CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON #     W-8

UNIT TITLE:   What Live in the Ocean

Created By:   Stephanie Ganzenhuber - Spring 2001

GRADE:       1st
Content Area Focus Unit
Habitats: What lives in the Ocean
Different habitats of the ocean
First Grade

Stephanie Ganzenhuber
3/26 - 4/6
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)
Language Arts Standards

Reading
Standard 1: The students experiences a wide range and variety of literature and other materials and produces evidence of understanding that print conveys meaning.
- Linking information from stories with prior knowledge and personal experience
- Identify what several different stories have in common
- Sequence events, predict endings, express opinions about events and characters from material including picture books, nursery rhymes, poems etc.

Writing
Standard 4: The students organizes thoughts and information for writing, with assistance as appropriate, for audience and purpose.
- Begin to brainstorm to generate ideas for writing
- Stay with the assigned selected topic
- Include appropriate facts and details
Standard 5: The students write to communicate for a variety of purposes.
- Use conventional spelling for simple, regularly spelled words, as well as temporary spelling for more complex words
- Write brief expository descriptions when writing about people, things, and events, using sensory details

Speaking and listening
Standard 7: The students uses speaking and listening skills to communicate effectively.
- Ask questions for clarification and respond appropriately to the questions of others
- Stay on the topic when speaking
- Relate an important life event or personal experience in a simple sequence
- Speak audibly in complete sentences, using descriptive words when speaking about people, places, things and events
- Take turns when speaking and listening
Standards

Science Standards

Scientific Thinking
- Standard 1: The students demonstrate an understanding of scientific thinking by using the reasoning strategies of scientific methods, scientific knowledge and common sense to formulate questions about, understand, and explain patterns, processes, and problems.
- 1-1 collecting and sharing information and ideas.
- 1-2 asking questions about observations of objects, organisms, and events in the world.
- Standard 4: The students demonstrate an understanding that all organisms are interrelated to other organisms and the environment.
- 4-1 understanding that living organisms live in a variety of environments
Rationale

The ocean covers more than two-thirds of the earth’s surface. It contains 97 percent of the water on earth. With this in mind, when teaching students about the ocean it is essential to cover the different habitats and the animals which inhabit them.

Through learning more about the different habitats that live within the ocean, the students will be able to grasp a better understanding of life in the ocean. The students will carry away with them a meaningful experience as they contribute to their own learning through illustrations and by compiling information.

In this unit, the students will be able to identify the land and water areas on a globe. They will have some knowledge of three different habitats that make up the oceans underwater life. They will be able to research, illustrate and write about an animal in one of the three habitats. The students will also contribute to making a class book through their hand made illustrations and writings. The unit will contain various games and activities to cater to both ELD students and their multiple intelligences. And finally the students will cooperatively create a mural demonstrating their knowledge of the different animals which live in each habitat.
Vocabulary

1. Coral reef: A stony structure formed from living corals and numerous other invertebrates, plants, and fish, found in tropical areas.

2. Invertebrates: Large groups of animals, including insects, mollusks, and crustaceans, that have no backbone or internal skeleton.

3. Mollusk: A large group of invertebrates that include snails, slugs, bivalves, octopuses, squids, and many other, many of which have protective shells.

4. Coral: A rocklike compacted skeleton of billions upon billions of tiny sea animals.

5. Beach: The sandy or rocky land at the edge of an ocean, sea, or lake. Beaches are part of the coastline or seashore.

6. Ocean: (1) The entire body of salt water that covers nearly three-quarters of the earth's surface. (2) Any one of five separate oceans: the Atlantic, Pacific, Indian, Arctic, or Antarctic.

