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Water In Our Neighborhood A Study of the Neighborhood with a Focus on Water An Integrated Curriculum for Six and Seven Year Old Children

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A Study of the Neighborhood with a Focus on Water

An Integrated Curriculum for Six and Seven Year Old Children

By

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Abstract

Water In Our Neighborhood

This unit was developed and created for children as an interdisciplinary study for a New York City public school setting in the Bronx. Through trips, children learn about the goods and services provided as well as the various ways water is used within the neighborhood. The curriculum allows for many opportunities for parents to be partners in their children's education which is emphasized throughout the lesson plans provided.

Water In Our Neighborhood

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3) The Bronx Zoo : 29

drawing, construction, dough, compare and contrast, counting, predicting, manipulating materials, writing, observation communication, recording, dramatic play, mapping.

Parental Involvement: assist on trips, photograph, help children with projects, read books about the zoo to children.

4) The Fish Store: 31

drawing, collage, printing, papier mache, money ,writing, compare and contrast, dramatic play, life science, counting, observation, communication, recording, dramatic play, mapping, counting, predicting.

Parental Involvement: cooking different fish or seafood dishes, help children with projects, assist on trips, read books to children about various fishes and shelled animals.

5) The Dry Cleaners and Laundromat : 33

crayon and pencil rubbing, sequencing, writing manipulating materials, recording observation, communication, comparing and contrasting, dramatic play, mapping, counting, predicting, drawing, painting measurement.

Parental Involvement: assist on trip, allow children to help them wash clothes at laundromat or by hand, share experiences of how they wash clothes in their country, help children with: measuring, sorting objects to be washed, art project, photograph during trip.

6) The Botanical Gardens : 35

collage, drawing, painting, papier mache, rubbings, earth science, mapping, graphing, manipulating materials, observing, writing, recording, dramatic playing, mapping, counting, predicting, comparing and contrasting.

Parental Involvement: assist on trips, have parents share experiences related to plants (ex: planting rice in their country, growing herbs, etc.), storytelling related to plants, flowers or trees, read to children, assist children with projects.

7) The Jerome Reservoir : 38

manipulating materials, observing, communicating, recording, dramatic playing, mapping, counting, predicting, compare and contrasting, drawing, collage, constructing, writing.

Parental Involvement: help on trip, photograph, children with writing and projects.

8) Orchard Beach : 40

collage, drawing, painting, printing, sand painting, papier mache, construction, science, graphing, manipulating materials, observating, communication, compare and contrasting, recording, dramatic playing, mapping, counting, predicting, writing, drawing.

Parental Involvement: assist on trips, projects, photographs.

I. Introduction

A) Why did I develop this curriculum?

As I rest my head on my pillow at night, I can hear the sirens of the police cars passing by, followed by the noises of people screaming, the breaking of glass, and gunshots. These are the noises that I have heard growing up within my community. I was afraid to go outside as a child. I always thought that I would be the next one the drug addicts would assault or rob. Every morning I would wake up and I would have the same goal. How could I get to school in the safest and in the quickest way?

On my way to school, I heard the prostitutes in the corners arguing with their pimps over money. I could never understand why the pimps never searched for any of the prostitutes money in their shoes or bra. My grandmother always kept her money in her shoes or bra. As I walked to school, I could also smell the marijuana and crack being smoked by the drug addicts. Walking to school was like a mission to me. My neighborhood always seemed to look like a battle field. I was always stepping over beer bottles, crack vials, syringes, and glass. When I was a child, I used to think that the streets were made out of diamonds. I thought this until I had to run home one day because a crack addict was trying to rob me of my $19.99 winter coat. It was not until I had fallen onto these diamonds that I had realized that they were not diamonds at all. They were just pieces of glass. This is when I truly saw what my community was like. All I wanted to do was get to and from school without getting hurt.

My grandmother would always tell me that I should get the best education possible. She said that school would help me survive. I thought she was crazy.

She did not have to pass the man shooting up heroin every morning. Yet, she constantly assured me that someday education would help me get out of this community. My grandmother always said that I could be somebody if I had an education. I never understood what that meant.

I can remember my grandfather making me recite the multiplication facts. He would ask me to do this every single Sunday morning. I absolutely hated it. I remember my lips moving and saying the things he had wanted to hear. Yet, I can not remember what I was actually saying. My body was performing an action but my mind was not in it at all. As I would recite the multiplication facts for the one's, two's, three's and so on, my mind would be thinking of that turn I could not get in dance class or the tree I did not get to finish painting in art. My grandfather never played any math games with me. All he ever did was make me recite the multiplication facts. It was totally boring. I hated math but he said that my teacher told him I had to learn those multiplication facts. I could not understand how my teacher would be able to tell him such a thing when they did not even speak the same language. I could not understand why I had to memorize these facts. The teacher would always get her red pen and mark the problems I had done incorrectly with a big fat X. By the time she finished, my paper would be entirely covered with these red marks. I did not understand at the time why I had so many wrong. I had memorized the multiplication table as she had requested.

The only time I got close to playing a math game or even enjoying math was when I was with my grandmother. She and I would play with dominoes, checkers, and playing cards. We would also play seamstress. This was my favorite game. She would have me cut out the patterns and fabric needed to

sew the dresses for my dolls. I would cut an inch of material here or a yard there. I would estimate how much material I would need and how long it would take me to make the garment for my dolls.

These were the only experiences with math I had ever liked. It was the fact that my grandmother had me entirely engaged in the activity. I was interested in what I was doing. I wanted to do more and keep learning more about it. I started playing seamstress on my own. Despite the fact that I got in trouble at times for playing seamstress without supervision, I still enjoyed doing it. I could not get enough of the times I shared with my grandmother during our "math" time. If it weren't for my grandmother, I think that I probably would have hated and avoided mathematics entirely. I am grateful for the positive experiences she gave me.

I remember my elementary school years with great sadness. I am a product of a traditional public school setting. I remember things being taught in isolation. I did not find the lessons interesting or meaningful to me. Perhaps it was because of the fact that I was learning English as a second language. My first encounters with English were in school. Did my teacher know this? Did she know that in my house there was an oral tradition? Did she know that there were no books in my house because of this? I do not think she did. Because if she did, why would she have given me the Dick and Jane books and basal readers? Why didn't she ever ask me about what I knew? Was it because of the fact that the traditional school setting did not allow her the freedom to incorporate storytelling into the curriculum? Was it because of the fact that she could not communicate with my grandparents? Why couldn't she have had someone translate?

It was this childhood experience that caused me to question the role of the teacher in education. Is there a difference in the expectations for a teacher in a traditional school setting as opposed to one in a progressive school setting? In my opinion, there is no difference. The goal of either teacher " is to prepare the young for future responsibilities and for success in life " (Dewey, 1938). Traditionally, teachers are responsible for transmitting skills and bodies of information.

I now believe that the role of a teacher is so much broader. Learning must be meaningful to children as well as grounded in a strong foundation of experiences, activities and related languages. I have a very strong opinion about this because as a child I did not have the opportunity to be engaged in a set of real experiences and activities that integrated English in a meaningful way. I feel that the teacher could have promoted an environment where parents, teachers and children were active collaborating partners in education in order to make the learning of language more exciting to me. Since I was a limited English proficient child, the teacher could have used my experiences as a spring board for all further learning (Dewey, 1938). Even if she was unfamiliar with my culture, she could have learned about my culture and oral tradition by allowing me to have the freedom of teaching her as well as my classmates about it. She never allowed me to share any of my experiences if I had not written them down first. By the time I had done so, I did not feel like sharing my experiences with her, my classmates or any one else for that matter. I became very silent within the classroom. This silence did not allow me to express who I really was. The silence hid my true capacities, feelings, thoughts and curiosity. This silence prevented me from exposing who I really was as a learner (Dewey,

1938). It got to the point where I just copied whatever the other children did or said. "But observation alone is not enough. We have to understand the significance of what we see, hear, and touch (Dewey, 1938). I certainly did not understand anything that was happening within the classroom for several reasons. First of all, even though I did not know the language, the teacher never gave us an opportunity as a whole class to share what we did know about an activity. I feel that if she would have allowed us to express ourselves through art, drama and and other meaningful ways I might have been able to make sense of what was occurring. Secondly, the activities were done in isolation. They were not done to expand upon nor to uncover what we had supposedly learned together as a group through previous activities.

Learning should have been tailored to meet the talents of the children. My talent was the art of story telling. The teacher did not allow me to use my talent. The literacy approach that the teacher used did not reflect my interests or needs as a child. My interests as a child in terms of literacy was through the means of oral tradition. I needed to hear stories in English in order to gain an interest in the language. I think it is quite clear that her philosophy within a traditional school setting governed the way she taught, spoke to children and affected the spirit of the child. My spirit was certainly affected by this.

I believe that class work should provide an opportunity in " which all individuals have an opportunity to contribute and to which all feel a responsibility" (Dewey, 1938). Yet, I did not feel as if I had anything to contribute to the work of the class because the teacher did not make me feel as if my experiences had any value. I therefore became very isolated. I learned from a distance and in silence. Knowing this, I think this is why I was considered so well behaved by

my teachers. This is something that my grandparents were certainly proud of. At home, my grandparents would say, " Be good in school and always listen to the teacher ". Yes, I listened all the time but I never understood what was coming out of her mouth. I knew that they did not understand what the teacher was saying either. Whenever there was a parent teacher conference, my grandparents would just sit there smiling and nodding their heads after each thing that was said by my teacher.

There were many times when I did not comprehend what I was reading. Even though I was able to read and recognize many of the words, I just could not understand the point of the story. As a limited English proficient child, I had a very difficult time learning how to read. It was even harder to read a book with few illustrations. I want to make it clear that I was not totally dependent on the pictures in the book. I was capable of sounding out the letters as I was reading. Yet, there were many times when I came across a word for which I did not yet have context. Unfortunately, the teacher was not always available, and so it was during those moments when I really needed the use of illustrations. By looking at the illustrations I was able to figure out more or less possible words that would make sense within the sentence. My grandparents could not help me with my reading because they did not know how to read, write or speak English. In spite of this, they would tell me to read to them in English. They would tell me that since they did not know, I would have to teach them. I certainly did!

These childhood experiences has given me the desire to search for new and different ways of teaching that will capture the interest of my students, especially those who are not dominant in the English language. I want to make learning

exciting, challenging, and interesting for the children in my class. I want them to walk out of my classroom feeling and remembering how much fun learning was for them. I also want each child to feel as if they and their families can contribute to the class learning in whatever way possible.

I am aware of the fact that everybody has a different learning style. I also realize that not all children will be inspired in the same way I was. I can not speak for anyone other than myself but I strongly believe that children learn best when they are engaged in an activity that is meaningful and interesting to them and this learning is intensified when there is a school and home connection. Am I not living proof?

B) How do 6 and 7 year old children best learn?

I share Dewey's belief that "education in order to accomplish its ends both for the individual learner and for society must be based upon experience - which is always the actual life experience of some individual " (Dewey, 1938). In this case the individual is the child. For children to have meaningful learning, one must address developmental levels by providing rich experiences that will expand on their previous experiences and will encourage them to write, read, talk and express themselves through art, drama, science, and the like....to become creative learners and critical thinkers.

Children are by their nature inquisitive, creative and energetic. With this in mind, the Developmental-Interaction approach (Nager & Shapiro, 2000) must come to life within the classroom. " Young school-age children are still developing a sense of "who am I?" " (David & Mitchell, 1992). This is why it is very important to consider the experiences the child has had and how the child interprets these experiences. From these experiences of the child, you can further expand their experience in an educative way (Dewey, 1938).

"The principle that development of experience comes about through interaction means that education is essentially a social process" (Dewey, 1938). The social world of the child is primarily limited to family members and other care givers. Children need to be provided with meaningful experiences that "include playmates and other adults in their community" (David & Mitchell, 1992). Therefore, interaction points to our involvement with the environment, the natural world, the community and the exploration of materials.

Cognitive development is the way children think and learn. Children need to be

active as they learn. "They learn by interacting with their environment - objects, adults, and other children" (David & Mitchell, 1992). Children need to have many opportunities to learn through their senses, body and mind. "They learn by doing and by using their bodies and their senses " (David & Mitchell, 1992). The lesson plans in this curriculum provide children with many experiences to use their memory, reason, and problem-solving abilities. This curriculum invites the children to make observations about the world around them through their senses. Through their sensory experiences, children can become sensitive and aware of water within their environment. "But observation alone is not enough. We have to understand the significance of what we see, hear, and touch " (Dewey, 1938). Children learn best when they are engaged in a set of real experiences. These experiences invite children to explore and hypothesize about the science, math and social studies they uncover. Their response to related music and movement and the arts allows them to further their explorations and understanding of the world around them.

II. The School Environment

A) School Setting

The curriculum of a water study was developed as an interdisciplinary unit while working at a public school located in the Bronx. This was a brand new public school which had opened its doors to the community for the first time in September of 1996. It is one of many schools located in a district which happens to be one of the largest school districts within New York City. The school includes kindergarten through eighth grade and houses approximately 1,600 students. The population of the school provides a rich multicultural and multilingual setting. There are Puerto Rican, Dominican and African-American children who make up approximately sixty percent of the population. There are also children who come from Albania, Turkey, Yugoslavia, Korea, Bengali and China. For the most part, these children speak their native language at home.

In September, I was assigned 31 first and second grade students without an assistant. At least half of my students were Puerto Rican and Dominican. I had one Korean, Yugoslavian, Albanian, Jamaican, Trinidadian, and two African American children. Approximately three fourths of my students' parent or parents were employed. They had jobs which ranged from taxi drivers to teachers. The rest of the parents who were not working received public assistance. There were about 6 to 8 children who had been identified by the previous classroom teacher as children who had special needs. Yet, there was not enough support for those children who were in need of particular help nor for the teachers of these students. There was also the issue of long waiting lists because there was not enough room to place these children in the type of setting they needed. The more families are involved, the more support we can

who are in dire need of help. "Parents can be very effective in supporting children's learning at school in the role of tutors, aides, or volunteers" (Swap, 1993).

B) The Classroom Environment

The district determines the focus of the schools. During the school year, the district required all of the schools to implement a 90 minute literacy block to address the literacy crisis in the district. The school did not have the sufficient amount of supplies needed to implement the literacy block. To avoid teaching literacy and other subject areas in isolation, I created this curriculum as a way to integrate as many subjects as possible while addressing the literacy standards of the district.

To support my literacy initiative, I asked the families and other people who were important to the students to come into the classroom to tell stories, sing, read aloud and make books. I encouraged " family involvement in children's reading at home" (Swap, 1993) as well as in the class.

C) The Daily Schedule

To implement any curriculum, it is important to have a daily schedule and routine. I took three things into consideration in establishing the schedule of the day: personal teaching style, needs of students, lunch and time I would not be with my students. This is a typical day's schedule for my class. I involved parents in the classroom in the following ways.

8:25 Arrival to class: Parents help children unpack, etc. to make transition smoother and faster.

8:35 Morning meeting: This consists of a morning message (questions and comments are made by students) , schedule of the day (questions and comments are made by students) , calendar and weather graph are done by children, a poem or shared big book reading and a song related to the curriculum . Jobs assigned on Mondays. Attendance graph is discussed to determine students present and absent followed up by discussion/question related to theme.

9:00 Library time: Children choose 2 books from library and are allowed to read them after they have read at least 1 book from their reading baskets located at their table. I have chosen books to meet the different reading levels of the children at their tables as well as books related to the curriculum. Children are allowed to read alone, to each other or with a buddy. After the children have read, they write a reader's response for one of the books they have read. While the children are doing this at their tables, I am working with a guided reading group of children on the rug in the meeting area.

