LESSON # O - 3
UNIT TITLE: Ocean
Created By: Michelle Canto - Summer 1999
GRADE: 1st
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)
Ocean

One-Week Unit for
Grade 1
SE Kemper, Supervisor
Linda Strickland, Master Teacher

Michelle Canto
Summer 1999
Easterby Elementary
Rationale

This ocean unit was created to follow the science, math, and language arts standards for first grade students set by the state of California. In the area of life science, students will be learning about how plants and animals meet their nutritional needs, that they live in different environments and have a variety of adaptations, and that they use their environment to find food, shelter, and nesting needs for their young. They will be studying a variety of different ocean life including fish, whales and dolphins, jellyfish, and kelp beds. In the area of scientific investigations, first graders need to be able to ask questions and conduct investigations by drawing what they see, recording data with pictures, numbers, and/or written statements. and finally, they need to be able to use and interpret simple bar graphs.

In the content area of mathematics, first grade students need to have an understanding of numbers from 1 to 100 and be able to compare these numbers using a variety of symbols, count and group objects in ones and tens, and competently use addition and subtraction. They will be using more than, less than, and equal to symbols/terminology while working with ocean related manipulatives. They will also be participating in grouping activities using the same manipulatives.

Finally, in the area of language arts, students will be working to meet the state requirements of responding to who, what, where, when, why questions after reading, developing their understanding of word families and writing sentences describing things they see or read about. They will be looking at a variety of different literature about the ocean and responding to what they read about in addition to what they see happening in the activities. Then they will be looking at these books more closely through word study and word play activities that will further develop their content area vocabulary as well as their understanding of word families.

On another note, this unit will meet some aesthetic needs of the students, many of which may never get the opportunity to visit the ocean. To children it is an interesting and mysterious world where creatures live that will catch their attention. Further more, this is a very lively group that needs new and interesting topics to explore while meeting the requirements of the content area and language arts standards. They will have hands on experiences that will introduce them to the bodies of some familiar creature (at least to this class).
Additional Activities List

1. KWL Chart: Together with the students, create a KWL chart of the things they Know and the things they Want to know before the unit has begun. Some students may not have any idea of the ocean so it is important to create some background knowledge by reading books and looking at videos or realia in order to orient them with the topic. The last part of the KWL chart will incorporate all of the things they Learned during the unit. A nice way to display the KWL chart is to have it written on three pieces of large 2. Science Stations: Students get to look at and interact with ocean books, pictures of ocean life, and examples of real ocean creatures during this time period. The books were taken from a variety of libraries and range from informative literature to stories about friendly fish. At the Ocean Library station, students can sit with the book of their choice and read independently. The writing station has several pictures of creatures related to the ocean such as pelicans, shark teeth, dolphins, whales and walrus. The students pick one picture and write a story about that picture and what they see or how that creature lives. Finally, the third station will have the students looking inside squid purchased from a local fish market. The lesson plan for this part of the activity is included.

3. Jellyfish Activity: The students will get to make their own jellyfish with paper plates, water colors and yarn. Fold the paper plates in half and have the students paint them before they are cut. Let the paint dry and then cut the plates in half. Put the paper plate halves together so that the tops are facing each other and the bottom of the plates are facing out. Staple together with several strands of yarn (any color) hanging out of the bottom to make the tentacles. Be sure to include a long strand if they will be hung from the ceiling.

4. Journaling: At this level, the students may not be ready to have to think of ideas and sentence structure on their own. Have them give some ideas voluntarily and then work with those topic ideas to write example sentences for them to work with.

5. Ocean Cubes: The students can make a final ocean project by drawing a variety of different ocean pictures of the things they learned in the unit on each side of the cube. The pattern is included although there is no actual lesson plan. They can then use the cubes to help them remember what they did during the unit when they finish the KWL chart to end the unit.
| Grade: 1 |
|---|---|---|
| **Ocean Unit Block Plan** |
| **Wed June 2** | Opening of unit read KWL chart ocean video | Ocean Movement Activity journaling about the ocean |
| **Thurs June 3** | read Rainbow Fish rainbow fish creative writing activity | make rainbow fish for the wall rainbow fish math |
| **Fri June 4** | Ocean and Continent mapping activity journaling | Science stations - squid dissection - ocean library - ocean picture write |
| **Mon June 7** | Why the Sea is Salty experiment and writing | Ocean Bookmaking journaling |
| **Tues June 8** | Revisit Sea Salt experiment with new writing activity | Jellyfish reading overhead diagram make jellyfish |
| **Wed June 9** | Whales and dolphins books Whale/dolphin comic strip | review/finish up ocean leftover activities |
| **Fri June 11** | Ocean Cubes activity reading ocean stories | finish KWL chart using ocean cubes journaling |
Michelle Canto
Grade Level Objective: physical education/ocean unit activity  Grade: 1
Lesson Title: Ocean Life Movement

