

Lesson Objective or Purpose:

Students will explore deep-sea animals and habitats using hands-on art and light-based activities. Through a flashlight reveal scene and ocean texture boards, students will develop observation skills, descriptive language, and creative expression.

Date(s) 5.12.25

Target Audience/Grade Level:

Kindergarten – 2nd Grade

TEKS:

- ELAR 110.12(b)(6) – Discuss connections between text and real-life experiences
- Art 117.102(b)(2)(C) – Use materials to create textured artwork
- Science 112.11(b)(4)(A) – Observe how light interacts with objects
- SEL 29 TAC §120.5 – Identify and describe emotions through creative play

Differentiation Strategies:

- Pre-drawn ocean outlines for flashlight scene
- Partner support and visual samples for texture board
- Emotion word bank and discussion starters
- Offer drawing in place of writing

Exit Ticket or Assessment:

Students will describe one sea creature or texture they included in their art, or tell what they “discovered” using their flashlight.

School day support:

- Word wall with labeled sea creatures
- SEL “Under the Sea Mood Board”
- Station visuals with photo cues

Student Voice:

- Choose which animals and textures to include
- Share discoveries and creations with peers
- Choose how to express their ideas—through art, speaking, or movement

College/Career Readiness:

- Practice observation, visual storytelling, and creative design
- Learn about ocean exploration careers like marine biologist or diver

SEL:

- Encourages curiosity and imagination
- Supports reflection through storytelling and emotion connections

Lesson Steps + Time Approximations	INSTRUCTOR	SCHOLAR
Pre-lesson activity – what needs to happen before YOUR lesson Ex: Sign In Homework/snack/water and bathroom break (10 - 15 minutes)	• Script your lesson • What strategies will you employ • Specify exactly <i>how</i> you will deliver the lesson • Time each step, add in how much time spent • What will YOU do during this time	• Students are the ones doing the thinking • Student actions during strategies • Appropriate academic struggle • Student VOICE is considered
Intro to Lesson (5-10 minutes)	• Welcome students, snack/water break, SEL ocean feelings chart check-in.	• Color or trace a sea creature while chatting with peers.
New Vocabulary (3 – 5 minutes)	• Read Way Down Deep in the Deep Blue Sea. Ask questions like: “Which animal surprised you most?” “Have you ever been swimming in the ocean?”	• Listen and share ideas or memories of water or animals.
Student Activity/ Student Practice (30-45 minutes)	• Introduce: explore, deep, flashlight, texture. Use motions and real object examples (net, foil, sandpaper).	• Match pictures, repeat words, and describe or touch examples.
	• 1. Demonstrate how to draw an ocean scene, place a black paper overlay, and use a paper flashlight to “reveal” parts of it.	• 1. Draw deep sea scenes (e.g., anglerfish, glowing jellyfish) and explore with flashlight tool. 2. Select and glue textures onto ocean backgrounds,

	2. Set up texture board station with bins of materials: foil, netting, cotton, sponge, etc. 3. Facilitate partner discussions at each station.	comparing how they feel. 3. Describe their discoveries and why they chose certain materials.
Exit Ticket/Assessment: how do you know what kids have learned (3-5 minutes)	• Ask students to describe what they “discovered” or which material felt most like something under the sea.	• Share aloud, with a drawing, or using a sentence starter like “I saw a...”
Lesson Closing (3-5 minutes)	• Praise creative ideas and teamwork. Ask: “What would you explore next if you could dive deeper?”	• Reflect and share their ideas with the class or a partner.
Classroom Closeout- What needs to happen before you LEAVE class Ex: clean up, backpacks, put chairs back etc. (10 minutes)	• Lead clean-up, store texture bins, organize finished projects.	• Help return supplies, clean tables, and display favorite work.

Lesson Objective or Purpose:

Students will explore silly and surprising sea animals through textured painting and science exploration. By creating bubble wrap pufferfish, performing a baking soda balloon reaction, and crafting jellyfish, students will develop creativity, observation skills, and an understanding of cause-and-effect.

