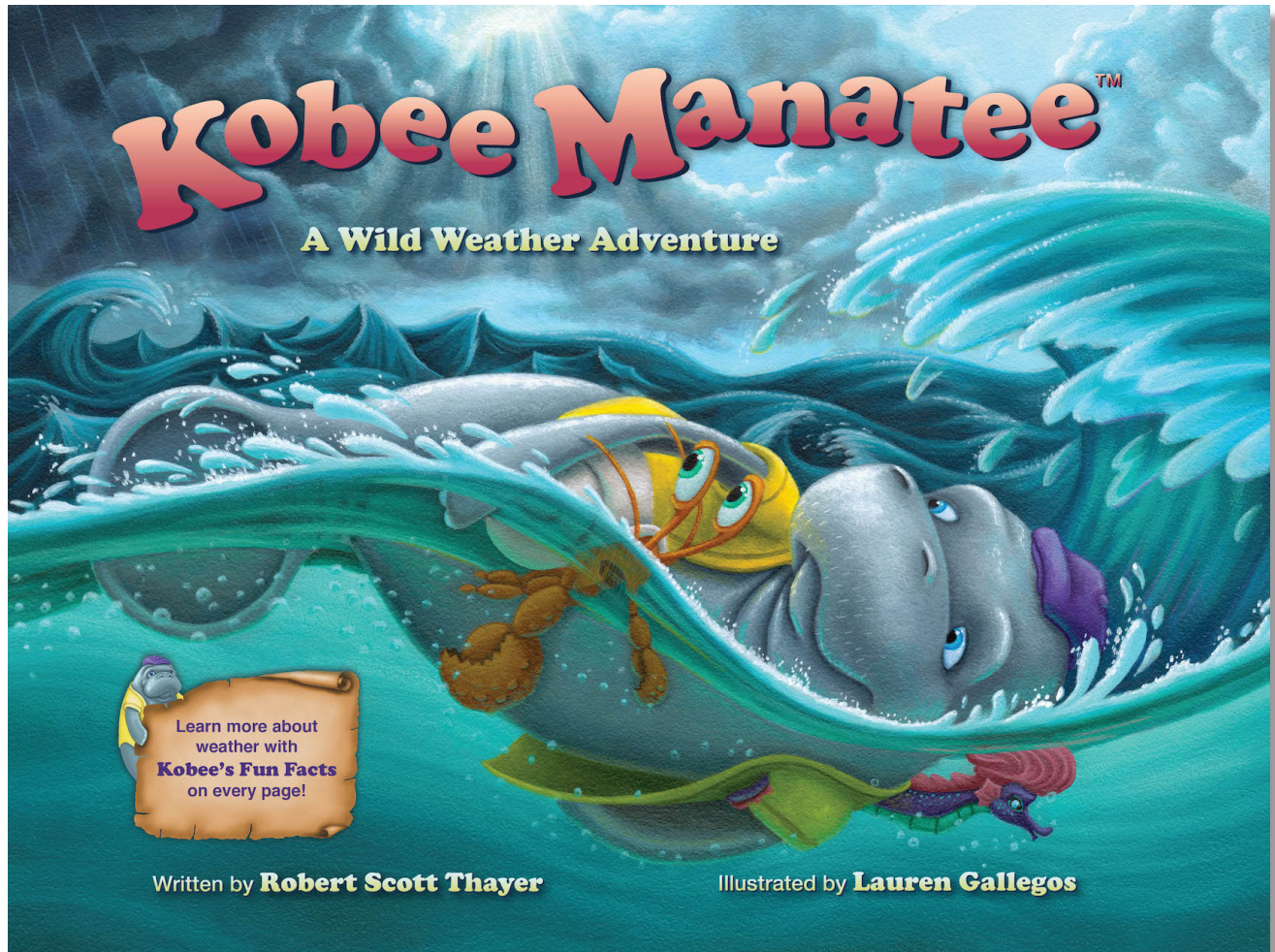


Kobee Manatee: A Wild Weather Adventure

A teacher's guide created by Marcie Colleen
based upon the picture book
written by Robert Scott Thayer and illustrated by Lauren Gallegos



