

Location, Location, Location: The Perfect Home for an Ocean Animal

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Grade Level 2
Duration 3 class periods

National Standards
GEOGRAPHY
Element One: The World in Spatial Terms
 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

AZ Standards

ELA
Reading:
Key Ideas and Details
 2.RI.1 Ask and answer questions as who, what when why and how to demonstrate understanding of details in a text.
Writing
Foundational Skills
 2.WF.1 Demonstrate and apply handwriting skills. a. Write legibly in manuscript using correct letter formation.
 b. Transcribe ideas in manuscript with automaticity and proper spacing.
Language
Conventions of Standard English
 2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

MATHEMATICS
Operations and Algebraic Thinking
 2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2's).

Arizona Social Science Standards
GEOGRAPHY
 2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; locate physical and human features. (Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts)

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
 Grade 2 and 3
 Basic
 Listening and Reading



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Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: ask and answer questions by using evidence from a text.

B-5: identify and describe similarities and differences between two texts.

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: determine the meaning of frequently occurring academic and content-specific words and phrases.

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-3 compose informational text that includes details to develop a topic while using appropriate conventions.

Overview

What makes humans live on land and some animals live in the sea? Since many animals are ocean creatures, students need to understand how humans are different from ocean animals and how these creatures can survive under water.

Purpose

In this lesson, students will classify ocean animals into 5 different groups. They will learn about why some animals can survive in the ocean and compare those needs to humans. This lesson includes adaptations for diverse learners (ELLs).

Key Vocabulary

mammal: any warm-blooded vertebrate having the skin more or less covered with hair

reptile: any cold-blooded vertebrate; including the tortoise, turtle, snake, lizard, alligator, and crocodile

invertebrate: an animal without a backbone

vertebrate: an animal with a backbone

oxygen: the thing we breathe that makes our lives possible

predator: an animal that kills and eats other animals

ocean: a large body of salt water

Materials

- Large Images of Various Ocean Animals
- Location, Location, Location PowerPoint
- World map (6 tiles) found at https://geoalliance.asu.edu/sites/default/files/maps/World_tilemap.pdf
- Scissors and glue sticks
- Small Images for Map Work
- Answer Key to Map Work

- Comparing Habitats graphic organizer and Answer Key
- Ocean Animals Tree Map and Answer Key

Objectives

The student will be able to:

1. Categorize types of ocean animals.
2. Locate on a map where ocean animals are found.
3. Compare and contrast human and ocean animal needs.
4. Determine odd and even numbers by counting by 2s.

Procedures

SESSION ONE

Engage:

1. Distribute images of various ocean animals (sea gulls, whales, sea turtles, sharks, tuna, clownfish, lobsters, octopi, sea cows, snakes, pelicans, crabs, and shrimp) to small groups of students.
2. Ask students, "How do these look alike or different?"
3. Discuss with students the attributes of ocean animals that may allow them to survive in and under water. (**Preparation: Linking to background; Integrated Processes: Speaking, Listening; Grouping: Whole class and Small group**)

Explore:

4. Ask students to sort their animal images in three groups based on how they look or some other idea they have.
5. Group leaders will explain to the class their categorizing reasoning.

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6. Have groups look at their category results and determine if the category has an odd or even number of images by counting by 2s.

Application: Hands on Linked to objectives; Integrated Processes: Speaking, Listening; Grouping: Small groups)

SESSION TWO

*Prior to this session: Print and assemble the World map (6 tiles) found at https://geoalliance.asu.edu/sites/default/files/maps/World_tilemap.pdf Please add **Southern Ocean** to the area near Antarctica. It is not labeled on the map.*

Explain:

7. Project the Vocabulary Cards and explain each card. Place the cards on the Word Wall.
(Scaffolding: Comprehensible input; Integrated Processes: Reading, Listening)
8. Project the Location, Location, Location PowerPoint. Read the slides to the class. Instruct students to work with partners to answer the questions at the bottom of each slide in writing. Remind students that their work will be graded for legible handwriting and proper conventions (capitalization, punctuation, etc.).
(Scaffolding: Independent practice; Grouping: Partners; Integrated Processes: Reading, Listening, Writing, Speaking).
9. Give each partner group or small group, one of the World maps
https://geoalliance.asu.edu/sites/default/files/maps/World_tilemap.pdf (assembled), a glue stick, scissors, and a set of the small images. Project the PowerPoint for a second time. Have students read the slides and discuss where the correct ocean animal should be located on the map. Allow time for students to cut and paste the images on the World map. Model one or two of the animals and where they live. *Note: If the slide reads all oceans, have students glue images in all 5 oceans. Not all of the images will be used since some of the ocean animals are found only in some specific oceans. Students should only cut and glue the correct number.*
10. Have groups look at their maps and determine if each ocean has an odd or even number of images by counting by 2s. **(Application: Hands on, Promotes Engagement; Assessment: Group; Written; Integrated Processes: Reading, Writing, Scaffolding: Modeling)**

SESSION THREE

Elaborate:

11. Project the Comparing Habitats graphic organizer and distribute copies to students. Use guided practice to have students identify the common needs for both humans and ocean animals and the differences. Remind students that their work will be graded for legible handwriting and proper conventions (capitalization, punctuation, etc.).

(Application: Hands on, promotes engagement; Assessment: Group; Written; Integrated Processes: Reading, Speaking, Listening)

Evaluate:

12. Distribute the Ocean Animals Tree Map. Have students identify the mammals, reptiles, and invertebrates by projecting the PowerPoint again or by projecting the images of the ocean animals used in SESSION ONE. Have students add to the 13 ocean animals given using their own knowledge. Remind students that their work will be graded for legible handwriting and proper conventions (capitalization, punctuation, etc.). **(Application: Promotes engagement; Preparation: Linking to past learning or background; Assessment: Individual)**

Assessment

ELA and Geography

The Comparing Habitats and Ocean Animals Tree Map worksheets can be graded for correctness of information and using standard conventions. Mastery will be considered a score of 80% or higher in correctness of information and a score of 3 or higher on the 6 Traits Writing Rubric in the area of Conventions.

The Vocabulary Test can be given to measure language acquisition. Mastery will be considered a score of 80% or higher.

Geography

The World map can be graded for accuracy. Mastery will be considered a score of 80% or higher in locating where these animals live in which oceans.

Mathematics and Geography

Teacher observation will be used to see if the students can count by twos and pairing of objects. Mastery will be considered a score of 80% or higher. **(Assessment: Written, Oral, Small group, Individual)**

Extensions

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- Explore additional ocean animals using source book or other ocean books
- Write a Poem
- Build diagram of favorite ocean animal
- Build habitat of ocean animal
- Describe why some animals can only survive in certain oceans.

Sources

ii. *Look Who Lives in the Ocean!: Splashing and Dashing, Nibbling and Quibbling, Blending and Fending.* Arizona Highways, 2009.

Look Who Lives in The Ocean by Brooke Bessesen