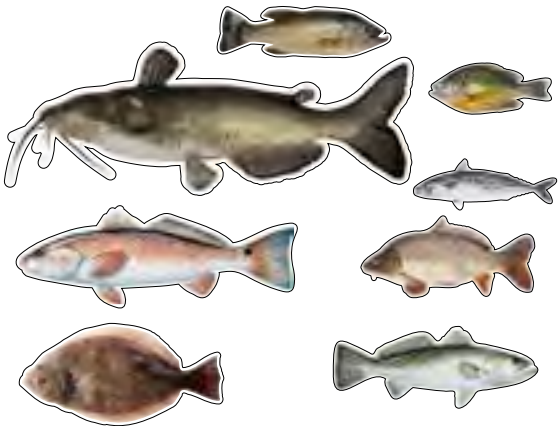
DOING THE ACTIVITY

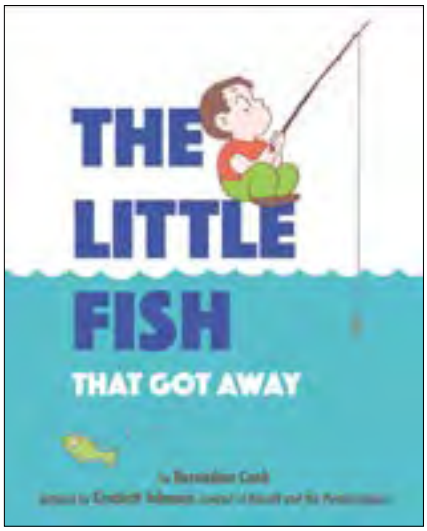
1. Brainstorm a list of local marine jobs such as fisher, ship captain, marine biologist, oceanographer, lifeguard, and diver (encourage students to think about jobs they have seen or heard about). Focus in on fisher, reading *The Little Fish That Got Away* by Bernadine Cook, and discussing what it takes to be a fisher.
2. Place the catch of the day magnets on the magnetic wall for free exploration. Encourage students to organize the fish from shortest to longest, sort by color, classify saltwater vs. freshwater, and organize into other educator-directed or student-directed categories.

DIFFERENTIATION

- Add the magnets to the writing center to entice tracing. Students can trace the catch of the day magnets and add details with art materials like paint, scraps of paper, yarn, and crayons.
- Ask students to vote on their preferred marine job, keeping tally marks on chart paper as students vote.

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GULF COAST

Self-Portraits

GC.15

I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.
VIII.A.1 Child uses a variety of art materials and activities for sensory experience and exploration.
IX.B.1 Child shows control of tasks that require small-muscle strength and control.

Students see themselves in future professions through discussions, books, and imaginative play. Through open-ended art opportunities, students can create self-portraits depicting themselves in professions of interest.

DOING THE ACTIVITY

After reading several books about Gulf Coast professions from the classroom library, provide students with a variety of art materials for them to use to create self-portraits. Ask students to "study" their facial features in the handheld mirrors and share similarities with one another. Students can create themselves in gulf-themed professions or any profession of interest.

DIFFERENTIATION

- Draw self-portraits on handheld mirrors. Students can view themselves in the mirror and draw their portrait directly on the mirror with a dry erase marker.
- Using butcher paper, make large-scale portraits that can be displayed in the classroom or around the school. Add additional collage materials such as yarn, buttons, googly eyes, and toothpicks for students to explore and add as they see fit.

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GULF COAST

Building Sandcastles

GC.16

VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.
IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.

Building sandcastles provides children with the opportunity to be creative, build vocabulary, and improve upon fine motor skills. Enhancements like blocks, seashells, sea life animals, and molds are included to help encourage repetitive and extended play.

DOING THE ACTIVITY

1. Ask students to picture the beach. What do they see, feel, and smell? Ask students what they like to do at the beach. Ask the following follow-up questions: "Have you ever built a sandcastle before?," "What do you need to build a sandcastle?," and "What are the steps to build a sandcastle?"
2. Encourage students to freely explore, build, and rebuild sandcastles using the molds and wooden blocks. Students can add animals of the sea to incorporate dramatic play experiences. Add water to the sand to further enhance discussions about erosion and tide.