Teacher Materials:
Monterey Bay Aquarium video set for specific clips that show movement
TV/VCR
a variety of books on ocean life
lamp
blue plastic see-through folder to make underwater effect
stickers in two different colors one for each student (group division)

Vocabulary:
free-living creatures
bound creatures
barnacle
swaying
unused space
squid
starfish

Students Materials:
large space

Objective:
The students will begin to form an understanding of the movement of the water and creatures within the ocean by watching portions of the video and looking at informative literature and then use their bodies to mimic these movements.

Classroom Set:
A KWL chart should already be completed for this unit on oceans before this activity has begun. The students will need to be sitting in a large open area that is big enough for them to move around in but also big enough to see the video. When it is time for them to move around, they need to be reminded that they are not to touch each other and there is to be no pushing or any other inappropriate behavior. Penalties for breaking rules will include being removed from the activity.

Set:
The students may need to be reminded of what creatures are in the ocean and how they move. Showing the video will help to generate interest and activate prior knowledge for those who have seen the ocean and create prior knowledge for those who haven’t. Literature can also be used but it doesn’t clearly illustrate the movement within the ocean as well as the video. As the students are watching the video clips, the teacher should be questioning them on what they see happening in the video to help them process what they are seeing.
Procedure:
1) Input - As they are watching the video, pause it when there are clear examples of specific movements of a variety of creatures such as starfish, kelp, fish, squid, crab, and barnacles (if possible). Talk about the similar movements made by people and how their movements are different from people’s too. Talk about which creatures are bound and which move about freely; a short description with examples of bound and free-living creatures may need to be included here depending on prior knowledge. Write the names of the bound and free creatures on the board.
2) The teacher needs to model body movements that resemble each of these creatures and try to relate the movements to their own natural body movements. Show students examples of body movements that are free and bound so they see the difference between them.
3) Check for Understanding - The students need to be given an opportunity to practice the movements for each creature listed above before they put the movements together. Be sure to assure them that their ideas of how these creatures move is ok and that not everyone can do them the same way. Remind them that the creatures are moving through unused portions of space and that the bound creatures cannot move around the room and have to stay in one place.
4) When they have had adequate practice, sit them down on the floor and give each student a sticker. Tell them that they will be getting into groups according to their sticker. Assign the colors to represent either bound or free movements to make up the variety of creatures’ movements in the ocean. The students can pick the specific creature but about half of them need to be bound and the other half need to be free, and they will only have 5 minutes to decide. Remind them of the different kinds of creatures and whether they are bound or free. One group will present while the other group watches from their desk for a presentation that will last a few minutes. Use the light with blue cover for added effect if the class is able to control themselves without the regular classroom lighting.

Conclusion:
1) Closure - After the second group has presented, have them all sit on the floor to view the video clip again to see if they feel they were able to create an effective ocean scene. Use popsicle sticks to call on students to review key vocabulary like bound and free and also to give examples of appropriate creatures.
2) Independent Practice - The students must draw a picture as best as they can to depict bound and free movements in the ocean. They must include at least two of each within their drawing and label it with its proper name (ie fish, crab, kelp, etc.). Make sure they know these will be going on display for Open House.

Evaluation:
1) Student Performance - They will be turning in their finished drawings so they can be displayed on the board. The teacher should check to see that there are at least two of each types of ocean creatures included in the drawing for it to be complete.
2) Self-evaluation - The teacher needs to be aware if they are understanding the ideas and material presented and to stop the lesson if they are not. Asking if there were enough examples shown and enough practice during the lesson as well.
Michelle Canto  
Grade Level Objective: Creative Writing  
Lesson Title: Rainbow Fish Creative Writing

Teacher Materials:
The Rainbow Fish by Marcus Pfister  
overhead projector  
blank transparency

Vocabulary:
sharing  
giving  
receiving  
helping others  
feelings  
building

Student Materials:
paper plates  
amuluminum foil  
colored construction paper  
glue, scissors, pencils, crayons/markers  
“I feel happy when...” worksheet  
children’s microphone

Objective:
The students will express their feelings on any particular topic by completing a creative writing worksheet called “I feel happy when...” and then making their own rainbow fish to go along with the written work.

