

Commotion in the Ocean

2nd Grade

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Non dominant: Literacy

Puppetry: Art



Alisha, Autumn, Lydia, Sarah
Storytelling lesson plan
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Grade: 2nd

Length: 30-40 minutes

Title: Storytelling with *House for Hermit Crab*

Standard:

2.7.4 Give and follow three- and four-step oral directions.

Objective:

Given a web the student will be able to fill in 4 out of 6 of the appropriate blanks with 90% accuracy.

Advanced Preparation:

- Blank web
- The book *A House for Hermit Crab* by Eric Carle
- A hermit crab puppet for the teacher

Procedure:

Introduction/motivation: Today I will be telling you a story about a hermit crab. While I am telling the story I need you to turn on your listening ears, and try and soak as many details as you can. You need to be thinking about the climax, plot, characters, and the setting. The teacher should explain what each of those are to refresh their memories.

Step-by-step:

- The teacher will tell the story by using the hermit crab puppet.
- After the teacher has told the story, she/he will pass out the blank webs to each of the students.
- The students will then fill out as much of the web as they can by themselves.
- When they are done, they will turn in their webs.
- As a class they will go over what the correct answers are for the web.

Closure: The teacher will read the actual story. After the teacher has read the story, as a class they will make a Venn diagram and compare and contrast storytelling and reading the story.

Adaptations:

- The student who has trouble writing can orally tell a teacher/aide the correct answer.

- For students with MiMH or behavior problems an aide/teacher can work closely with the student to keep him/her on task.

Bloom's Questions:

-Knowledge

1. What is a hermit crab?
2. Can you list three characters that were in the story?

-Comprehension

1. Can you compare and contrast storytelling vs. reading?
2. What is the main idea of the story?

-Application

1. What would result if you lost your home?

-Analysis

1. Why do you think that hermit crab had to find a new home?

-Synthesis

1. Can you elaborate on why the hermit crab lost his shell?
2. In what way did having a shell protect the hermit crab?

-Evaluation

1. Would it have been better if the hermit crab never lost his shell?
2. How could you determine the difference between storytelling vs. reading?

Gardner's Multiple Intelligences:

In this lesson we touched on the intra-personal intelligence by allowing the students to work by themselves, and visual/spatial intelligence by having the students fill out a web.

Self-Reflection: Did this lesson go smoothly? What could be changed? Were there management issues? Was everyone involved in the discussions? Was this a good activity to use as part of the ocean unit? Did everyone use fine motor skills appropriately?

Gross Motor Skills

Grade 2

Length: 30 minutes

Title: Sharks and Sailors

Academic standards:

P.E

2.1.1 Demonstrate the ability to perform locomotor skills proficiently.

2.2.4 Understand and demonstrate strategies for simple games and activities.

Objectives:

The student will run correctly between each of the five “ships” without being caught by classmates.

The student will reach the bases successfully by strategizing, to avoid being caught by the sharks while running to the ships.

Advanced preparation by teacher:

- Five hula hoops
- Space (gym or outside)

Procedure:

Introduction:

- Teacher will ask if students are afraid of sharks
- Teacher will discuss where sharks can be found and briefly describe why.
- Teacher will discuss with students what they think that sharks eat and explain to them that humans are not usually a sharks favorite dinner.
- The teacher will introduce the game and explain if they want to survive they will come up with a strategy to do so.

Step-by-step plan:

- Give students directions for how to play the game
- Give example of strategies that can be used
- Teacher will choose one student to be the first shark
- The rest of the student will then find a ship to start on.
- When the teacher yells “swim” the students must safely run to another ship without getting turned into a shark.
- The shark must try to tag the “sailors” as they are running to another ship.
- If tagged sailors become sharks in addition to the existing sharks.
- The game will continue until everyone becomes a shark.

Closure:

The class will gather and discuss the strategies that they had to use to avoid the sharks. The teacher will then discuss how to avoid sharks when swimming in the ocean.

Adaptations:

If can't run, then walk.

If wheelchair bound, can create own base next to existing ships.

Self-Reflection:

Did this lesson go smoothly? What could be changed? Where there management issues? Was everyone involved in the discussions? Was this a good activity to use as part of the ocean unit. Did everyone use gross motor skills and come up with strategies?

*found at www.lessonplanspage.com. submitted by Laura Fowler

Lesson: Spelling Fish-Fine Motor

Length: 15-25 Minutes

Age or Grade Intended: Second Grade

Academic Standards:

English/Language Art:

-2.1.3 Decode regular words with more than one syllable.

