



### Objectives:

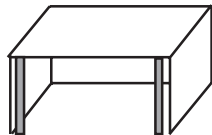
- To explore photographs of life under the sea.
- To choose from among sea creatures and types of vegetation to make a 3-dimensional representation of life under the sea.
- To practice sponge painting.

### Materials:

- CHOOSE ART STUDENT BOOKLET pages 2 to 4
- picture books containing colorful photographs of life under the sea
- blue tempera paint
- sponges
- paint brushes
- plastic wrap
- tape and string
- mural paper

### Advance Preparation:

- Distribute scissors, crayons, colored pencils or felt markers, and drawing paper.
- Choose a small table on which to place Noah's ark.
- Cut mural paper the right length and width to skirt the display table, 3/4 of the way around, leaving the front view open, as illustrated here. Do not attach the paper to the table yet.
- Protect the floor with plastic or newspaper and lay out the mural paper, blue tempera paint, and sponges for painting.
- Cut another piece of mural paper to fit the table top and sponge paint the paper with blue tempera to represent the ocean. Then place the ark on top of the table.



### One / student of each of the following:

- scissors
- crayons, colored pencils, or felt markers
- 12" x 18" white drawing paper

### Scripture Talk:

*“ . . . Let the waters bring forth abundantly the moving creature that hath life . . . ”*

*Genesis 1:20*

**God made all the creatures that live in the sea. He made thousands of different kinds of fish, and He made all the fish different from one another. Each one is special to God. Notice how many different patterns He made, and look at all the bright colors He used.**

### Method:

#### STEP 1: Planning

Use this class to create the transition from land to water in the display of Noah's ark. Describe how once the flood came, there was nothing to see but sky and water all around. During this time, Noah and his family and all of the animals were safe inside the ark.

Take the children to the display of Noah's ark and tell them that today the display is going to change. The animals will all be moved into the ark (or pretend to move them into the ark and then remove them for the children to take home). Then, **the ark will be set up on the ocean**. Show the children the table with the blue paper surface and the mural paper on the floor. Explain how the scene will be created as follows:

First, the **mural paper** on the floor will be **painted blue** to represent the water. Ocean vegetation and creatures such as **sponges and anemone** can be added to the painting, as desired. Then the paper will be hung as a skirt around the display table as illustrated in "**Advance Preparation.**" The paper will be hung with the blue side facing the inside. The ocean scene will then be created **inside the blue walls** underneath the table. The children will draw, color, and cut out fish, starfish, sharks and other sea creatures, and these will be hung with string from the underside of the table. After all the sea creatures have been hung, and the display is complete, then plastic wrap will be stretched and taped across the open front like the glass wall of an aquarium.

#### STEP 2: Studying life under the sea

Show the children the **books** you have brought to class, telling them that they will all share the books and examine the pictures of sea creatures. Ask the children to share any knowledge they may have of the sea: Have they been to the seashore? What did they see? Did they go into the water? How warm or cold was it? Were there seashells or other evidence of life? Discuss *Scripture Talk* and refer to **student booklet pages 2, 3, and 4**. Pay special attention to colors and patterns as you look at the pictures together. Provide a little interesting information about a few of the fish. For example, refer to the shark on **page 2** and explain that there are about 375 different kinds of sharks. Some grow to about thirty feet long and most are not dangerous. The most terrifying is the great white shark. It can kill almost any animal in the ocean. If you were to pet a shark, you had better stroke the shark's back the right way or you could cut your hand. Their skin is covered with tiny, thorny teeth called denticles.

On **page 3**, point out, in each photograph, the long tentacles of the sea anemone. Tell the children that although we might think of the sea anemone as a plant, it is really an animal. The stinging tentacles of the anemone are poisonous to most fish, but its friend, the clownfish, is not hurt by the anemone because of a sticky goo that covers the clownfish. The clownfish lives among the tentacles for protection and, in turn, keeps away fish that might be harmful to the anemone.

On **page 4**, refer to the starfish and stingray. Tell the children that the starfish has little suction cups up and down all of its arms to help it to crawl from place to place. The stingray is flat and wide with flaps that look like wings. It spends most of its time buried in the sand. It can use its tail as a weapon to poison its enemies.

**Pass out the books** and encourage the children to point out any pictures they find in the books that resemble those on the student booklet pages. Then ask them to decide what sea creature they would like to make.

### STEP 3: Drawing life under the sea

Using the **crayons, felt markers, or colored pencils**, the children will draw, color and cut out their own **sea creature** to be hung in the display. They should be colored on **both sides** as they will be hung and may be seen from different angles. Encourage the children to “draw big.”

### STEP 4: Painting the sea

While the children are drawing, coloring and cutting, extract a group of children to help paint the mural with the blue paint and sponges. Monitor the time and share the work, having the children take turns painting the mural so that everyone has enough time to draw, color and cut.

### STEP 5: Completing the display

As the children finish their sea creatures, begin to hang them, with string and tape, from the underside of the table. To complete the display,

tape the painted mural paper to three sides of the table, as illustrated in “**Advance Preparation**,” leaving the front open. Attach the plastic wrap across the front.