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Robert Scott Thayer

Author, *Kobee Manatee: A Wild Weather Adventure*

Author Robert Scott Thayer is also a recording artist who writes and sings in the pop, jazz, and children's genres. Robert has won several International Songwriting Awards including those from *Billboard*. Grammy Award winner, Jim Cravero, produced his newest children's tune, *Kobee's Song*. Robert earned a BBA from

Temple University and has also worked as a copywriter. He always had a passion for manatees. His admiration for these endangered marine mammals grew, which resulted in Thayer studying manatees in greater detail. Robert is a member of SCBWI (Society of Children's Book Writers and Illustrators), the Save the Manatee Club in Maitland, Florida, and BMI (Broadcast Music, Inc.) He currently resides in Bucks County, Pennsylvania. Visit him at www.KobeeManatee.com.



Lauren Gallegos

Illustrator, *Kobee Manatee: A Wild Weather Adventure*

Illustrator Lauren Gallegos earned her BFA in Illustration from Cal State Fullerton in 2009 and is a member of the Society of Children's Book Writers and Illustrators (SCBWI). Lauren has already illustrated several Children's Books and has won several awards including the PubWest Design Silver Award for Illustration in the Children's/Young Adult category. When Lauren isn't illustrating, she loves hiking and enjoys the beauty of nature, as well as exploring places she's never been before. She lives with her

husband in Brea, California. See more of Lauren's work at www.laurengallegos.com.

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Curriculum Writer

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How to Use This Guide

This classroom guide for *Kobee Manatee: A Wild Weather Adventure* is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Kobee Manatee: A Wild Weather Adventure* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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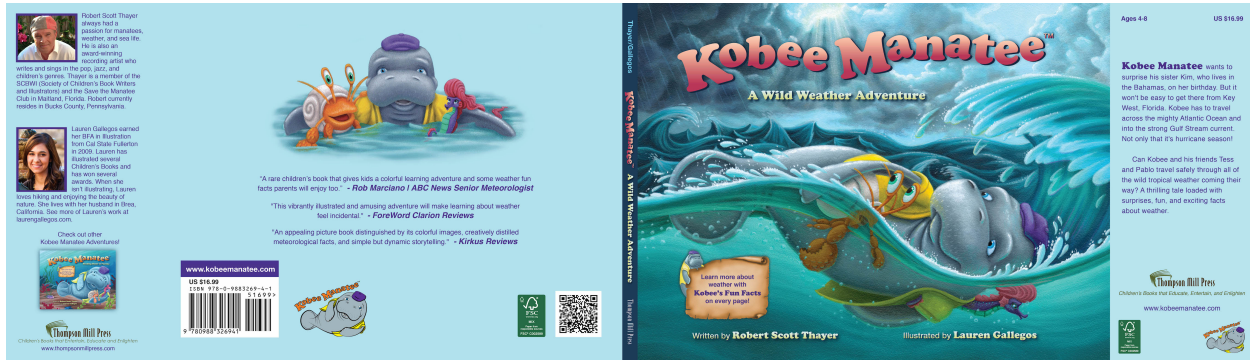
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English Language Arts

Reading Comprehension

Before reading *Kobee Manatee: A Wild Weather Adventure*,

Help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.



The Front Cover ~

- Describe what you see. Who are the characters? What are the characters doing?
- Pose and pretend to be the manatee in the illustration. How does this pose make you feel? Now pose with two other people—one as the seahorse and one as the hermit crab. How does being this make you feel?
- How would you describe the sky in the illustration?
- How do you think the manatee is feeling? How might the hermit crab feel? What about the seahorse?
- What kind of relationship do you think these three characters might have?
- Can you guess what the story might be about? What are some clues you can find in the cover illustration?

The Title Page~

- Describe what you see.
- What are the three friends doing? Why do you think they are doing this?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- Where is Kobee when the story starts?
 - Where is Key West?
 - Can you find it on a map?