-2.6.1 Form letters correctly.

Visual Art:

-2.13.2 Demonstrate the ability to create a work of art utilizing concepts, subject matter, or the sign system (such as words, or numbers) of another discipline.

Performance Objectives:

-Given a list of six words, the student will spell 5 out of 6 words correctly.

-Given a writing utensil, the student will form 85% of the words he or she writes correctly.

Advanced Preparation By Teacher:

-The teacher will need to purchase paper plates.

-The teacher will need art supplies such as markers, crayons, scissors, and a permanent marker for each student or enough for groups of students to share.

-The teacher will need a stapler, but may want to have a few available.

-The teacher will need a hole puncher, but may want to have a few available.

-The teacher will need clear fishing wire.

-A copy of the spelling list.

-The teacher may want to have an example fish already created.

Procedure:

Introduction/Motivation: As you know this week we have a list of ten challenging ocean spelling words. We are going to be practicing our words in a different way today. We are going to be making fish, and on our fish we will write six of our ten spelling words.

Step-by-Step Plan:

1. Each student will pick up one paper plate.
2. The student will cut the tail for the fish out of the paper plate as instructed by the teacher.
3. The teacher will pass the stapler around for each student to staple his or her tail onto the fish.
4. The teacher will instruct the students to use the hole puncher to punch out an eye for the fish.
5. The student will decorate the fish using creativity as well as keeping in mind that the spelling words are to be written over the artwork. For example, using black all over the fish may not be the best choice, or

maybe it would be beneficial to make the fish have stripes or polka dots to have
a specified area to write the spelling words.

6. The student will choose six out of the ten spelling words
(ocean, dolphin, whale, octopus, squid, jelly fish, manatee, starfish, sand,
and sharks) to write somewhere noticeable on the fish.

6. The student will put his or her name on the fish and turn it in to
the appropriate area.

Closure: Each student will share his or her fish and discuss why they chose the
words they did. They will then choose one word to discuss that was most challenging to
them. The teacher will then hang each student's fish from the ceiling, with clear fishing
wire, AFTER the spelling test.

Adaptations/Enrichment:

- The students who have difficulty cutting can use precut fish.
- The students who have trouble writing can tell the teacher how to spell the
words and he or she can write the words the student.
- For students with MiMH or behavior problems an aide/the teacher can
work closely with the student to keep him or her on task.

Blooms Questions:

- Knowledge
 1. What is a fish?
 2. Can you list three of the spelling words you chose to put on your fish?
- Comprehension
 1. How would you compare your fish to a real fish?
 2. What is the main idea of this activity?
- Application
 1. What elements would you choose to change about your fish?
 2. What would result if you misspelled all of your spelling words?
- Analysis
 1. What are the different parts of the fish?
 2. Why do you think you chose different words for your fish than
_____ did?
- Synthesis
 1. Can you elaborate on the reason you decorated the fish the way you did?
 2. In what way did your design help you to write your spelling words
on _____ the fish?
- Evaluation:
 1. Would it be better if everyone's fish looked the same?
 2. How could you determine if your six spelling words were
spelled _____ correctly?

Gardner's Multiple Intelligences:

-In this lesson we touched on the intra-personal intelligence by allowing the
students to work by themselves, visual/spatial intelligence by allowing the students to
create their own fish, and linguistic intelligence by allowing the students to write their

spelling words.

Self-Reflection: Did this lesson go smoothly? What could be changed? Where there management issues? Was everyone involved in the discussions? Was this a good activity to use as part of the ocean unit? Did everyone use fine motor skills appropriately? Did they gain a better understanding of the spelling words?

Source: The activity was observed at Laketon Head start.

Lesson: Ocean Puppets-Dramatic Play

Length: 2 hours

Age or Grade Intended: Second Grade

Academic Standards:

English/Language Arts:

- 2.4.3 Find ideas for writing stories and descriptions in pictures or books.
- 2.5.2 Write a brief description of a familiar object, person, place, or event that: develops a main idea and uses details to support the main idea.
- 2.7.1 Demonstrate refined observational skills in the production of artwork.
- 2.7.5 Organize presentations to maintain a clear focus

Performance Objectives:

- Students will write a one page description on their ocean creature using two out of five resources that are provided by the teacher with 90% accuracy.
- With the materials provided, students will create a puppet of their ocean creature that features five main characteristics of that creature with 100% accuracy.

Advanced Preparation By Teacher:

- The teacher will gather art materials such as; popsicle sticks, glue, crayons or markers, print out of creature, paper plates, and construction paper.
- Teacher will need to get a variety of resources on ocean creatures.
- Teacher will provide an example of an ocean creature for students to view.