Parents help children select appropriate books, read to children, children read to them, assist children with a Reader's Response, to ensure that the group and I are not interrupted.

9:45 Literacy Centers : Children are in small groups doing different activities in the following centers related to the curriculum and themes we have done as a whole class: Poetry Center,Song Center, Listening Center, Word Games Center, Writing Center, Block Center, Science Center, Art Center, Read Around Room Center, Felt Board Center, Big Book Center, Story Telling, Drama Center and Computer Center.

Parents aid children with reading and writing at centers. This allows me to work with each group in a timely fashion.

10:20 On Mondays, Wednesdays, and Fridays:

Writer's Workshop I share a personal experience with a drawing. The children help me label the things they recognize in my illustration. They then help me write a sentence or sentences for my story. I demonstrate conferencing by selecting children for 3 questions and 3 comments. Children then write about their own personal experiences. Children then conference with each other at tables.

Author's Chair After children have conferences at their tables, one child shares their story to the whole class. That child then selects children for 3 questions and 3 comments.

On Tuesdays and Thursdays the children have Choice Time. They are allowed to go to any center such as drama, math, etc.

Parents help children with writing while I conference with small groups.

11:25 Lunch and recess

12:25 Arrival to classroom, etc. Parents assist children to ease transition.

12:35 Specials (gym, art, etc. time when I am not with my students)

1:10 Math:

During this time, I demonstrate an activity which engages all students. They then use and manipulate various materials to demonstrate their understanding of a mathematical concept. Students record their work during this time. Students then have the opportunity to share their work during a math discussion. I act as a scribe while the students and I write a shared interactive class math journal. Students then write independently in their math journal.

Parents aid children working at math centers. This allows me to conference, observe and work with each group in a timely fashion.

1:55 Integrated curriculum: Social Studies and Science or other emerging areas of interest

During this time, I demonstrate an activity which is reflective of the theme. They then use and manipulate various materials to demonstrate their understanding of a social studies or science concept. Students record their work during this time. Students then have the opportunity to share their work during a discussion related to the theme. I act as a scribe while the students and I write a shared interactive class social studies journal. Students then write independently in their social studies journal.

Parents support children working at social studies centers. This allots me enough time to work, conference and observe each group.

2:30 End of day meeting, Pack Up, Jobs

Parents assist children in packing up to make the transition smoother.

2:45 Dismissal

The schedule undergoes changes depending on the activities planned. (Change the schedule if the students need more time and experience during an activity. If children are working productively and are engaged, give them more time. Be flexible with the schedule but make sure consistent routines are in place).

D) The Role of Centers in the Classroom

centers are an important part of daily life in the classroom. Children should have the option to choose which center they want to go to several times a week. In addition, assign them to a center to ensure that every child has an opportunity to work in a particular center and at times on a particular task. During center time, the children are not under direct adult instruction. The children are either manipulating the materials in relation to the theme, a specific task assigned, or simply exploring and fulfilling their own needs. If the children are assigned a specific task, they should select the materials of choice to complete the assignment. Materials should vary from structured (dominoes, puzzles,etc.), semi structured (legos, table blocks, paper, etc.), to unstructured (sand, water, clay, paint, etc.). Children can select materials from areas of the room that are clearly labeled, at their eye level and easily reachable.

The children independently choose the center that they want to go to at least twice a week. Many children will use this opportunity to complete projects. The assignments at the centers should allow them to connect to the curriculum. Give the children specific tasks that allow them the opportunity to make their own discoveries about themselves, the materials they are working with, and the environment that surrounds them. Make it a point for them to share their experiences with one another either in small groups or as a whole class. While children are at centers, observe them to get a sense of what is working, what needs improvement, and the types of support the students need. With the structures of routine and centers in place, an integrated curriculum can be developed and implemented with the greatest potential of success.

III. Curriculum

A) Overview of Curriculum

In the previous year my class and I focused on the theme of " family " which led us to explore the origin of our own families. Since most of the students in my class were from the Dominican Republic, Trinidad, Jamaica, and Puerto Rico, this led us to to an in depth study of the Caribbean Islands. At the end of the school year, the district mandated a curriculum for six and seven year old children focusing on the neighborhood. In the fall of the following year I began to plan the neighborhood curriculum. I decided to focus on water within the neighborhood as a unifying theme. I felt that this would help my students from the previous year to further expand on their study of the Caribbean Islands; but it would allow the new students to contribute their own knowledge and understanding. I decided to begin the water curriculum by asking stimulating questions while allowing time for discussion during morning meetings. Through this, I established a sense of the prior knowledge and interest of the children. Here are some of the questions:

Have you ever looked around you?

Have you taken a really close look at what surrounds you?

Do you take the time to listen to the things that are all around?

Can you hear your surroundings whispering, speaking, singing and shouting to you?

Do you wonder where these things have been and how they got there?

Does it matter?

You breathe air, we all breathe air, but do you take the time to smell the air after it rains?

I mean really smell it. Is there a difference in the smell?

Does the air become a part of you?

Can you hear the stories of the rain?

Do you want to hear them?

Can you hear the sky laughing, crying, and becoming alive when it rains?

Do you dance along with the rhythm of the raindrops?

Can you keep up with them?

Or are they too quick for you to dance along with?

Have you ever tasted a raindrop?

When was the last time you greeted the darkness of the sea?

Do you feel the warmth and kindness of the water ... or does it only wet your skin?

Do you cherish every moment you encounter water?

Water surrounds them at all times. Yet, many children do not realize this. Therefore it became important to find ways that would help children become more aware of their surroundings. I wanted " to base a curriculum for small children upon a study of their environment " (Mitchell, 1991).

Why water? Agua? H^2O? Water is an experience all of us share. It touches the past, present, and the future. It covers 70% of the Earth's surface. It makes up nearly three-fourths of the human body. Water connects and sustains ecological systems. People could live for about 30 days or so without eating but a person would die without water within days. Water is vital. It affects the existence of all living and non living things.

Cultural Context

Water is a common thread among all cultures. Different cultures often express different beliefs about water. Their myths, celebrations and stories are often centered around water. Throughout the activities, children will share some of their beliefs about water during our discussions. Cultures also express their connections to water through art, music, language, and customs. The study of the neighborhood allows many opportunities for children and their families to share some of their own cultural connections to water. Various cultures influence our understanding of water resources. Social studies, art, science, music, movement, and language arts are used to create a curriculum accommodating diverse learning styles with activities that are not only practical but also thought provoking and engaging for children and their families of all cultures. This is why water in itself is a perfect theme for a social studies curriculum.

The Importance of Materials

"Every material is the springboard for deepening learning" (Pile, 1990). Children can learn through structured and unstructured materials. Materials are an essential part of the classroom environment because children can manipulate them to symbolize what they know about the world. Materials help children develop emotionally as well as socially. Materials can be used to allow children to express how they feel about the world around them. To meet some of the needs of the diverse learning styles within the classroom provide students with various types of materials. Some materials that can be provided are table blocks, paint, plasticine, clay, legos, pipe cleaners, sea shells, sticks, cardboard, boxes, sand, soil, water and the like. Water is a relevant and meaningful topic to children. "Every child knows water even if he has never seen a beach or a river. Even the youngest child at nursery school knows how it feels to drink water, to take a bath, to have his hair washed, to stand in the rain, to stomp in a puddle, to play with soapy water, and perhaps to blow bubbles " (Pile, 1990).

The Home and School Connection

The curriculum constantly makes bridges between the home and school through experiences with water. Children are given opportunities to talk about all of the things they do at home that are related to water. Such experiences can be washing the dishes, washing clothes, cooking, watering the plants or taking a bath. Family members are encouraged to come in as guest speakers to talk about the ways in which water is used at home or at their job. Guest speakers can also demonstrate a craft , skill or activity that incorporates the use of water. Children need a concrete experience to get a better understanding of these relationships. This will help children gain a better understanding of the relationships between people and people as well as people and their environment.

The Role of Trips

Trips within the neighborhood can provide experiences to further the child's knowledge of these relationships. "Do not turn your back on your own environment thinking the children know all about it " (Pile, 1990). Trips can offer a wide range of information and lead them into many investigations and discoveries about the world around them. Through trips, children can have many opportunities to learn and practice their mapping skills through drawing (David & Mitchell, 1992).

Parents can assist the class during trips. They then can help children write about their experience since the parents and the children have had a common experience. There are many children in the school and their families that have never had an opportunity to go outside of their neighborhood. This alone may be an incentive for parents to accompany the class during trips. The water curriculum is a perfect way to begin the study of neighboring communities. Visit surrounding communities through different means of transportation. Use the yellow school bus to visit the South Street Seaport and neighboring bridges such as The Brooklyn Bridge and The George Washington Bridge. "Art represents another opportunity for children to recreate and symbolize their experience " (David & Mitchell, 1992). Through art, children can make collages and constructions of some of the things they saw during these trips. Families can help children with these art projects. In fact, transportation can be another unit to be covered after the " Water in Our Neighborhood " unit. Use the trips to compare and contrast experiences on the yellow school bus to the experiences on the public bus to Orchard Beach, the subway to The Empire State Building, and The Circle Line.

B) Lesson Plans: In the Neighborhood

The following lesson plans represent the studies I did with the children to learn about the goods and services that are provided in the neighborhood. Children responded with their own questions which were answered during meetings and trips.

How much of our World is Water?

Group Size: Whole class

Age Range: 6 to 8 years of age

Time Frame: 2 sessions of 1 hour

Aim: Students will compare the relative surface amounts of water and land on earth.

Introduction: Ask: What do I have in this Cup?

Motivation: To identify liquid in cup.

1. Show students a clear cup filled with water.
2. Ask students to discuss in small groups what they think the liquid is.
3. Ask students to share their thoughts with the whole group.
4. Tell them that the liquid in the cup is water.
5. Ask: Where does water come from?
6. Ask them to draw a picture of where they think water comes from.

Development:

1. Cut one inch square representing water (blue) and land (brown) before the lesson.
2. Gather students together and hold up an inflatable globe.
3. Identify and discuss that the globe represents the earth.
4. Ask them to discuss their observations of the globe. (Ask them to discuss the blue and brown part of the globe represents.)
5. List observations and comparisons of the water and land on chart .
6. Tell them the class is going to toss the globe to find out information about the amounts of land and water.
7. Toss the globe and catch it.

8. Show them where your thumbs landed.
9. Tell them that they will be reporting where their thumbs land when they catch the globe.
10. Demonstrate this by tossing the globe to different students.
11. Each time the person catching calls out water, one recorder will place a blue square of paper on a graph labeled " Water or Land " For land, a brown piece of paper will be used by another recorder.
12. Ask class to predict what the graph will look like when they are done.
13. Begin globe toss. When a student catches the globe the student sits. This will ensure that every one has had a chance to catch the globe.

Follow Up:

1. Ask students to look at the graph and discuss what they notice. Hopefully they will notice that there is more water than there is land.
2. Count the number of blue squares and brown squares on the graph.
3. Ask students " Which of the two columns has the most squares ? "
4. Ask students to help you make a list of places where water is found (polar regions, rivers, streams, lakes, beach, etc.). Record their answers on chart paper labeled " Where is Water found ? "
5. Discuss what a neighborhood is.
6. Do follow up lesson " Water Walk " .

Evaluation:

Students will be assessed by asking them to draw and label :

1. a picture of a place where they can find water in New York.
2. a picture of a place where they can find water in their neighborhood / community.

The Fire Department

Group Size: Whole class

Age Range: 6 to 8 years of age

Time Frame: 10 sessions of 1 hour

Aim: Students will learn about how fire men use and are dependent on water to do their jobs: put out fires.

Introduction:

1. Students will discuss jobs people do in the neighborhood.
2. List these jobs on chart paper.
3. Ask them: Which of these jobs use and need water ?
4. Students will discuss their answers.
5. If the fire department is not on the list, add it onto the list. Ask them to discuss why they think you are adding it onto the list.

Motivation: Ask: What is fire ?

1. Allow students to discuss what is fire.
2. Ask: Have you or anyone you know ever experience a fire ?
3. Allow students to share stories with class.

Development:

1. Ask students to discuss ways in which fire is useful. Some responses might be: it can cook our food, keep us warm provide us with light in a dark cave, etc. List responses on chart paper. Have each child choose one response and write and draw something about it.
2. Ask students to discuss ways in which fire is not useful : it can burn our homes, it can burn us, etc. List their responses on chart paper. Have

each child choose one response to write and draw something about it.

3. Take several trips to the local fire house. Each trip will focus on :
   - architecture outside of fire house
   - architecture inside of fire house
   - fire trucks
   - interview people that work there

Follow Up:

1. Students will discuss things that can start a fire in their home. Chart answers. Ask children to illustrate their answers using oil pastels.
2. Students will discuss what they can do to prevent a fire from happening in their home. (remind an adult to unplug the iron, etc.) Chart answers. Ask them to illustrate their answers using watercolors.
3. Discuss importance of water for school and home. Predict how many fire hydrants near the school. Count fire hydrants in school area.
4. Draw a map of how to get to the fire house from school
5. Discuss and role play with students a fire drill and other things they can do in case of a fire. Such as
   - call 911
   - hang a white sheet out of window so the firemen know where to go
   - stay close to the ground to avoid smoke
   - feel door before opening it.
   - stay calm

Evaluation:

Students learning will be assessed by :

- asking them to construct something that reminds them of fire using various materials : tubes, pipe cleaners, cardboard, boxes, paint, etc.
- watching their dramatic play to see if they exhibit experiences they had at the fire house

The Bronx Zoo

Group Size: Whole class

Age Range: 6 to 8 years of age

Time Frame: 10 sessions of 1 hour

Aim: Students will learn how people at the zoo use water to do their jobs : clean animal cages, provide water for the animals to drink and bathe in, to provide habitats for the animals to live in (penguins, polar bears, crocodiles, etc.).

Introduction:

1. Students think about and discuss jobs people do in the neighborhood.
2. Add these onto the previous list of jobs on chart paper done in " The Fire Department " lesson if they are not on there.
3. Ask: Which of these jobs use and need water ?
4. Students will discuss their answers.
5. If the Bronx Zoo is not on the list, add it onto the list. Ask them to discuss why they think you are adding it onto the list.

Motivation: Ask : Have you or anyone you know ever been to the Zoo?

1. Allow them to share stories in small groups.
2. Ask: Why is water important in the Bronx Zoo ?
3. Allow them to discuss this with class.

Development:

1. Ask students to discuss and predict ways in which water is useful at the zoo: it helps clean the cages of the animals, the animals need it to drink, etc. List their predictions on chart paper.

2. Take several trips to the Bronx Zoo. Admission free on Wednesdays. Each trip will focus on one aspect :
   - architecture outside of zoo: charcoal drawings
   - architecture inside of zoo : pencil drawings
   - ways they see animals using water
   - interview someone who works there
   - ways they see people using water

Follow Up:

1. Compare their observations of the ways water is used at the Bronx Zoo to their original list of predictions made during the " Development" part.
2. Make a photographic record of their trip to the zoo

Evaluation:

Students learning will be assessed by :

- asking them to construct something they saw at the Bronx Zoo using various materials : pipe cleaners, cardboard boxes, paint, clay, etc.
- asking them to make a model out of dough (provide different colors of dough) of animals that they saw during their visit.

The Fish Store

Group Size: Whole class

Age Range: 6 to 8 years of age

Time Frame: 10 sessions of 1 hour

Aim: Students will learn about how people at the fish store use and need water to do their jobs : keep lobster tank, clean items sold (fish, lobster, etc.) .