7. Reef: A narrow chain of rock, sand, or coral lurking just below or just above the water.

8. Tide pool: A natural world in miniature- a specialized habitat in which plants and animals live together.
**Ocean Word Bank**

**Ocean Terms**

- sea
- salty
- waves
- tides
- flow
- current
- shore
- reef
- tide pool

- sand
- habitat
- crest
- continental shelf
- continental slope
- sand dune
- ecosystem

**Oceans**

- Atlantic
- Pacific
- Indian
- Arctic

**Ocean Flora**

- Seaweed
- Algae
- kelp
- sea lettuce
- Sargassum

- rockweed
- lichen
- wrack
- fungi
- sea sandwort

**Sea Creatures**

- dolphins
- eel
- whale
- shark
- sea horse
- abalone
- turtle
- nautilus
- squid
- octopus
- lobster
- angelfish
- sea urchin
- sea slug

- tuna
- sea cucumber
- crabs
- whelk
- sponges
- sardines
- oysters
- coral
- sea anemones
- starfish
- plankton
- barnacles
- barracuda
- mussels

**Birds and Other Animals**

- seals
- walrus
- sea otter
- pelicans
- gulls
- penguins
Bibliography

   This book gives a view of different habitats and the animals which reside in
   them. I used this book as a reference and integrated ideas into my lessons.

2. Sea Animals and Oceans—Thematic units. Teacher Created Materials Inc.
   Both of these thematic unit books were used as references and resources for
   various activities throughout my lessons.

3. Wells, Susan (1992). Explore the world of Mighty Oceans. Wisconsin:
   Western Publishing Company, Inc.
   This book was a reference and glossary for many of the vocabulary words
   used in the unit.

   Simon and Schuster.
   This book had rich illustrations and explanation of many of the different sea
   animals and their habitats.

   This program provided me with a map that divides the ocean into five parts
   as well as background information on the Ocean, and other statistical
   information not provided in other books.
Activities

Activity 1: K-W-L Chart
Before beginning the core of the unit the teacher will evoke discussion about students prior knowledge through use of a K-W-L chart. This will set the tone for the unit, enabling the teacher to focus her attention on areas of little to no students knowledge and enhance what the students already know.

Activity 2: Land and Water
The class will have a grand conversation about the earth, through use of a globe. Teacher will guide the discussion, pointing out the major oceans on the globe and the land area. After discussion, the students will color and label a map.

Activity 3: Ocean Chant
Students will create an ocean chant using the word bank which will be displayed in the classroom.

Activity 4: Class Book
Students will create a class book using writings and illustrations which they have research and worked on throughout the unit

Activity 5: Class Mural
Students will chose an ocean animal, illustrate it and add it to the correct habitat in which it would reside on the class mural.

Activity 6: A Sand Scene
Students will make a three-dimensional sand scene on a can, using the knowledge that they have acquired in the unit.

Activity 7: Hang Up the Sea!
The students will chose a favorite ocean animal, color, cut and stuff. These will hang from the ceiling.

Activity 8: Landforms
Students will make a landform of showing where the mountains meet the ocean.
Clinical Teaching Lesson Plan
Circle One  NEW or RETEACH

Grade 1  Subject Geography  Standard 4-1  Lesson Title Land and Water

Teacher Materials
Globe
Prepared land
Land and water book

Vocabulary
Ocean
Indian
Atlantic
Arctic
Pacific
Land

Students' Materials
Copy of globe
Construction paper (orange)
Markers (brown, blue)

Objective: The students will be able to locate and label the land and water on the map provided. They will write four sentences about the globe.

Set: Today boys and girls we are going to learn about how much ocean covers the earth.

Background/Input: Have any of you seen a globe before? What color(s) represent the water (ocean) areas? What color(s) represent the land areas?

Procedure/Application:
1. Teacher teaches:
(Visual/auditory) Teacher will show students the globe. She will read from the book, "Where land meets the sea," Teacher will discuss how the ocean covers more than two-thirds of the earth's surface.
2. Students teach the teacher:
(Oral/Psychomotor/Kinesthetic) Students will come to the front and point out areas that are water and land. Students will share background knowledge.
3. Guided Practice: Students will make ocean and land books. They will write four sentences about the globe.
4. Activities: Land and Water Book. Students will color, cut, and paste a globe on construction paper to make an informational book.
5. Independent Practice: In centers, students will be able to look through ocean books and write down facts from these books about water/land.

Assessment/Criterion: (Tie-in with objective) Each student will make a land and water book, labeling the ocean areas and land areas. They will also write four sentences about what they know about the ocean.