Procedure:

Introduction/Motivation: We are going to have a production called “Under the Sea”. You will each have an opportunity to research and create a given ocean creature, that will be featured in our play!

Step by Step Plan:

1. Each student will research their given creature and write a one page description.
2. The student will pick out the materials they want to use to create their creature.
3. Using those materials they will create a puppet using the five characteristics of that creature.
4. When they are done with making their creature, each student will explain their creature in a creative way to the class, using their puppets.

Closure: The class will prepare a list of characteristics that the creatures have and compare them to one another. The results will be placed on a Venn diagram so students can see similarities and differences in all ocean creatures!

Adaptations/Enrichment:

Handicap student will be provided with an aid for any necessary help.
If any problems occur in the classroom, the teacher will accommodate.

Blooms Questions:*-Knowledge:*

1. Can you list three characteristics of your animal?
2. What is a similarity between the many creatures? Differences?

-Comprehension:

1. What can you say about your creature?
2. How would you summarize the information you found about your creature?

-Application:

1. How would you use your puppet to demonstrate the information you found?
2. What would result if your creature did not have one of their characteristics?

-Analysis:

1. Why do you think your creature has _____?
2. How would you categorize your creature?

-Synthesis:

1. How would you improve their ability to swim?
2. Can you think of an original way for your puppet to look?

-Evaluation:

1. Would it be better if your creature lived on their own or with a school?
2. What animal would you select if you had a choice on your next creature?

Multiple Intelligences: This lesson will cover kinesthetic, visual/spatial, and verbal/linguistic intelligences. Kinesthetic intelligence could be incorporated if they choose to move around while describing their creature. Visual/spatial is incorporated because they have to create a creature to present. Verbal/Linguistic is incorporated because they have to write a description of their creature and share with the class.

Self-Reflection: Did this lesson go smoothly? What could be changed? Were their management issues? Was everyone involved? Was this a good activity to use as part of the ocean unit? Did everyone use dramatic play appropriately?

Source: Idea was given by Stacy Stentzel and elaborated by group!

Lesson: A Net to Catch Time-Literacy

Length: 30 minutes

Age or Grade Intended: Second Grade

Academic Standards:

English/Language Art:

-2.7.8 Retell stories, including characters, setting, and plot.

Performance Objectives:

-Based on the story, the student will fill out a concept map with 90% accuracy.

Advanced Preparation By Teacher:

-The teacher will need to have the book *A Net to Catch Time*.

-The teacher will need to have a concept map prepared for each student.

Procedure:

Introduction/Motivation: As you know we are going to be discussing the ocean. To begin the ocean unit we will be reading the story *A Net to Catch Time*. This story incorporates the ocean and also a culture that is completely different than the one that we live in and experience every day.

Step-by-Step Plan:

1. The students will gather on the floor as the teacher reads aloud *A Net to Catch Time*.
2. The student will listen throughout the entire story.
3. The teacher will ask blooms questions throughout the story to gather student's comprehension levels.
4. After the story the teacher will pass out the concept map.
5. The students will fill out the concept map based on the story.
6. The student will turn in the completed concept map.

Closure: After finishing the story and concept map the class will compare and contrast their life to the non-dominant culture shown in the story by using a Venn diagram.

Adaptations/Enrichment:

-The student who has trouble writing can tell the teacher/aide what he or she would put into each blank on the concept map and the teacher can fill out the map based on the answers.

-For students with MiMH or behavior problems an aide can sit near the student and keep the student focused on the story.

Blooms Questions:

-Knowledge

1. What is a crab?
2. Can you list three times of day Cuffy was out with the crabs?

-Comprehension

1. How would you compare your life to Cuffy's life?
2. What was Cuffy's main purpose for catching crabs?

-Application

1. What elements would you choose to change about the story?
2. What would result if Cuffy didn't get up in the morning and catch crabs?

-Analysis

1. What are the different times of day that Cuffy refers to?
2. Why do you think Cuffy uses different language than you do?

-Synthesis

1. Can you elaborate on the importance of Cuffy's family catching crabs?
2. In what way does Cuffy living near the ocean influence his life?

-Evaluation:

1. Would it be better if Cuffy just had a boat given to him or is it good that he is working for what he wants?
2. How could you determine if Cuffy had had a good day catching crabs?

Gardner's Multiple Intelligences:

-In this lesson we touched on the intra-personal intelligence by allowing the students to work by themselves on the concept map, and linguistic intelligence by allowing the students to write their ideas on the concept map.

