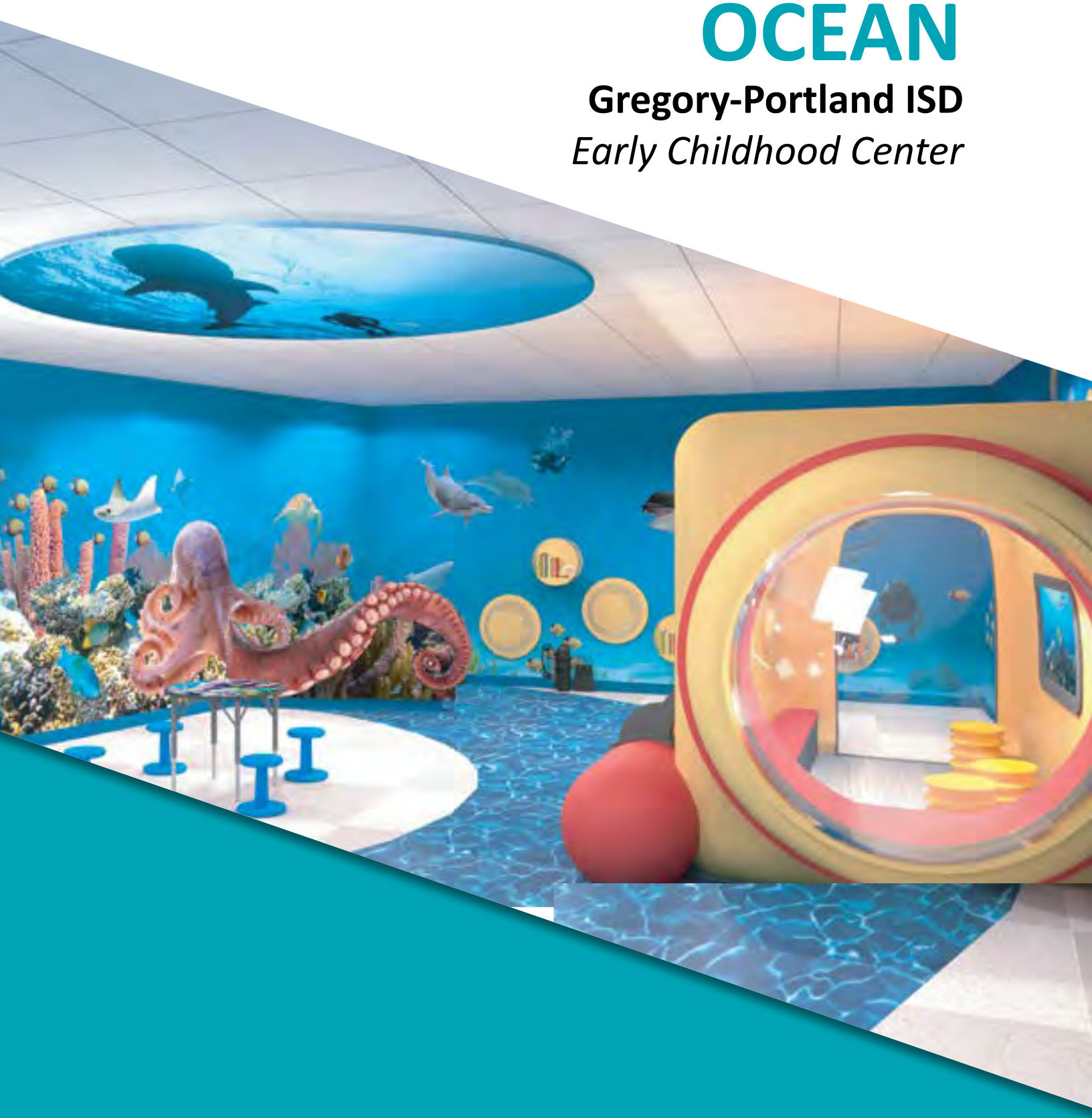
OCEAN

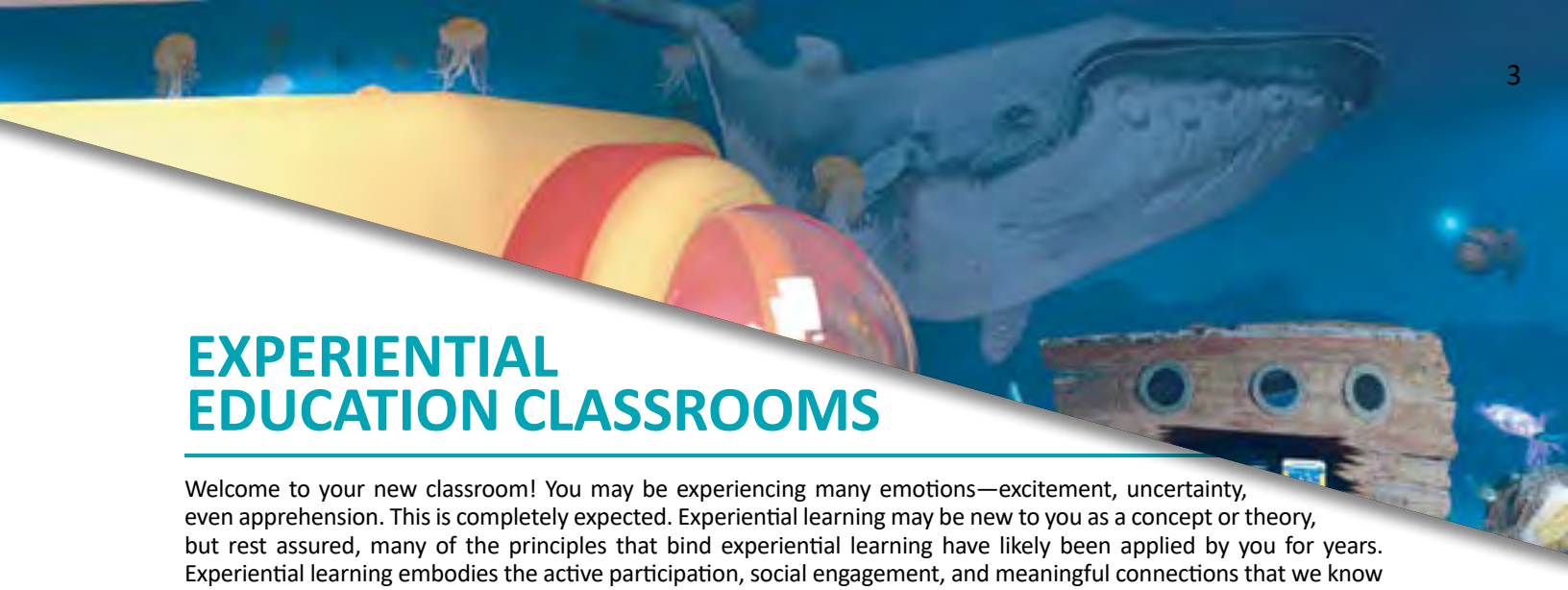
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EXPERIENTIAL EDUCATION CLASSROOMS

