The Ocean
Thematic Unit

Jennifer Cassle
Ewing Elementary
Mrs. Lor/1st Grade
BINKO /Study Guide for Geographic Alliance
(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set
Introduce the concept objective and draw on students background knowledge

Purpose/Set
Reinforce the "Five Themes"

Objective: (only one)
The students will by (Bloom’s Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary
(Introduced in lesson)

Standards
(Grade Level - Kemper’s Standards Book)

Materials:
(Used in lesson preparation/activity)

Procedures:
(step by step instruction and/or activity procedure - assume nothing)
   The teacher will....
   The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data
(Bibliography - source of resource gathering)
Identifiable Standards

Language Arts Standards

Listening and Speaking 1.1
Listen attentively.
Listening and Speaking 1.3
Give, restate, and follow simple two-step instructions.
Listening and Speaking 1.5
Use descriptive words when speaking about people, places, things, and events.
Speaking Applications 2.1
Recite poems, rhymes, songs, and stories.
Speaking Applications 2.4
Provide descriptions with careful attention to sensory detail.
Reading Comprehension 2.7
Retell the central ideas of simple expository or narrative passages.
Writing Applications 2.2
Write brief expository descriptions of a real object, person, place, or event, using sensory details.
Reading 1.16
Read aloud with fluency in a manner that sounds like natural speech.
Writing 1.1
Select a focus when writing.
Writing 1.2
Use descriptive words when writing.
Writing 1.3
Print legibly and space letters, words, and sentences appropriately.

Science Standards

Investigation and Experimentation 4b
Record observations and data with pictures, numbers or written statements.
Life Sciences 2a
Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.

Art Standards

Visual Arts 1
The student refines the use of his/her senses to perceive the world in an artistic way. The student uses visual and tactile qualities from his/her environment, artworks and artifacts.
Rationale

Goal of Unit:

The goal of this unit is for first grade students to learn various aspects about ocean life. Students will become familiar with the composition of ocean water, as well as the shape of the ocean floor. I would like first grade students to explore the ways in which ocean life survive, and the things they need in order to accomplish this survival.

During the process of this two-week unit, students will meet identified first grade California content standards. Lessons and activities incorporated into this unit will interrelate ideas and information within and across subject matter areas. Student understanding will be developed through instructional strategies that are appropriate to subject matter being taught.
## Vocabulary

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<th>sea</th>
<th>salt</th>
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<td>salinity</td>
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<td>Animals of the Ocean</td>
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<td></td>
<td>Shape of the Ocean Floor</td>
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<td>Camouflage</td>
<td>Fish/Jellyfish</td>
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</table>
Grade: First  
Subject: Science  
Standard(s): Investigation and Experimentation 4b, Writing 1.2  
Lesson Title: The Ocean Floor  

Teacher Materials: white board, markers, butcher paper  

Vocabulary: landscape, ocean floor, seabed, plains  

Student Materials: pencils, paper, modeling clay, small pans  

Objective: After teacher explanation, modeling, and guided practice, students will write a one-paragraph description of the ocean floor.  

Set: Today boys and girls, we are going to learn about the ocean floor. The ocean floor is at the very bottom of the water. It is very interesting and surprising. We will have an opportunity to work together to create a landscape of the ocean floor.  

Background/Input: Teacher will activate background knowledge by asking students to partner talk. Students will share what they believe the ocean floor looks like.  

Procedure/Application  

1. Teacher Teaches – Teacher will explain the ocean floor to students. The ocean floor has features like our land. There are plains, deep canyons, volcanoes, and mountains on the ocean floor. The large rocks we see at the surface of the water are much deeper, they may actually be large mountain ranges.  

2. Students Teach – Student volunteers are called upon to describe the ocean floor. Students will be selected to sketch the ocean floor on the white board.  

3. Guided Practice - The teacher explains the activity to students and models the process.  

4. Activities - Students work individually to create their own mini clay landscapes.  

5. Independent Practice – Students write a one-paragraph description of their ocean floor landscape. Select students will share their description during author's chair.  

Assessment/Criterion: Student descriptions will be analyzed and assessed.  

