

# Ocean Pals

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**Grade Level** K  
**Duration** 2 class periods

## National Standards

### GEOGRAPHY

#### Element I. The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

#### Element 2: PLACES and REGIONS

4. The physical and human characteristics of places.

## AZ Standards

### ELA

#### Craft and Structure

**K.RI.4** With prompting and support, ask and answer questions about unknown words in a text.

### SCIENCE

#### Life Science Standards

**K.L1U1.6** Obtain, evaluate, and communicate information about how organisms use different body parts for survival.

**K.L1U1.7** Observe, ask questions, and explain how specialized structures found on a variety of plants and animals (including humans) help them sense and respond to their environment.

## Arizona Social Science Standards

### GEOGRAPHY

**The use of geographic representations and tools help individuals understand their world.**

**K.G1.1** Use, explore, and construct maps, graphs and other geographical representations to support content focus.

**K.G1.2** Explore locations in stories shared.

## SIOP Elements

### Preparation

Adapting content  
**Linking to background**  
**Linking to past learning**  
 Strategies used

### Scaffolding

**Modeling**  
**Guided practice**  
 Independent practice  
**Comprehensible input**

### Grouping Option

Whole class  
 Small groups  
 Partners  
 Independent

### Integrating Processes

**Reading**  
 Writing  
**Speaking**  
**Listening**

### Application

Hands on  
 Meaningful  
 Linked to objectives  
**Promotes engagement**

### Assessment

**Individual**  
 Group  
 Written  
**Oral**

## Arizona English Language Proficiency Standards

### ELL Stage I

#### Basic

#### Listening and Speaking

**Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge**

B-4: using pictures and key words to sequence a series of events from information shared in read-alouds, presentations, and conversations.

B-5: following two-step directions for classroom activities that are accompanied by picture cues.

B-6: responding to comments and questions in social conversations by sharing one's experiences and expressing one's thoughts.

## Reading

**Standard 1: The student will demonstrate understanding of print concepts of the English language.**

B-1: identifying the front cover, back cover, and title page of a book to establish directionality.

## Overview

The ocean covered a huge amount of Earth's surface. Even students who live far from the ocean need to understand what kinds of animals live in the ocean.

## Purpose

In this lesson students will learn about life under the sea. They will be introduced to different ocean animals while learning the human body parts. This lesson contains strategies for teaching diverse learners.

## Key Vocabulary

**scales:** small, thin plates that cover the body of a fish

**fins:** thin, flat body parts of a fish that are used for swimming or balance.

**gills:** the body part of a fish that are used for breathing

**flippers:** the flat broad body parts that stick out from a seal and are used for swimming.

**tentacles:** long, flexible arms of an octopus

## Materials

- Big books and other media on oceans and ocean animals
- Ocean Pals Powerpoint
- Body Labels (cut out and laminated)
- Large images of a fish, octopus, and seal (See Example of Large image of Fish)
- Blue crayons or markers
- Large version of Continents of the World map on the wall.  
<http://geoalliance.asu.edu/sites/default/files/map/world-map-color-tabletop.pdf>
- Small version of Continents of the World map  
[http://geoalliance.asu.edu/sites/default/files/maps/World\\_Continents.pdf](http://geoalliance.asu.edu/sites/default/files/maps/World_Continents.pdf)

## Objectives

The student will be able to:

1. Identify sea animals.
2. Identify body parts.
3. Locate the major oceans on a world map

## Procedures

*Prior to the lesson: Print in color and assemble the large world map. Post on the wall.*

<http://geoalliance.asu.edu/sites/default/files/maps/world-map-color-tabletop.pdf>

*Find large images or create large images of seal, fish, and octopus*

## Engage:

- a. Start the lesson by asking students to guess these three animals as you describe them:
  - It's small. It's orange and yellow. It hasn't got legs. It can swim. You can see them at Walmart in the pet section. (a fish, goldfish)
  - It's big. It's grey and white. It's got a big mouth with lots of big teeth. It can swim very fast. (a shark)
  - It's big or small. It eats fish. It's got eight legs. It can hide in small places. (an octopus) (**Application: Promotes engagement**)
- b. Now ask: Where do these animals live? Write "ocean" on the board and ask the children to tell you the names of any other animals they know that live in the ocean. Record their responses on the board. (**Preparation: Linking to background, Past learning**)

## Explore:

- c. Give students the opportunity to explore big books and other media for 20 minutes without any direct instruction.
- d. Conduct a discussion with the whole class where they contribute more ideas to "ocean" on the board. These can include animals, plants, transportation, people associated with the ocean, etc. Before sharing ideas with the large group, have students share within their small groups so that ELLs have an opportunity to rehearse their answers. (**Integrating Process: Speaking, Listening**)

Explain:

## Ocean pals

- e. Explain to the students that we are talking about a marine habitat. "Marine" is a word that describes oceans and seas, where water is salty. Over 70% of the Earth's surface is covered water, and nearly all of that is saltwater from oceans and seas.
- f. Point to the Continents of the World map on the wall. Explain that the blue refers to oceans, the marine habitat. Give students a copy of Continents of the World map and have them color the oceans with a blue crayon or marker as you point to them. **(Scaffolding: Comprehensible input, Modeling, Guided practice)**
- g. Start to introduce the vocabulary words using the Ocean Pals PowerPoint. For example: Creatures who live in marine habitats can breathe underwater (for example, using gills) or can hold their breath for a long time and just come up to the surface every now and then for air. Images are fairly repetitive so you can show fins, gills, and scale in a number of the slides. **(Scaffolding: Comprehensible input)**

### Elaborate:

- h. Post a large image of a fish. Distribute the body part labels. Have students take turns labeling the fish. Repeat this process with the seal and the octopus eliminating those body parts that do not apply. **(Application: Hands-on, Scaffolding: Comprehensible input)**
- i. Post a large image of a human. Now have students practice applying the labels to the human figure (gills: mouth, lungs; flippers, fins and tentacles: arms and legs; scales: skin) **(Application: Linked to objectives)**

### Evaluate:

Students will share their knowledge with the whole class and talk about a new body parts that they learn. **(Assessment: Individual, Oral)**

Students will identify ocean from land on a world map. **(Assessment: Individual, Oral)**

## Assessment

### Social studies

Students will identify land and water on a map. This will be assessed by teacher observation. Satisfactory will be seen as 80% correct in their identification.

### Science

Students will identify at least four different animal body parts specified in the vocabulary list through teacher observation. Satisfactory will be seen as 80% correct in their identification.

## Extensions

Make an alphabet book on the Ocean. For example: O is for Octopus

Let kids eat seaweed and other treats from the ocean. Then let them create a fun recipe featuring a food from the sea.

## Sources

Large version of Continents of the World map on the wall.  
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