Date(s) 5.13.25

Target Audience/Grade Level:

Kindergarten – 2nd Grade

TEKS:

- Science 112.11(b)(2)(B) – Conduct simple investigations and observe reactions
- Art 117.102(b)(2) – Explore texture and media in visual art
- ELAR 110.12(b)(6) – Describe and retell events with visual or oral expression
- SEL 29 TAC §120.5 – Recognize and express emotions through creation

Differentiation Strategies:

- Pre-cut fish and jellyfish templates
- Step-by-step visual directions for the science experiment
- Provide verbal and visual cues for vocabulary
- Option to draw instead of writing about predictions

Exit Ticket or Assessment:

Students will describe or draw what happened during the pufferfish experiment and share one silly feature they gave their sea creature.

School day support:

- Visual flow chart of the experiment process
- SEL “What face would your pufferfish make?” emotion board
- Tactile sensory tools available at stations

Student Voice:

- Students choose materials, features, and colors for their pufferfish and jellyfish
- Students name and describe their creatures and share their reaction observations
- Students make silly sea creature sounds or actions

College/Career Readiness:

- Practice scientific observation and description

- Apply creativity to solve problems and express unique ideas
- Exposure to early STEAM concepts (chemistry, marine biology, art)

SEL:

- Use of humor, silliness, and creativity to foster joy
- Build confidence through sharing and storytelling
- Reflect on reactions and emotional responses

Lesson Steps + Time Approximations	INSTRUCTOR • Script your lesson • What strategies will you employ • Specify exactly <i>how</i> you will deliver the lesson • Time each step, add in how much time spent • What will YOU do during this time	SCHOLAR • Students are the ones doing the thinking • Student actions during strategies • Appropriate academic struggle • Student VOICE is considered
Pre-lesson activity – what needs to happen before YOUR lesson Ex: Sign In Homework/snack/water and bathroom break (10 - 15 minutes)	• Welcome students, supervise sign-in, snack, water, and restrooms. Introduce the “Silly Creature of the Day” chart and have students pick one silly sea face.	• Choose a silly sea animal sticker, color a sea creature scene, or describe how their silly fish would laugh or swim.
Intro to Lesson (5-10 minutes)	Read Swimmy by Leo Lionni and focus on the uniqueness of sea creatures and teamwork. • Ask: “What made Swimmy different?” “How did his idea help others?”	• Participate in discussion, reflect on standing out and working together. Share what kind of sea animal they’d be.
New Vocabulary (3 – 5 minutes)	• Introduce reaction, puff, texture, silly using motions and visuals. Inflate a balloon, show bubble wrap, and demonstrate a surprised face.	• Match words to actions and objects. Practice words in context (e.g., “My fish will puff when…”).
Student Activity/ Student Practice (30-45 minutes)	1. Demonstrate how to paint bubble wrap and stamp it onto a pufferfish template.	1. Paint and press bubble wrap onto fish templates. Add eyes, teeth, spikes, or hats.

	2. Model the baking soda and vinegar balloon experiment using a water bottle. 3. Show how to make coffee filter jellyfish using markers, water spray, and ribbon tentacles.	2. Predict what will happen when vinegar and baking soda mix. Watch balloon inflate. Record with drawing or sentence starter: "The balloon..." 3. Color coffee filters, spray with water, glue on tentacles. Share what their jellyfish might say or do in the sea.
Exit Ticket/Assessment: how do you know what kids have learned (3-5 minutes)	• Ask: "What happened during our experiment?" or "What silly thing does your sea creature do?"	• Share observations or drawings. Describe or perform a silly sea creature action (e.g., puff, dance, burp).
Lesson Closing (3-5 minutes)	• Reflect on how science can be fun and creative. Highlight creativity and bravery during sharing.	• Choose their favorite silly creature made today and describe what makes it special.
Classroom Closeout- What needs to happen before you LEAVE class Ex: clean up, backpacks, put chairs back etc. (10 minutes)	• Guide cleanup of painting materials and experiment supplies. Dry jellyfish crafts for display.	• Help organize, sort recyclables, and prep to take home pufferfish art. Choose a "silly sea badge" for participating.

Lesson Objective or Purpose:

Students will explore movement, color, and fluidity through two expressive art techniques—shaving cream marbling and straw-blown ocean painting. These activities will help students experiment with blending, cause-and-effect, and visual storytelling while connecting to ocean scenes.