Student Teacher: ________________ Master Teacher Approval: ________________  

Date: ____________________________
Grade: First  
Subject: Science  
Standard(s): Investigation and Experimentation 4b, Writing 1.2  
Lesson Title: Camouflage  

Teacher Materials: die-cuts, newspaper, camouflage picture  

Vocabulary: camouflage, predator, prey, stalk, environment  

Student Materials: pencils, journals  

Objective: After teacher explanation, modeling, and guided practice, students will write a one-paragraph description of the ocean floor.  
Set: Today boys and girls, we are going to learn about how sea animals and ocean life protect themselves. They have an important defense called camouflage.  
Background/Input: Teacher will activate background knowledge by asking students to partner talk. Students will share what they know about camouflage. Several students will be called upon to share what was discussed during partner talk.  

Procedure/Application  
1. **Teacher Teaches** – Teacher will tell students that many creatures are camouflaged with their environments through their coloring or shape. Some creatures can change color, while others are colorless. Hiding helps these creatures survive and avoid predators.  
2. **Students Teach** – Students used displayed camouflage picture to show which creatures are disguised underwater. Students explain why the creature is camouflaged.  
3. **Guided Practice** – The teacher tells students that they are predators searching for sea creatures.  
4. **Activities** – The students are called to swarm around the kidney table to search for sea creatures that are "swimming" on the table. The students are to select one sea creature and carry it back to the carpet. The students will choose from brightly colored sea creatures, and those that blend in with the background newspaper.  
5. **Independent Practice** – After discussing which sea creatures were most easy to prey upon, students will write a journal entry about how camouflage helps sea creatures survive.  

Assessment/Criterion: Journals will be collected. Responses should reflect depth of thought and clarity of the topic. Students who struggle with the activity will be provided with further instruction as needed.  

Student Teacher:_________________ Master Teacher Approval: _______________  

Date: ___________________________
Grade: First  
Subject: Science  
Standard(s): Life Sciences 2a, Investigation and Experimentation 4b  
Lesson Title: The Salty Sea

Teacher Materials: plastic cups, markers, chart paper, salt, water

Vocabulary: Salinity, freshwater, seawater, saltwater, evaporate

Student Materials: pencils, observation worksheet, salt, water, plastic cups

Objective: After teacher explanation, modeling, and guided practice, students will write one sentence describing the effect of salt water on sea life.

Set: Today boys and girls, we are going to learn about the water in the ocean. The water in the ocean is saltwater. Salt water is heavy and it allows sea life to float easily.

Background/Input: Teacher will activate background knowledge of ocean water.

Procedure/Application

1. **Teacher Teaches** – Teacher will explain how evaporation and rainfall affect the sea’s salinity. Evaporation removes fresh water from the ocean’s surface leaving behind the salts. Rainwater brings fresh water back to the ocean. The teacher explains that salt water causes objects to float easily.

2. **Students Teach** – Student volunteers are called upon to explain why the ocean is salty. Students also discuss why ocean life can float easily.

3. **Guided Practice** - The teacher explains the activity to students and models the process.

4. **Activities** – Students work in groups of two to simulate floating. Students use clear plastic cups, water, and eggs. Students predict what will happen when the egg is placed in fresh water. Students record their observations. Students predict what will happen when the egg is placed in salt water. Predictions are recorded accordingly.

5. **Independent Practice** – Students work individually to write one sentence describing the effect of salt water on sea life.

Assessment/Criterion: Student work is collected and evaluated. Students who do not meet the objective of the lesson will be provided with further instruction individually.

Student Teacher: ___________________ Master Teacher Approval: ______________

Date: ___________________________
Activities

Poetry/Songs
Students and teacher sing songs, read poems, and clap chants about the ocean and ocean life.
Listening and Speaking 2.1

Daily Read-Alouds
Listening and Speaking 1.1, Reading Comprehension 2.7

KWL Ocean
Students discuss what they know about the ocean. They also talk about what details they would like to learn. Facts are added to the chart as they are discussed and studied.
Speaking Applications 2.4

What Lives in the Ocean?
Students and Teacher hold a discussion about ocean life. Students learn the location and names of the five oceans.
Life Sciences 2a, History-Social Science 1.2, Listening and Speaking 1.5