Self-Reflection: Did this lesson go smoothly? What could be changed? Where there management issues? Was everyone involved in the discussions? Was this a good activity to use as part of the ocean unit? Did everyone fill out the concept map appropriately? Did they gain a better understanding of the ocean and a non-dominant culture?

Source: The activity was created by our group.

Lesson: Pointillism lesson-Art and Puppetry

Length: 1 hour

Grade: 2

Academic Standards:

Visual Arts

2.7.1 Demonstrate refined observational skills in the production of artwork.

Performance Objective:

Students will create a neatly done painting, using the proper pointillist method with fewer than 10 flaws.

Advanced Preparation by Teacher:

- Examples of pointillism
- Large sheet of paper for demonstration
- Washable paints
- Thin tipped paint brushes
- Paper
- Pencil

Procedure:

Introduction/Motivation: The purpose of this lesson is to introduce students to the pointillism form of painting. This lesson will also aid in developing fine motor skills.

Step-by-step Plan: To begin this lesson, I will introduce examples of pointillism. Then I will start a discussion as to why these examples are unique. What are some of the things that the students notice about this form? I will then give a brief discussion about the form.

Next, using a large sheet of paper to demonstrate, I will draw an ocean scene with pencil and show students the difficulty and control that they must implement in order to make a painting using the pointillist method.

Finally, each student will be given a sheet of paper and instructed to draw an ocean scene. After that, each student using paint and paintbrush will use the pointillist method to paint their pictures. These pictures will be hung on the bulletin board when dry.

Bloom's: Knowledge; Application

Gardner's: bodily kinesthetic; visual/spatial

Closure: To end this, we will talk about the difficulty and patience that it takes to paint using this method. We will discuss what aspects of this style interests the class. Next, each student will write a 3 sentence reflection on what they learned. Then each student will make a puppet out of their painting.

Adaptations/Enrichment:

- Students with fine motor issues will be given a larger paintbrush, so that they do not struggle as much to fill in the empty space.
- Students with visual impairments will be shown a blown up version of the examples so that the dots are noticeable. Also, they will be given a larger paintbrush so that they can see their dots.
- Students who show particular interest in this will be allowed to explore the famous artists who implemented this method.

Self-reflection:

Did everyone participate fully? Did everyone's painting consists of a bunch of little dots instead of strokes? Did the students enjoy this lesson or did they find it too challenging? Did this class have any trouble controlling their fine motor skills?

Music Lesson Plan

Lesson: Slippery Fish

Length: 10 minutes

Grade: 2nd

Academic Standards:

Music:

- 2.1.1- Sing with a clear, singing tone quality

Theatre:

- 2.12.1- Use another art form to create a theatre piece

Performance Objective:

- Students will sing “Slippery Fish” while using a clear singing voice and use appropriate tone with 100% accuracy.
- Students will make a puppet describing one of the animals in the poem and use it while the class sings “Slippery Fish” with 100% accuracy.

Advanced Preparation:

- The teacher will gather art materials such as; Popsicle sticks, print outs of animals in the song, crayons, glitter, markers, and construction paper
- Teacher will provide students with the words to “Slippery Fish”

Procedure:

Intro: Teacher will sing the Slippery Fish song and then have students sing with her. Explain to the students that they will create one of the animals in the song and when we sing the song we will use them as puppets!

Step by Step:

- Students will decide what to put in the song where a word is needed that fits with the animal it talks about
- Children will learn song and sing it with clear voice and appropriate tone
- Make puppets that are in the song
- Sing song and use puppets with words

Closure: After the students and teacher sing the song using their puppets to act out the song, they will gather and discuss the types of ocean animals used. They will also talk about what words they decided to use for each animal and why.

Adaptations: If a child struggles with fine motor the teacher or another student will help them create their animal. If the student has a hard time hearing, the teacher will print out the words to the song in large print on the board!

Blooms:

Knowledge

- Can you list the animals that were talked about in the song?
- Who was the animal that got eaten by a _____?

Comprehension:

- What can you say about animals in the ocean?
- How would you rephrase the words of the song to make a poem?

Application:

- How would you use this song?
- What other way would you plan to use puppets in this song?

Analysis:

- Why do you think the animals got eaten in the song?
- What is the theme of this song?

Synthesis:

- Can you invent another animal in the ocean that would eat a whale?
- What way would you design the animals in the ocean to do a play?