Introduction:

1. Students think about and discuss jobs people do in the neighborhood.
2. Add these onto the previous list of jobs if they are not on there.
3. Ask: Which of these jobs use and need water ?
4. Students discuss their answers.
5. If the Fish Store is not on the list, add it onto the list. Ask them to discuss why they think you are adding it onto the list.

Motivation: Ask: Where do we get fish from ?

1. Allow students to discuss this.
2. Ask : Have you or anyone you know ever gone to the Fish Store ?
3. Allow students to share stories with class.

Development:

1. Ask students to discuss and predict what they will see at the fish store.
2. Take several trips to the Fish Store. Each trip will focus on:
   - architecture outside of store
   - architecture inside of store
   - ways they see animals using water
   - interview workers there
   - ways they see people using water
   - different fish / shelled animals
3. Make a collage using : paper in various sizes and colors, fabric with different textures, cellophane in different colors, buttons, yarn

Follow Up:

1. Compare observations of the animals they saw at the Fish Store to their original illustrated list of predictions made.
2. Do follow up lesson " Sea Shells" .
3. Discuss and role play what they saw at the fish store.
4. Purchase : mussels, clams, snails, and fish from the fish store. Students will have to count money during purchase of items. Students will use the mussels, clams, snails, and fish for printing.
5. Make observations of the things purchased.
6. Make a seafood soup and seafood salad.
7. Make a photographic record of their trip to the fish store.
8. Read Aloud " The Biggest House in the World " by Leo Leonni.
9. Take a trip to The New York Aquarium in Brooklyn. Children discuss and predict what they will see at the aquarium. The trip will focus on :
   - architecture inside of aquarium
   - interview a worker
   - various types of shelled animals
   - ways animals are using water
   - ways people are using water
   - paper mache an animal seen
10. Discuss how the fish store got the items they sell. (the sea)

Evaluation:

Students learning will be assessed by :

- asking them to tell you what they saw at the fish store. Write their sentences down on sentence strips.
- asking them to make a sponge painting of these things .
- When the work is dry put it together in a concertina book (a book folded up like an accordion) and add their sentences.

The Dry Cleaners and Laundromat

Group Size: Whole class

Age Range: 6 to 8 years of age

Time Frame: 10 sessions of 1 hour

Aim: Children will learn about how people at the dry cleaners and laundromat use and need water to do their jobs.

Introduction:

1. Students think about and discuss jobs people do in the neighborhood.
2. Ask: Which of these jobs use and need water ?
3. Students will discuss their answers.
4. If the Dry Cleaners and Laundromat is not on the list, add it onto the list. Ask them to discuss why they think you are adding it to the list.

Motivation: Ask: How do we get our clothes cleaned ?

1. Allow students to discuss this.
2. Ask: Have you or anyone you know ever gone to the Dry Cleaners or Laundromat ? "
3. Allow children to share stories with the class.
4. Family members will be encouraged to come in as guest speakers to talk about the ways they clean clothes (by hand, washing machine at home, dry cleaners, local laundromat, with a washing board, etc.).

Development:

1. Ask students to discuss how they think clothes are cleaned.
2. Ask a parent if class can accompany them while they take their clothes to the Dry Cleaners. Students will record process and observations.

3. Take several trips to the Dry Cleaners afterwards.

   Each trip will focus on one aspect :

   - architecture outside and inside of dry cleaners : do crayon rubbings
   - interview someone who works there

4. Ask a parent if class can accompany them while they take their clothes to the laundromat. Students will record process and observations.
5. Take several trips to the laundromat. Each trip will focus on :

   - architecture outside and inside of laundromat : pencil drawings
   - interview someone who works there

Follow Up:

1. Compare and contrast the way clothes can be cleaned.
2. Make a photographic record of trip.
3. Bleached Pictures: Give each child a large piece of colored tissue paper, some bleach in a container, a smock, and a brush. Students paint with the bleach on the tissue paper. As they work, the bleach removes the color form the tissue paper, leaving light lines.
4. Ask children to describe the sounds of the water at the laundromat .
5. Do follow up lesson " The Sounds of Water "

Evaluation:

Students learning will be assessed by :

- asking them to wash the class aprons at the laundromat. They will measure the cups of detergent, liquid fabric softener, etc.
- asking them to write down how to wash clothes in the laundromat.
- combine the steps they wrote and bleached pictures to make a book .

The Botanical Gardens

Group Size: Whole class

Age Range: 6 to 8 years of age

Time Frame: 20 sessions of 1 hour

Aim: Students will learn of how people at the Botanical Gardens use and need water to do their jobs : maintain pond, water plants, plant trees, etc.

Introduction:

1. Students think about and discuss jobs people do in the neighborhood.
2. Ask: Which of these jobs use and need water?
3. Students will discuss their answers.
4. If the Botanical Gardens is not on the list, add it onto the list. Ask them to discuss why they think you are adding it onto the list.

Motivation: Ask: Have you ever gone to the Botanical Gardens?

1. Allow students to share stories with class.
2. Ask: Why is water important at the Botanical Gardens?
3. Allow them to discuss this.

Development:

1. Ask them to discuss and predict ways in which water is used at the Botanical Gardens : animals need it to drink, helps trees grows, etc. Have students illustrate and label their predictions on chart paper.
2. Take several trips to the Botanical Gardens. Admission is free on Wednesdays. Each trip will focus on one aspect :
   - architecture inside of the Botanical Gardens : collage using natural materials found at the Botanical Gardens " Nature Walk "

- ways they see animals using water
- interview people who work there
- ways they see people using water
- ways plants use water : leaf rubbings
- ways trees use water : tree rubbings

Follow Up:

1. Compare their observations of ways water is used at the Botanical Gardens to the list of predictions from the " Development " part.
2. Children will make a pictorial graph through collage of the ways trees, animals, plants, and people use water at the Botanical Gardens.
3. Read Aloud " The Tiny Seed " by Eric Carle.
4. Draw a map of
   - how to get to the Botanical Gardens from school.
   - the Botanical Gardens.
5. Make a photographic record of their trips to the Botanical Gardens.
6. Make a wall story about the trip by painting a class mural.
7. Do follow up lesson "River Sticks".

Evaluation:

Students learning will be assessed by :

- asking them to construct something seen at the Botanical Gardens using paper mache and various materials: tubes, pipe cleaners, corrugated cardboard, boxes, paint, fabric, toothpicks, sticks, wood, soil, sand, pebbles, colored tissue paper.
- observing their dramatic play to see if they exhibit any of the experiences they had at the Botanical Gardens.

- Planting seeds :

  Set up a science center where the children can grow seeds. Provide containers and soil for the children to use. They will plant some seeds and try the following experiments :

  - container with seeds and no soil or water
  - container where seeds are kept too wet
  - container with put in a dark cupboard
  - normal container with soil, water, drainage, and sunlight

4. Students will watch these experiments to
   - discuss these experiments
   - record what happens through drawing and labeling
   - discuss the importance of water at the Botanical Gardens

The Jerome Reservoir

Group Size: Whole class

Age Range: 6 to 8 years of age

Time Frame: 15 sessions of 1 hour

Aim: Students will learn of how people:

a. use and need water to do their jobs at the Jerome Reservoir

b. need and use water from the Jerome Reservoir.

Introduction:

1. Students think about and discuss jobs people do in the community.
2. Add these onto previous list of jobs if they are not there.
3. Ask: Which of these jobs use and need water ?
4. Students will discuss their answers.
5. If the Jerome Reservoir is not on the list, add it onto the list. Ask them to discuss why they think you are adding it onto the list.

Motivation: Ask: Does any one know where we get our water from?

1. Allow them to share their ideas.
2. Ask: What is a reservoir ?
3. Allow them to share their ideas in small groups.
4. Discuss with students that in order to be sure people will have enough water even when it does not rain, we build dams across rivers. A dam traps part of the flow of the river to make an artificial lake called a reservoir.
5. Discuss with students what the reservoirs is used for.
6. Ask: Have you ever gone to the Jerome Reservoir ?
7. Allow them to share stories in small groups.

8. Ask: Why is water at the Jerome Reservoir important?
9. Allow students to discuss this with class.

Development:

1. Take several trips to the Jerome Reservoir in the Bronx.

   Each trip will focus on one aspect :

   a. architecture outside and around the reservoir : pencil drawing

   b. ways they see animals using water : charcoal drawing

   c. interview someone who works there

   d. ways they see people using water : collage

Follow Up:

1. Make a class collage of the ways people use water using:

   colored tissue paper, construction paper, metallic papers, corrugated cardboard, contrasting soft pieces of fabric, yarn, colored cellophane, dried leaves, moss, seeds, etc.
2. Have them write a class story of their trip to the reservoir.
3. Combine their story and collages of the ways people use water to create a book.
4. Make a photographic record of their trip to the reservoir.
5. Discuss the transportation we used to get to the reservoir.
6. Do follow up lesson " Rain ".

Evaluation:

Students learning will be assessed by :

- asking them to construct the Jerome Reservoir using : plasticine, wood, rocks, aluminum foil, aluminum foil trays, sand, soil, twigs

Orchard Beach

Group Size: Whole class

Age Range: 6 to 8 years of age

Time Frame: 20 sessions of 1 to 2 hours

Aim: Students will learn of how people at Orchard Beach use and need water to do their jobs : life guards, forest rangers, etc.

Introduction:

1. Students think about and discuss jobs people do in the neighborhood.
2. Add these onto the previous list of jobs on chart paper.
3. Ask: Which of these jobs use and need water ?
4. Students will discuss their answers.
5. If Orchard Beach is not on the list, add it onto the list. Ask them to discuss why they think you are adding it onto the list.

Motivation: Ask children :

Have you or anyone you know ever gone to the beach ?

1. Students write and draw their stories and share them in small groups.
2. Ask: Why is water important at the beach ?
3. Allow students to discuss this.

Development:

1. Students discuss and predict ways water is used at the beach
2. Take several trips to Orchard Beach. Admission is free. Each trip will focus on one aspect :
   a. ways animals use water : colored tissue paper collage
   b. interview people who work there

c. ways they see people using water : draw with crayons and paint over drawing using water colors

d. ways plants use water : make prints using different sea weeds found

e. exploration of tide pools in section 1 by rocks : drawing

f. exploration of sea shore : make collage of natural items found

g. tides, waves : use water colors to paint observations

h. rocks : draw pictures of rocks found

Follow Up:

1. Have the students make sand pictures.
2. Students will make a pictorial graph of the ways animals, trees, plants, and people use water at the beach.
3. Make a photographic record of their trips to the Botanical Gardens.
4. Students will make paper mache crabs and sea stars.
5. Students will discuss the transportation they used to get to the beach.
6. An Underwater Creation:
   - Use acrylic paint to paint underwater creatures observed.
   - When dry, cut shapes out. Glue glitter and buttons to decorate them.
   - We will use fine thread to hang the creatures.
7. Do follow up lesson " Waves "

Evaluation:

Students learning will be assessed by :

- asking them to construct something that reminds them of Orchard Beach using various materials : corrugated cardboard, boxes, tubes, sand, water, soil, sea shells, rocks, metallic paper, transparent paper in different colors, dried leaves, fabric in different textures, cotton

Arthur Avenue

Group Size: Whole class

Age Range: 6 to 8 years of age

Time Frame: 10 sessions of 1 hour

Aim: Students will learn of how people at the restaurant Rigolettos use and need water to do their jobs : make and cook pasta.

Introduction:

1. Students think about and discuss jobs people do in the neighborhood.
2. Add these onto the previous list of jobs on chart paper.
3. Ask them " Which of these jobs use and need water? "
4. Children will discuss their answers.
5. If restaurants are not on the list, add it onto the list. Ask them to discuss why they think you are adding it onto the list.

Motivation: Ask children: Have you ever gone to a restaurant?

1. Students write and draw their stories and share them in small groups.
2. Ask: What is pasta?
3. Allow them to share stories.

Development:

1. Ask: Have you gone to a restaurant to eat pasta? Let them share.
2. Take several trips to Rigolettos. Each trip will focus on one aspect :
   - architecture outside restaurant : collage using various types of pasta
   - architecture inside restaurant : recreate the restaurant using shapes cut out of construction paper and glue
   - menu

- interview someone who works there
- ways they see people using water
- prices for each item on menu
- the waiters and waitresses
- how to make and cook pasta

Follow Up:

1. Cook spaghetti or pasta.
2. Discuss and role play what they saw at the restaurant.
3. Make a photographic record of their trip to the restaurant.

Evaluation:

Students learning will be assessed by asking them to work in small groups to:

- create a class menu
- practice being waiters and waitresses
- make and cook their own pasta.
- make a collage of a pasta dish using : various types of pasta, fabrics with different types of texture, yarn, corrugated cardboard
- make their own sauce for pasta

* Write a letter to family and friends inviting them to lunch !

Being Friends and Helping

Group Size: Whole class

Age Range: 6 to 8 years of age

Time Frame: 15 sessions of 1 hour

Aim: Students will become aware of the importance of social relationships.

Introduction:

1. Students think about and discuss jobs people do in the neighborhood.
2. Add these onto previous list of jobs if they are not there.
3. Ask: Which of these jobs use and need water ?
4. Students will discuss their answers.
5. Ask: Which of these jobs do not use and need water ?
6. Students discuss their answers adding them to the list if they are not on there.

Motivation: Ask: What is your community like ?

1. Get the children to talk about the neighborhood :
   - houses
   - nearby places (Botanical Gardens, Fish Store, etc.)
   - people who live near them
2. Bring in map of local community so children can identify some of the streets and find their own street.
3. Ask: How do all of the people in your community help each other ?
4. Refer to the list of jobs. Allow time to share and discuss ideas.

Development:

1. Have children discuss ways they help at home (washing dishes, etc.).

2. Family members will be encouraged to come in as guest speakers to talk about their jobs at home or at their work place.
3. Family members and friends of students will be asked to talk about the work relationships that they have encountered with :
   - water
   - people
   - the environment

   This will help children gain a better understanding of the relationships between people and people as well as people and their environment.
4. Family members and friends of my students will be asked to talk about and demonstrate a craft from their ethnic background. Hopefully, they will be crafts that incorporate the use of water.

Follow Up:

1. Make a class graph " How do you help at home ? "
2. Draw pictures of how they help at school.

Evaluation:

Students learning will be assessed by

- discussing how they can help within their community.
- recreating their community demonstrating the ways in which they can help their community.
- discussing water conservation.

C) Follow Up Lesson Plans: Materials and Explorations

These lessons reflect opportunities for children to encounter water in a variety of ways both in and out of the classroom. These lessons can be used before, during or after a trip experience.

Water Walk

Group Size: Whole class

Age Range: 6 to 8 years of age

Time Frame: 3 sessions of 1 hour

Aim: Students will explore many ways people and living things use water.

Introduction: Students close their eyes and imagine they are using water.

Motivation: Ask: How do people use water?

1. Have the students list all of the ways that people use water.
2. Ask students to sit in a circle. Ask one child to come to the center of the circle and choose one way in which people use water from their list and do the movement to it. The other children will guess what the child is acting out. This can be done several times or until each child has shared. After they have guessed correctly, they can make the sounds to accompany the movements of child in the center of circle.
3. After students share an item on their list, ask them to rank the ten most important water uses and say why their first choice is most important.

Development:

1. Take students for a walk and ask them to look for other uses of water.
2. Instruct the students to add the uses they find to their current list.
3. Ask children to record the sounds these things make.
4. When the lists are completed, discuss their findings and have children share the sounds made by the items on their list.
5. Ask children to add all of the different organisms they found that were using water in the area (i.e. kids, plants, birds).