Set:
The teacher will read The Rainbow Fish by Marcus Pfister to the class, drawing attention to the things in the story that make the fish happy. Have the students move back to their seats for the next part of the activity.

Procedure:
1) Input - The teacher needs to begin a discussion with the students about how the fish in the story felt when he had all of the prettiest scales and the other fish didn’t have any. The students should be able to join in on the discussion but the teacher needs to be sure that they begin to realize that the things we do can either make us happy or sad and that we need to find good things to help others feel happy as well.  
2) Modeling - Next, recall and discuss an instance of how doing something to help someone or the giving of oneself has made a difference in the way you feel. Be specific and if possible, it should be a real example of how the teacher helped someone at the school that the children know (be sure this is not going to invade another person’s privacy in any way). Of course the example should really have taken
place. Let the children see the difference it has made in your life and how you feel about that person and yourself and be sure to offer enough details for 3 sentences. Write them on the overhead for the students to have a visual example to look at.
3) Check for Understanding - Have the students brainstorm words to use in their writing, starting with the vocabulary from the book and activity. Categorize the words on the board into three groups: descriptive words, naming words, and action words. Next, have some of the students give an example of what makes them happy and write these on the overhead with the help of the class.
4) Guided Practice - The students should write a rough draft before they write on the final worksheet. They need to come up with three sentences that describe what makes them happy. It can be anything they choose to write about as long as it is something that makes them happy and provides two extra details. They should turn in their drafts when they are finished and begin working on the fish that will accompany the written portion of the assignment. (The art project directions are attached on a separate sheet of paper.) While they are working on the fish, the teacher can rotate around the classroom and give each student an individual mini conference about their work and edit it together. This portion of the assignment needs plenty of time to complete or else it needs to be divided into two sessions. The students will be ready to write their final draft on the worksheet as soon as they are done with the fish portion of the project. They should be reminded that they need to use their best printing as this is not only an activity for display, but for their portfolio as well.

Conclusion:
1) Closure - Have the students present their work to the class one at a time using the microphone while they read aloud.

Evaluation:
1) Student Performance - The students need to be evaluated on the length of their work (3 sentences) and the amount of detail they give (at least 2 details). The work can be added to the portfolio after it has been displayed.
2) Self-evaluation - Be sure the students are ready to read their work aloud and that they feel good about themselves afterwards.
Rainbow Fish Directions

1. Cut a triangle out of the plate to make an open mouth for the fish.

2. Keep the triangle and staple it to the opposite end of the mouth that was just cut out as follows.

3. Draw a face and decorate the fish with markers or crayons.

4. Use the foil to make a small fish scale for each of the students to glue on their fish.
I feel happy when...
Michelle Canto
Grade Level Objective: place value
Lesson Title: Rainbow Fish Math
Grade: 1
Standard #: Number sense 1.4

Teacher Materials:
overhead of student worksheet
overhead projector
transparency chips of different colors
The Rainbow Fish by Marcus Pfister

Student Materials:
Rainbow Fish Math worksheet
pencil

Vocabulary:
scales
ones
tens

Objective:
The students will practice using place value by grouping and writing objects in ones and tens.

Classroom Set:
Children should be sitting on the floor, ready to listen to the story of The Rainbow Fish before they move to their desks for the math activity.

Set:
Read the story to the students.
Ask them if they know how many scales a fish has on their body? Would it be 5? 10? More than that? What is the difference between the numbers 5 and 10?

Procedure:
1) Input - Ask the students how many ones are in the number 10. Then discuss that we can always tell the number of ones and tens in any number by looking at the digits. Their place in the number tells us how many there are.
2) Modeling - Demonstrate to the students using chips on the overhead and a blank transparency that has the columns marked ones and tens. Count the chips in each column and then write the digits underneath. Do several examples this way so they can get an understanding of place value. Then write a two-digit number and show them how to figure out how many chips should go in the columns. Again, give several examples of how this is done as well.
3) Check for Understanding - Use popsicle sticks to call on students to tell what the digits should be both by determining the correct number from the columns and also by placing the correct number of chips in the columns when given a number.
4) Guided Practice - On a transparency that looks like the one they are given, give
them more opportunities to practice working with the numbers in this fashion. Again, they should be working the numbers both ways and all of the numbers should have two-digits.