Evaluation:

- How would you evaluate the animals you made in the song? (Were they useful? Did they show a correct impression of the animal?)
- What was your opinion of the puppetry in the song? (did they help you remember the song? Did they help you visualize the actions in the song)

Multiple Intelligences:

- Kinesthetic- movement with animals
- Verbal linguistic- sing song at clear and correct tone level
- Visual spatial- had to make a fish that was in the song

Self -Reflection: Did lesson go smoothly? What could be changed? Were their management issues? Did everyone make a puppet that was in the song? Did the children understand the song? Was the song too hard?

Lesson: Math lesson

Length: 1 hour

Grade: 2

Academic Standards:

2.5.1 Measure and estimate length to the nearest inch, foot, yard, centimeter, and meter.

Performance Objective:

Given pictures of 10 relatively small marine animals, pairs of students will measure each to the nearest inch with less than $\frac{1}{4}$ inch error.

Advanced Preparation by Teacher:

Pictures of 10 marine animals to scale (example, starfish, small sharks, ect)

Have enough rulers for each student to have one.

Markers

Colored Paper

Procedure:

Introduction/Motivation: We will be doing this activity, to help the students understand the ocean to scale.

Step-by-step Plan: I will start by introducing the animals we will be measuring. I will then model the appropriate way to measure these pictures. I will briefly discuss the difference between length and width, and then make sure that each student understands where the inch markers are on his/her rulers.

Next, the students will be divided into pairs and given a stack of pictures to measure. Each student will write in his/ her science journal the name, length, and width of each animal. Each person in the pair will collect this data, if there are discrepancies then, the pairs will have to explore how to solve them.

Then, each pair will join up with one other pair and be given a piece of colored paper (each group will have a different color) and a marker. Collaboratively, they will then compare and record their group findings on the colored paper.

Bloom's: Knowledge; Analysis; Application

Gardener's: Verbal/Linguistic; bodily kinesthetic; mathematical

Closure: To end this, we will talk about how big the ocean is and how small the critters the students just measured are in comparison. We would estimate, as a class, how many of these creatures it would take to fill up the entire ocean.

Adaptations/Enrichment:

- Students who are less competent in measuring tasks will be paired up with a student who better understands the process of measurement.
- Students, who have trouble writing, can have a fellow student record their findings for them.
- Students who cannot see the measurement lines on the ruler will be given a ruler with large print, and only inch markers.

Self-reflection:

Did everyone participate fully? Do they understand how to measure inches within $\frac{1}{4}$ inch of the actual measurement? Where their any major discrepancies in groups about measurements? If so, what was causing the problem?

Computer Lesson Plan

Grade: 2nd

Length: 45 min.

Title: Exploring the ocean through the internet

Academic Standards:

Science:

2.6.3 Describe that things can change in different ways, such as in size, weight, color, age, and movement. Investigate that some small changes can be detected by taking measurements.

Objectives:

Given a computer program to go to, the student will list 10 mammals/creatures and how they change with 90% accuracy.

Advance Preparation by Teacher:

- Access to a computer lab and the internet
- Paper for the students to make their lists

Procedure:

Introduction: The teacher will explain to the students that they will be going to the computer lab. With the computers they are going to go to a website where they will be able to learn more about the ocean and the creatures that are in it.

Step-by-Step Plan:

1. The students will go to this website: <http://www.secretsatsea.org/main.html>
2. The students will follow the program as it goes. The website tells them exactly what to do.
3. Each student will have a sheet of paper where they will find 10 mammals/creatures and explain how each mammal/creature that lives in the ocean changes over time, and any other pertinent information.

Closure: The students will go back to their classroom and discuss what they have learned. Each student can share an item that they have on their list.

Adaptations/Enrichments:

- For students with MiMH or behavior problems an aide/the teacher can work closely with the student to keep him or her on task.
- If a student's computer doesn't work they can move to another computer.

Bloom's:

Knowledge:

1. Why did we use the computer to get more information?

Comprehension:

1. How would you compare and contrast some of the mammals/creatures that you researched?
2. What can you say about your internet experience?

Application:

1. How did we make use of this internet site?

Analysis:

1. What parts or features of this site did you enjoy the most?
2. Why do you think that certain mammal/creature changes the way that it does? Why does it change that way?

Synthesis:

1. What would happen if these mammals/creatures lived in a lake?

Evaluation:

1. How would you rate this site?
2. What would you select to figure out certain information?

Multiple Intelligences:

Interpersonal- Interacting with other classmates.

Spatial- Looking at pictures on the site.

Self Reflection: Did this lesson go smoothly? What could be changed? Where there management issues? Was everyone involved in the discussions? Was this a good activity to use as part of the ocean unit?