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 Ocean 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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OCEAN

Find the Aquatic Animals
ON.01

I.C.4 Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
VII.C.2 Child explores geography tools and resources.

The aquatic animals have escaped their enclosure! Students must use a classroom picture map to find the missing animals and return them to their home. Working with classmates, students use classroom maps to discover features of their classroom and find the missing aquatic animals.

DOING THE ACTIVITY

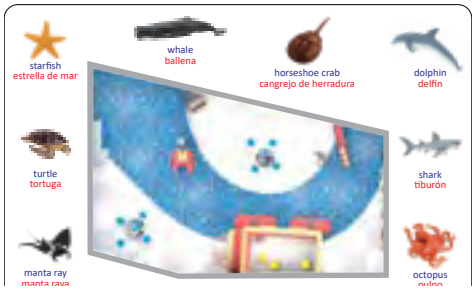
1. Before the activity, hide the aquatic life around the classroom, circle a different aquatic animal on each map, and draw a path to find the aquatic animal. The idea is for students to stop at various locations in the classroom using the map to see if they can find the aquatic animal.
2. Gather students in a small group. Tell students that several animals have gone missing in the classroom and you need help finding them! Show students a map and explain that they must travel the path with their peers, stop at each location, and look for the aquatic animal. Once they find the aquatic animal, they can move on to the next map and aquatic animal.

DIFFERENTIATION

- Create an activity or action students must do as they stop at each location on the map. For example, at the first stop tell students they must do five jumping jacks after finding the aquatic animal.
- Encourage students to hide the aquatic animals and create a path on the map with their peers as you serve as a support.

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Follow the Fish Leader

ON.02

I.C.1 Child uses effective verbal and non verbal communication skills to build relationships with teachers/adults.
I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are different from her own.
III.D.1 Child retells or re-enacts a story after it is read aloud.
IX.A.2 Child coordinates sequence of movements to perform tasks.

Just like humans, fish and other aquatic animals communicate with one another. They use sound, color, bioluminescence, motion, and smell. Humans communicate in lots of ways too; they sign, point, use pictures, and move their body. Students learn to use their body to communicate by encouraging others to follow their movements.

DOING THE ACTIVITY

1. In the story *Swimmy* by Leo Lionni, Swimmy learns that collaboration and teamwork are important in a community, and a leader helps guide the community in the right direction. After reading the story, talk about the importance of working together and ask students what it means to be a leader.
2. Demonstrate the roles of the leader and followers using an action card. Give students the opportunity to discuss and decide who will be the leader first, emphasizing that everyone will take turns. Explain that the leader's role is to become an aquatic animal, choose an action card, and ask their peers to follow the action. The leader can perform one or more actions using the cards.

DIFFERENTIATION

Empower students to create their own actions as a leader. Ask the leader how they would like the other students to follow.

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Guess Who?

ON.03

I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
II.A.1 Child shows understanding by responding appropriately.

Students practice asking questions and using new vocabulary words as they participate in a game of Guess Who?. Educator provides clues about an animal as students make predictions about the animal's identity. The last clue is a silhouette card of the animal with the animal reveal card at the end.

DOING THE ACTIVITY

1. Brainstorm a list of aquatic animals with the class, holding up each aquatic animal as it's named. Include any remaining aquatic animals from the stack of cards that are not mentioned. After all of the aquatic animals are displayed, discuss the features of each.
2. Tell students that you are thinking about one of the animals displayed. Provide clues to help the students determine the animal's identity. For example: This animal is brown or orange, has five points, and moves using tube feet. Can you guess what it is? Display the silhouette as a final clue.