Concluding the Lesson:
1) Closure - Review the key points of the activity with the students. Talk about the place values discussed and be sure they can tell you what they are and what order they go in.

Evaluation:
1) Student Performance - Collect the worksheets and grade them for accuracy. Use stickers or a special stamp for those that are done correctly and gently make comments for those who made mistakes. Do not use red pen when correcting. Hand the students their papers back the next day and assist those who are having any trouble.
2) Self-evaluation - Look at the activity to see if it is fast enough for the better students. For those who need to, be sure to include the next step so they may be able to go on to the hundreds place. If the lesson is going too fast, then it should be slowed down by including more examples and guided practice.
# Rainbow Fish Math

<table>
<thead>
<tr>
<th>Number</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
</table>
Michelle Canto
Grade Level Objective: world geography  Grade: 1
Lesson Title: World Mapping

Teacher Materials:  
overhead of world map

Student Materials:  
world map for each student
crayons

Vocabulary:  
continent
country
ocean

Objective:  
The students will identify the seven continents on the world map by coloring them in different colors on their own individual maps.

Set:  
Read a multicultural story about any culture or region in the world. Have the students try to identify where this might have taken place. Find out if any students can tell where we live in the world as well.

Procedure:  
1) Input - Give the students the names and locations of the seven continents and the four oceans on the overhead map of the world. Talk about the countries that can be found in these areas. Find students who may have ancestors in any of these regions.
2) Modeling - The teacher should use the overhead to show the students where these regions are located with colored pens to get their attention.
3) Check for Understanding - Review the names of the continents that have been colored in already to be sure they are understanding. Have them distinguish between countries and continents.
4) Guided Practice - Have the students find and color the continents in different colors to identify them from each other. Walk around the room while they are coloring to be sure they have found the right parts to color.

Conclusion:  
1) Closure - Review with the students what has been learned through the activity. Ask students if they can show where they are from or where their ancestors are from.
2) Independent Practice - Have the students take their map home and find the place on the map where their ancestors were from or where their relatives may be now. When they bring them back, put them on the wall around a large map of the world and tie strings to show the class' ethnic backgrounds.

Evaluation:  
Student Performance - Use the maps to judge their understanding of the continents and countries. They can tell what they know of the world regions.
Michelle Canto  
Grade Level Objective: Life Sciences  
Lesson Title: Squid Dissection Activity  
Grade: 1  
Standard #: Life Sciences 2a  

Teacher Materials:  
squid  
scissors  
pin  
plastic gloves  
large area with table  
table cloth  
overhead transparency of a squid’s insides  

Vocabulary:  
internal shell  
quill  
ink sack  
jet propelled  
tentacles  

Students Materials:  
paper  

Objective:  
The students will learn about the inside of a squid’s body and its ink sack by observing one being cut open by the teacher then recording what they see by drawing it on paper and writing their name using the ink from its body.  

Classroom Set:  
The class will be divided into 4 small groups that will rotate in science stations. The four stations will be set up as follows: choral reading of Baby Beluga, reading the selection of books at the science library within the classroom, science writing center using ocean pictures for inspiration, and finally, the squid dissection described below.  

Set:  
Show the class the overhead of the squid’s body and talk about the different parts. Discuss where it lives in the ocean and how it moves. Talk about the types of creatures it feeds on and what its predators are.  

Procedure (for the squid dissection):  
1) Input - Have a diagram of the squid’s body nearby so they can compare what they see in the diagram with the real squid. Tell the students the steps that will be taken for the activity and what will be happening. Remind them what they saw in the overhead and point out those features in the real animal.  
2) Modeling - Follow the steps listed below and show the students how to compare the picture to the squid as you go.
a) Turn face down so that the fins of the squid are on the bottom.
b) With scissors, slit up the top side approximately 2 inches.
c) Open the squid up and view the inside.
d) Pull out the internal shell.
e) Using a pin poke a hole in the ink sack.

3) Check for Understanding - Have the students try to compare the picture with the squid to find organs.
4) Guided Practice - The students will try to draw what they see during the dissection while making comparisons to the picture. They then need to follow the rest of the dissection directions that follow:
   f) Dip quill (internal shell) in the ink from the sack.
   g) Have the students write their names on their papers with the quill.

Closure:
Review with the students what they have seen and learned in the lesson. Have them recall where the squid lives and what it eats if they can. Have them also review the internal organs that they saw in the real squid.