6. Ask children to do the movement to the different organisms they added to the list and to accompany their movements with sound.

Follow Up:

1. Do this activity in a variety of environments:
   - Orchard Beach
   - Hudson River
   - the pond
   - inside the school
   - out in a field
   - at home
2. Children compare and contrast how water is being used above.
3. The following song will help students understand their need for water. The song goes to the tune of " Old McDonald ".

We need water to survive,
it keeps us alive !
And if you drink it everyday
You can run and play.
.....It's in our food,
it's in the air,
You'll find water everywhere,
We need water to survive,
it keeps us alive !

Evaluation:

Students learning will be assessed by asking:

- them to discuss the ways they use water.
- them to discuss the ways other living things use water.
- students will then make a book of the water uses they have in common with other living things through paintings using water colors.

River Sticks

Group Size: Whole class

Age Range: 6 to 8 years of age

Time Frame: 3 sessions of 1 hour

Materials: a medium sized stick for each student, a waterway of any size

Aim: Students will explore the sounds (vibrations) of water.

Introduction: Ask them to describe what water sounds like.

Motivation: Ask: When have you heard water?

1. Students will discuss a time that they have heard water.
2. They will draw and write about a time they heard water.
3. They will share stories with each other in small groups. While a child shares their story the other students listening to the story will make sound effects for the story. Each child takes a turn until all students have shared their stories.

Development:

1. Take students to an area with a running waterway:
   - Orchard Beach
   - Hudson River
   - curb by a storm drain
   - The Botanical Gardens in the Bronx (trail in the woods with waterfall)
2. Give each student a stick and explain that the sticks can be used to transport the sounds (vibrations) of the water up to their ears.
3. Encourage the students to place one end of their sticks in the water and touch the other end of the stick to their ear. Now listen.
4. Give the group the freedom to listen to a variety of places and

compare the sounds. If the water is not flowing at your location, try listening to the water while someone taps on the surface of the water or try this with the miniature waterfall produced by a faucet.

5. Ask the students to write down the actual sounds in each place.
6. Ask children to write a description of the sounds heard in each place.
7. While sitting or standing in a circle the group will share their findings. Each child chooses one sound from their list. That child will:

a. Say the name of the place where a sound was heard. The children will take turns making sounds they think were at that specific location. After children have guessed, the child will then reveal the noise that was heard at that place.

b. Read the description of one of the sounds that they heard in one specific place. After the description of this noise was made, the children will take turns trying to produce that sound. After children have guessed, the child reveals the noise that was heard at that place.

c. Make a sound from their list while other students listen and do body movements to that sound.

Follow Up:

1. What does the sound you heard from the water remind you of? Students will:
   - find and try to play an instrument that reminds them of the water.
   - use water colors to paint their memoirs.

Evaluation:

Students learning will be assessed by asking:

- student to name natural areas where you can hear running water
- student to name some areas in a city in which you can hear the sounds of water running (i.e. fire hydrant, running faucet, shower.
- student will contribute pictures done in water colors to a class big book of " You Can Hear the Sound of Water at....."
- Each student to find or make something that can transport the sounds (vibrations) of the water up to their ears.
- student to use clay to make something in response to " Where can you hear water? "

The Sounds of Water

Group Size: Whole class

Age Range: 6 to 8 years of age

Time Frame: 3 sessions of 1 hour

Aim: Students will be introduced to the steps of the water cycle through sound.

Introduction: Ask: Where does rain come from ?

Allow them enough time to discuss their ideas. Ask students to close their eyes and imagine how water gets to the sky. Permit each child to do body movements while they share their explanations.

Motivation: Ask: Would you like to go on a water journey?

1. Have the students begin by sitting on the floor in a large circle with you in the center. Tell them to close their eyes and if they need to they can open their eyes and get up at any time to do body movements while you read to them the following:

Water Cycle Journey

The Pool

It is a beautiful summer day..... the sky is blue.... white puffy clouds float over your head.... the sun is shining..... the ground is warm..... a songbird sings in a nearby tree..... Imagine a still pool of water.... it is surrounded by soft green grass and tall trees.... you are a water molecule in the pond.... you are tiny.... moving gently back and forth.... you can feel other water molecules around you.... you are all gently moving against each other..... touching.... close.... a gentle wind makes a small wave on the top of the pool of the water....tiny waves move along....you are bounced into each other...you are all rocking back and forth... the sun warms the surface of the water...you are close to the surface...you start to move very fast....the rays of the sun is shining on you....you move even faster.....faster...more quickly...and suddenly you burst from the top of the

pool...and you go into the air...you over away for the others and you are floating all alone...you are invisible...you are not touching any of the other water molecules...

Ask students " Where are you now? " and tell them: *The Air*

You are floating....you are rising...very slowly....up up...and there is space...a lot...of space all around you...you can see the pool of water under you....it looks tinier and tinier....you are moving further and further away....you look around you and you can see other water molecules around you but you can not touch them...as you go up into the sky it starts to get real cool...you are moving slow....slower...and slower..a tiny water molecule passes by you and you grab onto it...you see another and you grab on...you all start to grab onto each other...you form patterns..you look like diamonds...you become heavy...heavier...heavier...and you begin to fall...

Ask students " What are you now? " and tell them: *The Snow*

you fall faster..faster..faster...wind blows you up and down and all around... you swirl fast...you swirl slow....you see trees below...and everything is covered in a white...it looks like a blanket...you land on this soft blanket...as you land you see all of the other water particles falling and becoming a part of the white blanket...everything is cold....still...and quiet...

Ask students " Where are you now? " and tell them: *The Ground*

A soft light begins to appear around you...the light is bright...it is very warm...you start to move very slowly...the light is getting brighter and warmer...you move back and forth...you start to melt...the water molecules next to you begin to slip away....you begin to slide....down...Ask students " What are you now? " and tell them: *The Water*

you go down... down... down a mountain...other water molecules are with you...close together...you travel quickly...slipping...sliding...down...all moving down a hill...you see trees, bushes, grass, flowers...and you bump into a tree...into the roots of the tree...and you slow down....

Ask students " Where are you now? " and tell them: *Into the Ground*

you are being pulled into the ground...gravity pulls you through the sand..soil.. pebbles... rocks... you go deeper and deeper into the ground...it is very dark...suddenly something starts to pull you up...it starts to get lighter...you jump out of the ground...and you go

down...down...the mountain...and you meet other water molecules...you start to slow down...you reach the bottom of the mountain...and at the bottom of the mountain...there is a lot of water...

Ask students " Where are you now? " and tell them: *The River*

you move with the other water molecules...other streams come to meet you and join you on your journey...more water molecules come together...this is the big river...some of the water molecules are swirling...splashing...you start to move slowly...you move slower... slower.. slower.. and you start to reach grass....you hear cars....

Ask students " Where are you now? " and tell them: *The Pool*

It is a beautiful summer day..... the sky is blue.... white puffy clouds float over your head.... the sun is shining..... the ground is warm..... a songbird sings in a nearby tree..... Imagine a still pool of water.... it is surrounded by soft green grass and tall trees.... you are a water molecule in the pond.... you are tiny.... moving gently back and forth.... you can feel other water molecules around you.... you are all gently moving against each other..... touching.... close.... a gentle wind makes a small wave on the top of the pool of the water....tiny waves move along....you are bounced into each other...you are all rocking back and forth... the sun warms the surface of the water...you are close to the surface...you start to move very fast....the rays of the sun is shining on you....you move even faster.....faster...more quickly...and suddenly you burst from the top of the pool...and you go into the air...you over away for the others and you are floating all alone...you are invisible...you are not touching any of the other water molecules...

Ask " What's next? " and let them sit in a circle to share ideas.

2. After the water cycle journey, have children discuss the water cycle. Then explain to the students that they will be creating their own water cycle symphony. They will be the musicians and you will be the conductor.
3. Explain that you will be walking past each student in the circle while you are making a sound representing a step in the water cycle musical

score. As you pass each student, he/she should join in on making the sound that you are making, continuing until you return with a new sound or action for them.

4. With each rotation around the circle, change the motion and sound following the progression listed below. The water cycle musical score will take you through a rain storm (starting slowly and building) of the sounds of runoff and seeping water to the interpreted sounds of evaporation. Once you have reached the end of the list, begin the pattern again to demonstrate the continuous nature of the water cycle.

- slowly tapping your right index finger on open left palm
- tapping the same finger at a quicker pace
- snapping your fingers at a moderate pace
- gently rubbing your hands together
- gently patting your lap with your open palms
- slapping the ground in front of your lap
- clapping your hands together
- slapping the ground in front of your lap
- gently patting your lap with your open palms
- gently rubbing your hands together
- snapping your fingers at a moderate pace
- tapping your right index finger on open left palm at a quick pace
- tapping your finger at a slower pace
- create a gurgling sound with your mouth
- flapping your tongue in and out past your lips
- popping your mouth with one open had
- make hissing sound with your mouth
- start long exhale sounds with your breath
- quiet - hold your hands over your mouth (begin the cycle again from the beginning)

5. Ask students to identify the sounds they made with each step in the water cycle.

Follow Up:

1. Students will listen to the sounds of water in their own environment.
2. Students will use pans of water with straws for tapping, splashing and blowing sounds in the water.
3. Students will paint a class mural of the water cycle while listening to a recorded tape of water sounds.

Evaluation:

Students learning will be assessed by:

- Students will create their own sounds to match the stages in the cycle.
- Children will discuss the importance of the water cycle.
- Identify parts of the water cycle that are happening outside at this moment.

Sea Shells

Group Size: Whole class

Age Range: 6 to 8 years of age

Time Frame: 3 sessions of 1 hour

Aim: Students will observe and communicate observations through singing.

Introduction:

Ask students if they have ever been to the beach.

Allow them enough time to share their experiences at the beach.

Motivation: Ask: Can you describe your sea shell?

1. Put sea shells in a large container and gather the children in a large circle.
2. Give one shell to each student and ask each child to look at and feel their shell.
3. Ask questions to encourage their thought:
   - Is your shell hard?
   - Is your shell the same color on the inside as it is on the outside?
   - Does it feel the same on the inside as the outside?
   - What colors do you see on your shell?
   - What size is your shell?
4. Go around the circle allowing each student to say something about their shell.

Development:

1. Gather all shells from the students and put them into a large container.
2. Students form a line outside of the classroom. Leave the door open.
3. Before they enter the room, lay the shells all over the classroom floor.

4. If you have a recorded tape of the ocean sounds play it.
5. Before the students come in tell them that they are going to pretend to walk along the beach and they will need to feel and look at the shells as they walk.
6. Each student will select one shell that they really like and bring that shell to a selected place to join you.
7. Once each student has joined you, sit them in a circle and teach them this song as a way sharing their favorite shell. Each student has a turn. This song is sung to the tune of " The Farmer in the Dell "

I Like This Shell

I like this shell

I like this shell

I like this shell because it's _____

(student says something about their shell)

I like this shell

Follow Up:

1. Children will sort the shells into groups based on the way they feel, look, their color and size.
2. Children will make shell prints using dough.

Evaluation:

Students will be assessed by:

- listening to what child says about the sea shell while singing the song.
- observing the way the children sort the sea shells.
- asking children to use oil pastels to draw a picture of their shell.

Waves

Group Size: Whole class

Age Range: 6 to 8 years of age

Time Frame: 3 sessions of 1 hour

Aim: Students will explore the waves through sound and motion.

Introduction: How does the water move? Students take turns blowing on water. Students describe the way water moves.

Motivation: Listen to a weather forecast !

1. Take class to a beach, river or use large bins of water.
2. Have children observe the water.
3. Children will record their observations.

Development:

1. Students will share and discuss their observations of the way the water moves (high tide, low tide, waves, splashes, etc.).
2. Students will then make musical scores fro their observations.
3. Students will find and collect things to represent their observations. (rocks, sea shells, gravel, pebbles, etc.)
4. Students will make rattles out of the things that they found.
5. Students will use their musical score cards to conduct and orchestrate their own " Beach Symphony " using the rattles they made. (i.e. - waves could be, high tide could be, splashes could be, etc.)

Follow Up:

1. Students will sing to the tune of " You Are My Sunshine "

* words can be substituted if observation is done at the Hudson River:

- ocean can be substituted with the word river
- dolphins can be substituted with the word fishes
- crabs can be substituted with the word rocks
- starfish can be substituted with the word pebbles
- jellyfish can be substituted with the word splashes
- whales can be substituted with the word waves

I Love The Ocean

I love the ocean,
I love the ocean.
I love the water, sand, and shells.
I love the dolphins, the crabs, the starfish,
And the jellyfish and whales.
I love the ocean,
I love the ocean.
And all the animals that live there.
I will respect them, love and protect them.
In this beautiful world we share.

2. In small groups students will create a web of words related to waves. Using the words from this web they will create a poem. They will then paint a " wave " scene using water colors.

Evaluation:

Students will be assessed by asking small groups to use materials such as bins, sand, water, empty bottles, etc. to create a miniature ocean to:

a. think of different ways to create waves in the water
b. predict what will happen to the water, sand, etc. if waves are created
c. discuss what happened to the water, sand, etc. after they tried different ways of creating waves in the water

Rain

Group Size: whole class

Age Range: 6 to 8 years of age

Time Frame: 3 sessions of 1 hour

Aim: Students will recreate the sound of rain.

Introduction: How did the rain make you feel? Why?

a. Ask students to recall a time when it was raining and how the rain made them feel. (Did they feel happy, sad, scared, excited? , etc.)

b. Allow them enough time to share their stories and to explain their feelings. (Why did the rain make you feel happy? , etc.)

c. They will then do the body movements to their feelings in small groups.

Motivation: Ask: What would it be like if you were rain?

Allow children time to share their thoughts.

Development:

1. Tell students that they will become rain drops. This can be an indoor or outdoor activity. If done indoors use masking tape to lay out the site the raindrops have to make it through. If done outside use chalk to mark the path.
2. Ask students to form a line and ask them to close their eyes.
3. Tell them:

   the sky is getting dark, and you can hear thunder, it is very loud thunder, you saw a flash of light, and it is starting to rain, the rain is very soft..but it begins to rain harder and harder...the rain is coming down really fast...faster...the rain is starting to slow down... but it is still raining...raindrops are falling on top of a mountain
4. Ask students to open their eyes and tell them that they are all

raindrops that are going to pass down the side of a mountain.

5. Ask the students to move their bodies through the sites as if they were rain while they make the sounds of rain.
6. As they pass the sites tell them the sites they encounter are:

   a) small rocks b) stream c) trees d) rapids e) river

Follow Up:

1. Students will sing the following song in Spanish.

Que llueva,
Que llueva
la Virgen de la Cueva
los pajaritos cantan
para la noche buena
coro:
hu re hu re hu ra
la reina va pasar
unos van alante
y otros van atras
Que llueva,
Que llueva
la Virgen de la Cueva
los pajaritos cantan
para la noche buena
repite coro

2. Students will listen to a tape recording of:

   - rain falling gently - a severe rain storm - a tropical rain storm

3. Students will :

   - predict how much rain fall there will be during a specific time period (a week, two weeks, a month, etc.).
   - place empty containers outside to the collect rain
   - once rain is collected they will use measuring cups to see how many cups of rain there are in all
   - use that rain to paint murals of rain.

4. Students will write poems about the rain.
5. Students will observe and record their observations of the rain when weather permits.

Evaluation:

Students will be assessed by asking:

- each child to make a rain stick.
- small groups of children to orchestrate a rain dance.