DIFFERENTIATION

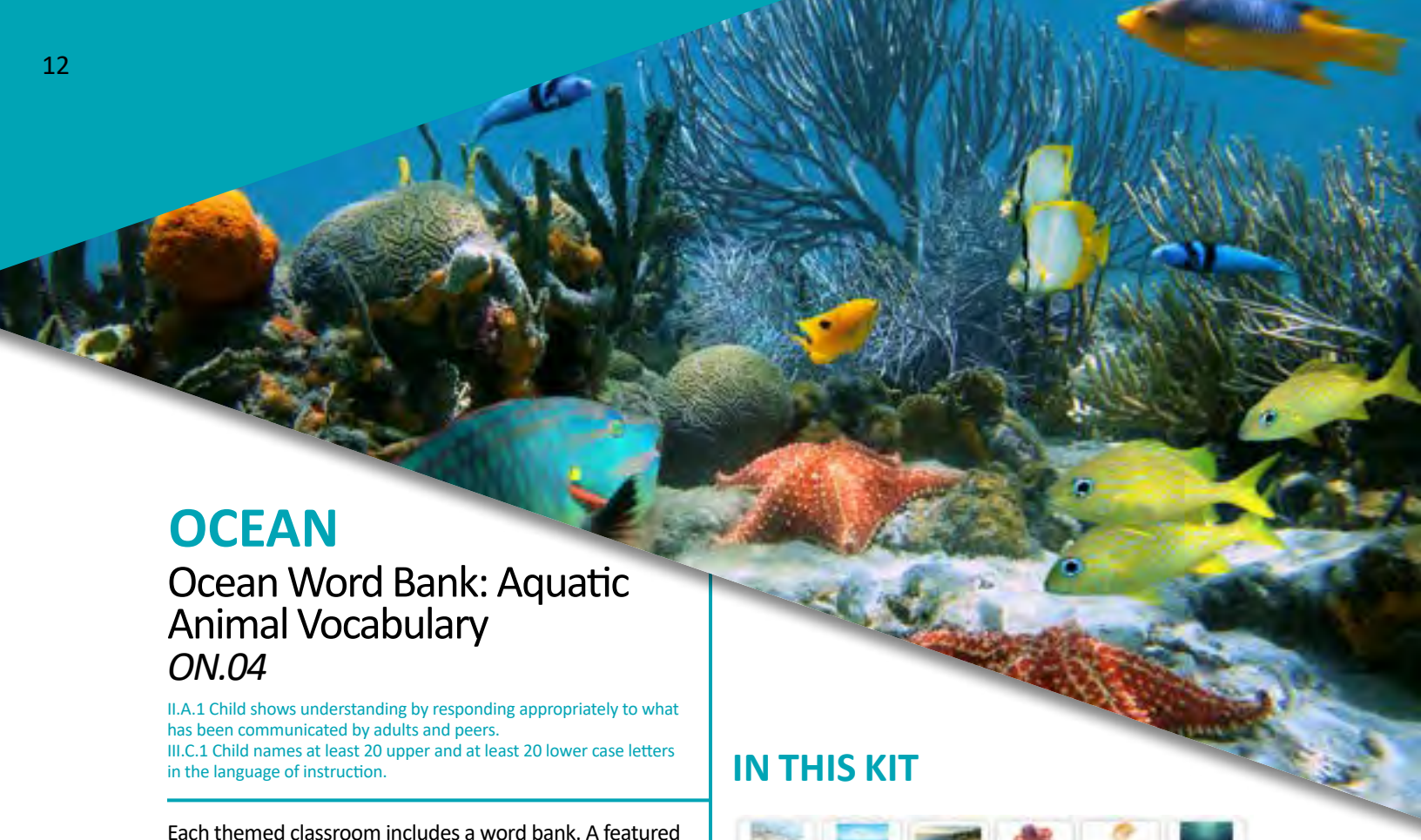
- As a free-choice activity, encourage students to match the animal to the silhouette card on a table.
- Play "Act It Out" with the students using the aquatic animal cards. Students can move like an aquatic animal while the other students guess the animal's identity.

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Ocean Word Bank: Aquatic Animal Vocabulary

ON.04

II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.
III.C.1 Child names at least 20 upper and at least 20 lower case letters in the language of instruction.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. **Aquatic Animal Vocabulary:** Children build vocabulary as active participants in reading and reciting new vocabulary words. Students match tangible letters to letters in animal names using magnetic letters and animal identification cards. Frequent participation in this activity encourages letter-sound correspondence.

DOING THE ACTIVITY

1. Place the magnetic letters on a magnetic board in order. Show students an animal identification card. Ask a student to find the corresponding beginning letter from the line of magnetic letters. This can also be placed in the writing center as a free-choice activity.
2. Reading and reciting new vocabulary regularly helps students learn about word families and teaches students the sound of the English language. Share the word bank words during group time often; provide a rhyming word with each and ask students to think of any additional rhyming words.

DIFFERENTIATION

- Have students separate the aquatic animal cards by land and ocean animals. Ask students to name the animal (point out the beginning letter/sound) and draw attention to features that make an animal better suited for land or for the ocean.
- Use the aquatic animal cards to reinforce animal identification in books. Point out each letter in the animal's name as you make associations to text in books.

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Sea Life Bingo

ON.05

III.C.1 Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
V.A.9 Child recognizes one-digit numerals, 0-9.

Bingo games help students learn to associate visuals with words and help build a robust vocabulary. Using alphabet and number Bingo cards, students match the letter or number with the corresponding item as it is called from the Bingo caller.

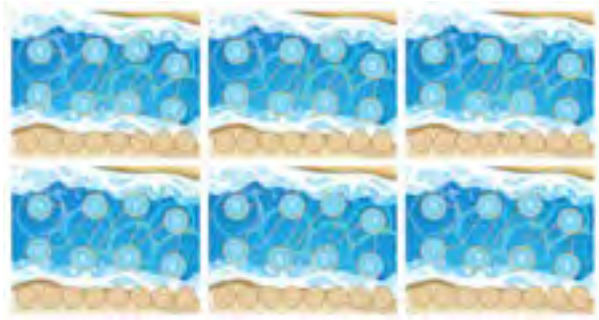
DOING THE ACTIVITY

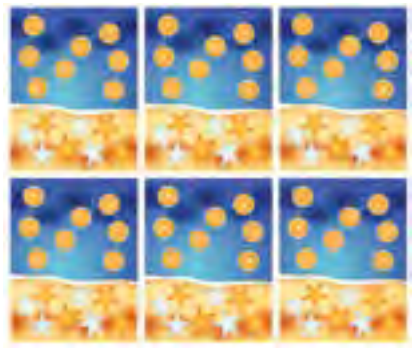
1. Pass out the Bingo cards and ocean counters and ask students to place the counters on the circles/starfish at the bottom. Reinforce the letters and numbers on the game board and explain that once a letter or number is called, students swim an ocean counter to the called letter or number.
2. As you roll a letter or number die, be sure students are using the ocean counters to cover the called letter or number. Remind students that Bingo looks like a filled row.

DIFFERENTIATION

- Use the ocean counters to reinforce math concepts like counting, sorting, patterning, and other early math skills.
- Add the ocean counters to the sensory bin filled with water beads.