- Why does Kobee want to travel to Nassau?
 - Where is Nassau?
 - Can you find it on a map?
 - How far is it from Key West to Nassau?
 - Who is traveling with Kobee?
- What dangerous season are Kobee and his friends traveling in?
- Describe some of the clouds Kobee sees on his journey.
 - What do these clouds tell Kobee about the current weather or weather to come?
- List some of the weather obstacles that Kobee and his friends face on their journey.
 - Rate each weather obstacle on a scale of one to ten. One being “not so scary” and ten being “totally scary.”
 - Have you ever been in some wild weather? If so, describe it.
 - What safety precautions did you take?
 - Who was with you?
 - How did you feel?
- Describe Paradise Island. Use the illustrations as a reference, in addition to the text.
- What is Seagrass Heaven? Why would a manatee like Seagrass Heaven?
- Describe Blue Lagoon. Use the illustrations as reference, in addition to the text.

Let’s talk about the people who made *Kobee Manatee: A Wild Weather Adventure*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Now, let’s look closely at the illustrations.

- Lauren Gallegos creates some realistic illustrations of the clouds and weather systems in *Kobee Manatee: A Wild Weather Adventure*.
 - Search the factual visual descriptions of the weather and clouds in Kobee’s Fun Facts and make a list.
 - Can you find each one of these attributes in Gallegos’ illustrations? Be sure to look at each spread.
- Using the illustrations along with the Fun Facts list as inspiration, students may draw their own cloudy or weather-filled sky.



Kobee's *Wild Weather Library*

Gather fiction and non-fiction books, newspaper articles, Internet clippings, videos and any other form of media about weather.

Related book suggestions:

Like a Hundred Drums by Annette Griessman

The Rain Came Down by David Shannon

Franklin and The Thunderstorm by Paulette Bourgeois

Just a Thunderstorm by Gina Mayer and Mercer Mayer

Thunder Doesn't Scare Me! by Lynea Bowdish

Flash, Crash, Rumble, and Roll by Franklyn M. Branley

The Way the Storm Stops by Michelle Meadows

Writing Activities

Observing the Weather

Kobee uses cloud formations, as well as other observations, to predict the weather.

Create a Weather Journal:

- Gather together 6-8 pieces of paper (some can be lined for writing, others blank for drawing).
- Add on top a piece of blank paper for the cover.
- Punch three holes through the pieces of paper and the cover sheet.
- Cut a piece of cardboard just a bit larger than your paper.
- Punch three corresponding holes in the cardboard.

- Place the papers on top of the cardboard and top everything with the cover sheet.
- Line up the paper and cardboard holes. Then tie together with yarn or string.
- Decorate the cover.
- You are now ready to head outside and observe the weather.



Observing the weather.

- Find a spot to sit outside where you can be quiet and observe. Be sure to have your Weather Journal and something to write with. You may use colored pencils, crayons or markers if you prefer.
- Sit for at least fifteen minutes. You may set an alarm.
- Look all around you. What do you see? What do you hear? What do you smell? What do you feel?
- Find something you want to write about or draw and record it in your Weather Observation notebook.
- Continue to observe weather in the same spot, fifteen minutes at a time, for a whole week. Every day, take care to notice something different to write about or draw.

Share your notebook with the class.

- What did you find when you paid attention to the weather?
- What did you feel? What did you smell? What did you hear? What did you see?
- Did the weather ever change? How was it different? How did the weather (wind, rain, snow, etc.) affect nature?
- If you were to continue observing weather, what spot would you choose? Why?

The Parts of a Journey Tale: *Kobee* as mentor text

Journey tales—such as *The Wizard of Oz*, *Chicken Little* or *Kobee Manatee: A Wild Weather Adventure*—can be excellent mentor texts for good storytelling. Often they include vibrant characters, a clear plot arc and a compelling destination.

- **Characters:** Conduct character analyses for Kobee, Tess and Pablo. Draw three columns on a board or large piece of paper. Label a column for each character. Help students describe each character and record the descriptions in the column under each name. (*Teacher can provide the words, if students are unable to create descriptions themselves. i.e. If the word is "brave" in whose column would that word be placed?*)

Next, students need to find evidence within the text to support their description. If evidence is not found for a specific trait, it must be eliminated.

Students should record all of their findings:

Character	Feels	When/Why

Character	Trait	Evidence

- **Plot:** Journey tales tend to have a very simple plotline with one central conflict or destination. Help students define the plot arc within *Kobee Manatee: A Wild Weather Adventure* and other journey tales.