Social Studies

Lesson: Hurricane Timeline

Length: 20-30 minutes

Age or Grade Intended: Second Grade

Academic Standards:

2.1.5 Develop a simple timeline of important events in each student's life.

Objectives:

-Using the given website, the student will create a timeline by listing at least five important hurricanes that have occurred in their lifetime with 100% accuracy.

Advanced Preparation By Teacher:

- The teacher will have needed to previously looked over the website.
- The teacher will need horizontally long pieces of paper for each student.
- The teacher will need to create a model timeline.

Procedure:

Introduction/Motivation: Throughout this year there have been many big hurricanes to hit the coasts of the United States. Since we are doing an ocean unit I feel it is important for each of you to look up the information on hurricanes in the past.

Step-by-Step Plan:

1. Depending on the convenience of computers, the students will individually or in a small group go to <http://www.nhc.noaa.gov/HAW2/english/history.shtml>
2. Each student will select at least five different hurricanes to put on his or her timeline.
3. The student will make sure they have identified the name and date of each hurricane selected.
4. The student will need to write down any additional information they would like to add to the timeline.
5. The student will put the names of the hurricanes and the dates in the correct order on the time line starting with the least recent and ending with the most recent.
6. The student may add drawings or anything else he or she feels will add to their specific timeline.

Closure: Each student will then be asked to share his or her timeline with the class.

Adaptations/Enrichment:

- For students who have difficulty writing they can dictate to a teacher or aide who can help them construct their timeline.
- For students who have behavior problems the teacher/aide can work closely with the student to keep him or her on task.
- For Enrichment those students can add more information to their timeline and elaborate on the details.

Blooms Questions:

-Knowledge:

1. What is a hurricane?
2. Can you list three of the hurricanes you chose to put on your timeline?

-Comprehension:

1. How would you compare the _____ hurricane to the _____ hurricane?
2. What is the main idea of this activity?

-Application:

1. How would you use the website to discover when the most recent hurricane was?
2. What examples can you find to show that there were a lot of hurricanes in 2004?

-Analysis:

- Why do you think hurricanes occur?
- What is the function of a timeline?

-Synthesis:

1. Can you invent another way to show when hurricanes have occurred?
2. How would you estimate the results of a timeline for this years hurricanes?

-Evaluation:

1. Would it be better if everyone's timeline looked the same?
2. How could you determine the number of hurricanes since 1985?

Gardner's Multiple Intelligences:

In this lesson we touched on the intrapersonal intelligences because the students are working by themselves. The visual/spatial intelligences is used by having the student's make a timeline.

Cooking Lesson Plan

Grade: 2nd

Length: 1 hour and 30 min.

Title: Sea Cookies

Academic Standards:

Math:

2.5.6 Estimate weight and use a given object to measure the weight of other objects.

Objectives:

Given 10 different objects of shape and size the students will determine how many cookies are needed to make it equal the same weight as the other object with 90% accuracy.

Advance Preparation by Teacher:

- Sugar cookie recipe and all of the ingredients
- Cookie sheet
- Knife
- Measuring cups and spoons
- Ocean creatures/mammals/etc cookie cutters different sizes (small, med. and large)
- Vanilla frosting
- Blue food coloring
- Oven
- Plates
- Scale- 2 different kinds
- Paper towels
- Ocean word find worksheet
- Wax paper
- Rolling pin
- 10 objects
- Worksheet to record their data

Procedure:

Introduction: The teacher will explain to the students that math is going to be a little different today. They will be weighing items and comparing them to ocean shaped mammals/creatures/etc. The teacher will split the class into groups of 4. The first group will go back with the teacher and the rest of the class will be working on an ocean word find until their group is called back.

Step-by-Step:

1. Group 1: Each student will measure out the ingredients, and make their cookie dough.
2. The students will take turns rolling out the cookie dough, and they will then use cookie cutters that are dolphin, fish, shark, etc shaped and cut out the cookies.
3. They will place their cookies on the cookie sheet, and put them into the oven.
4. Group 2 will be called back to do the same thing that group 1 did, and then group 3, and then group 4.

5. When the cookies are done they will be placed on wax paper to cool down.
6. While the cookies are cooling down the students will be working on their ocean word find.
7. Group 1 will be called back and as a group they will place an object on a regular scale and determine the weight of it by itself, then they will place their cookies on one side of the scale while placing one of their 10 objects on the opposite side of the scale.
8. The group will then figure out how many cookies it takes to equal the same weight as their object. Example: object 1= a pencil, how many cookies need to be placed on the scale to weigh the same amount.
9. Once they have weighed their 10 objects they can add blue frosting (the teacher had prepared ahead of time) to their cookies, and they can then take them back to their seats and eat them while they finish their ocean word find.
10. Group 2 will then go with the teacher and do the same thing that group 1 did, and then group 3 will go back, and then group 4.