Evaluation:
1) Student Performance - Check for their understanding in their pictures and through the end of lesson review.
2) Self evaluation - Be sure the students are ready for this type of activity and make adjustments with the amount of input for their level. Much of this activity is for the experience and exposure.
The jet-propelled squid
Michelle Canto
Grade Level Objective: Science Grade: 1 Standard #: Physical Science 1b
Lesson Title: Why is the Sea Salty

Teacher Materials:
plastic cup with salt water
rock salt
water
containers
strainers

Vocabulary:
salt water
evaporation
sample
increase

Student Materials:
Dixie cups
warm water
salt
food coloring
white paper
experiment handout

Objective:
The students will see how the salt increases each time the water evaporates by participating in a series of experiments, journal writing, and a culminating art project.

Set:
Ask one of the students to taste the salt water in the cup without telling them what it is. See if they can tell the difference between that water and the water they drink at home. Start a discussion about salt water and the ocean and then tell them that they are going to do an experiment to find out why the water keeps getting so salty.

Procedure:
1) Input - Explain to the students how the ocean water has been collecting salt through the process of evaporation. Be careful not to give too many details that will distract the students. Begin the experiment with the children watching and some participating by following the direction below.
   a) Begin by pouring water over the rock salt which is contained in a strainer. Let the water collect in a container and then let the students taste the water in a Dixie cup. At this point, have the students go to their desks and to begin writing about the experiment using the experiment handout.
   b) The water should be given a chance to evaporate and then they can observe the salt that remains. They should return to their handouts and finish filling in the needed
information with the proper guidance.

c) Repeat the procedure over a 3 or 4 day time period and they will see that the amount of salt increases each time.

2) Modeling - Be sure to talk through the experiment using the proper vocabulary listed above. Then before they are to begin writing, talk them through possible sentences they can use in their journal writing.

3) Check for Understanding - Have the students tell you what they were able to see happening during the experiment and help them formulate how to put them into sentences for their journals as well as clarifying what they saw in the experiment.

4) Guided Practice - As they write, walk through the room and give them any assistance they may need. Let them return to the experiment to take a look that will help them with their writing.

Conclusion:

1) Closure - Have the students do a salt water painting for a final observation of the evaporation process. Mix the warm water, salt, and food coloring and then use the mixture to paint on the white paper. Let it dry and watch as the water evaporates and leaves the colored salt in the picture.

Evaluation:

1) Student Performance - Use the experiment handouts to evaluate how much they have understood of the process. They can fill one of these out with each step of the experiment. They need to include the question we are posing by doing the experiment such as, “How does the water get salty?” They need to describe what the procedure is and then the outcome. They can do this in 2 or 3 sentences with assistance from the teacher.

2) Self-evaluation - Be sure to read the handouts to gain an understanding if they are understanding. Also be sure to listen to the students as you check for understanding during the procedure portion of the activity.
Michelle Canto  
Grade Level Objective: Writing Narratives  
Grade: 1  
Standard: Writing 2.1  
Title of Lesson: Ocean Bookmaking

Materials:  
4 sheets of paper per student  
colored paper for the cover  
crayons  
overhead and blank transparency  
scratch paper

Vocabulary:  
beginning, middle, end  
title, cover, dedication pages  
narrative

Objective:  
The students will practice writing narratives with a beginning, middle and end by writing an ocean book of an activity from our ocean unit.

Set:  
Read an example of a story written by the teacher about an aspect of the ocean unit. Brainstorm with the students the different things done while studying about the ocean that they can write about.

Procedure:  
1) Input - Discuss different aspects of writing a book such as the cover and what should be on it, the dedication page, and the sequencing of events. The students need to understand what each of these components needs to have.  
2) Modeling - While talking about the different components listed above, show the students what was written in the sample book. Use the overhead to help illustrate sentences they might write that describe the beginning, middle, and the end of an activity from the ocean unit.  
3) Check for Understanding - Get ideas from the students and have them help build the example that will be up on the overhead. Have them give the sentences and the focus of the story.  
4) Guided Practice - Have them begin writing their narrative on the scratch paper. When they have finished the first draft, have them turn it in for editing during a mini-conference with the teacher. The teacher should rotate during the activity helping students as they need it.

Conclusion:  
1) Closure - Ask students who might want to volunteer to have their story read to the class which might spur students who are still struggling in the activity.  
2) Independent Practice - Give them the opportunity to return to the activity to finish their book by writing the final draft, putting the pages together with the cover and drawing the pictures.

