

Pencil 2 Paper

Magic Rocks

Grade Level K

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



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.

Essential Question

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

Key Words

- Habitat
- Predator
- Prey
- Environment
- Onomatopoeia

Georgia Performance Standards

ELA

- ELAGSEKRF3

Theater

- TAESK

Science

- SKL1
- SKL2

Step-by-step

1. Grouping Habitats and Animal Characters: The teacher divides students into three groups of five. Each group is given one of three habitats: rainforest, desert and ocean. The teacher hands out note cards with the picture and name of an animal from a specific habitat to each student depending on their group's habitat.
2. Small Groups Role Drama: The teacher tells the students to become "magic rocks" where they lie curled into a ball on the floor. The students are instructed to act as their animal in sound and movement and interact with each other members in their group's habitat.
3. 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 student's 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.
4. Onomatopoeia and Phonics Writing Exercise: Students are asked to draw a picture of their 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 makes. The students are then encouraged to sound out and write down onomatopoeia sounds inspired by their animal and listen for individual letters.
5. Habitat Soundscapes: Students get back into their habitat groups of rain forest, 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.
6. Digital ABC Book: The class makes a digital ABC book. Each student is assigned one or two (depending on how many student are in the class) alphabet animal sounds. The teacher calls forward groups of 5 students to present their animal sounds to the class and then record their animal sounds into the teacher's computer using Sound Recorder on a PC or Quicktime on a Mac. The teacher puts together a PowerPoint ABC book. The class then views their digital ABC Book and the teacher uploads the ABC Book to the school's website for students and parents to view at home.