Beginning	Middle	End
<i>"The skies are clear here in Key West."</i>	First	
	Then	
Enter conflict:	Next	<i>"Then I strummed a tune about our wild weather adventure!"</i>
	After that	
	Finally	

Provide a list of possible journey tale characters and conflicts/destinations. Using the basic structure of a journey tale, create an original journey tale. Students can work either individually or as a class.

Extensions:

Art center ~ Provide a variety of art materials including crayons, pencils, markers, paint, scissors, colored paper, old magazines, and glue for students to illustrate the scenes in their stories.

Drama center ~ Provide puppets, costumes, and props so students can recreate their new fairy tales.



Text-pplorers

Explain to students that although *Kobee Manatee: A Wild Weather Adventure* is fiction, it includes many nonfiction facts and information in the Kobee Fun Facts footnotes. However, this does not mean it includes *everything* to be researched and discussed about the topic.

Real explorers are always asking questions and seeking answers.

Re-read *Kobee Manatee: A Wild Weather Adventure* without the Kobee Fun Facts and this time ask your students to be “text-pplorers”

For example:

- Read the first page:

"The skies are clear here in Key West. Are you guys ready to go?" I asked.

"Aye, aye, sir, " said Tess.

"Let's go, Captain!" Pablo replied.

"We left for Nassau, in the Bahamas, the home of my sister Kim. I wanted to surprise her on her birthday. Our Atlantic voyage wouldn't be easy because we were crossing the mighty Gulf Stream. And yikes—it was hurricane season!"

- Ask the class if they have any questions after reading this spread. (How far is it from Key West to Nassau? What is the Gulf Stream? What is hurricane season?)
- Continue through the book in this manner, pausing after each spread and asking students to raise any questions they have.
- Make sure to record all questions.
- At the end of the book, review the list of questions and discuss possible answers. Maybe some kids would want to guess or “hypothesize” the answers.

- Now research the answers in the library or on the computer. Assign certain questions to specific students or the entire class may research together as a way to demonstrate good research skills to those who might not be as experienced.
- Compare the information in the students' research with the Kobee Fun Facts. Is some of the information the same? What is different?
- Optional: Explain what a "footnote" is. Create index cards for each question/answer and affix them with tape to the appropriate pages in the book as a reference.

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Kobee Manatee: A Wild Weather Adventure* to life in your classroom and also have fun with speaking and listening skills!

Choral Reading

The teacher takes the role of Kobee while the students take the roles of Tess and Pablo. Read the book aloud together. Emphasize memorization of the students' parts as well as good vocal expression.

Mime

While the teacher reads the book aloud, the students can act out the events in the book. Half the students can be Kobee and half the students can be Pablo and Tess. Emphasize body motion and facial expressions, as well as listening skills. Switch roles and read the book again.

Drama

Create a TV commercial to encourage people to read *Kobee Manatee: A Wild Weather Adventure*.

A Weather Soundscape

As a class, create the sounds of a thunderstorm, from beginning to end:

Snap fingers.

Pound floor. (Thunder rumbling.)

Clap hands together in an irregular cadence.

Slap hands on legs. (Flick light switches on and off or turn flashlights on and off to represent lightning.)

Stomp feet.

Slap your hands on your legs and stomp your feet. (Height of the storm.)

Stomp feet.

Slap hands on legs. (Flick lights or flashlights less frequently.)

Clap hands together in an irregular cadence. (A little softer now.)

Pound floor, a few times.

Snap fingers. (Quietly and slowly.)

Open palms. (Be still.)

Then, choose a different type of weather. For example: A sunny day with birds chirping, a mower vrooming, kids in a pool splishing and splashing.

Additional Activity: Play Soundscape Charades by performing 3 sounds and letting the class guess the weather.

Language Activities

What's in a Name? ~ Naming Hurricanes

Watch the following Ted-Ed video on "How Hurricanes Are Named."

<http://ed.ted.com/on/Q2Hl4Gia>

- Describe in your own words how hurricanes are named.
- Has there ever been a hurricane with your name? Conduct an Internet search to find out.
- If you could come up with a really menacing hurricane name, what would it be?