IV. Reflections and Recommendations

While developing these lesson plans, I realized that I could not fit all subject areas into a lesson or specific theme. The subject areas have to flow out of the theme naturally, just like the way water flows. The neighborhood itself provided a lesson I could never have planned.

"Ms. Graniela, Ms. Graniela..... um, uh I wanna know if my mom come wit us to Botanical cause she ain't ever been there?" T.V. asked in a very loud high pitched voice as he rushed into the classroom bumping into several other students. "Sure, I think that would be great ! " I responded.

While walking to the Botanical Gardens, there were several construction workers repairing the sewer cap in the middle of the street. "OH! OH! What that? What they doing?" asked T.V. as he began to run towards the construction workers at top speed. "Hey, wait for us!" I shouted. My heart stopped beating as he approached the end of the side walk. "Ah ight! Hurry up, geesh!" T.V. said anxiously awaiting at the very edge of the sidewalk corner.

As the class and I approached the corner, T.V. grabs me by the hand very tightly not realizing his own strength. "Man, when is light turn green? Uh! Everything slow. You. Light. Uh!" he said as he stomped his foot. After we crossed the street, T.V. quickly let go of my hand allowing circulation to occur again. He then ran to the construction workers. "Whacha doin, huh? " he asked with eyes wide open.

Construction Worker: Well, we are fixing the pipes in the sewer.

T.V. : What that do?

Construction Worker: The pipes allow water to go from one place to another.

T.V.: How much?

Construction Worker: Thousands of gallons of water goes through these pipes every day.

T.V.: Where you get all dat water?

Construction Worker: The reservoir..

T.V.: I know all about dat! Yeah man. We been der on a trip. I get it. Water in da resvoir go in pipes. An dat water go in da pipes when I go to da bathroom, take shower, n stuff like dat.

Construction Worker: Wow. You really know a lot about the sewer system. Would you like to see the water going through the pipes?

T.V.: Yeah! Oh, hold up. Ms. Graniela, Ms. Graniela can we see dis? Oh, come on! We learning bout water ain't we? Well? Hurry up! Get in line. You too Ms. Graniela. Ma you gotta wait you turn.

And so, T.V. proceeded to organize a line without my help or approval. I did not mind at all because in education "everything depends upon the *quality* of the experience which is had" (Dewey, 1938). What is experience and how do we understand the experiences we have had?

"The way is, first, for the teacher to be intelligently aware of the capacities, needs, and past experiences of those under instruction" (Dewey,1938). Therefore, I had to develop a curriculum that would allow me the freedom to be flexible and reflect my students plans, needs and ideas while providing the children with meaningful and rich experiences in the real world. The curriculum, "in other words, is a co-operative enterprise, not a dictation" (Dewey, 1938). The curriculum allowed T.V. to have a starting point to be developed into a plan through the experience he had on our way to the Botanical Gardens.

"Finding the material for learning within experience is only the first step. The next step is the progressive development of what is already experienced into a fuller and richer and also more organized form" (Dewey, 1938). From this experience T.V. was able to suggest, plan and organize many small group

projects such as the recreation of the sewer system through the use of blocks, straws, masking tape, plastic bins and water. It was truly amazing.

"The beginning of instruction shall be made with the experience learners already have" (Dewey, 1938). With that in mind, I felt that I could use T.V. 's experiences and his families' experiences as a starting ground for curriculum which provided all of the children with the opportunity to further extend their preexisting knowledge. This included their social, emotional, and intellectual experiences enabling me to see the child as a whole, unique and contributing individual (Dewey, 1938). I valued the experiences the children bought with them to the classroom because of this understanding. I was so happy when T.V. told me that he had gone to the public library for the first time with his mother and borrowed the book "The Tub People" which, of course he made me read aloud to the class!

In the beginning of this study, I recalled my experiences as a child growing up and attending public schools in New York City. At that time, I felt invisible - my voice was not heard and my learning needs and interests were not recognized. In my work as a teacher, I have discovered that the key principles of developmental-interaction through integrated curriculum gives children the freedom to articulate their thoughts within the classroom. Being "aware of the potentialities for leading students into new fields which belong to experiences already had" (Dewey, 1938) gave me the inspiration to use their knowledge as my criterion for the development of this curriculum. Working with the children and their families in the community allowed the curriculum to come alive in new and meaningful ways. All of these contributions allowed the children to have a voice within the classroom.

V. Bibliography and Resources

A) References

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Fountas, I.C., & Pinnell, G.S. (1996).Guided Reading.Portsmouth, NH: Heinmann.

Lord, L. (1996) Collage and Construction in School. NY: Bank Street College of Education

Mitchell, A. & David, J. (1992).Explorations with Young Children

Mitchell, L.(1991) Young Geographers. NY: Bank Street College of Education

Nager, N. & Shapiro, E. K. (2000).Revisiting a Progressive Pedagogy: The Developmental-Interaction Approach.Albany: SUNY Press.

Pile, Naomi (1990) .Art experiences for Young Children.MA: Copley Publishing

Schuman, Jo M. (1981).Art From Many Hands.MA: Davis Publications

Smith, Nancy R. (1993).Experience and Art. NY: Teachers College Press

Swap, SS & MC (1993).Developing Home-School partnership: from concepts to practice.NY: Teachers College Press

B) Natural Resources in New York City

The New York Botanical Garden (718) 817-8748

-visit during changes of season to see how water and weather effect an area

-compare and contrast area during different seasons

-predict and hypothesize what will happen to the water during the change of seasons at the Pond at Van Courtland Park, The Hudson River and Tide pools at Beaches : Orchard Beach, Jones Beach

-explore different water habitats, if so during different seasons

-compare and contrast different water habitats

-identify and classify living and nonliving organisms within these water habitats

C) Songs

Vansant, R. & Dondiego, B. Shells, Whales and Fish Tails:I Love the Ocean.New York: McGraw Hill

Vansant, R. & Dondiego, B. Shells, Whales and Fish Tails:I Like This Shell.New York: McGraw Hill

Werner,V. (1993).We need water to Survive. Jefferson Elementary,Pullman, Washington.

D) Other Resources and Organizations

Liberty Science Center, New Jersey (201) 200-1000 ext. 310

-exhibit floors	-discovery trails	-domed imax theater
-traveling exhibits	-teacher workshops	-student programs

Department of Sanitation , City of New York

Watershed Institutes and Conservation Programs

New York City Department of Environmental Protection

Bureau of Public Affairs, Community Services and Environmental Education

-water conservation programs

59-17 Junction Boulevard, 19 the Floor
Corona, New York 11368
(718) 595-3483

Project *WILD* / Project ***Aquatic*** WILD
5430 Grosvenor Lane
Bethesda, MD 20814
(301) 493-5447

Project Learning Tree
American Forest Foundation
1111 19th Street, NW
Washington, DC 20036

National Project WET
(Water Education for Teachers)
Culbertson Hall
Montana State University
Bozeman, MT 59717
(406) 994-5392

E) Snails and Shells

Children's Books

Arthur, A.(1989). Shell. Eyewitness Books. NY: Alfred A. Knopf

Buholzer, T.(1987). Life of the Snail. Minneapolis : Carol Rhoda Books

Colrey, J.(1989). The Life Cycle of a Snail. NY: Bookwright Press.

Lionni, L.(1968). The Biggest House in the World. NY: Knopf.

Ryder, J. & Lynne C.(1982). The Snail's Spell. NY: Puffin Books

Teacher's Books

James, A.(1973). Like and Unlike. Stages 1,2, and 3. A Unit for Teachers. Science 5/13. London, England: MacDonald Educational.

Where to buy Snails

Cosenza's Fish market
2354 Arthur Avenue
Bronx, New York 10458
(718) 364 - 8510

Brooklyn Terminal market
Joseph Gitto sons
38 Brooklyn Terminal Market
Brooklyn, New York 11236
(718) 241- 3353

Central Fish Market
527 Ninth Avenue
N.Y. , N.Y. 10018
(212) 279 - 2317

F) Science Experiments with Water

Ardley, N. (1991). The Science Book of Water. New York: Harcourt Brace Jovanovich.

Edom, H. (1990). Science with Water. Saffron Hill, London: Usborne Publishing, Ltd.

Gibson, G. (1995). Science for fun: Making Things Float and sink. Brookfield, Ct: Copper Beech Books

G) Books for Children with Information about Water

Rawzon, M. (1993). Water, Water Everywhere. San Francisco: Sierra Club Books

Seizas, J. (1987). Water: What it is, What It Does. New York: Greenwillow Books

H) Children's Books related to Water

Cartwright, S. (1973). Water is Wet. New York: Coward, McCann & Geoghegan

Conrad, P. (1989). The Tub People. New York: Harper & Row

VI. Appendix

a) Recommendations for Parental and Folk Artist Involvement

b) Centers Focused on Water Theme

c) Multicultural Stories and Songs Relating to Water Theme

excerpt from my paper " Water Stories and Songs "

from TE 539 Folklore in the Classroom, Nina Jaffe Instructor

d) Folklore Resource List

Parental Involvement

At the time of this study, the district was trying its best to address the literacy needs of it's families and students populations. With this in mind, the time line for parental involvement is primarily focused on literacy. Each month has focus on a specific topic or subject area. Each week during a particular month, different areas pertaining to a specific topic were covered. The goal is to help parents get a better understanding of how literacy can occur through an integrated curriculum. The involvement of parents can provide the class with rich resources. It is imperative for parents and educators to " work together to enrich curriculum objectives and content " (Swap, 1993). If teachers and parents work collaboratively with each other, this can help the " curriculum more accurately reflect the views, values, history, and learning styles of the families represented in the school, particularly those of immigrant minorities"(Swap, 1993).

Suggested Yearly Time Line for Parental Involvement

September: Parents participate in morning meetings, help children choose appropriate books for library time, facilitate independent and buddy reading, help children write a Reader's Response (books relate to theme)

October: Parents participate and help children: at literacy centers, write about their work at the literacy centers

November: Parents help children: at math centers, write in math journal

December: Parents participate and help children during Writer's Workshop when children are: using temporary spelling, making word folders, using word wall, using standard spelling for word folders and word wall

January: Parents help children during Writer's Workshop: use temporary spelling, ask each other for 3 questions and 3 comments in small groups, use word folders and word wall, use standard spelling,write a draft, edit work

February: Parents participate and help children: in science centers, facilitate exploration of science materials, write about work in their science journals

March: Parents participate and help children: during trips related to science, assist children with science experiments, facilitate use of materials at centers to demonstrate their understanding and observations made during the trip, write in science journal about trip

April: Same as March but with a focus on Social Studies

May: Parents participate and help children: write original songs about trips using a web of words, rehearse songs, create setting for stage

June: Parents participate and help children perform poems in auditorium for classes Moving Up Ceremony, create setting for stage

Suggested Types of Parent Involvement

FORMAL
orientation meeting
discussion meetings
letters home
newsletter
parent/teacher conferences
informational meetings
Moving Up Ceremony
videos & cassettes
workshops
invitation to participate in:
class/curriculum
survey parents regarding:
interests, talents, availability
Family Information Packet
PTA meetings
Community meetings

INFORMAL
celebrations
dismissal
notes home & to school
phone calls
home visits
videos
cassettes

SOCIAL
celebrations
family breakfast
family lunches
family dinner
family dances
Author's Chair

SCHOOL SERVICE
volunteers
fund raising
library
chaperones
trip helpers
trip planners
plays/shows
guest speakers
tutors
aids
book makers
community facilitators

FAMILY/PARENT EDUCATION
educational workshops
child development meetings
parenting issues
support groups
ESL classes
adult literacy programs
parent/child projects
family room
GED preparation classes
videos
literature

AUDIENCE
Moving Up Ceremony
class productions
Author's Chair:
presented by children

CURRICULUM

guest speakers
reading in classrooms
special lessons
class trips
writing in classrooms
story telling
multicultural heritage

music projects
math projects
science projects
social studies projects
art projects
supplying materials

bring in pets
book making
journal writing
photographers
cooking
family heritage

as well as:
sharing family experiences pertinent to curriculum
sharing professional expertise, skill, knowledge

Folk Artist & Parental Involvement

Here are some of the resources in folklore and oral tradition that can be used in a curriculum such as "Water in the Neighborhood". Much of the material and citations are from the course Folklore in the Classroom taught by Nina Jaffe.

Traditional Games: "Games are systemic culture patterns which are distinctive, ancient, and widespread among the cultures of the world" (Roberts & Sutton-Smith). Children will be able to experience similarities and differences in the games they play and the games they will learn from other cultures. Therefore folk artists, parents, family and friends will be invited to teach: a) games of physical skill b) games of strategy c) games of chance.

Traditional Rhymes: " An aspect of childhood experience which may be universal is the recitation and enjoyment of traditional rhymes and games "(Durojaiye). This encourages children to share some of the traditional rhymes they say at home while experiencing the playfulness of language. Parents, folk artists, family and friends will be invited to teach traditional rhymes.

Reading: " By reading literature that incorporates folklore and oral traditions, students learn to recognize and appreciate how folklore has influenced all cultures " (Metting). Parents, family and friends will be invited to: a) read literature such as fairy tales, legends, etiological tales, fables, myths, and riddles, b) help children choose appropriate books for library time c) facilitate independent and buddy reading d) help children write a Reader's Response.

Oral Family Stories: " The differences in characterization between oral and written stories may also be due to the fact that stories in the oral tradition are

performed, not read " (Brewer). Parents, folk artists, family and friends will be invited to : a) share family stories in the oral tradition b) facilitate children sharing family stories in small groups. This may help children get a sense of pride in their own families while understanding the family heritage of their peers.

Written Family Stories: " When we write down a story, we capture it in that one form for a moment "(Leotta). Parents, family and friends will be invited to participate and help children during Writer's Workshop when children are: using temporary spelling, making word folders, using word wall, using standard spelling for word folders and word wall when writing family stories. This will help children get a sense of the power of written text. Writing will become more meaningful to them since it is about them and their family.

Story Telling: " Folk tales are truly stories of the folk- their essence, their vitality derives from the cultures that developed them, which can also include the personalities of the tellers and even the mood and personality of the audiences who hear " (Leota). Story telling will help children improve their listening skills while gaining an understanding of the setting, events, problem, resolution and closing of different types of stories. Parents, folk artists, family and friends will be invited to tell folk tales, myths, legends, circle stories, cumulative stories, etc.

Riddles and Other Verbal Puzzles: " Folk riddles are traditional questions with unexpected answers" (The Study of American Folklore). Riddles can help children analyze the way language can be used which can promote critical thinking since they will be actively trying to figure out the answer to the riddles.

Parents, folk artists, family and friends will be invited to a) tell riddles and other verbal puzzles to the whole class and in small groups b) help children create their own riddles and other verbal puzzles.

Songs: " Traditional songs, sung for generations, express deep feeling and deeply felt values" (Kirshenblatt-Gimblett). Songs can help children experience language used in different patterns and rhythms which is well worth exploring. Parents, folk artists, family and friends will be invited to sing traditional songs to the whole class and in small groups.

Art : " What better way to convey to children the cultural nature of art and the rich artistic traditions of their own community than through living practitioners" (Kirshenblatt-Gimblett). This quote says it all! Parents, folk artists, family and friends will be invited to a) bring in art from ethnic background b) demonstrate and facilitate a traditional art project to the whole class and in small groups c) assist on trip to museum.

Clothing: " In many communities where expressive culture is a part of daily life in which everyone participates, many of these activities may not be thought of as art" (Suter). The way the Bengali women dress at this school is a good example of this. Parents, folk artists, family and friends will be invited to a) bring in traditional types of clothing b) explain purpose for attire c) help children try clothing on.