DIFFERENTIATION

Facilitate a discussion about erosion after reading *The Tide is Coming in* by Calee M. Lee. Ask students to think about ways to prevent erosion (make predictions) as they build classroom sandcastles (adding protective material like rocks, craft sticks, and wooden blocks). Encourage students to add protective material and test their predictions as they add water with different amounts of force.

IN THIS KIT













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GULF COAST

S.S. Adventure Multimedia Learning Experience

GC.17

VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects.
VI.B.1Child observes, investigates, describes,and discusses the characteristics of organisms.
X.A.4 Child uses technology to access appropriate information, with adult supervision.

Students learn more about aquatic life, Gulf Coast weather patterns, and boats through multimedia in the classroom. These media narratives aid in learning and spark curiosity to find more information about a specific topic. Educator can pause the media to encourage observations and ask object-focused questions.

DOING THE ACTIVITY

1. The S.S. Adventure Multimedia can be used as a student-led or educator-directed experience. As a student-led experience, provide ample opportunities for students to view the media and ask questions. As an educator-directed experience, pause the media and ask students to think critically about what they are viewing. Ask open-ended questions that motivate students to think about how situations apply to them, which include:
    - How does that make you feel?
    - What would you do if ____happened? Why?
    - Why do you think ____ is important?
2. You can also use the media in focused ways by pausing the media and asking students to count objects, observe colors, find specific objects, and identify letters and shapes.

DIFFERENTIATION

Use the S.S. Adventure Multimedia to introduce the Gulf Coast classroom theme. Students can view the media as educator guides the inquiry and listens for students' interests for future planning.

IN THIS KIT

S.S. Adventure Multimedia-ECI created



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GULF COAST

Alligator/Spoonbill Webcams
GC.18

VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.
VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.
X.A.4 Child uses technology to access appropriate information, with adult supervision.

Students virtually observe alligators and spoonbills in the wild using live cams or recordings. Students can make comparisons between these species by observing their features and behaviors in their natural habitat.

DOING THE ACTIVITY

Live-action webcams can bring distant places to life and engage students in the inquiry process. Students can study animal habitats and behavior by observing live-action (or recorded sessions) consistently and over time. Use the following site to determine where alligators and spoonbills are in their life cycle and record patterns in behavior for classroom discussion. Link: https://explore.org/livecams/spoonbills/alligator-spoonbill-swamp-cam (St. Augustine FL)

DIFFERENTIATION

Encourage students to use the simple observation tracking sheet over several days, recording what they see (drawing pictures), and sharing with the class. Students can talk about animal behavior over time and make comparisons to other animals such as pets, animals at the zoo, or bird feeders/ squirrel feeders at home.

IN THIS KIT

- Activity requires Internet and a computer/iPad



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NON-FICTION



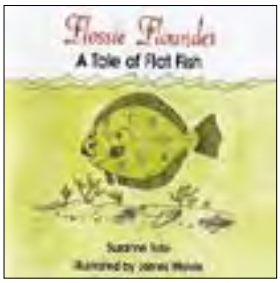
About Fish: A Guide For Children



Crabby & Nabby: A Tale of Two Blue Crabs



Fish Everywhere



Flossie Flounder: A Tale of Flat Fish



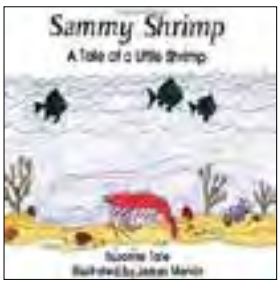
Hurricane Watch



Hurricanes!



Manfish: The Story of Jacques Couseau



Sammy Shrimp: A Tale of A Little Shrimp



The Sea Mammal Alphabet Book



Sea Turtles: Fun Facts About Turtles of the World



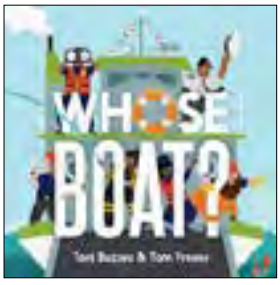
Tide Pools



Tornados y Huracanes



Vacaciones con el Hurancán



Whose Boat?