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Ocean Alphabet: Play-Doh Letters

ON.06

III.C.1 Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
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. **Play-Doh Letters:** Using the magnetic letters as a reference, students can make letters out of Play-Doh with adult support. Students can roll Play-Doh with their hands or use the rope-making Play-Doh tool and outline the magnetic letters.

DOING THE ACTIVITY

1. Provide students with the letter-tracing cards and a choice of Play-Doh colors. 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.
2. Students can use the Play-Doh tools to assist with letter tracing or in free exploration.

DIFFERENTIATION

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

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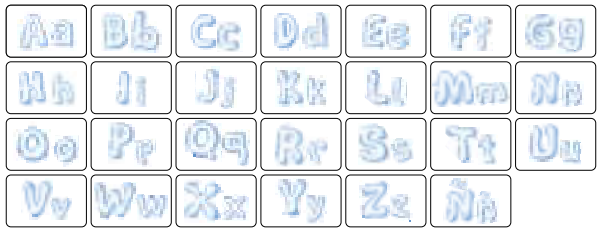


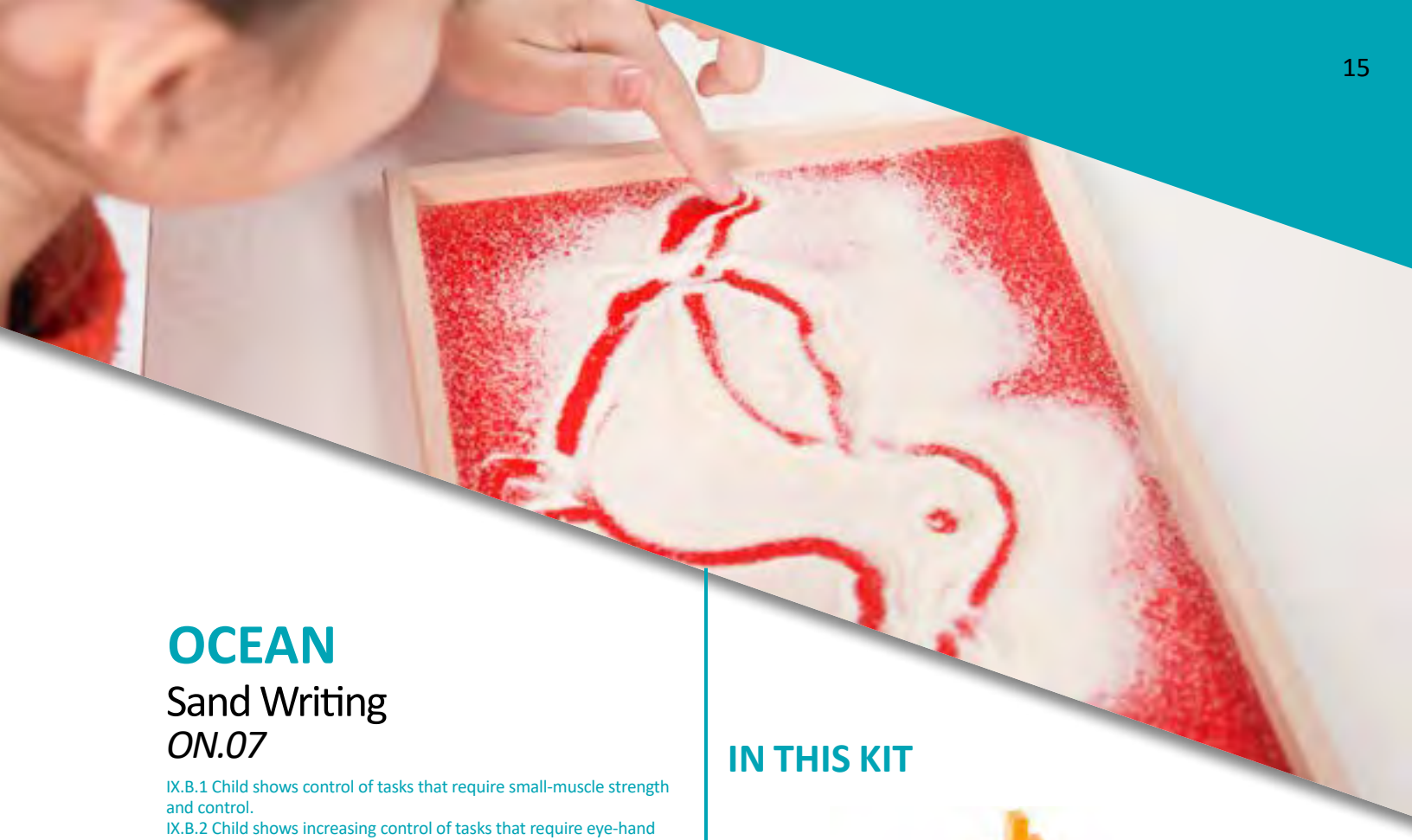






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Sand Writing

ON.07

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 (from ON.06) 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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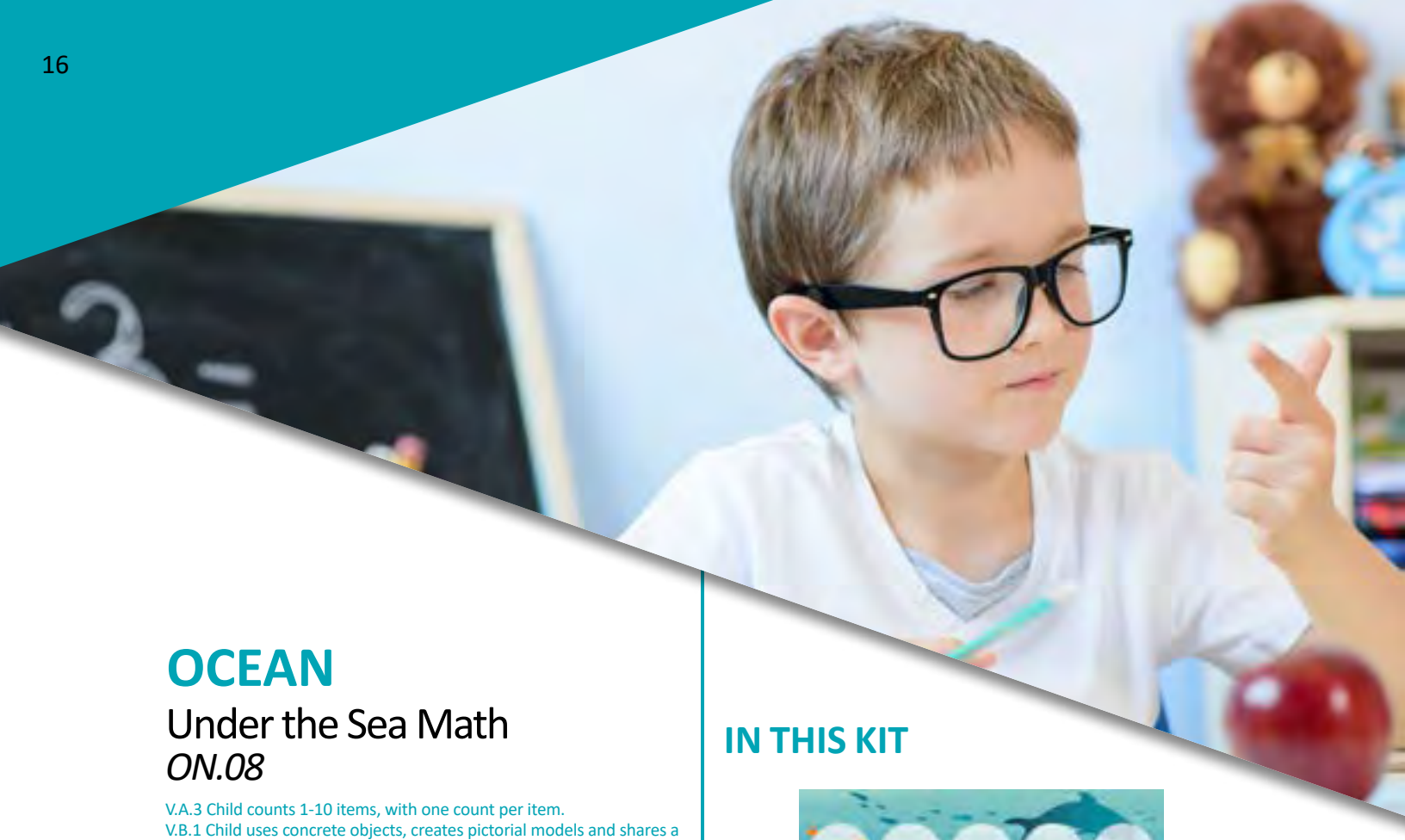






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Under the Sea Math

ON.08

V.A.3 Child counts 1-10 items, with one count per item.
V.B.1 Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.

Using ocean-themed counting mats (1-10 and 1-20), students practice adding concrete objects to a set and have discussions using the terms less and more. The ocean-themed counting mats can also be used for whole group graphing and sorting activities.

DOING THE ACTIVITY

1. Pass out the counting mats and under the sea counters. As you call out numbers, ask students to count the associated number of under the sea counters and place on the counting mat.
2. Provide the opportunity for students to assume the role of "number counter."

DIFFERENTIATION

- Use the under the sea counters to reinforce sorting by color, type, and patterning. Encourage children to count how many are in each category.
- Add the under the sea counters to the Touch Tank Sensory Table; include water and water beads to provide a sensory experience.

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OCEAN

Sea Life Magnets and Shapes
ON.09

V.C.2 Child creates shapes.
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.
VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

Students create an ocean scene and explore features of the ocean environment by manipulating sea life magnets. Ocean fish and plants can be sorted by size, type, color, and other student-directed categories. Students can also recreate sea life using pattern blocks and emphasizing shapes.