Cooking: " The many varieties of expressive culture include, in addition to the arts of music, dance, theater, literature, painting, and sculpture, such forms as storytelling, vernacular architecture, home decoration, food ways, quilt making, and a host of other personal, communal, or occupational activities that have an

that is probably taken for granted. I can't think of a way to opening the doors to other cultures than through the stomach. Parents, folk artists, family and friends will be invited to a) use recipes to cook a traditional dishes with the whole class and in small groups b) help children create their own recipes c) assist on trip to supermarket to buy traditional foods and or ingredients for recipes d) assist on trip to an ethnic restaurant.

Music and Dances: " The music chosen should be of exceptional quality-it should be music that touches the heart " (Suter). " Musicians will play for social dancing " (Suter). I feel that music and dance will help promote positive socialization amongst the children. It will also let children know that it is okay to move within the classroom. Music and movement allows children the opportunity to play with space. Parents, folk artists, family and friends will be invited to a) play instruments for the whole class and in small groups b) help children create their own instruments c) teach traditional dances to children as a whole class and in small groups.

Trips: " If the community is a living museum, then the professional folklorist is its curator, and as such has an important role to play in identifying and interpreting the folk culture of an area and in working with educators to integrate the indigenous cultural resources of the community into the curriculum" (Kirshenblatt - Gimblett). Parents, folk artists, family and friends will a) assist on trips identifying folk culture within the neighborhood and near by communities b) facilitate projects before and after pertaining to the trips.

Other types of folk artist and parent involvement in the curriculum can be:

guest speakers	music projects	bring in pets
puppetry	math projects	book making
special lessons	science projects	journal writing
supplying materials	social studies projects	photographers
art projects	poetry	performers

as well as:

sharing family experiences pertinent to curriculum

sharing professional expertise, skill, knowledge

family heritage/multicultural sharing

Centers

All centers will incorporate experiences with water.

Cooking Center

Children will :

a) use traditional recipes to cook in class

b) write traditional recipes to make a multicultural cookbook

Writing Center

Children will:

a) write about family stories

b) write about observations of folk life within the neighborhood

c) write about family rituals and family traditions

Story Telling Center

Children will:

a) tell family stories

b) retell stories orally

c) retell stories using felt board and felt pieces

Music and Dance Center

Children will:

a) play instruments from various cultures

b) make instruments

c) learn various ethnic dances

d) listen to various ethnic music

Song Center

Children will:

a) sing family songs

b) sing songs from different cultures

Art Center

Children will :

a) make collages of family and friends

b) sketch pictures of observations of folk life within the neighborhood

c) bring in a form of family folk art (basket weaving, pottery, quilts, etc.)

d) paint pictures in response to stories

Game Center

Children will:

a) teach or bring family games

b) teach or bring traditional folk games

Rhymes, Riddles and Verbal Puzzles

Children will:

a) tell family rhymes, riddles and verbal puzzles

b) read rhymes, riddles and verbal puzzles

c)make up their own rhymes and riddles

Drama Center

Children will:

a) bring in and use family / traditional clothes during dramatic play

b) reenact stories

Reading Center

Children will:

a) read fairy tales, legends, origin tales, and marchen/wonder tales

b) have discussions with each other after their readings

c) do a reading response or story map

Many people have helped folklore survive and take it's rightful place within this modern and ever changing society, especially through literature. An example of such books that would be read are:

Arrow to the Sun, Anansi The Spider: a tale from the Ashanti, and Raven

Gerald McDermott

Sing Little Sack! Canta Saquito!, The Way Meat Loves Salt, and Older Brother, Younger Brother: A Korean Folk tale

Nina Jaffe

Multicultural Stories and Songs Relating to Water Theme

The following are selected water myths, songs and games with corresponding lessons which are collected as part of TE 539 Folklore. A selected course bibliography is appended.

Koluscap and the Water Monster

Curriculum Activities

Literacy:
-storytelling "Koluscap and the Water Monster"
-sing "River" by Bill Staines
-children retell story using felt board and felt pieces
-read nonfiction books about frogs and trees
-write their own ending to the story

Science:
-observe tadpoles and frogs
-record their observations in "Tadpole Journal"
-observe cedar, birch, and pine trees

Art:
-tree rubbings
-charcoal sketches of trees
-water color paintings of frogs

Math:
-play "Draw A Bucket of Water"
-record number of days it takes a tadpole to turn into a frog
-make patterns using "leaf' prints
-record length of time it takes water to evaporate

Social Studies:

-trip to the
a) Jerome Reservoir
b) Hudson River
c) The Bronx Botanical Gardens

* Do the follow up lesson "Water Walk".

Koluscap and the Water Monster

(Micmac and Maliseet—Nova Scotia)

Once there was a great drought. The rain stopped falling and the Earth became dry. Even the streams themselves stopped flowing. There was a village of people who lived beside a stream, and life now became very hard for them. They sent someone upstream to see why the stream had stopped. Before long, the man came back.

"There is a dam across the stream," he said. "It is holding back all the water. There are guards on the dam. They say their chief is keeping all the water for himself."

"Go and beg him for water," said the elders of the village. "Tell him we are dying without water to drink." So the messenger went back again. When he returned, he held a bark cup filled with mud.

"This is all the water their chief will allow us to have," he said.

Now the people were angry. They decided to fight. They sent a party of warriors to destroy the dam. But as soon as the warriors came to the dam, a great monster rose out of the water. His mouth was big enough to swallow a moose. His belly was huge and yellow. He grabbed the warriors and crushed them in his long fingers which were like the roots of cedar trees. Only one warrior escaped to come back to the people and tell them what happened.

"We cannot fight a monster," the people said. They were not sure what to do. Then one of the old chiefs spoke. "We must pray to Gitchee Manitou," he said. "Perhaps he will pity us and send help." Then they burned tobacco and sent their prayers up to the Creator.

Their prayers were heard. Gitchee Manitou looked down and saw the people were in great trouble. He decided to take pity and help them and he called Koluscap. "Go and help the people," Gitchee Manitou said.

Koluscap then went down to the Earth. He took the shape of a tall warrior, head and shoulders taller than any of the people. Half of his face was painted black and half was painted white. A great eagle perched on his right shoulder and by his side two wolves walked as his dogs, a black wolf and a white wolf. As soon as the people saw him they welcomed him. They thought surely he was someone sent by the Creator to help them.

"We cannot afford you anything to drink," they said. "All the water in the world is kept by the monster and his dam."

"Where is this monster?" Koluscap said, swinging his war club, which was made of the root of a birch tree.

"Up the dry stream bed," they said.

So Koluscap walked up the dry stream bed. As he walked he saw dried up and dead fish and turtles and other water animals. Soon he came to the dam, which stretched between two hills.

"I have come for water," he said to the guards on top of the dam.

"GIVE HIM NONE, GIVE HIM NONE!" said a big voice from the other side of the dam. So the guards did not give him water.

Again Koluscap asked and again the big voice answered. Four times he made his request, and on the fourth request Koluscap was thrown a bark cup half-full of filthy water.

Then Koluscap grew angry. He stomped his foot and the dam began to crack. He stomped his foot again and he began to grow taller and taller. Now Koluscap was taller than the dam, taller even than the monster who sat in the deep water. Koluscap's club

was now bigger than a great pine tree. He struck the dam with his club and the dam burst open and the water flowed out. Then he reached down and grabbed the water monster. It tried to fight back, but Koluscap was too powerful. With one giant hand Koluscap squeezed the water monster and its eyes bulged out and its back grew bent. He rubbed it with his other hand and it grew smaller and smaller.

"Now," Koluscap said, "no longer will you keep others from having water. Now you'll just be a bullfrog. But I will take pity on you and you can live in this water from now on." Then Koluscap threw the water monster back into the stream. To this day, even though he hides from everyone because Koluscap frightened him so much, you may still hear the bullfrog saying, "Give Him None, Give Him None."

The water flowed past the village. Some of the people were so happy to see the water that they jumped into the stream. They dove so deep and stayed in so long that they became fish and water creatures themselves. They still live in that river today, sharing the water which no one person can ever own.

These stories come from cultures living in very different and distant environments in North America, yet both stories emphasize the importance of water. They begin with a drought and end with the water's return.

In "The Hero Twins and the Swallower of Clouds," the opening poem shows an understanding of the connection between clouds, rain and mountains. When the Cloud Swallower consumes all of the clouds, the rain and snow stop and a drought comes over the Earth. The Cloud Swallower has to be slain before the clouds come again. Because he is so big and ugly, the Hero Twins and Grandmother Spider must cooperate to slay him.

In "Koluscap and the Water Monster," the stream stops flowing when the Water Monster builds a dam. He will give out only filthy water. When Koluscap turns the Water Monster into a bullfrog and breaks the dam, the water flows past the village once more. Some villagers dive in and become aquatic animals that live in the water from that day on.

(The Hero Twins also appear in Chapter 5, "Four Worlds, The Dine [Navajo] Story of Creation." Grandmother Spider also appears in Chapter 7, "How Grandmother Spider Stole The Sun.")

(Gitchee Manitou also appears in Chapter 14, "How Fisher Went to the Skyland: The Origin of the Big Dipper," and in Chapter 17, "Manabozho and the Maple Trees." Koluscap appears as Gioscabi in Chapter 5, "The Coming of Gluscabi," in Chapter 9, "Gluscabi and the Wind Eagle" and in Chapter 20, "Gluscabi and the Game Animals.")

Discussion

Drought is a serious, life-threatening problem in many regions of the world, including the southwestern United States, the lands lying east of the Rocky Mountains in the United States and Canada and the numerous deserts and arid lands around the world.

The issue of *water rights* arises in both stories. Who owns the water? This is a serious problem when people living downstream must accept the consequences of the water-use practices of upstream communities. For years Mexico has received the Colorado River from the United States as a greatly reduced flow *of polluted water* high in salts and other contaminants. Some of the activities in this chapter explore the issues of water supply, wastewater treatment and the conservation of fresh water.

Rain is part of the *water cycle*. In this continuous cycle, water falls from the clouds as rain and is then evaporated from the land, plants, animals, rivers and lakes by the sun's energy. This water then condenses as clouds that rain down on the land once again. Some water enters the *ground water* stores and may remain there for anywhere from a short time to many years. Water in the great Ogallala aquifer, underlying the Great Plains in the western United States, is only renewable when considered in terms of geologic time, yet we are using it up in decades.

In mountainous areas, air masses travel up the slopes, the air cools and moisture condenses to form clouds. As a result, there is usually a lot of rain that falls on the windward sides of mountains (Figure 10-11). A region called a *rain shadow* forms on the leeward side and beyond because the air has little moisture left to fall as rain.

The surface water that collects in lakes,

Draw A Bucket of Water (Scottish/African-American)

Four children form a circle/opposite partners hold hands creating a square in the middles. At the end of each verse one child goes into the middle.

Draw a bucket of water -- for my oldest daughter
There's none in the bucket and four out the bucket
You go under, Sister Sally

Draw a bucket of water -- for my oldest daughter
There's **one** in the bucket and **three** out the bucket
You go under, Sister Sally

Draw a bucket of water -- for my oldest daughter
There's **two** in the bucket and **two** out the bucket
You go under, Sister Sally

Draw a bucket of water -- for my oldest daughter
There's **three** in the bucket and **one** out the bucket
You go under, Sister Sally

Frog in the bucket and he can't get out! (x3) *Children jump around in their circle/ arms around each others waists.*

Loose them froggies and let them go! (3) *Children drop hands to sides and "kick-step." around.*

(in Jones, Bessie and Bessie Lomax Hawes. Step It Down).

River

by Bill Staines

I was born in the path of the winter wind
and raised where the mountains are old
The spring time waters came dancing down
I remember the tales they told

The whistling ways of my younger days
Too quickly have faded on by
But the memory of them lingers on
Like the light from a fading sky.

Chorus: River take me along
In your sunshine, sing me your song
ever moving and winding and free
you flowing old river, you changing old river
Let's you and me river, run down to the sea

I've been to the cities and back again
I've been moved by the things that I've learned
met a lot of good people and called them friends
Felt the change when the seasons turned
I've heard all the songs that the children sing
I've listened to love's melodies
I've felt the music within me rise
Like the wind in the autumn breeze

Chorus:

Someday when the flowers are blooming still
Someday when the grass is still green
My rolling waters will round me bend
And flow into the open sea
So here's to the rainbow that brought me here
And here's to the friends that I know
And here's to the song that's within me now
I'll sing it where ever I go

Chorus:

How Raven Made the Tides

Curriculum Activities

Literacy:
-storytelling "How Raven made the Tides"
-sing song "Charlie Over the Ocean"
-children retell story using shadow puppets
-read nonfiction books about birds

Science:
-observe and identify birds
-record their observations
-write a nonfiction class big book "Birds"
-hatch chicken eggs

Art:
-make bird nests
-make models of birds out of dough
-Batik eggs

Math:
-make a graph of "Birds in Our Neighborhood"
-boil and weigh different sized eggs
-record length of time it takes eggs to hatch
-make seaweed soup
-make dough recipe

Social Studies:

-trip to the
a) Bronx Zoo: "World of Birds" and "Aquatic Birds"
b) pet shop

* Do the follow up lesson "Waves".

How Raven Made the Tides

(Tsimshian—Pacific Northwest)

A long time ago, the old people say, the tide did not come in or go out. The ocean would stay very high up on the shore for a long time and the clams and the seaweed and the other good things to eat would be hidden under the deep water. The people were often hungry.

"This is not the way it should be," said Raven. Then he put on his blanket of black feathers and flew along the coast, following the line of the tide. At last he came to the house of a very old woman who was the one who held the tide-line in her hand. As long as she held onto it the tide would stay high.

Raven walked into the old woman's house. There she sat, the tide-line held firmly in her hand. Raven sat down across from her.

"Ah," he said, "those clams were good to eat."

"What clams?" said the old woman.

But Raven did not answer her. Instead he patted his stomach and said, "Ah, it was so easy to pick them up that I have eaten as much as I can eat."

"That can't be so," said the old woman, trying to look past Raven to see out her door, but Raven blocked the entrance. So she stood up and leaned past him to look out. Then Raven pushed her so that she fell through the door, and as she fell he threw dust into her eyes so that she was blinded. She let go of the tide-line then and the tide rushed out, leaving all kinds of clams and crabs and other good things to eat exposed.

Raven went out and began to gather clams. He gathered as much as he could carry and ate until he could eat no more. All along the beach others were gathering the good food and thanking Raven for what he had done. Finally he came back to the place where the old woman still was.

"Raven," she said, "I know it is you. Heal my eyes so that I can see again."

"I will heal you," Raven said, "but only if you promise to let go of the tide-line twice a day. The people cannot wait so long to gather food from the beaches."

"I will do it," said the old woman. Then Raven washed out her eyes and she could see again. So it is that the tide comes in and goes out every day because Raven made the old woman let go of the tide-line.

Raven knows that low tide must come for the people to gather clams, crabs, seaweed and other food from the beach. He tricks the old woman and she lets go of the tide-line. Then he bargains with her and she agrees to let the tide go out twice a day.

Charlie Over the Ocean

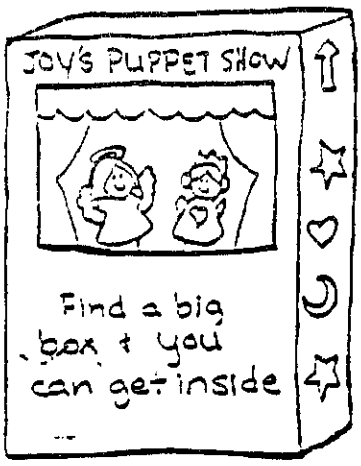
Call: Charlie over the ocean - Response: Charlie over the ocean.
Call: Charlie over the sea. - Response: Charlie over the sea.
Call: Charlie caught a blackbird - Response: Charlie caught a blackbird
Call: You can't catch me - Response: You can't catch me.