Date(s) 5.6.25

Target Audience/Grade Level:

Kindergarten – 2nd Grade

TEKS:

- Art 117.102(b)(2)(B) – Use color and form to create expressive artwork
- Science 112.11(b)(4)(A) – Observe and describe how materials interact
- ELAR 110.12(b)(6) – Make connections between stories and self
- SEL 29 TAC §120.5 – Recognize and express emotions through art and discussion

Differentiation Strategies:

- Provide visual steps at each station
- Offer color wheel support for color blending
- Use pipettes or droppers for students who struggle with straws
- Allow students to choose between drawing, painting, or describing verbally

Exit Ticket or Assessment:

Students will explain how their art shows movement in the ocean or what emotion their colors represent.

School day support:

- Word wall visuals: swirl, marble, wave, blend
- Optional color-and-label anchor chart
- Calm down corner available with sensory fidgets

Student Voice:

- Choose their own colors, tools, and how to depict ocean movement
- Reflect on how their art makes them feel
- Collaborate or create independently

College/Career Readiness:

- Introduction to visual arts, abstract design, and STEAM links
- Practice thinking through composition, form, and fluidity
- Build creative confidence and expressive communication

SEL:

- Encourages personal reflection through color and art
- Promotes calm, focus, and mindfulness
- Fosters pride in personal artistic voice

Lesson Steps + Time Approximations	INSTRUCTOR • Script your lesson • What strategies will you employ • Specify exactly <i>how</i> you will deliver the lesson • Time each step, add in how much time spent • What will YOU do during this time	SCHOLAR • Students are the ones doing the thinking • Student actions during strategies • Appropriate academic struggle • Student VOICE is considered
Pre-lesson activity – what needs to happen before YOUR lesson Ex: Sign In Homework/snack/water and bathroom break (10 - 15 minutes)	• Greet students, bathroom and snack break. Provide calming music and ocean art coloring pages at seats.	• Settle in quietly, color or trace sea animals with their preferred colors. Discuss “What color is your ocean mood today?”
Intro to Lesson (5-10 minutes)	Read Mister Seahorse by Eric Carle, pausing to notice hidden sea creatures and discuss how they camouflage and move. • Ask: “What colors would help you blend in underwater?”	• Identify creatures in the story, share ideas about blending in or standing out, connect it to their own personality.
New Vocabulary (3 – 5 minutes)	• Introduce: marble, swirl, blend, wave, abstract. Show real examples of marbled paper and paint blowing.	• Practice words by moving hands to match meanings. Describe with examples (“My water swirls like…”).
Student Activity/ Student Practice (30-45 minutes)	• 1. At Station 1, model shaving cream marbling: squirt shaving cream in tray, add food coloring, swirl, press seahorse paper, then scrape. 2. At Station 2, model ocean straw-blowing: drop paint, blow through straws, then add seaweed, fish, or glitter. 3. Circulate to help with cleanup and transitions between stations.	• 1. Create marbled seahorses with shaving cream and swirled paint, discuss what their colors remind them of (e.g., coral, waves, feelings). 2. Blow paint across paper to mimic waves or currents. Add fish, boats, or sea creatures to complete the underwater scene.

		3. Reflect with partners or in small groups: “My seahorse is hiding in...” or “My ocean is moving because...”
Exit Ticket/Assessment: how do you know what kids have learned (3-5 minutes)	Ask: “What did your art show about the ocean today?” or “What colors did you use and why?”	Share their artwork and describe the feeling it gives them or how they used movement.
Lesson Closing (3-5 minutes)	Compliment use of color and creativity. Ask: “If you were a wave, how would you move?”	Act it out or describe their answer (e.g., “I’d swirl and twirl!” or “I’d crash like thunder!”)
Classroom Closeout- What needs to happen before you LEAVE class Ex: clean up, backpacks, put chairs back etc. (10 minutes)	Guide cleanup of shaving cream trays and painting tools. Dry artwork and prep it for display.	Assist in organizing materials, placing artwork in drying rack, and choosing a favorite to hang or bring home.