Ocean Jello Shapes
Students make jello and cut selected shapes from the mixture. Students use adjectives to describe their creations.
Listening and Speaking 1.3, Visual Arts 1, Speaking Applications 2.4

Marshmallow Jellyfish
Students use marshmallows and pretzels to create edible jellyfish. The students use adjectives to describe their creations for other students.
Listening and Speaking 1.3, Visual Arts 1, Speaking Applications 2.4

Reader's Theater
Students work cooperatively in small groups to read dialogue from an ocean play fluently. Students use finger puppets to perform the selection.
Reading 1.16
**Daily Journal Prompts**

Journal entries related to oceans and ocean life, also coordinated with reading materials.
**Writing 1.1, 1.2, 1.3, Writing Applications 2.2**

**Ocean Life Collaboration**

Students work cooperatively to research a specific ocean creature. Students create a poster highlighting important details and share the information with the class.
**Listening and Speaking 1.5**
Bibliography

A Sea Full of Sharks  Betsy Maestro
Find Demi's Sea Creatures  Putnam & Grosset,
Dancing With The Manatees  Faith McNulty
Florida's Fabulous Seashells  Winston Williams
Leroy The Lobster  Katherine Orr
Living Shells of the Caribbean and Florida Keys  Robert E. Lipe
Seashore, Eyewitness Explorers  David Burnie Dorling Kindersley
Sea Full Of Whales  Richard Armour
Seashore Life, Young Discovery Library  Christine Lazier
Seashore Life On Rocky Coasts  Monterey Bay Aquarium  Judith Conner
Secrets Of The Deep  Ingrid Selberg Dial
Sharks and Other Creatures of the Deep  Phillip Steele
Starfish, Seashells and Crabs  George S. Fitcher
Swimmy  Leo Lionni
The Blue Planet: Seas and Oceans  Diane Costa de Beauregard
The Illustrated World of Oceans  Susan Wells Simon & Schuster
The Dangerous Life of the Seahorse  Miriam Schlein
The Magic School Bus On The Ocean Floor  Joanna Cole
The Seashore, A First Discovery Book  Jeunesse Gallimard and Elisabeth Cohen
The Underwater Alphabet Book  Jerry Pallotta
Underwater Nature Search  Andrew Cleav
What's Inside? Shells  Dorling Kindersle
Assessment

Evaluation and Assessments

Anecdotal records will be taken each day. The teacher will focus on several students per day during the unit to track growth. In addition, the teacher will also conduct reading/writing workshop conferences with students to aid in the selection of future mini-lessons that may be used in conjunction with the unit.

Each mini-lesson conducted during the course of this unit includes the evaluation of all work submitted. Each of the activities requires the teacher to analyze student work to determine accuracy and participation. Literacy center evaluations will be made as work is submitted. Work will be examined thoroughly to identify students' strengths and weaknesses. All work collected throughout the course of this unit will be stored in student folders entitled, "My Ocean Folder". Students will determine portfolio preferences from graded work returned to these folders.

Organization of Data

All of the information gathered during the two-week unit will be stored in designated areas. As mentioned, student work will be stored in individual folders. The teacher and students will analyze graded work to determine which items should be added to students' portfolios. Assessments and observations will be organized by date and will be filed appropriately.
Use of Information

The information gathered during the course of this unit will be used to guide future instruction, to confer with parents and students, to assign grades, to set goals, and to plan individualized instruction.
Criterion Assessment of Overall Goal

Students

Students will write a reflection about what they learned during the course of the unit. This reflection will be a non-graded component of the unit, which will be used to guide future use of the unit and the contents thereof.

After reflecting individually, the students and teacher will meet together to discuss the week’s events. Students will be encouraged to candidly share lessons and activities they liked or disliked. They will also be asked to explain the elements learned about the ocean and ocean life.

Teacher

After assessing student work and participation levels, the teacher will reflect on the overall effectiveness of the unit. In order for the unit rationale to be accomplished, all student work should fall in the assessment criterion laid forth for individual lessons and activities. By the close of this unit, students will be familiar with ocean life, and the composition of the ocean water and the shape of the ocean floor. The first graders will become familiar with the means of ocean life survival and the things needed to accomplish this survival.