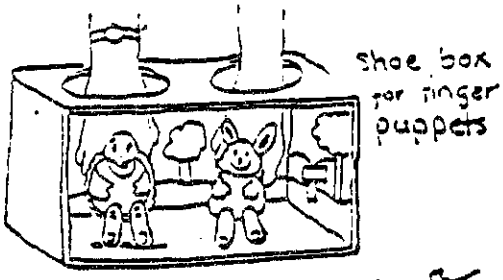
(in Jones Bessie. Step It Down)*At the end of the song child in the middle (blind-folded) must reach out and guess who he/she has touched.*

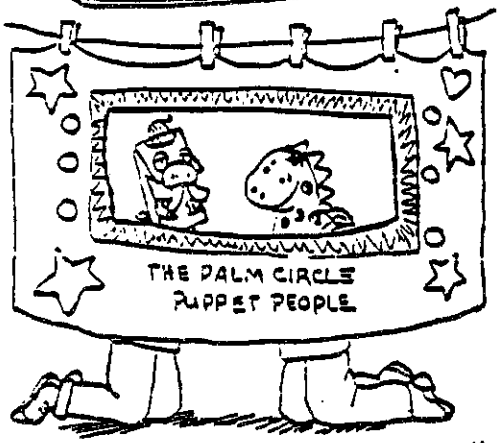
PUT YOUR PUPPETS ON STAGE

and your play will be all the rage

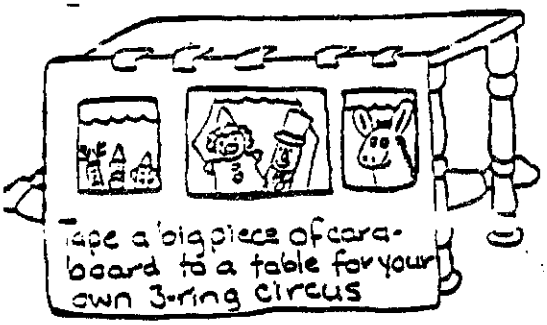
Here are some ideas for stages. Try a few of these or think up some of your own!



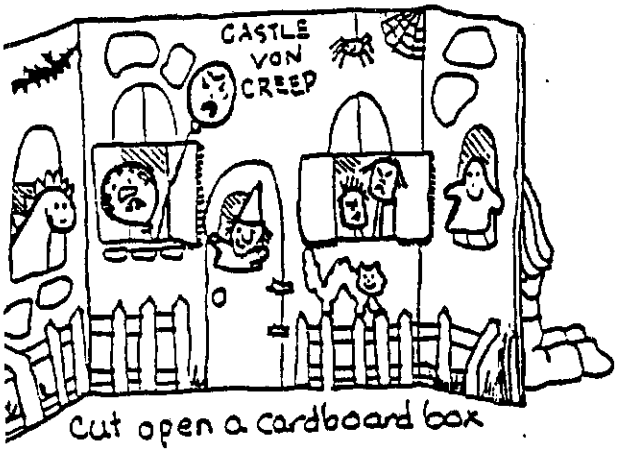




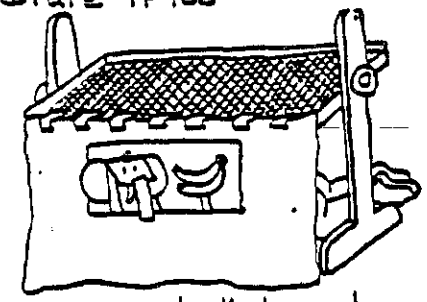
You can use an old sheet with an opening cut in it - you can decorate it too



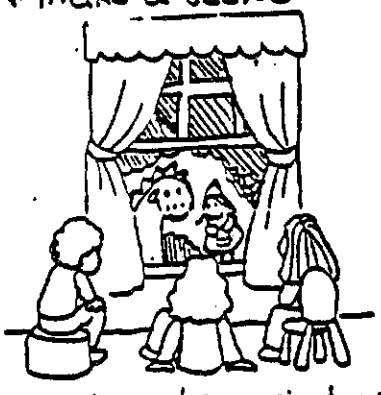
Tape a big piece of cardboard to a table for your own 3-ring circus



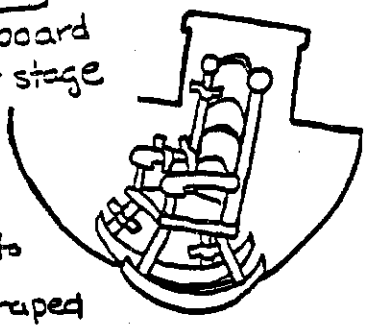
Cut open a cardboard box & make a scene



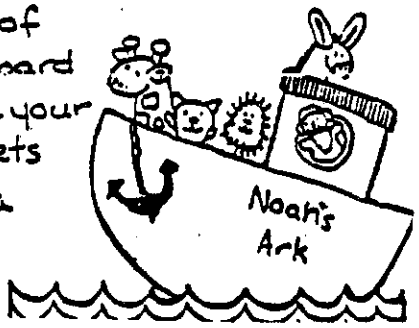
Turn a chalk board into a puppet stage



Open a downstairs window -



Attatch a rocker to a boat-shaped piece of cardboard & take your puppets to sea



Why the Sun and the Moon Live in the Sky

Curriculum Activities

Literacy: -storytelling "Why the Sun and the Moon Live in the Sky"
-sing songs "Aiken Drum" and "Irene Good Night" Raffi lyrics
-children retell story using paper mache puppets

Science: -explore materials that sink and float
-keep calendar of moon phases
-make and explore properties of mud
-experiment with sound by exploring various instruments and objects

Art: -paper mache puppets
-construct the "Home" of sun and moon
-charcoal drawings of moon phases
-make characters from story out of clay

Math: -make pictorial graph of "Sunny, Cloudy, and Rainy Days"
-count beans used while making "rain sticks"

Social Studies:
-sing Pawnee chant "To the Sun"
-make musical instruments
-do the "Sun Dance

* Do the follow up lesson "Rain".

Why The Sun and the Moon Live in the Sky

Many years ago the sun and the water were great friends, and both lived on the earth together. The sun very often used to visit the water, but the water never returned his visits. At last the sun asked the water why it was that he never came to see him in his house. The water replied that the sun's house was not big enough, and that if he came with his people he would drive the sun out.

The water then said"If you wish me to visit you, you must build a very large compound; but I warn you that it will have to be a tremendous place, as my people are very numerous and take up a lot of room".

The sun promised to build a very big compound, and soon afterward he returned home to his wife, the moon, who greeted him with a broad smile when he opened the door. The sun told the moon what he had promised the water, and the next day he commenced building a huge compound in which to entertain his friend.

When it was completed, he asked the water to come and visit him the next day.

When the water arrived, he called out to the sun and asked him whether it would be safe for him to enter, and the sun answered, "Yes, come in, my friend".

The water then began to flow in, accompanied by the fish and all the water animals.

Very soon the water was knee-deep, so he asked the sun if it was still safe, and the sun again said, "Yes," so more water came in.

When the water was level with the top of a man's head the water said to the sun, "Do You want more of my people to come?"

The sun and the moon both answered, "Yes," not knowing any better, so the water flowed in, until the sun and moon had to perch themselves on the top of the roof.

Again the water addressed the sun, but receiving the same answer, and more of his people rushing in, the water very soon overflowed the top of the roof, and the sun and the moon were forced to go up into the sky, where they have remained ever since.

Radin, Paul.
(story received in Bank Street Course TE 539 Folklore)

Aiken Drum

There was a man who lived in the moon,
lived in the moon,
lived in the moon,
There was a man who lived in the moon,
and his name was Aiken Drum!
And his head was made of pizza (2X)
And his head was made of pizza,
and his name was Aiken Drum!
And he played up on a ladle,
a ladle,
a ladle,
he played up on a ladle,
and his name was Aiken Drum!

Irene Good Night

Irene good night, Irene.
Irene, good night.
Good night, Irene.
Good night Irene
I'll see you in my dreams.

(songs received in Bank Street Course TE 539 Folklore)

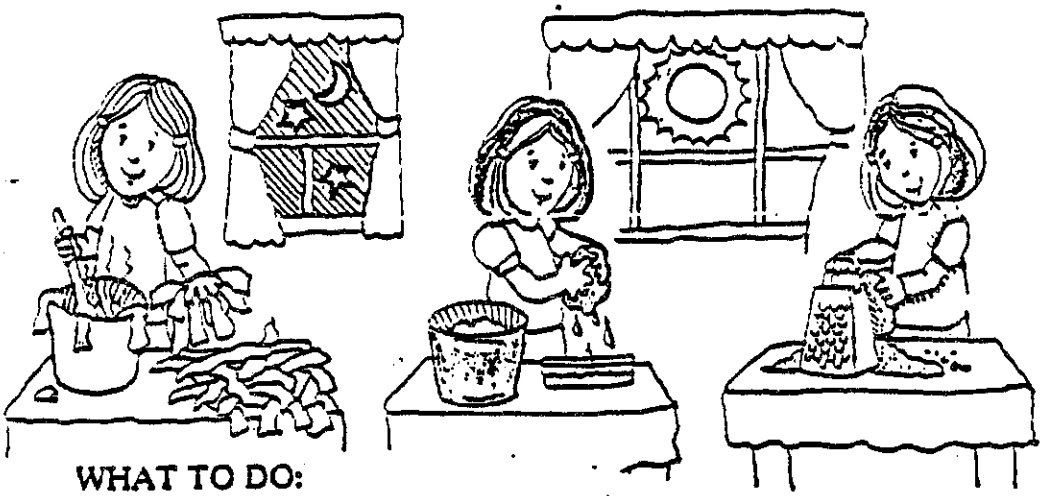
PAPIER MÂCHÉ

for any old day

This is a messy job. Be sure to ask the grownups for advice about a work spot. Then, cover your entire work area with an old plastic tablecloth, shower curtain or layers and layers of newspaper. Remember too, this project takes a while to do so it isn't one you can clean up after right away.

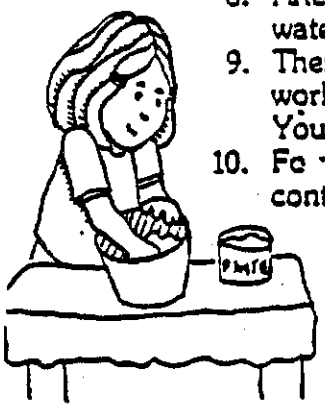
WHAT TO USE:

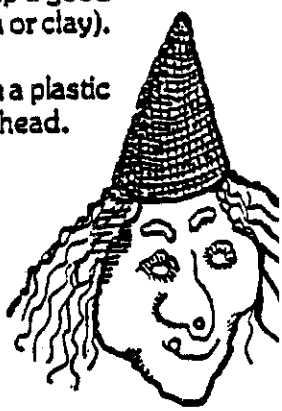
- large plastic container
- lots of newspaper
- water
- paste
- vegetable grater (if you have one)
- old fork
- stick or wooden spoon

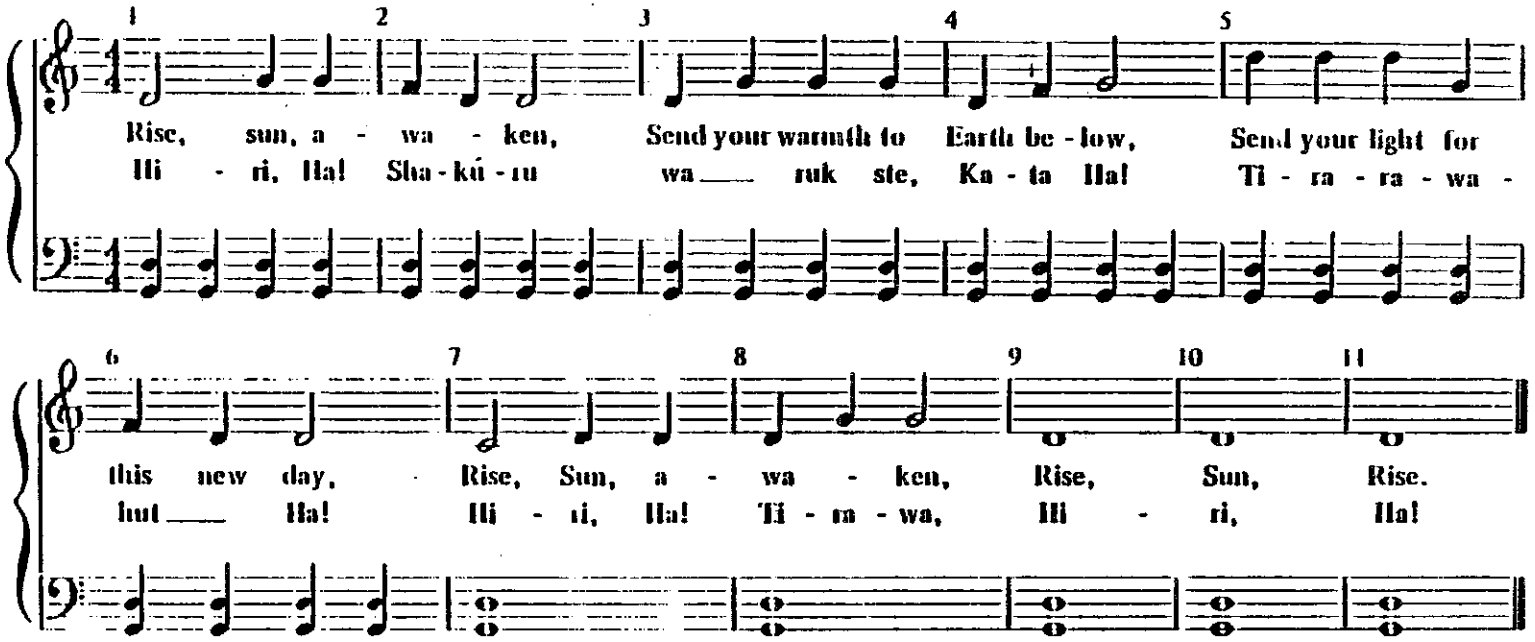


WHAT TO DO:

1. Tear newspaper into strips.
2. Fill a plastic dishpan, wastebasket or bucket with hot water.
3. Crumple up the newspaper strips and put them in the hot water.
4. Use a stick or an old wooden spoon to stir the newspaper strips around in the water so that they are all covered.
5. Leave the paper to soak for a good while (overnight if you have the time).
6. Take the soaked paper out of the bucket, a handful at a time, and squeeze out as much of the water as you can.
7. Break up all the "clumps." Use a vegetable or cheese grater to make this process easier if you have one. If not, just keep working at it by pulling and kneading.
8. After you have the paper as fine and as dry as possible, empty all the water in the bucket and put the pulp back in the bucket.
9. Then, use an old fork to stir in enough paste to make the pulp a good working consistency (it should feel about as firm as play dough or clay). You may need to use your hands to mix too.
10. Form the well-mixed papier mâché into a big ball and store it in a plastic container until you are ready to begin making your puppet head.