Evaluation:  
Student Performance - The students need to have specific components for this assignment such as the cover with author name, dedication page, and three sentences. The three sentences need to represent the beginning, middle and end of the narrative and in the correct order.
Michelle Canto
Grade Level Objective: Life Sciences  Grade: 1  Standard #: Life Sciences 2a
Lesson Title: Marine Mammal Cartoons

Teacher Materials:
examples of comic strips from the newspaper
books on whales and dolphins
blank transparency
overhead projector
video of marine mammals

Vocabulary:
dorsal fin
toothed whales
baleen/krill
breaching
blowhole
flukes
flippers
bubble-netting
beak (dolphins)

Students Materials:
white construction paper
crayons
books on whales and dolphins for reference

Objective:
The students will learn about and display their understanding of the bodies and habits of whales and dolphins by reading and then creating comic strips about either mammal.

Set:
Watch a portion of the video so they can see real dolphins and whales moving in and interacting with their natural environments.

Procedure:
1) Input - Look at/review the different body parts of these animals and then talk about how they assist them in their environment. Look at the animals' habits and also see why they do these things (breaching, jumping out of the water, etc).
2) Modeling - Go back to the video and look at the animals again while discussing their behavior. Point out what they are doing as they do it. Draw diagrams of the whales/dolphins for the overhead if needed.
3) Check for Understanding - Gradually let the students talk about what they remember from the books about these animals and how their features help them do the things they do in the water.
4) Guided Practice - Have them go to their seats to begin working on their comic strips. Be sure to show them the examples from the newspaper and talk about how to make one. Have them think about what they want to draw and write about in 3 or 4 frames (more if they are able but don't give them more than they can handle). Do additional modeling if they are having trouble breaking the animals' habits into steps that can be recorded in comic strip form.

Conclusion:
1) Closure - Have each student turn in their comic strip and then put them together to make a class book on whales and dolphins. Display it in a place where they can all look at it.

Evaluation:
1) Student Performance - They will need to turn in their comic strip which will show how much they have gained from this activity. They should have at least 3 frames, hopefully 4 and the subject has to be either whales or dolphins displaying a behavior that was talked about during the activity.
2) Self-evaluation - Make sure to provide the students with enough information to complete the activity, but not too much that they are overwhelmed and distracted. Make adjustments as necessary.
**OCEAN UNIT**

<table>
<thead>
<tr>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
</tr>
<tr>
<td>12.</td>
</tr>
<tr>
<td>13.</td>
</tr>
<tr>
<td>14.</td>
</tr>
<tr>
<td>15.</td>
</tr>
<tr>
<td>16.</td>
</tr>
<tr>
<td>17.</td>
</tr>
<tr>
<td>18.</td>
</tr>
<tr>
<td>19.</td>
</tr>
<tr>
<td>20.</td>
</tr>
<tr>
<td>21.</td>
</tr>
</tbody>
</table>

For each activity, the students will receive one of the following evaluations:

S = Satisfactory (the objective was met)
E = Effort (effort was made but objectives were not met)
U = Unsatisfactory (the objective was not met and there was no effort)
# Teacher Evaluation Checklist

<table>
<thead>
<tr>
<th>management during activity</th>
<th>objective to fit class needs</th>
<th>students to learn</th>
<th>with directions</th>
<th>evaluation for needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ocean Movement Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rainbow Fish Writing Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rainbow Fish Math Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ocean Mapping Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Squid Anatomy Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sea Salt Exper. Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ocean Book-making Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Teacher Evaluation Checklist

<table>
<thead>
<tr>
<th></th>
<th>Classroom management during activity</th>
<th>Proper objective to fit class needs</th>
<th>Motivate students to learn</th>
<th>Clear with directions</th>
<th>Appropriate evaluation for needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jellyfish Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whale/Dolphin Comic Strip</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ocean Cube Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KWL Chart/Opening Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Informational Book List


Literature/Picture Book List


Tokuda, Wendy  (1992)  *Humphrey the Lost Whale*  Heian: Torrance, California


Teacher Resources

Armento, Beverly  (1991)  *I Know A Place*  Houghton Mifflin Social Studies: Boston, Massachusetts

Hiatt, Catherine  (1994)  *More Alternatives to Worksheets*  Creative Teaching Press: Cypress, California

Sterling, Mary Ellen  (1990)  *Thematic Unit: Oceans*  Teacher Created Materials: Huntington Beach, California