DOING THE ACTIVITY

1. Place the sea life magnets on the magnetic wall for free exploration. Encourage students to connect sea life with appropriate food and shelter. Challenge students to sort the magnets in self-directed ways.
2. Place the pattern block mats and pattern blocks out for students to explore freely, encouraging students to match the pattern block shape and color to the correlating space on the animal.

DIFFERENTIATION

- You can make your own pattern block cards by simply tracing pattern blocks on paper. Create a design using the pattern blocks and place on paper. Trace around the outer edge of your design and allow students to fill-in the design with pattern blocks.
- Add the magnets to the writing center to entice tracing. Students can trace the sea life magnets and add details with art materials like paint, scraps of paper, yarn, and crayons.

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Shell and Sea Glass Sorting

ON.10

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

You can find many interesting things walking along a beach like shells and sea glass! Seashells are made by animals and protect the animal's body. Sea glass is glass that has been changed by weather, waves, and salt. Students can sort beach materials into self-directed or educator-directed categories or use the materials to create imprints in Play-Doh.

DOING THE ACTIVITY

1. After reading *Sea Glass Summer* by Michelle Houts, provide students with the opportunity to explore the seashells and sea glass with the magnifying glasses. Ask students the following: "What do you notice?" and "How are the seashells/sea glass similar and different?"
2. Place the sea glass, seashells, and sorting tray in a free exploration area. Encourage students to sort by self-directed or educator-directed categories.

DIFFERENTIATION

- Make seashell imprints with Play-Doh. Ask students to roll out the dough with a rolling pin and explore prints in the Play-Doh.
- Fill the Touch Tank Sensory Table with sand and add the pieces of sea glass for students to find. Incorporate counting and adding to/taking away skill development by asking students to find a specific number and add more or take away.

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OCEAN

Fish in the Bucket

ON.11

V.D.1 Child recognizes and compares heights or lengths of people or objects.
V.D.2 Child recognizes how much can be placed within an object.
V.D.3 Child informally recognizes and compares weights of objects.

