



Summer Camp

Voyage to Ulithi Day 4

TK-3RD GRADE

GAME TIME

(30 min)

Materials:

- Pencils
- Paper

Theme Ideas:

Beach- sand, water, sand castle, swim, bathing suit, picnic, shark, sunscreen, Hawaii, sandals

Dog breeds- Poodle, German Shepherd, Dalmatian, Boxer, Golden Retriever, Beagle, Labrador

WORD ASSOCIATION RACE

Objective: Help your team list more words associated with the given theme than the other team.

Instructions:

1. Organize the students into teams of approximately 4-8 players, and send the teams to different parts of the room.
2. Each team will have a person assigned to write the words given by their team.
3. Tell the players they will have 2 minutes to list as many words as possible, then give them the theme and start the timer.
4. Each team will quickly, but quietly, call out words for their writer to write. Be careful not to talk too loud—or the other team might use your words!
5. When the timer goes off, the teams stop writing. The STEM Coach may need to blow a whistle, or yell "Stop!"
6. Each team will count their words, then the writers will read off their team's words for the group. The team with the most words wins.
7. Play as many rounds as you like!

STEM STORY

(20 min)



READ 'SALTY SHARKS'

Read the STEMTot story 'Salty Sharks' and spend time looking at the illustrations. Talk to students about what they found surprising about sharks. Ask: **Are sharks always the same size?** Example: **No, they can be as small as a lizard or as big as a bus.** Ask: **What do sharks eat?** Example: **Most sharks are carnivores and eat meat.** Ask: **How do sharks breathe?** Example: **They have gills that help them breathe.**

Optional extension:

Ask: **How many teeth do you have?**

If there is a mirror available, have students count their teeth.

STEM MOVIE

(15 min)



Say: **The most common kind of shark found in Ulithi is reef sharks. Put on your pretend diving gear and let's see what sharks look like swimming majestically through the reef. What other animals can you spot swimming around?**

What you'll do:

Play this video. It will start at the 15 min mark so students immediately see a shark. Play it until the 30 min mark so students can see a variety of animals.

4K Shark in the Pacific Ocean 🐡 **Relaxing beautiful reef fish**

<https://youtu.be/bs3-PbBAOig?si=H93GpQ4lrLs942u-&t=938>

STEM GAME

(30 min)

Call ideas:

Parrotfish, coral, hamburger, eel, panda, sea turtle, octopus, teddy bear, sea horse, anemone, laptop, lion, clown fish, coral sand

PLAY 'CLAP FOR THE REEF!'

Say: **With their sharp teeth and jaws, sharks are often known as predators. However, there are many different kinds of sharks and they are very important to the health of the reef. Today, we will play a game where we imagine we are sharks on patrol swimming through the reef. If I call out the name of something that a shark would spot on its swim, clap once. If it's something a shark likely wouldn't see (for example, a flamingo) then don't clap. Those who clap when it's something not from the reef are out. Let's see who stays in the game**

What you'll do:

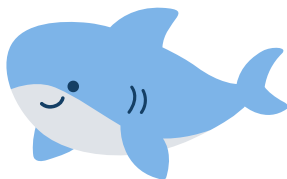
1. Students sit in a circle.
2. The STEM Coach calls out different animals and other things. Students must clap once if it is something a shark would spot in its swim through the reef. Those who clap at the wrong time are out of the round and scoot back from the circle.
3. The last student left wins!
4. You can play several rounds if you like.

MOVEMENT

(30 min)

Materials:

- Hula hoops/tape
- Music (optional)



SHARKS AND ISLANDS

Say: **Let's continue our exploration of the Ulithi islands! Can anyone guess what kind of animal we sometimes find in the depths of the ocean, around islands? It has sharp, sharp teeth.**

What you'll do:

1. In a designated play area, have student volunteers help you set up several hula hoops or squares using masking tape. These will be the Islands.
2. Choose a few students to be the sharks.
3. To play the game, students will all "swim" around the play area while listening to beachy themed music.
4. When the music stops, students will race to the islands and the sharks will chase after them to try to tag them before they touch the island.

MOVEMENT

(Continued)

5. More than one student may be on an island, but they must all completely be on the island or they can be tagged by the sharks.
6. If a student is tagged by a shark they will become a shark when the music begins again.
7. After a few rounds, start removing islands so there is a greater race to get an island, and more students will become sharks.
8. When all the students become sharks, the game can end or begin again.

STEM CRAFT

(60 min)

Materials:

- Plates
- Paper
- Glue
- Coloring utensils (optional)

MAKE A SHARK!

Instructions:

1. Fold a paper plate in half.
2. (Optional) Paint or color inside of your plate red.
3. Cut a shark fin shape from foam or thick paper. Fold over to make a flap and help students glue it to the top of the plate.
4. Students cut shark teeth from white paper (two long zigzag strips).
5. Students glue the teeth along the inside edges of the folded plate—one row on the top, one on the bottom.
6. Optional: Students can cut and glue or draw eyes on either side of the fin. Let students be creative and add details to their shark.
7. Circulate and compliment the students' creations and creativity.
Ask: **What is its name? Is it a baby shark or a grown up?**
8. Let the sharks dry and then chomp away with your shark mouth!



STEM TIME

(60 min)

Materials

- Any 2 items you can use to demonstrate sink and float
- Containers with water
- Materials from outside

WHAT SINKS AND FLOATS?

Demo:

Preferably do this outside but if weather is bad indoors works too.

1. Show students the container of water and demonstrate what 'float' means. Then demonstrate what 'sink' means.
2. Say: **Today you get to experiment like real scientists and see what sinks and floats in water. You can try out lots of things that you find outside. Before you try out your object make a guess and then see if your guess was right by putting it in the water and seeing what happens. I can't wait to see what you discover!**

What you'll do:

1. Take students outside.
2. Students gather their own samples independently to check what sinks and floats. Let them make a guess before they put their object in the water and engage in independent play. You can also set out any shells you have available.





OPTIONAL STEM TIME

(60 min)

Materials:

- Building bricks

Optional: Use the handout at the end or any sheet of paper to allow students to document their findings in the table provided.

Discuss:

What materials did you find that float just like a shark? Were there any things that surprised you by sinking or floating?

BUILD SEA CREATURES WITH BUILDING BRICKS

Instructions:

1. Set out the building bricks for the students to create with.
2. Students work together or individually to make sea creatures with the building bricks.
3. Give the students time to play pretend with their sea creatures.

