

IF YOU SPOT *a Shell*

Classroom Activities

After reading *If You Spot a Shell*, engage students with these activities to inspire imagination and cultivate an appreciation of nature.

Noticing Activity

Get permission from your school administrators to take your students to an outdoor space—not necessarily a green space or natural space, but one that would likely be unique for your students. Ask students to bring their notebooks with them. Tell students that this is a quiet activity to get in touch with their senses. Ask them to record what they hear, smell, feel, see, and even taste! Once you're back in the classroom, partner students and ask them to compare their observations and reflections. Model this by discussing your own reflections on what you noticed, then invite students to share! What did most students notice? Were there things that only one or two students observed or sensed?

Almost “I Am” Poem

Invite students to think about an inanimate object. Then ask them to write an “I Am” poem from the perspective of that object. An “I Am” poem typically follows a structure similar to the one below. In this variation, your students will imagine what their inanimate object might see, hear, and smell, adopting the perspective of the object. Tell them it will take a lot of imagination! You might provide a list of adjectives to get them thinking about how to start. Pair students and ask them to guess what the other's object is.

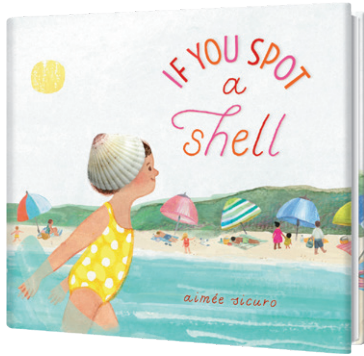
- Line 1: I am (one special characteristic)
- Line 2: I hear (What sounds might surround your object?)
- Line 3: I see (If your object had eyes, what would it see?)
- Line 4: I smell (If your object could smell, what might it smell?)
- Line 5: I hear (What other sound might surround your object?)
- Line 6: I see (What else might your object see?)
- Line 7: I am (repeat line 1)
- Line 8: What am I?

I AM POEM

I am light as the air!
I hear the wild wind all around me.
I see a seagull dive down for dinner.
I smell the fish broil waft up from the boardwalk.
I hear the ice cream cart jingling over the sand.
I see my tail—hot pink and fluttering in the wind.
I am light as the air!
What am I?

Answer: a kite





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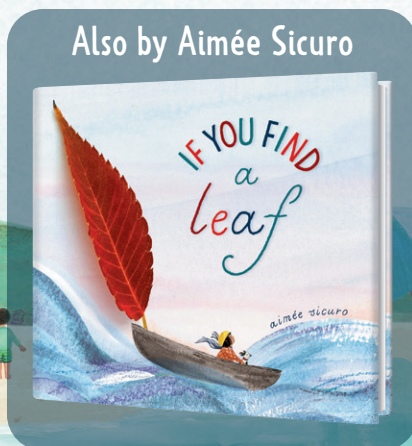
(continued)

Creative Writing

First, collect shells. If you live near a beach, you can collect shells there—enough for every student to get one. (If there are not enough shells you can also gather small rocks.) Otherwise, you can purchase a bag of mixed shells. Distribute them so that every student has one. Ask students to describe the shells as creatively as they can in their notebooks. You might take the opportunity to introduce a few vocab words before they begin writing. Line up the shells at the front of the room where everyone can see them. Read the descriptions aloud. Have students try to guess which shell is being described as each student's work is read.

More Activities

- Try out the activity for seashell rubbings in *If You Spot a Shell* in the classroom!
- *If You Spot a Shell* mentions listening to the ocean through a seashell. Pass a conch shell around, and learn the science behind it in this [video from SciShow Kids](#).
- Once your class is done using the shells, put together this [seashell mobile](#) for your classroom so you and your students can remember your time with *If You Spot a Shell*!



Also by Aimée Sicuro