Children arrive at preschool with an everyday understanding of measurement that starts in infancy and continues to develop. They compare their own height to another's, the weight of food at the grocery store, and even the length of their toys. Students use standard and non-standard measurement tools to keep track of their own growth and measure aquatic animals in the classroom.

DOING THE ACTIVITY

1. Place the items in the buckets for students to explore. Students can "fish in the bucket," pull out an animal, and measure the aquatic animal's length using nonstandard measurement (Unifix Cubes) and standard measurement (tape measure). Students can mark their measurements of multiple animals for comparison using the colored masking tape. Ask questions such as, "Which animal is the longest?," "Which animal is the shortest?," and "How are the tape measure and Unifix Cubes different?"
2. Encourage students to use the classroom balance to compare the weight of the animals. Ask the following reflection questions: "What do you notice as you put two different animals in the balance buckets?" and "What do you think will happen if you switch them?"

DIFFERENTIATION

- You can make your own nonstandard units of measurement using construction paper and aquatic animal templates. Trace the aquatic animal several times, cut them out, and use them to measure items in the classroom.
- Students can find other items in the classroom to measure-even themselves! Ask students to measure a friend with the standard and non-standard tools.

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OCEAN

Sea Life Specimen

ON.12

VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

Students explore sea life specimen replica and actual sea life specimen encased in acrylic using tabletop magnifiers. Students can compare sea life features and discuss attributes that contribute to thriving in the ocean.

DOING THE ACTIVITY

Place the sea life specimen center, sea life acrylic set, and tripod magnifier in a free exploration area. Ask students to describe what they notice and share any similarities and differences between the specimen. Compare the sea life specimen to other animals students might see in nature or even pets in their home.

DIFFERENTIATION

- Add the specimen to a light table or explore the specimen with a flashlight and talk about the visible differences as students make observations with light.
- Leave the sea life specimen in the writing center and encourage students to make still life drawings of their observations.

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OCEAN

Saltwater vs. Freshwater

ON.13

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.

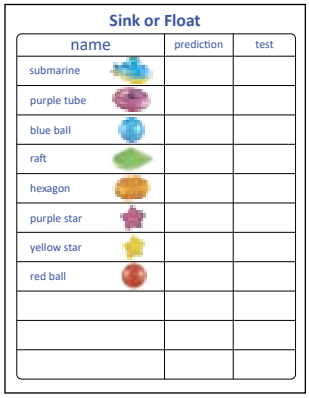
DOING THE ACTIVITY

1. Fill the Touch Tank 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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OCEAN

Touch Tank Sensory Table

ON.14

VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.
VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

The Touch Tank Sensory Table can be used in a variety of ways. Students can mix colors to make discoveries about secondary colors, add aquatic animals to incorporate dramatic expression, and add sand or dirt to observe and make predictions about the effects of force (introducing new words like erosion, force, and weathering).

DOING THE ACTIVITY

1. The Touch Tank Sensory Table is a wonderful way to introduce physical science concepts in a play-based way. Add sand, a small amount of water, and the sea life animals to have discussions about erosion, weathering, and force. Use the cups filled with water and drop water from various heights and angles. Talk about the force that is needed to move the sand and create imprints.
2. Add water, cups, and sea life animals to the table to encourage dramatic play.

DIFFERENTIATION

- Use the mixing trays and pipettes to mix colors. Add several liquid watercolors to the mixing tray and ask students to transfer and mix in the Touch Tank Sensory Table.
- Add numbered or lettered seashells to the sand and ask students to find numbers or letters that you call out.

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OCEAN

A Place to Call Home

ON.15

VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.
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.

Just like humans, aquatic creatures must meet certain basic needs for survival. Water, food, and shelter are among the most important requirements. Aquatic life need a place to hide and protect their babies. Creatures find shelter among plants and vegetation, rocks, sediment, caves, and other crevices. Students can explore a variety of materials to create shelter appropriate for specific creatures. Inspiration cards help students think critically and creatively.

DOING THE ACTIVITY

1. Have a small group discussion about human and animal needs. Talk about the needs humans and animals have in common. Focus on the need for shelter (a place to live/habitat). On land, there are many different places humans and animals can live (have students share examples). In the ocean, it's not as easy to find a place to live (have students consider examples, with guidance).
2. Introduce the shelter inspiration cards and aquatic animals. Point to the homes aquatic animals seek in the ocean (shells, caves, rock crevices, coral reefs, kelp, and seaweed) and why a home might be a need for a specific animal (camouflage, strength, convenience, etc.). Encourage students to build a shelter for an aquatic animal using open-ended materials, based on conversations around aquatic animal needs.

DIFFERENTIATION

Think, Pair, Share: Ask students reflective questions throughout the small group conversation. Have students turn to a neighbor, consider human/animal needs, and then share out. Have students turn to a neighbor, brainstorm ocean habitats, and then share out.

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OCEAN

Ocean Life Dramatic Play
ON.16

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

Students can consider multiple perspectives as they pretend to be sea creatures and/or humans living by the ocean. As sea creatures, students think about the roles of prey and predator as they camouflage with the coral or hide behind a seashell to surprise their dinner! As humans, students think about what it means to live by the ocean, appreciating the things the ocean provides and the beauty they see.

DOING THE ACTIVITY

1. Set up the materials in the S.S. Adventure boat-themed exploration area. You can set the stage by encouraging students to assume complimentary roles, such as fish and fisher, or shark and crab.
2. As an educator-directed activity, ask students to camouflage as they transform into sea life animals. Ask students to consider the animals they must hide from or the animals they would eat.

DIFFERENTIATION

Turn the dramatic play center into an aquarium. Students can assume roles such as aquatic life, visitor, and aquarist. Ask students to make entry tickets and exhibit labels using construction paper and writing/drawing materials.

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OCEAN

Sea Turtle Life Cycle

ON.17

VI.B.2 Child describes life cycles of organisms.
VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

After reading *From Egg to Sea Turtle* by Lisa Owings, students act out the different stages of the sea turtle life cycle using their body. Students can create movements of their own or follow educator-directed movements. Life cycle replicas are provided to reinforce the stages.