Closure: As a class they will discuss their results and the teacher will write the data on the chalkboard.

Adaptations/Enrichments:

If a student does not like cookies, then the teacher can have something else available for them. If the student doesn't like frosting, then they don't have to put frosting on their cookie. For students with MiMH or behavior problems an aide/the teacher can work closely with the student to keep him or her on task.

Bloom's:

Knowledge:

1. Can you select which cookie will be added to the scale next?
2. How many cookies did you need to add to the scale to make them equal weight?

Comprehension:

1. Which is the best answer, a bunch of little cookies or a couple of larger cookies?
2. Can you demonstrate what you will be doing?

Application:

1. What would result if you only used one type of cookie?
2. What would result if you had frosting already on the cookie?

Analysis:

1. How would you classify the different objects?
2. Can you list the different groups of cookies that you could use that would make the same weight?

Synthesis:

1. Can you invent another way in which these objects can be weighed?
2. How would you estimate the results for the amount of cookies that you will need?

Evaluation:

1. Would it be better if we used something other than cookies?
2. What choice would you have made if you were to do this experiment with someone at home?

Multiple Intelligences:

Interpersonal- working in groups

Intrapersonal- working on the ocean word find

Spatial- using cookies and objects

Logical/mathematical- using numbers of cookies and objects, and determining weight

Self Reflection: Did this lesson go smoothly? What could be changed? Where there management issues? Was everyone involved in the discussions? Was this a good activity to use as part of the ocean unit?

Name: _____

Ocean Cookies vs. The 10 Objects

1. Object: _____ Weight: _____

Number of cookies needed to equal the weight:

Small: _____

Med.: _____

Large: _____

2. Object: _____ Weight: _____

Number of cookies needed to equal the weight:

Small: _____

Med.: _____

Large: _____

3. Object: _____ Weight: _____

Number of cookies needed to equal the weight:

Small: _____

Med.: _____

Large: _____

4. Object: _____ Weight: _____

Number of cookies needed to equal the weight:

Small: _____

Med.: _____

Large: _____

5. Object: _____ Weight: _____

Number of cookies needed to equal the weight:

Small: _____

Med.: _____

Large: _____

6. Object: _____ Weight: _____

Number of cookies needed to equal the weight:

Small: _____

Med.: _____

Large: _____

7. Object: _____ Weight: _____

Number of cookies needed to equal the weight:

Small: _____

Med.: _____

Large: _____

8. Object: _____ Weight: _____

Number of cookies needed to equal the weight:

Small: _____

Med.: _____

Large: _____

9. Object: _____ Weight: _____

Number of cookies needed to equal the weight:

Small: _____

Med.: _____

Large: _____

10. Object: _____ Weight: _____

Number of cookies needed to equal the weight:

Small: _____

Med.: _____

Large: _____

Science Lesson Plan

Lesson: Ocean Water

Grade: 2nd

Length: 20-25 minutes one day- 15-20 next day

Academic Standard: Science

- (2.1.3)- Describe both in writing and verbally, objects as accurately as possible and compare observations with other people.
- (2.1.4)- Make new observations when there us a disagreement among initial observations

Objectives:

- When given materials, students will manipulate water to resemble the ocean and compare observations with other classmates with 100% accuracy.
- When sharing observations, students will resolve all disagreements and make new observations with 100% accuracy.

Materials:

- two small clear plastic cups for each (reuse 1st cup for 2nd lesson)
- two large clear plastic cups
- permanent marker
- lb rock salt
- table salt
- spoons
- baking sheet or try to catch spills during dissolution races
- observation notebook

Procedure:

Introduction: The teacher will explain to the students that they will be making their own ocean water (salt water). The teacher will connect the type of water with previous list the class made of how the ocean water is different then faucet water.