Then, using the names of the students in the class, create an alphabetized list of possible hurricane names for the coming season.

Students can create stormy weather acronyms from their name, coming up with a weather word or adjective for each letter in their names. Have fun coming up with the adjectives that best describe them, if they were a hurricane.

For an added art activity, have students create a poster with their hurricane name on it and all of the adjectives that make up their acronyms. Additionally, they can create a collage of their adjectives and pictures that represent those words.



Math

Hurricane Hopscotch

This hopscotch activity will help students improve motor skills, balance, and self-regulation behaviors. Additionally, this game will encourage them to learn about math concepts such as number recognition and counting, as well as elements of art including shape and line.

This game can be created for indoor spaces through simply taping out the boxes on the floor and/or traditionally by drawing them on the pavement outdoors.

Materials:

- Masking tape (for indoor version)
- Sidewalk chalk, markers, or dark crayons
- Beanbag or small object to represent a "hurricane"
- One die

Set Up:

Create the hopscotch boxes.

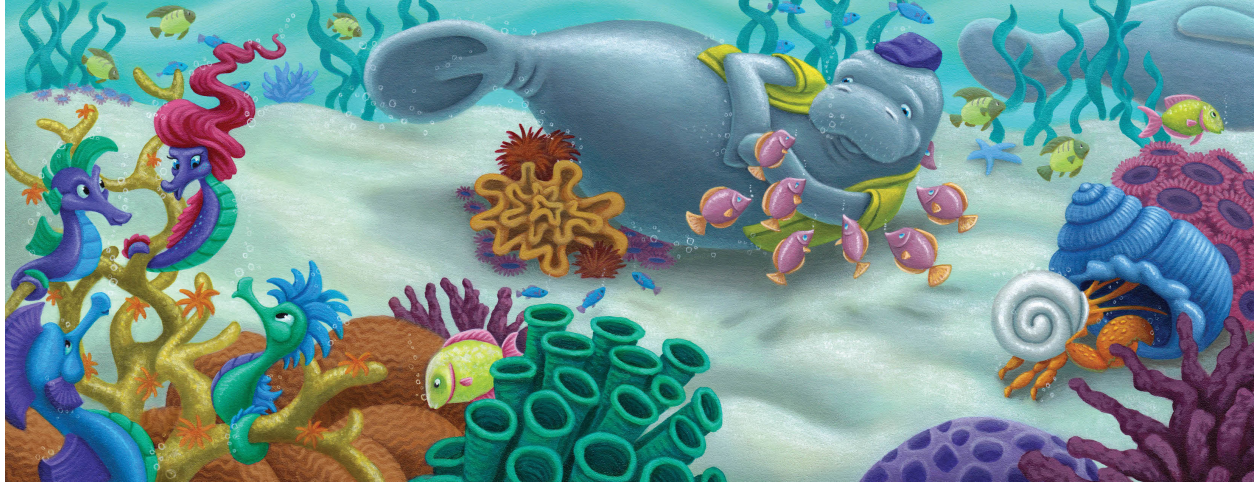
Students can help draw numbers in the squares. If they are not ready to write numbers alone, try lightly drawing the numbers first and then encourage them to trace over them.

How to Play:

1. Place the "hurricane" in one of the squares.
2. The first student rolls the dice twice and adds the two numbers together to know how many boxes they must hop to. (i.e. $2 + 4 = 6$, hop six spaces).
3. The students hop their way through, counting as they go.

4. The object of the game is to safely get from the first box to the last box, which represents Nassau.
5. If they land on the box with the "hurricane," the student loses a turn!
6. Play continues until everyone safely reaches Nassau.

For an extra challenge, change the location of the "hurricane" each turn.



Under Where? Spatial Sense

Look at the "Paradise Island" spread in *Kobee Manatee: A Wild Weather Adventure*.

Describe where Kobee is.

[examples: behind the pink and orange fish, next to a blue starfish, on the ocean floor.]

Describe where Tess is.

[examples: next to the purple and green seahorse, above the green and blue seahorse, on the golden coral, above the purple and blue seahorse.]

Describe where Pablo is.