DOING THE ACTIVITY

1. After reading *From Egg to Sea Turtle* by Lisa Owings and *One Tiny Turtle* by Nicola Davies, discuss the sea turtle's life cycle, based on information discovered through the read alouds. Show students the sea turtle life cycle replica as you are reading and make comparisons to images in the books.
2. Encourage students to remember the different stages of the sea turtle's life cycle by creating body movements for each stage. Suggestions include: **Egg-** sit on the floor. Pull your knees up to your chest and wrap your arms around your legs to simulate an egg shape. **Hatchling-** pretend to break out of your egg. Move your flippers (arms) while crawling on the ground out of the sand. **Juvenile-** move your flippers (arms) to swim in the ocean. **Adult-** continue moving your flippers (arms and legs) to swim in the ocean. Pretend to catch prey (jellyfish, mollusks, shrimp, and kelp).

DIFFERENTIATION

- With students, brainstorm some things that are living and non-living and write them down on a two-column chart for students to visualize. Talk about the ways living things grow and change and make comparisons to the sea turtle's life cycle.
- Have students bring in pictures of themselves as infants/toddlers and make predictions about who they represent as an older student. Talk about how they have changed from the photos.

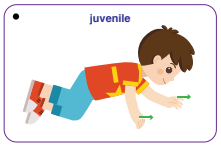
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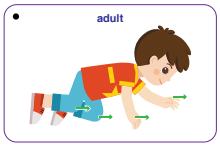














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OCEAN

Virtual Aquarium Field Trip

ON.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 to their environments.
X.A.4 Child uses technology to access appropriate information.

Students visually observe aquatic life in their natural environment using live cams and other supplemental programs and resources. Students can observe divers interacting with aquatic life and learn about underwater plants and animal behaviors from experts in the field.

DOING THE ACTIVITY

Virtual field trips and live-action webcams that highlight animal behaviors and interactions can help students build empathy and inquiry skills. As a large or small group, keep track of aquatic animal behaviors as you participate in virtual field trips and live-action webcams. Record frequency of aquatic animal behaviors on an observation chart (provided) over a period of time, using a stopwatch or timer. Include information like feeding behaviors, activity level, interactions with other animals, and visibility. Several aquarium virtual field trip and live-action webcam sites include:

- Monterey Bay Aquarium, Live Cam
- Georgia Aquarium, Live Cam
- National Aquarium, Live Cam
- Shedd Aquarium, YouTube
- Texas State Aquarium-Virtual Classroom (Paid Experience)

DIFFERENTIATION

Explore aquatic animals from around the world and in the wild by tapping into online resources curated by National Geographic Kids and National Oceanic and Atmosphere Administration.

IN THIS KIT

*Please note, an iPad is not included with this activity





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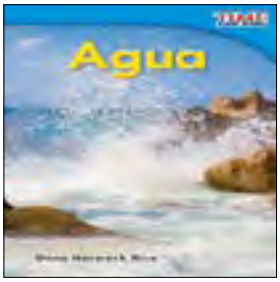
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NON-FICTION



Agua



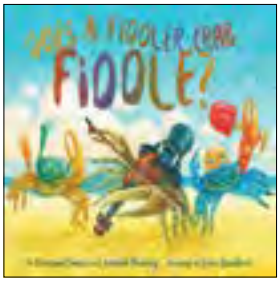
Alligators and Crocodiles



The Brilliant Deep: Rebuilding the World's Coral Reefs



Cocodrilos Marinos



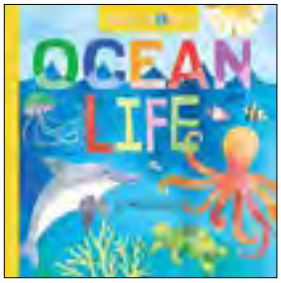
Does a Fiddler Crab Fiddle?



Glow: Animals with Their Own Night-Lights



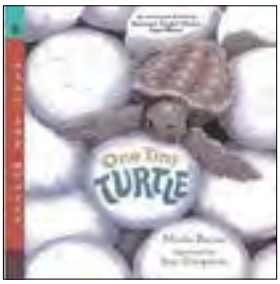
Ocean Creatures



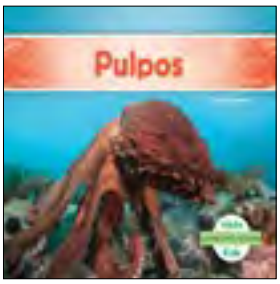
Ocean Life



El Oceano



One Tiny Turtle



Pulpos



Tide Pool Secrets



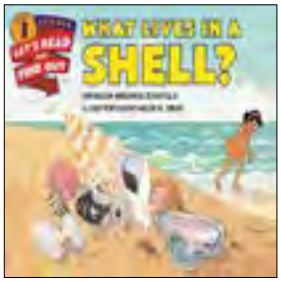
Tide Pools



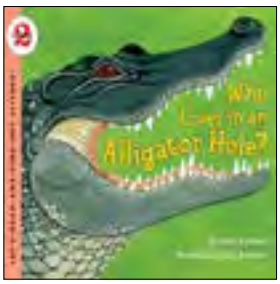
La Vida Marina



What Can Live in the Ocean



What Lives In A Shell?



Who Lives in an Alligator Hole?

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FICTION



Los Animales Marinos Dedill



Breathe



Chacho y el Mar



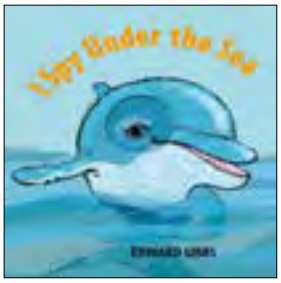
Commotion in the Ocean



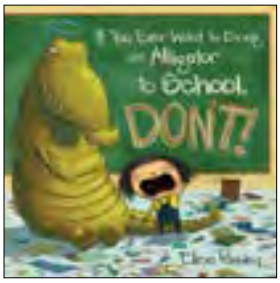
Dónde Está Mi Pequeño Cocodrilo?