Student Teacher: ___________________________  Master Teacher Approval: Virginia E. Borse

Date ___________________________
Clinical Teaching Lesson Plan
Circle One  NEW or RETEACH
Grade ___  Subject Language Arts  Standard ___  Lesson Title Ocean Animal Web

Teacher Materials
- overhead transparency
- mussel
- paper
- coloring book
- pens
- overhead pen, markers

Vocabulary
- seashell
- sand
- sea anemones
- plankton
- barnacles
- animal web handout
- pencils

Students' Materials

Objective: The students will be able to successfully make and fill out an ocean animal web. There will be two other opportunities to make other webs.

Set: Today boys and girls we are going to learn about animals that live in the ocean, and we are going to make what I call a web.

Background/Input: Already having a large web made, the teacher will ask the students if they have ever seen a web like this. Discussion about web.

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) Teacher will use both large web and overhead web to demonstrate how to construct and fill out a web.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) Students will help teacher spell names of animals verbally, and then teacher will share the pen with students.

3. Guided Practice:
   Students will make word webs for the three habitats that will be studied throughout the Ocean Unit.

4. Activities:
   Students will make a word web of ocean animals.

5. Independent Practice:
   Students will use the word webs later when they choose a favorite animal to write about in a class book.
   Each student will complete three ocean animal webs throughout the Ocean Unit.

Assessment/Criterion:
(Tie-in with objective)

Student Teacher: __________________________  Master Teacher Approval: __________________________

Date __________________________
Clinical Teaching Lesson Plan
Circle One NEW or RETEACH

Grade 1 Subject Language Arts Standard 2 Lesson Title Favorite animal book

Teacher Materials
- informational books
- picture books

Vocabulary
- reef
- sea slug
- coral
- abalone

Students' Materials
- construction paper, sentence strips
- crayons or markers
- informational books
- word webs, ocean chants

Objective: The students will illustrate their favorite ocean animal and write a sentence about it, adding it to the class book.

Set: Today boys and girls we are going to learn about how each one of you will contribute to a class book.

Background/Input: Each student will identify and decide which ocean animal they want to write about. Each student will write a rough draft before they write on the sentence strips.

Procedure/Application:
1. Teacher teaches:
   (Visual/auditory) Teacher will demonstrate what a complete sentence is. We will show her illustration of her favorite ocean animal and show how her sentence is related to the illustration.

2. Students teach the teacher:
   (Oral/psychomotor/kinesthetic) Students will write their sentences on scratch paper. They will read it to the teacher and make corrections when needed.

3. Guided Practice: Students will write sentences twice once as a rough draft and then a final draft which will be written on sentence strip.

4. Activities: Illustration of favorite animals and a sentence that describes the picture.

5. Independent Practice: Students will trace ocean animals in writing center and write a sentence about the ocean animal. Each student will illustrate and write a sentence about their favorite ocean animal. These pages will be put into a class book.

Assessment/Criterion:
(Tie-in with objective) Students will illustrate and write a sentence about their favorite ocean animal. These pages will be put into a class book.

Student Teacher: ___________________________ Master Teacher Approval: ________________

Date: ___________________________
Animal Web Outline

GLUE
ANIMAL
PICTURE
HERE.
"The Crab that Played with the Sea"

A Sandy Scene

After students have become familiar with a variety of ocean plant and animal life, have them make a three-dimensional scene. If possible, collect actual objects—shells, coral, kelp, etc. Otherwise, students can cut out shapes from various materials (see list below). Projects can be made individually or in small groups. Encourage students to choose a theme for their ocean scenes.

Materials

Empty cans (soup, nuts, potato chips, etc.); sandpaper; scissors; rubber cement; construction paper; materials (art tissue, felt, yarn, buttons, shells, sequins, etc.); white glue

Directions

- Wrap the sandpaper around the can; leave about 1/4 inch (6 mm) border for overlapping.
- Cut off the top of the sandpaper so that it is even with the top of the can.
- Apply rubber cement to the entire outer surface of the can and to the back of the sandpaper; allow to dry before attaching to can. (This process is called a dry mount and the adhesion is very strong.)
- Carefully wrap the sandpaper around the can.
- Cut out sea shapes from the various materials.
- Glue to the outside of the can.
- Actual artifacts can also be glued to the outside of the can.

