

ACTIVITY: ABCs with Kamome Grades K - 2

Purpose: To practice alphabet skills, introduce vocabulary associated with earthquakes and tsunamis, allow students to experience the story of Kamome through word association, and learn age-appropriate preparedness information.

Time: Allow 50 minutes to read the story and work through the alphabet book.

Educational Standards:

SSK.4.2, SSK4.4, SSK4.1.4, SS2.2, ESS1.C, LS4.B, R1.2.1, VPA1.1-2,

See Additional Resources for Teachers – California Educational Standards for Kamome – under the Resource Menu for standard definitions.

Materials:

Computer with display screen

Classroom copy of the Kamome Book

ABCs with Kamome.pdf

Go to Activity Menu to download ABC Book

Procedure:

1. Read Kamome story out loud, slowly. Hold up the illustrations as you read and point out details. Point out some of the people in the book. Some of them will reappear in the ABC book. Ask the students to listen to the words in the story. Are there any words they haven't hear before?

Use your white board or put a sheet of paper on the wall with the letters of the alphabet. Ask students to tell you what new words they heard in the story. Ask them what letters the words began with and write them on your white board.

Kamome Words

a -	j -	r - Rikuzentakata
b - barnacle	k - Kamome	s -
c -	l -	t - Takata High School
d -	m - mochi	u -
e -	n -	v -
f -	o -	w -
g -	p -	x -
h -	q -	y -
i -		z -

2. Tell the students they will go through the story again using an alphabet book. Open the ***ABCs with Kamome.pdf*** on your computer display screen, and go through the alphabet. For each page, ask the class if they can think of other words related to the story that begin with the same letter and add them to your list on the whiteboard. Ask them why they chose the word they did. For some letters they may have several words; for others they might not have any.

Kamome Words

a - angry, afraid	j - Japan	r - Rikuzentakata
b - barnacle	k - Kamome, kanji	s - sad
c - children	l - little, lonely	t - Takata High School
d - debris	m - mochi, map	u - unhappy
e - earthquake	n -	v - voyage
f - fear	o - octopus	w - wet
g - good	p - Pacific, pals	x -
h - huge	q -	y - years
i -		z - zigzag

You might want to talk more about these letters:

A: Tsunami speed: In the deep ocean, a tsunami really does travel about the same speed as an airplane. The first tsunami waves from the 2011 tsunami reached the west coast of North America between 9 to 11 hours after the earthquake, just about the time it would take to fly from Seattle, San Francisco or Los Angeles to Japan. The speed of a tsunami depends on how deep the ocean is. Where the ocean is very deep, tsunamis travel even faster. Near the coast as the ocean shallows, a tsunami slows down. By the time it reaches the shore, tsunamis are much slower, but still too fast to outrun.

B: Barnacles: Young children are fascinated by barnacles. There are many different types of barnacles. If they live near the coast they may have seen them growing on rocks and in harbors. The barnacles in the Kamome story live in deep water. They are called gooseneck barnacles because of their long necks. The eggs/larvae drift in the ocean until they touch something solid like a piece of drift wood or a boat. Then they attach themselves and begin to grow long necks and feed on very tiny animals (plankton) floating in the ocean. The necks start out very short and grow with time. The barnacles on Kamome were about 18 inches long. Show students photographs from the Kamome Photo Gallery <https://www.flickr.com/photos/136190878@N05/albums>



From the length of the Kamome necks, scientists estimated they had been growing for at least a year and a half. People in Japan and parts of the world eat barnacles. They don't eat the necks, just the little heads. The photograph shows a French meal.

D: The best way for anyone to protect themselves during an earthquake is to DROP, COVER, and HOLD ON. Here's why: <https://www.shakeout.org/california/dropcoverholdon/>

E, L & Z: The illustrations for Evacuation, Leaving, and Zone all refer to tsunami hazard zones. Even young children can understand and learn the importance of evacuating to high ground after an earthquake. Look at the Heroines and Heroes K – 2 Activity for the Tilly Smith story.

G: There is more information about grab and go kits in the My Kamome Coloring Book K – 2 Activity.

K: Japanese writing includes three different types of characters. This shows kanji, the Chinese characters that make up the majority of the written vocabulary and the four characters spell out 'taka', 'ta,' 'cho,' 'cho,' and means Takata High School. Take a look at the video <https://www.youtube.com/watch?v=dkQtik7olY0&feature=youtu.be> where Amya Miller demonstrates how to write the character 'ta.'

N: The idea that high school students or adults get nervous or worried is something young children might not be aware of. The Kamome story is a good way to encourage children to talk about their feelings. Everyone gets a little nervous about doing something new. Tell the class about a time when you were nervous and how you dealt with it. Ask them to share or draw a picture about a situation that made them nervous.

U: How do we know Kamome floated upside down? No one saw the boat in the ocean, but there is evidence. Go to the Kamome photo gallery and look at the April 7th album.

<https://www.flickr.com/photos/136190878@N05/albums>

These photographs were taken by the Del Norte Sheriff's Office the night the boat was found. Look at sheriffphoto1 and sheriffphoto3. Notice how barnacles are everywhere except on the bottom. Barnacles can only attach to things in water. If the boat had floated upright, there would be barnacles in the bottom and not where the seats area. Kamome was covered with barnacles in the seat area and on the upper sides of the boat but not on the bottom. The best explanation, Kamome floated upside down with only the blue hull above the water.

Extension Activities:

1. Go to the Folding Origami Activity to create a panga boat and a gull. Imagine how Kamome floated upside down.

See Kamome Website Activities K-2

2. Go to: <https://earthquake.usgs.gov/learn/kids/abc/children/z.php> or <https://earthquake.usgs.gov/learn/kids/abc/> for an ABC book compiled by Dr. Lucy Jones for the USGS when her children were young. Suggest that your students make more alphabet illustrations for words related to earthquakes, tsunamis, or making themselves safe.

3. Go to ShakeOut Activities for more on earthquake preparedness.

See Kamome Website Activities K-2

4. Go to My Kamome Coloring Book Activity for more ways for young children to interact with the Kamome story and the illustrations.

See Kamome Website Activities K-2

5. See: *know your zone* on <https://www.tsunamizone.org/california/> for examples of tsunami zone signs and maps of tsunami areas in California. Show students where they are on the map and whether or not they are living in a tsunami zone.

6. Read the book *Sofie and Daniel Get Ready for Earthquakes* by Lin Glen (available in Humboldt County book stores and on Amazon) and build class "grab-n-go" kits.

The Kamome Curriculum Project was developed by the Humboldt Earthquake Education Center at Humboldt State University with the support of the California Seismic Safety Commission. Additional support provided by the California Office of Emergency Services.

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