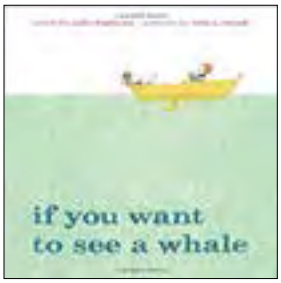
Hello Ocean Hola Mar



I Spy Under the Sea



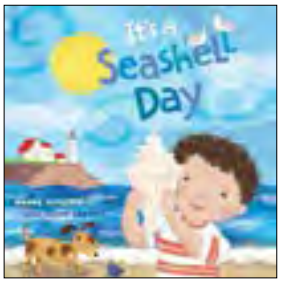
If You Ever Want to Bring an Alligator to School, Don't



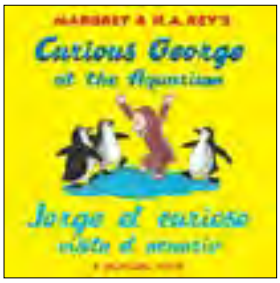
If You Want to See a Whale



In the Sea



It's A Seashell Day



Jorge el Curioso Visita el Acuario.



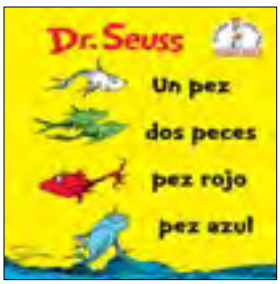
Jules vs. the Ocean



El Pez Pucheros



Sea Shapes



Un Pez Dos Peces Pez Rojo Pez Azul

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ASSESSMENT TOOLS



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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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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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OCEAN

General Observations

DATE	TIME	SKILL	OBSERVATIONS

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Picture Portfolio

Student:_____

Date:_____

Learning Center:_____

(Include photo or sample of student's work)

Notes:_____

_____

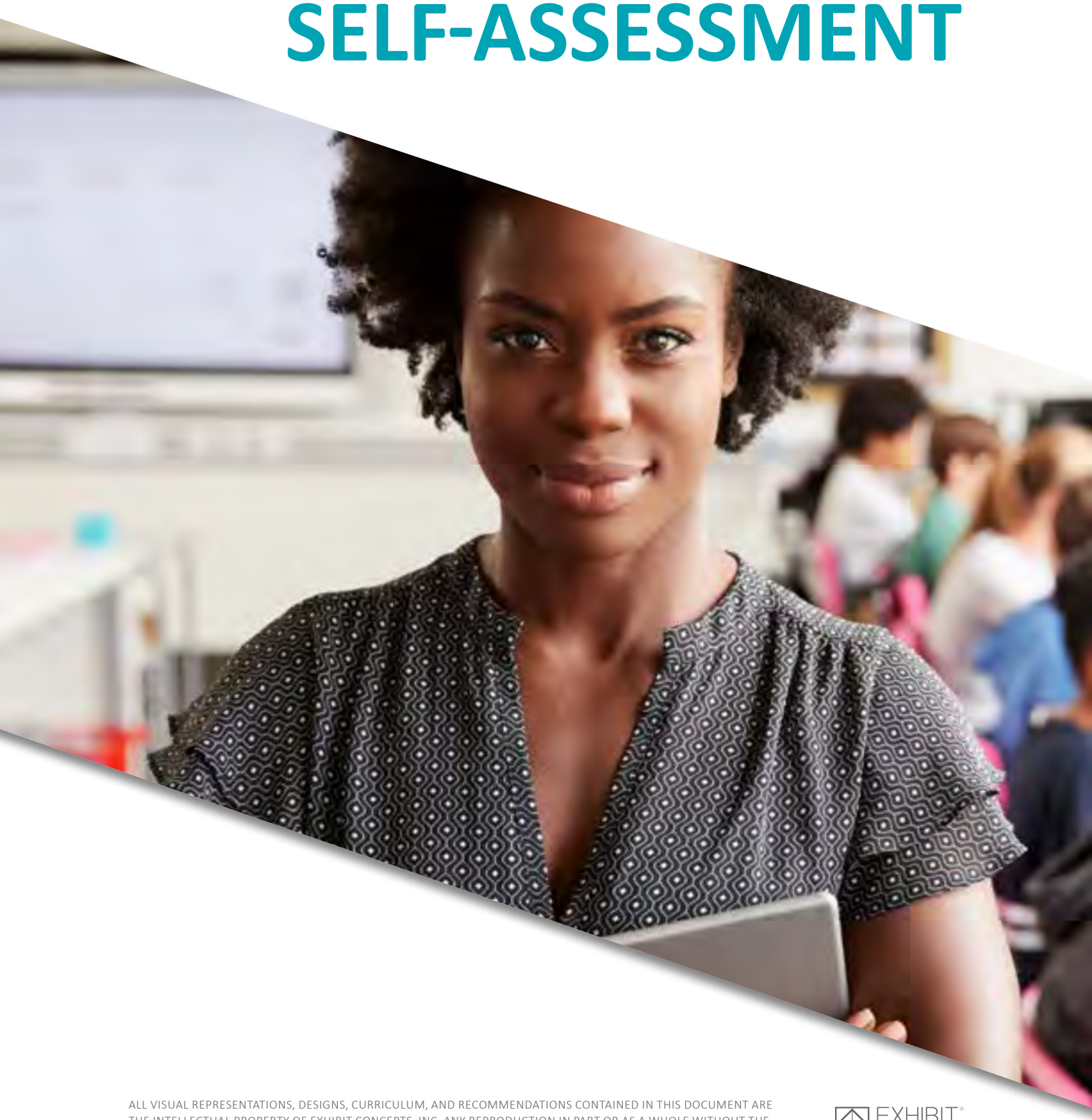
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TEACHER SELF-ASSESSMENT



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OCEAN

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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