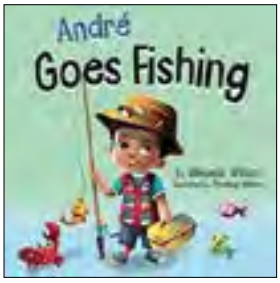
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FICTION



A Fishing I Will Go



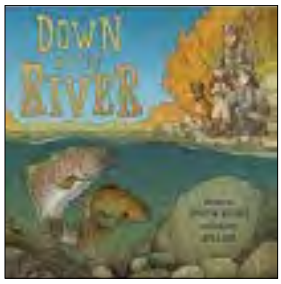
André Goes Fishing



Artie the Pufferfish



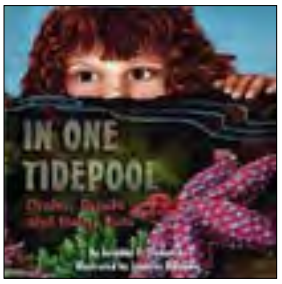
Blue Boat



Down By the River



I'll Follow the Moon



In One Tidepool



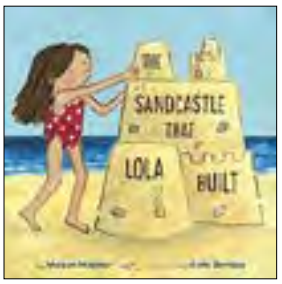
The Little Island



Little Turtle and the Changing Sea



My Ocean is Blue



The Sandcastle That Lola Built



Save the Ocean



Sea Glass Treasure



Toby Hace Nuevos Amigos

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GENERAL SUPPLY KIT



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ASSESSMENT TOOLS



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GULF COAST

Activity Rubric Scale

Student:_____ Class:_____

Date:_____

Activity or Skill:_____

_____

4 **Achieved-** The student frequently demonstrates the ability to apply the knowledge or perform the skill accurately in several environments without support.

3 **Progressing-** The student demonstrates understanding or use of the knowledge or skill in one or more environments with some support.

2 **Emerging-** The student is beginning to show understanding or use of the knowledge or skill in one environment with extensive support. The student is unable to demonstrate the skill without assistance.

1 **Introduced-** The student has been exposed to the knowledge or skill as part of the educational curriculum but demonstrates no measurable understanding of the knowledge or skill at this time.

Notes:_____

_____

_____

_____

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GULF COAST

Anecdotal Note Observation Form

Student:_____ Date:_____ Time:_____

Objective for this observation:

List of others in the context:

Context:

Notes:

Preliminary thoughts regarding observation:

Educator's Signature:_____

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GULF COAST

General Observations

DATE	TIME	SKILL	OBSERVATIONS

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GULF COAST

Picture Portfolio

Student:_____

Date:_____

Learning Center:_____

(Include photo or sample of student's work)