[examples: in the blue seashell, on the ocean floor, in front of Kobee]

Have students choose another spread in *Kobee Manatee: A Wild Weather Adventure* and discuss where things are spatially within that illustration.

Now look around your classroom.

- Describe where your desk sits.
- Describe where your teacher is sitting or standing.
- Describe where the chalkboard/whiteboard is.

- Describe where the clock is.
- Describe where the door is.
- Can you describe where anything else is?

What is the Temperature?

Using a real thermometer that reads in both Fahrenheit and Celsius,

- Notice the numbers and lines.
- Look closely at the liquid in the end of the thermometer.
- Place the thermometer in water and record the temperature. Demonstrate how to read the temperature.
- If 32 degrees Fahrenheit is freezing, what is the Celsius equivalent?

Ask students to draw their own thermometer on paper.

Place the real thermometer outside the classroom window (or in some other easily accessible location).

At the same time every day, read the thermometer with students and have students record the temperature by drawing their own thermometer.

Ask students if today's temperature is above or below the freezing point.

- How would you describe the temperature?
- Did you have to wear a coat or jacket to school?

Continue to record the temperature on a daily basis. Display the thermometer drawings each day and as a class look for patterns over time.

- How many degrees warmer or colder is today than yesterday?
- What was the warmest day this week? The coldest day?
- What is the average temperature this week?

Additional Activity: Graph the temperature each day. As students check the temperature, they can record it on the graph. Look for patterns on the graph, as well.

One Mississippi, Two Mississippi

Teach students how to tell how far away a storm is by counting the number of seconds between the time lightning strikes and thunder is heard. It takes five seconds for the sound of thunder to go one mile.

- Simulate lightning by flashing the lights on and off to represent lightning.
- Count to five slowly. (One Mississippi, Two Mississippi, etc.)
- Yell, "Boom!" or crash cymbals together to represent thunder.

- Explain that this indicates the storm is one mile away.
- Ask students to figure out how many seconds would indicate that the storm is 2, 3, or 4 miles away.
- Create follow-up word problems to reinforce the concept. For example: If there were 25 seconds between lightning and thunder, how far away is the storm?

Science

Read the Clouds Research Project

So often we don't even notice the clouds, but Kobee teaches us that clouds can actually tell us a lot about the weather. Assign students a type of cloud to research. A list is below, but do not feel limited to those on the list.

- Cirrus
- Shelf
- Cumulus
- Cumulonimbus
- Cirrocumulus

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

Take notes and gather as much information as possible.

Once the information is gathered, create an illustrated poster defining and describing the assigned cloud type and how this cloud type can assist in predicting the weather. Students should present their poster to the class and hang them around the classroom.

What is Lightning?

Kobee provides some helpful tips for staying safe during a thunderstorm, but did you know that lightning is really just static electricity? Lightning is created when negative charges in clouds (electrons) are attracted to the positive charges (protons) on the ground.

Experiment #1

MATERIALS: aluminum pie pan, small piece of wool fabric, Styrofoam plate, pencil with a new eraser, and a metal thumbtack

PROCESS:

Push thumbtack through center of aluminum pie pan from bottom.

Push eraser end of pencil into thumbtack.

Put Styrofoam plate upside-down on a table. Quickly, rub the underneath of plate with wool for a couple of minutes.

Pick up aluminum pan using pencil as a handle and place it on top of upside-down Styrofoam plate.

Touch aluminum pan with finger. Feel a small shock. If nothing happens, try rubbing Styrofoam plate again.

Additional activity: Repeat experiment with the lights off to see a spark.



Experiment #2

MATERIALS: balloon, hair, and fluorescent light bulb

PROCESS:

Blow up balloon.

Rub balloon on hair for a few seconds to build up static electricity.

Hold balloon near end of fluorescent light bulb. The bulb will light up because the electrical charge will jump to bulb when balloon touches it.

For best results, conduct this experiment with the lights off. Although students can take turns holding the balloon, the teacher should always hold the light bulb.

What is Thunder?

Thunder is caused when hot air pushes against cold air making vibrations. These vibrations travel through the air bouncing off the clouds and ground causing thunder.

Experiment

MATERIALS:

Brown paper lunch bag.

