Ocean Pals

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Grade Level: K
Duration: 2 class periods

National Standards

GEOGRAPHY
Element 1: 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

Kindergarten
Basic
Listening and Reading
Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.
B-1: answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.

Speaking and Writing
Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.
B-1 tell or dictate simple messages about a variety of topics, experiences, or events.
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.
- Small version of Continents of the World map
  http://geoalliance.asu.edu/sites/default/files/maps/WorldContinents.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.

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)

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:

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.
Ocean pals

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)**

**Assessment**

**Geography**

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.  

Small version of Continents of the World map  