Extensions

- Have students write stories or poems about their finished art projects. Place the writings inside the can. Students can read them during free time or have students share their stories in large or small groups.
- Display the sandy scenes at a special Oceans Center. Direct the students to observe the art projects and make a list of all the plants or animals depicted. Make a graph of all the plant life or animal life found in the sandy scenes.
My Favorite Part

Draw a picture of your favorite part of the story.
There is only one ocean. It is divided into five different parts: the Pacific, Atlantic, Indian, Antarctic, and Arctic Oceans. There are also many other smaller seas, gulfs, and bays which form part of them. Together, they cover 75% of our Earth. Oceans are important to life on Earth. They affect the climate, and provide food, energy, oxygen, and minerals for all living things.

The Pacific Ocean is the biggest and deepest.

The Atlantic Ocean is the second biggest.

The Indian Ocean is the third biggest.
Assessment

The Ocean

Checklist

Did students do the following work?

1. Did student color and label map of the world?
2. Did student chose an ocean animal, write about it, and draw a picture of it?
3. Did students add an ocean animal to the class mural?
4. Did student make an ocean chant?
5. Did student make a landform of the where the mountains meet the ocean?

Class Book

How did student contribute to the class book?

____________________________________

____________________________________

____________________________________
Overall Goal Criterion Assessment

The students will create a class mural which demonstrates their knowledge of three different habitats of the ocean and what animals live in those habitats. They will research, label, illustrate and write about what they have learned in the unit. Through guided practice and teacher modeling the students will be able to be experts on an animal of the ocean. They will demonstrate their abilities not only through the class mural, but also through a class book which will be authored and illustrated by them.

Before the students begin:

* Teacher and students will create a K-W-L chart, tapping into the students prior knowledge and engaging them in curiosity about what they want to learn about the ocean.
* Students will make word webs of the three habitats chosen for this unit.
* Students will engage in writing ocean chants and singing songs about the ocean.
* Students will create crafts that relate to the ocean.
* Teacher will model these various activities.
<table>
<thead>
<tr>
<th>Opening</th>
<th>Phonics</th>
<th>Reading</th>
<th>Guided Reading</th>
<th>Lunch</th>
<th>Math/Science</th>
</tr>
</thead>
</table>
| 5- a day - calendar
read aloud or book talk
Sing songs | Phonics chant or song
Poetry and/or word list | Introduce story for the week
Tapping students prior knowledge
RECESS 9:45-10:05 | Reading centers 10:05-11:15 | 11:30-12:15 | Science-Plants
Math- Math Land
(math trains) |
| 5- a day - calendar
read aloud or book talk
Sing songs | Phonics chant or song
Poetry and/or word list | Read story aloud
Possible project
RECESS 9:45-10:05 | Reading centers 10:05-11:15 | 11:30-12:15 | Science-Plants
Math- Math Land
(math trains) |
| 5- a day - calendar
read aloud or book talk
Sing songs | Phonics chant or song
Poetry and/or word list | Read story aloud
Possible project
Students read story together
RECESS 9:45-10:05 | Reading centers 10:05-11:15 | 11:30-12:15 | Science-Plants
Math- Math Land
(math trains) |
| 5- a day - calendar
read aloud or book talk
Sing songs | Phonics chant or song
Poetry and/or word list | Read story aloud
Possible project
Students read story together
RECESS 9:45-10:05 | Reading centers 10:05-11:15 | 11:30-12:15 | Science-Plants
Math- Math Land
(math trains) |
| 5- a day - calendar
read aloud or book talk
Sing songs | Phonics chant or song
Poetry and/or word list | Read story aloud as a class
Choral reading
Possible project
RECESS 9:45-10:05 | Reading centers 10:05-11:15 | 11:30-12:15 | Science-Plants
Math- Math Land
(math trains) |