PROCESS:

Fill the brown paper lunch bag by blowing into it.

Twist the open end to tightly close it.

With the free hand, quickly hit the bag.

Hitting the bag causes air inside the bag to compress so quickly that the pressure breaks the bag. The air continues to move forward in a wave. When the moving air reaches the students' ears, they hear the sound.

Thunder is produced in a similar way. As lightning strikes, energy is given off that heats the air through which it passes. This air expands, producing waves of air called thunder.



What is a Rip Current?

Look at the "Rip Current" spread in *Kobee Manatee: A Wild Weather Adventure*. Rip currents are very powerful, narrow channels of swift-moving water found at the beach.

Kobee gives some important advice on what to do if you get caught in a rip current. **Don't panic, stay calm, and float!** Swim parallel to shore and then swim back to land at an angle.

- Describe what happened to Tess.
- What actions did Tess do to escape the rip current?
- The most important thing Tess did when she got caught in the rip current was not to _____!

The Water Cycle

Wild weather plays an active role in the Earth's water cycle. Below are several activities to introduce and explore the water cycle.

Sponge Cloud

- **MATERIALS:** One new/unused sponge for every child (cut into the shape of a cloud), and flat pans or containers filled with 1/2 inch of water.
- Give each student a sponge to hold. Tell them to pretend they are holding a cloud.
 - How does the sponge/cloud feel?
 - Is the sponge heavy or light?
 - What comes out when the sponge is squeezed? (Air.)
- Instruct students to place the "cloud" gently in the water. Explain that because it is cold in the sky, the vapor turns to water (condenses) and fills up the sponge/cloud.
- Have students pick up their sponges.
 - How does the "cloud" feel now? Light or heavy? Warm or cold?
 - What happens to the water? (It should be dripping from the sponge as if raining.)
 - Why? (The cloud cannot hold all that water.)
 - What do we call it when water falls from the clouds because they are too heavy with water? (Rain!)
 - Where does the water go? (Falls into pan. Explain that the pan could be a stream, river, or ocean.)

Reinforce concept with a diagram of the water cycle.

Water Cycle Ballet

A great way to learn about the water cycle is for students to actually become the water cycle.

- Tell students they are going to act out what happens to a raindrop after it falls to the ground. Ask them to imagine that they are the raindrops.
- Have them circle slowly around the room, joining hands with other raindrops to form streams.
- Have the streams continue to circle around, connecting with other streams to form rivers.
- Have students/rivers move faster and faster, pretending to cascade over large rocks.
- As students move with more speed and bumpier motions, have them move their bodies and limbs up and down to show the current.
- After passing a designated spot, have the students become whirlpools, forming four-person circles and twirling here and there.
- Eventually, have all of the students hold hands and flow into the ocean, forming one large circle. Ask them to come together inside the circle with arms raised then flow backward with graceful arm movements. This represents the tides.
- Have the students turn into raindrops again.

I'm Evaporation; I'm Precipitation

- Invite students to choose partners.
- Have them stand side by side, then drop a pile of packing peanuts or cotton balls at their feet. Explain that the cotton balls represent a body of water.
- Have one student pick up the peanuts or balls one at a time and fill the cupped, outstretched hands of their partner. Here, the first student acts like evaporation, while the second simulates condensation and cloud formation.
- As they fill the hands, have them chant, "Evaporation!"
- As the first child continues to fill their partner's hand with peanuts or balls, it will become apparent that the "cloud" is too full. The student won't physically be

able to hold everything. Once the peanuts/cotton balls begin to overflow, invite students to open their hands, dropping them to the floor.

- As they fall, have them chant, "Precipitation!"
- Students exchange places and repeat the cycle.

Water Cycle Bracelets

- String colorful beads with students. These water cycle bracelets can help them remember the cycle. For example: The rain (light blue bead) falls on the grass (green bead). It forms puddles (dark blue). The sun comes out (yellow) and dries up or evaporates (clear bead) the puddles. The air is filled with moisture and this causes a cloud to form (white). The cycle repeats.