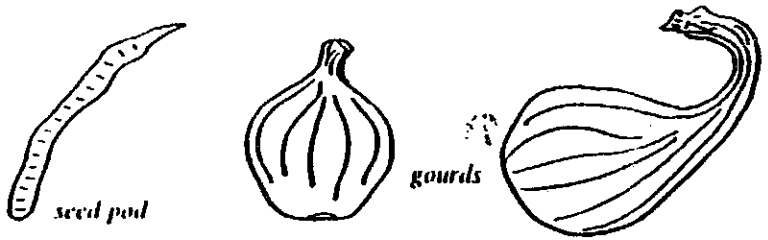




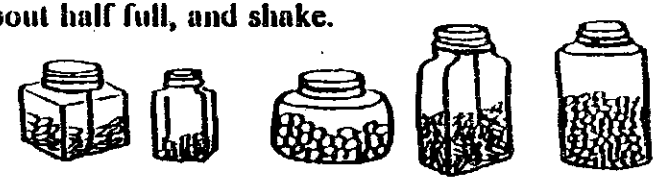
From a Pawnee chant

fall from the tree), bounce back and forth inside the pods, making a scratchy soft sound.

Or if you grow gourds or can get them from the vegetable section of your supermarket, let them dry out for a few weeks. No matter what their size or shape, gourds make a very good shaking sound.

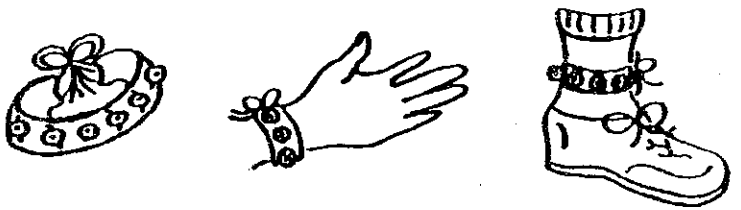


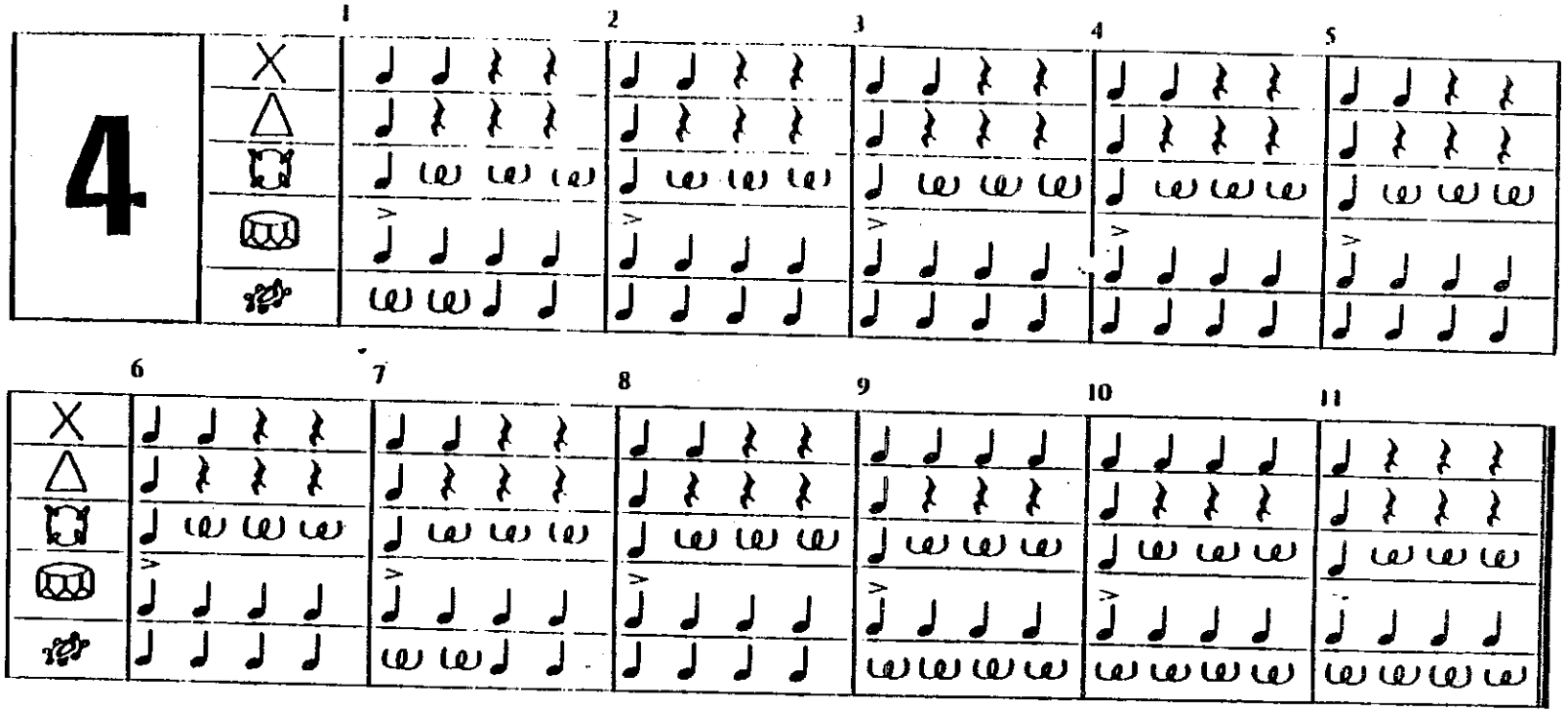
Another way to make shakers: fill any kind of container with dried beans, seeds, macaroni or rice. You can use small baby food jars, empty half-pint milk or juice containers, empty plastic bottles from beads or glitter, vitamins or medicine. Decorate them, fill them about half full, and shake.



Making Dancing Cuffs

Get some bells from a pet or toy store. Attach them to a ribbon or elastic tape large enough to tie around your ankles and/or wrists.





Then, as you dance and move your arms, the bells will move in rhythm.

You can also make the cuffs by using old, worn-out socks. Cut the cuffs from four of these socks and attach the bells around each of them. Then slip the cuffs over your wrists and ankles. They will stay comfortably in place throughout the dance.

Doing the Sun Dance

Form a circle, facing counter-clockwise. Each dancer should have a pair of shakers (or maracas), if possible.

MEASURES

1 Without lifting your feet from the floor, shuffle forward—right, left, right, left.

2 With your right foot: step on your toe, bring down your heel. Then do it with your left foot.

3 & 4 Repeat 1 & 2.

5 & 6 With your arms in the air, shaking them on each beat, step and hop on your right foot, then left.

7 & 8 Repeat 1 & 2.

9 Raise your arms and shake them 4 times.

10 Standing in place with your knees straight, bend at the waist, arms down, and shake 4 times.

11 Repeat 9.

How Coyote Brought Back People After the Flood

Curriculum Activities

Literacy: -storytelling "How Coyote Brought Back People After the Flood"
-children retell story using puppets
-children make books "How to make a puppet"
-write a program for puppet play
-write letters inviting family and friends to puppet play
-read nonfiction and fiction books about water

Science: -observe and explore water
-record their observations in "Water Journal"

Art: -water paintings of family members
-make a "dough family"
-make scenery and stage for puppet play
-basket making

Math: -make dough recipe

Social Studies:
-Navajo chant "The Beauty Way"
-trip to the "Children's Museum of the Native American"

* Do the follow up lesson "River Sticks".

The Beauty Way

I walk with beauty before me
I walk with beauty behind me
I walk with beauty above me
I walk with beauty below me

Chorus: I walk with beauty all around me
As I walk the beauty way
I walk with beauty all around me
As I walk the beauty way

May all my thoughts be beautiful - ho !
May all my words be beautiful - ho !
May all my actions be beautiful - ho !
As I walk the beauty way

Chorus:

May all my days be beautiful - ho !
May all my nights be beautiful - ho !
May all my dreams be beautiful - ho !
As I walk the beauty way

Chorus:

(song received in Bank Street Course TE 539 Folklore)

How Coyote Brought Back People After the Flood

A tale told among the Miwok Indians of California

There was once a great flood. The water rose over the earth. It covered the deserts and the valleys. There were not any rivers or streams, there was no ocean, there was only water everywhere. The water rose to the top of the highest mountain.

The animals knew the water was rising. They heard the water rushing across the land. The animals climbed to the top of the mountain. The birds saw the water covering the earth. They flew above the water; they perched on the mountaintop to rest.

Men did not know the water was rising until it was too late for them to get to the mountaintop.

At length the water went down. The deserts and the valleys dried off, and there were rivers and small streams again and the ocean washing along the beaches.

Eagle wept for the people. "Where is Coyote?" he asked. "Coyote must try to bring back the people."

"I do not know how to bring back the people," Coyote said.

"You must try," Eagle said.

"Very well," Coyote said. He went to the top of a rock over the valley and slept. Coyote dreamed. A skeleton came to him in the dream.

Coyote went back to Eagle and told him of the dream.

"Go back," Eagle said. "If the skeleton comes again, ask him how to bring back the people."

Coyote went back. He curled up in a warm, dry spot. He went

to sleep. The skeleton came to him in the dream.

Coyote said to the skeleton, "Eagle is lonely. He wants the people to return. He wants me to bring back the people."

"Sing," the skeleton told Coyote. "If you sing, you can bring back some of the people."

Coyote told Eagle what the skeleton had said. Then Coyote sat in the middle of a high cave and sang.

"Come back, people," Coyote sang. "Come back. Come back. Come back, girls. Come back, women," Coyote sang. He sang all day and all night. "Come back, men, come back, boys, come back, people," he sang.

Eagle heard him singing. Prairie Falcon heard him singing. Humming Bird heard him. They listened. "Coyote will bring back the people," Eagle said, and he told them what the skeleton had said.

Coyote came down from the cave. "I have been singing. But no one has returned."

"You will bring them back," Eagle said. "The skeleton said it. Sing loudly."

Coyote sang in the cave. He sang for days and nights without stopping. "Come back, come back, come back. Men, boys, women, girls, come back."

At last an old man came back. Coyote saw him walking in the valley.

Coyote sang harder. In the mornings he sang as loud as he could. He ran to the top of another mountain and sang. Coyote was happy. He was bringing back the people. Eagle would not be lonely any more.

Eagle sent Humming Bird to Coyote with a message. "The people need baskets for their cooking," Eagle's message said.

"Come back, baskets. Come back, woven baskets. Come back, round baskets. Decorated baskets, come back," Coyote sang. "Come back, people. Boys and girls, men and women, baskets, all kinds of baskets, come back."

Coyote succeeded. The people came back. The baskets came back. Coyote shouted with joy. His singing had power.

Coyote is still happy. He sits on the high rocks and sings. He sits in the caves and sings. Day and night Coyote sings because he brought the people back. Eagle is not lonely any more. Coyote's song brought back the people and their baskets.

Betting, Natalia - The Earth's On a Turtle's Back

The Golden Flower

Curriculum Activities

Literacy: -read "The Golden Flower" by Nina Jaffe

-sing Spanish Plena song "Temporal"

-dance game "Remeneate"

-read nonfiction books about: crabs, islands, Puerto Rico

-read "Juan Bobo" stories

Science: -observe and identify body parts of crabs and hermit crabs

-record their observations in "Crabs"

-plant different types of seeds for "Flower Garden"

-observe and identify parts of flower

Art: -sand paintings

Math: -sorting sea shells

-record and measure growth of flowers

-cooking

-forming plena ensembles

Social Studies:

Trip to:

a) Orchard Beach b) The Bronx Botanical Gardens

c) local Fish Store d) The New York Brooklyn Aquarium

- listen to plena music

- play guiro, maracas, palitos

- history of plena music

* Do the follow up lesson "Sea Shells".

Temporal

Temporal, temporal, alla viene el temporal

Temporal, temporal, alla viene el temporal

Que sera de mi Borinquen?

Cuando llega el temporal

Que sera de Puerto Rico?

Cuando llega el temporal

(song received in Bank Street Course TE 539 Folklore)

Dance Game: *Remeneaté* (Afro-Puerto Rican Tradition) learned from Gladys Rivera, in Loiza Aldea 1980.

This is a circle game to a rhythm called " bomba". The words tell the story of a crab who has " lost" all the parts of his body. In the circle each player in the middle " dances out" the missing part until the crab is " put back together".

Si me falta boca grande
como yo me vua menea?

Chorus: Remeneaté, remeneaté
Remeneate casco - juey

remeneaté / remeneate
remeneate casco juey

Substitute parts:

boca grande (big mouth)
boca chiquita (little mouth)
los ojitos (eyes)
las unitas (claws)
las patitas (legs)
el carapacho (shell)
los corales (rocks stuck on the crab's back).

Plantain Chips

Plantains are found everywhere in the Caribbean. They are part of the banana family. They can be served as appetizers or as traditional accompaniments to many meat dishes.

Recipe for Tostones

Ingredients:

3 large green plantains
salt to taste
vegetable oil for frying

Serves about 6

Peel green plantains.

Cut them into thin rondels.

In a heavy iron pot or deep fryer, heat oil for frying to 350 to 375 degrees.

Drop in plantain rounds a few at a time.

Fry until browned and crisp.

Turning once.

When chips are done, remove from the oil.

Drain on paper towels.

When all of the chips are done, salt to taste.

Serve warm.

Folklore Resource List

Brewer, W. The Story Scheme: Universal and Culture Specific Properties (received in Bank Street course TE 539 Folklore)

Durojaiye, S. Children's Traditional Games and Rhymes in Three Cultures.Educational Research.Vol.19#3 (received in Bank Street course TE 539 Folklore)

Jaffe, N.(1996).Reflections on the Work of Harold Courlander.School Library Journal.September

Kirshenblatt - Gimblett, B.(1983,Winter). An Accessible Aesthetic: The Role of Folk Arts and the Folk Artist in the Curriculum ". New York Folklore.7.

Leotta, J.(1995).Tongue or Pen: Which is the way for folklore?.Story Telling Magazine.November

Metting, F.(December 1994/January 1995).Exploring Oral Traditions Through the Written Text.Journal of Reading 38:4

Roberts, J. & Sutton-Smith, B.(1962).Child Training and Game Involvement. Ethnology, 1(2), April, pp. 166-185.

Suter, J. (1990, Winter).Thoughts on the Role of Folk Arts in the Ecology of Culture.Northeast Indian Quarterly.7(4).

The study of American folklore.Chapter 6.riddles and other Verbal Puzzles. (received in Bank Street course TE 539 Folklore)

Songs

Etkin, Ruth " To The Sun " (received in Bank Street course TE 539 Folklore)

Folk ways, Play-Party Songs (Appalachian play-party song "Mazu"(received in Bank Street course TE 539 Folklore))

Jones, B. & Hawes, B.(1972).Step It Down.Harper and Rowe.

Raffi "Aiken Drum" and "Good Night Irene" (received in Bank Street course TE 539 Folklore)

Staines, Bill " River " (received in Bank Street course TE 539 Folklore)

Stories

Beltin, N. " How Coyote Brought Back People After the Flood ".The Earth is on a Fishes Back. NY: Hold, Rhinehart and Winston.

Caduto, M. & Bruchac, J. (1988)."Koluscap and the Water Monster"Keepers of the Earth.Colorodo:Fulcrum

Caduto, M. & Bruchac, J. (1988)."How Raven made the Tides"Keepers of the Earth.Colorado:Fulcrum

Jaffe, N. (1996). The Golden Flower: A Taino Myth from Puerto Rico. New York: Simon & Schuster

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McDermott, G. (1972).Anansi The Spider: a tale from the Ashanti.Henry Holt & Company

McDermott, G.(1993).Raven.Harcourt Brace & Company

Radin, P.(1970).Why the sun an the Moon Live in the Sky.African Folk tales. NJ:Princeton University Press.