

Magic Rocks



Create habitats and animal interactions through movement and sound to learn about onomatopoeia in nature.

Essential Question

How do animals interact in a desert, rainforest and ocean? How can their wild noises be broken down into words and sounds?

Overview

Students are divided into groups, one for each habitat: rainforest, desert, and ocean. The teacher gives the students notecards with a picture and name of an animal that they will act out in their small group's habitat. Students interact with each other in the form of predators, prey, or family within their group's habitat. Afterwards, each group will present their habitat performance to the class. Students can identify the habitat and animal relationships. Next, students will complete a writing activity where they will learn about phonics by crafting animal sounds into onomatopoeia words. The class will create a digital ABC book of animal drawings and recorded animal sounds.

Discussion Questions before "Magic Rocks" Activity:

One or two days before the students are introduced to the activity, the teacher will review vocabulary and ask students to answer these questions verbally as a class.

Day 1

- What is an animal?
- What is a predator/prey?
- What is a habitat?
- What are some examples of habitats?

Day 2

- What is acting?
- What is an actor/actress?
- What character will you be portraying?
- What habitat does your animal live in?

Magic Rocks



Key Words for the Activity

- Habitat
- Predator
- Prey
- Environment
- Onomatopoeia
- Parent
- Child
- Rainforest
- Ocean
- Desert
- Soundscape

Materials

- Note cards of animals that can be found in the rainforest (number of notecards is dependent on the number of students in the class)
- Note cards of animals that can be found in the desert
- Note cards of animals that can be found in the tundra
- Microsoft PowerPoint (to create the ABC Book)
- Sound Recorder on a PC or Quicktime on a Mac
- Digital scanner or camera

Vocabulary

- Habitat
- Animal
- Plant
- Desert
- Tundra
- Rainforest
- Predator
- Prey
- Parent
- Child
- Onomatopoeia
- Acting
- Actor/Actress
- Character
- Rhythm
- Soundscape

Magic Rocks



Detailed Step-by-Step Instructions

- Grouping Habitats and Animal Characters:** The teacher divides students into three groups. Each group is given one of three habitats: rainforest, desert and ocean. The teacher hands out notecards with the picture and name of an animal from a specific habitat to each student depending on their group's habitat. For example: the students in the rainforest group would get notecards of a toucan, black panther adult, black panther cub, tree frog and monkey. Students look over their notecards and share their animals with their group members.
- Small Groups Role Drama:** The teacher tells the students to become "magic rocks" where they lie curled into a ball on the floor. The teacher explains that the students will wake up and act out the animal on their notecard. The students are instructed to act as their animal in sound and movement and interact with the other members in their group's habitat. For instance, predators could search for food by "chasing" their prey and prey can seek shelter. Students with the same animal could be prompted to act as parent and child. In this way, the students learn about animal interactions and various habitats.
- Habitat/Animal Interaction Group Presentations:** The teacher regains control of the classroom by clapping his/her hands and saying the phrase "magic rocks", which is the students' cue to stop what they are doing and curl into a silent ball on the floor. Each group presents their habitat performance to the class and the teacher will prompt the students to select parent/child relationships, predator/prey relationships and name the habitat being depicted.
- Onomatopoeia and Phonics Writing Exercise:** The students return to their desks for the writing exercise. Students are asked to draw a picture of a favorite animal they saw or acted out, write down what letter the animal starts with, and write down a simple sentence describing the ecosystem their animal lives in. The teacher asks the students to practice making noises their animal's noises. The students are then encouraged to sound out and write down onomatopoeia sounds inspired by their animal and listen for individual letters.

Example: If a student was a toucan they would draw a picture of a toucan, write down a T next to their drawing and write "The toucan lives in the rainforest." The student makes a squawking sound and is taught to recognize the squ and awk sounds.

Below level:

Draw a picture of the animal and write down what letter it starts with. Practice animal noises and write down animal noises with teacher assistance. Example: T is for toucan. Squawk.

Magic Rocks



Detailed Step-by-Step Instructions - Continued

Above level:

Write down a simple sentence about the role of the animal in the habitat. Practice animal noises, write down animal noises and recognize specific letters that sounds make. Example: The toucan is not a predator on the rainforest and it eats fruit. The toucan goes squawk which uses the letters s, q, u, a, w, and k .

On-level:

Write down a simple sentence about which habitat the animal lives in. Practice animal noises and write down animal noises with teacher assistance to identify the specific sounds that letters make. Example: The toucan lives in the rainforest. The toucan goes squawk which uses a squ and awk sound.