Step by step:

- Students will write name on a clear plastic cup. They will fill it with water and a teaspoon of rock salt. Students write as many descriptions and adjectives as they can thing of to describe how the salt appears in the sups. Students can taste the water a little to describe if the water doesn't taste salty, is a little salty, or is very salty. Teacher will store the cups together out of heat and sunlight while having them covered to keep dust out. Students will share observations with others to compare what they saw. A few days later, the teacher will pass out the same cups and the salt will be easy to dissolve. Students will review what they wrote and write more to record what changed, how does the water taste now?
- The teacher will show the class two large clear plastic cups of water. Then they will place a tsp. Of rock salt in one cup. Place a tsp. Of salt in the other cup. The teacher will then ask the students to write predictions of which can be dissolved faster. Two students can have a race to dissolve the different salt in the cups. Repeat the race a few times to confirm results. Have students reread their predictions and write some

simple sentences describing what actually happened. What was the only difference between the two cups of salty water?

Closure: The class will come together and have a discussion of what they observed happened to the water. They will also discuss how much fresh water there is to drink.

Adaptations: If students have a hard time with seeing the teacher will use bigger objects such as, larger cup with more water. If the students have a hard time with observing, they will work with the teacher or another student and be asked questions to answer. If they find this activity too easy then the teacher will add other liquids to the tests.

Assessment: Teacher will collect predictions, observations, and journals to see what they have accomplished. Also the students can give a research what they learned and give a presentation on what they learned.

Self Reflection: Did the lesson go smoothly? Did the students understand that the ocean is salty? Did the students understand how the ocean becomes salty? Is there anything that should be changed or added to the lesson? Were there any behavior issues?

Gardner:

- Linguistic- verbally share observations
- Logical/mathematical- reason why the ocean is salty
- Spatial- uses patterns and observations

Blooms:

Knowledge: How did the salt dissolve? How would you explain the ocean water?

Comprehension: How would you compare ocean water to faucet water? Can you explain what is happening when the salt dissolves?

Application: What examples can you find to show how salty the ocean is? What would result if the ocean water were not salty?

Analysis: Why do you think that the animals that do live in the ocean need salt water? What conclusion can you draw about faucet water and ocean water?

Synthesis: Can you invent another way to show ocean water? Suppose you could drink salt water all the time, what would you do?

Evaluation: What is your opinion of ocean water and faucet water. How would you prove that salt is best for the animals and plants that live in the ocean.

Materials

Cooking:

Dramatic Play:

Music:

Science:

Computer:

Fine Motor:

Gross Motor:

Storytelling:

Social Studies:

Literacy:

Math:

Art:

Bulletin Board

Commotion in the Ocean

Our bulletin board is going to incorporate our entire theme about the ocean and it will be interactive. Our title of the bulletin board is Commotion In the Ocean! Each student will choose a picture of a fish or mammal to color and cut out. After they are finished we will place their fish or mammal on the bulletin board.

The bulletin board will look like an ocean. The water will be blue construction paper, which is the background. We will have sea weed all over growing from the bottom of the bulletin board and the boarder will also be a shimmer green. Commotion in the ocean will be written in red letters and the fish and mammals will be placed throughout the picture!

Pretest Explanation

We decided to do an assessment over spelling for our second grade class. Because the students will be doing the spelling fish they will be having practice throughout the week with their spelling words. By giving them a pretest we can identify, and they can identify, what spelling words they already know. Also, by giving them a pretest we can identify, and they can identify, what spelling words are more challenging for them and need a little more attention. By giving them a posttest the teacher and student can identify which words that have mastered and which words they have not yet mastered.

For the students who have trouble writing the teacher can administer a test where the student can orally tell how to spell the word. The teacher can use the pre and post tests already made to write the spelling the student gives of each word. For the student with behavior problems an aide could administer the test in a separate room where the student would be more apt to focus.

Word List

1. ocean

2. starfish

3. dolphin

4. whale

5. octopus

6. squid

7. jellyfish

8. manatee

9. sand

10. shark

Spelling Pretest

Name: _____

Date: _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Spelling Posttest

Name: _____

Date: _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Unit Schedule

Monday	8:30-9:10 Spelling/Fine motor	9:30-10:15 Storytelling	1:00-2:00 History/Social Science
Tuesday	8:30-9:30 Math	1:00-1:45 Art	
Wednesday	8:30-9:00 Spelling	10:00-10:45 Dramatic Play	12:30-1:15 Literacy
Thursday	9:00-10:00 Cooking	12:30-1:15 Science	1:30-2:00 Music
Friday	8:30-9:00 Spelling Test	10:00-10:45 Gross Motor	12:30-1:15 Computer

Bibliography

Fine Arts-Fish idea came from Head Start

History-website used: <http://www.nhc.noaa.gov/HAW2/english/history.shtml>

Literacy-Used the book A Net to Catch Time

Resources for other lesson plans: Heather Fox-2nd Grade Pierceton

Resources from Stacy Stetzel