Notes:_____

_____

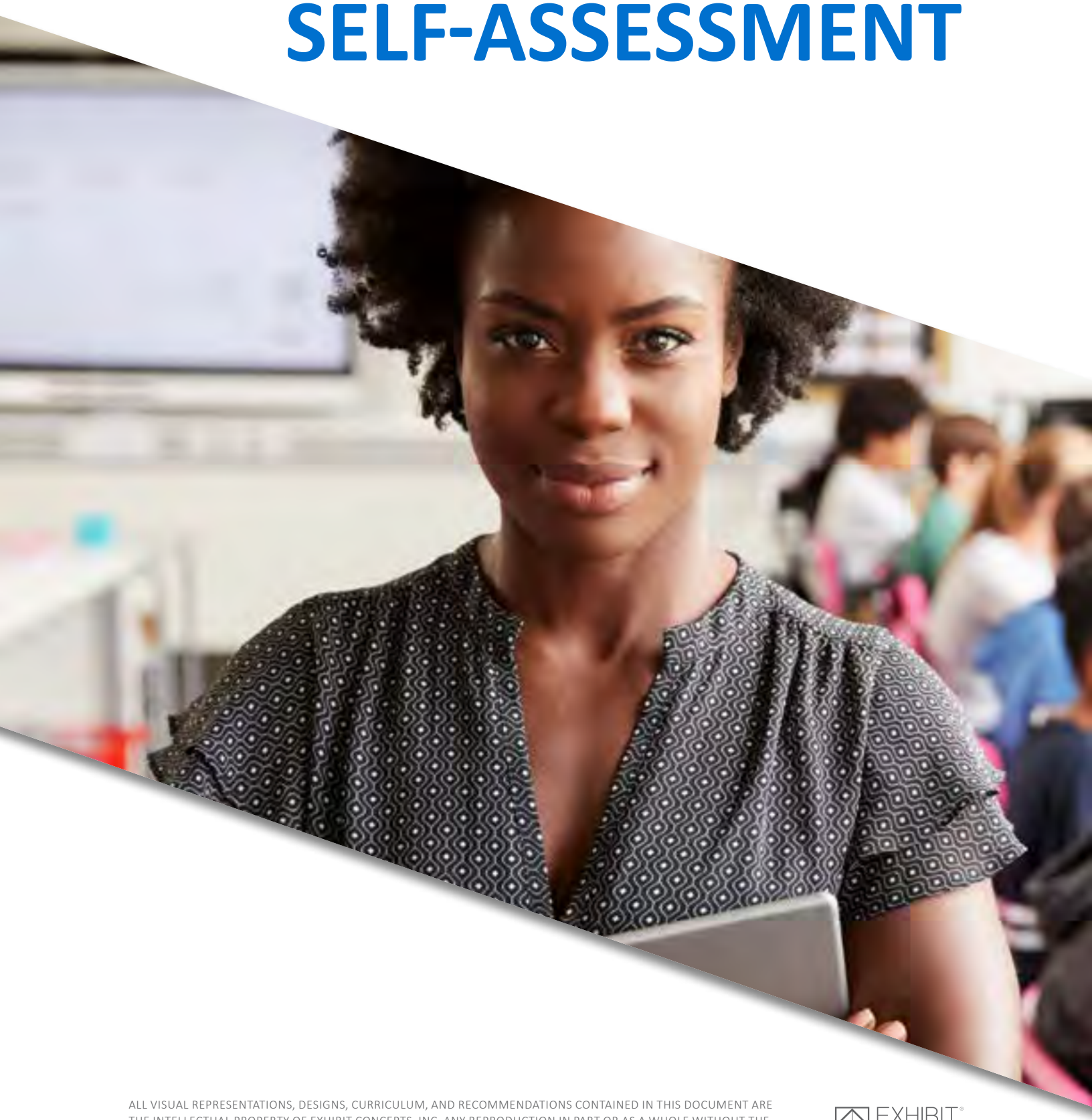
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TEACHER SELF-ASSESSMENT



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GULF COAST

Self-Assessment of Benchmarks of Experiential Education Implementation

Name:_____ School:_____ Date:_____

WHEN I PLAN...	LACKING	EMERGING	PRACTICING
I plan activities and experiences that follow the interests of my students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I consider multiple learning modalities.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I consider new and novel items to engage students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
WHEN I TEACH...	**LACKING**	**EMERGING**	**PRACTICING**
I give students choices.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I ask open-ended questions that help students think creatively and critically.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I observe my students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I identify and respond to the existing knowledge and skills each student brings to an activity or experience.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I help students make connections between existing and new knowledge.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I use developmentally appropriate concepts and vocabulary to introduce new content.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I individually reflect on how to continuously improve my instruction.	☐☐☐☐	☐☐☐☐	☐☐☐☐
IN MY CLASSROOM...	**LACKING**	**EMERGING**	**PRACTICING**
My students are active in the learning process by:			
• choosing items to engage with and participating in activities that interest them.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• working through problems and activities in real-life situations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• collaborating with peers, as developmentally appropriate.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• initiating their own investigations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• asking questions.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• making observations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
My students recognize and use developmentally appropriate vocabulary and concepts.	☐☐☐☐	☐☐☐☐	☐☐☐☐
My students are intrinsically motivated.	☐☐☐☐	☐☐☐☐	☐☐☐☐

My definition of experiential education is:

I'd like to know more about the following in regard to experiential education:

My strengths:

Areas I'd like to improve upon:

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