5. **Habitat Soundscapes:** Students get back into their habitat groups of rainforest, desert and ocean. Now knowing what animal they are and what sound their animal makes, students are instructed to create a rhythmic soundscape of their habitat with their animal noises. One student starts by making a steady, repeated animal sound. Another student will join in at a different rate with their animal sound. Each student joins in one a time and makes their unique animal sound after the student before them and at a different rate. This may take a couple tries. Eventually, each habitat group will create a soundscape portraying the audio of their particular habitat.
6. **Digital ABC Book:** The class makes a digital ABC book. The class brainstorms an animal that lives in either a rainforest, desert or ocean for each letter of the alphabet. Students are assigned one or two animals chosen from the alphabet (depending on how many students are in the class to match with each letter of the alphabet). The students' homework is to practice the noises of their assigned animal for the ABC book and write down a sentence telling where the animal lives, draw a picture of their animal, and write down what letter it starts with and the animal's noise. The next day, the teacher calls forward groups of 5 students to present their animal sounds to the class and then records their animal sounds into their computer using Sound Recorder on a PC or Quicktime on a Mac. The teacher then puts together a PowerPoint by either scanning each student's animal drawing or taking a picture of each student's animal drawing and attaching each student's animal noise to the appropriate animal drawing and letter of the alphabet. The class then views their digital ABC Book in class and the teacher uploads the ABC Book to the school's website for students and parents to view at home.

Magic Rocks



How to Record Audio on a PC through Sound Recorder:

1. Make sure you have an audio input device, such as a microphone, connected to your computer.
2. Open Sound Recorder by clicking the Start button. In the search box, type Sound Recorder, and then, in the list of results, click Sound Recorder.
3. Click Start Recording.
4. To stop recording audio, click Stop Recording.
5. (Optional) If you want to continue recording audio, click Cancel in the Save As dialog box, and then click Resume Recording. Continue to record sound, and then click Stop Recording.
6. Click the File name box, type a file name for the recorded sound (In this instance, the student's name and animal), and then click Save to save the recorded sound as an audio file. It is recommended that the user save the audio file somewhere that it will be easy to access.

How to Record Audio on a Mac through Quicktime:

1. If you have Mac OS X 10.6 (Snow Leopard) or later, you may use the built in QuickTime 10 player.
2. Open QuickTime Player from your Applications folder.
3. Open the file menu and select New Audio Recording.
4. There will be a very simple user interface that is similar to Windows Sound Recorder.
5. Click on the down arrow to select the microphone input, quality, and save destination. Remember to save the file somewhere where it will be easy to access. Include the student's name and their animal in the file name.
6. Microphone volume is adjustable with the slider under the record button.
7. Note: QuickTime 7 is also built into earlier versions of Mac OS X. However, audio recording was a paid feature of QuickTime Pro.

Magic Rocks



Assessments

Formative assessment: Class discussion prior to activity, small group discussion, reflection questions and notes when observing students in their small groups, class reflection/discussion, and the role drama.

Interim assessment: Individual writing exercises involving phonics and creating simple sentences relating to the vocabulary and activity to be graded with a rubric.

Summative assessment: Digital ABC book class project to be uploaded to the school's website upon completion for teachers and students to view and assess.

Conclusion

Kindergarteners use basic theater, writing, and science skills to learn about animal interactions, habitats, and parent/child relationships. Through animal noises they learn about phonics.

Additional Resources:

- www.switcharoozoo.com allows children to watch, listen, and play games to learn about different animals.
- www.starfall.com allows children to practice phonics skills through read-along stories

Magic Rocks



Georgia Performance Standards

Science

SKL1. Students will sort living organisms and nonliving materials into groups by observable physical attributes.

- a. Recognize the difference between living organisms and nonliving materials.
- b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (Example: A green frog has four legs and hops. A rabbit also hops.)
- c. Group plants according to their observable features such as appearance, size, etc.

SKL2. Students will compare the similarities and differences in groups of organisms.

- a. Explain the similarities and differences in animals. (color, size, appearance, etc.)
- b. Explain the similarities and differences in plants. (color, size, appearance, etc.)
- c. Recognize the similarities and differences between a parent and a baby.
- d. Match pictures of animal parents and their offspring explaining your reasoning.
(Example: dog/puppy; cat/kitten; cow/calf; duck/ducklings, etc.)
- e. Recognize that you are similar and different from other students. (senses, appearance)

Teacher Note: Be sensitive to the fact that some children have parents who are not their biological parents.

Theater

TAESK.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- b. States the difference between pretend and real
- c. Identifies how theatre experiences are like and unlike real life

ELA

ELAGSEKRF3: Know and apply grade-level phonics and word analysis skills in decoding words.

Magic Rocks



National Standards

Reading Standards, Foundational Skills

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual
3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ

Writing Standards

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards:

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions
 - b. Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Magic Rocks



3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun I.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.