Ask the Meteorologist

- Invite a local meteorologist to your class or ask them to visit via Skype to teach about weather forecasting.
- Have students draft questions that they have about the weather. Students can look to *Kobee Manatee: A Wild Weather Adventure* for inspiration. Especially the Kobee Fun Facts.
- Provide the meteorologist with the questions ahead of time.
- During the visit with the meteorologist, students should practice taking notes and creating follow up questions.
- After the visit, students should draft up a written report and present what they learned.

Social Studies

Destination: Nassau

As a class, locate the Bahamas and Nassau on a map and or/globe. Then, locate Key West.

Conduct an Internet search for photographs of both Key West and the Bahamas.

Then, create an illustrated map to show Kobee's journey. Include visuals discovered in research.

Additional Activity: Research the following for Nassau:

- History
- Culture
- Music and dance

- Diet
- Shelter
- Climate
- Geography
- Economy

Then, plan a week-long fictitious trip to Nassau. Be sure to plan transportation to and within Nassau, food, what to pack, what to do and see. Detail your trip in a daily itinerary.

Our Birthday and Celebrations

Birthdays are very special, that is why Kobbie Manatee wants to celebrate his sister Kim's with her.

We all have birthdays, yet we might have different ways of celebrating.

- How does Kim prefer to celebrate her birthday?
- Did you ever have a special visitor for your birthday?

Ask students to tell about their birthdays/favorite birthdays/birthday celebrations (especially cultures other than American).

Have students recite the months of the year and create a birthday calendar bulletin board. Then have each student write their name and place it on their birthday on the calendar.

- Additionally, students can learn to write their month, day, and year of birth and write their birthday in the alternate format (_/_/_).

Ask students what other birthdays they know or would like to know.

- Ask at least 4 family members and friends what their birthdays are.
- Search for the birthdays of famous people or see what other people have the same birthdays as the students. <http://www.famousbirthdays.com>.
- Write each birthday carefully on the birthday calendar bulletin board.

Have students describe their birthday celebration in a paragraph and draw a picture to go along with it, if they choose.



Happy Birthday, Everyone!

It can be a struggle to try and celebrate everyone's birthday throughout the year. Especially those pesky summer birthdays. Therefore, do it all at once!

Throw an 'Everybody's Birthday' party for the entire class. Invite family and other classes, as well. Each student can help decorate the classroom, bring in recipes, take photos, face-painting, etc.

Be sure to document with photographs and write down some memories to create a scrapbook afterward.

Birthdays Around the World

Using the following websites, research birthday traditions from around the world.

- <http://www.kidsparties.com/traditions.htm> - Describes briefly birthday customs in many countries, as well as the special traditions of many families.
- <http://www.birthdaycelebrations.net/traditions.htm> - Learn how to sing "Happy Birthday" in different languages, read about the history of birthday cake, cards, candles, balloons, and more, and explore the traditions of many different countries.

Assign each student or groups of 2-3 students a country to research.

Students will then create an oral presentation, complete with visual aids, that includes:

- 3 interesting facts about the country
- A map locating the country
- Facts about birthday traditions
- "Happy Birthday" written in the country's native language
- BONUS: Photographs, samples of music, etc.

Save the Manatees ACTion Plan

Although not highlighted in *Kobee Manatee: A Wild Weather Adventure*, manatees are endangered. But kids can have a voice in helping manatees. No one is too young to get involved. Kobee and his friends would appreciate it.

- Write Letters or Send An E-mail to Your School or Local Paper. Tell them about manatees, why you think it is important to protect them, and how people in your school or community can help.
- Work with private organizations, including the Save the Manatee Club and its Adopt-A-Manatee program, to support unreleasable manatees who live in sanctuaries throughout Florida.
 - www.savethemanatee.org
 - www.defenders.org/florida-manatee/how-you-can-help
 - www.wikihow.com/Help-Protect-Manatees
- Organize a bake sale or craft sale or other fundraiser for the manatees.
- Design posters to hang within the school, raising awareness about saving the manatees.
- Create a short documentary about manatees which encourages other kids to help save them.

In addition, there are always a number of issues affecting manatees and their habitat that involve local, state and federal governments. Visit the Take Action page of the Save the Manatee Club web site to find current information on these issues.

<http://www.savethemanatee.org/taactionkids.htm>