



Ocean Unit Kindergarten

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EDUC 327

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Introductory Sheet

Grade Level and Typical Learner

Science is directed at the five and six year olds in the Kindergarten Indiana State standards by making the curriculum developmentally age appropriate. It is very important to provide developmentally appropriate content through the age level in both the cognitive and physical learning styles. A report from the National Education for Young Children (NAEFC) provides teachers with a significant description on the appropriate development of children that states,

“Most five-year-olds can begin to combine simple ideas into more complex relations. They have a growing memory capacity and fine motor physical skills. They have a growing interest in the functional aspects of written language, such as recognizing meaningful words and trying to write their names (NAEYC 1986). They need an environment rich in printed materials that stimulates the development of language and literacy skills in a meaningful context. They also need a variety of direct experiences to develop cognitively, physically, emotionally, and socially. Since five-year-olds come to school with an interest in the community and the world outside their own, curriculum can expand beyond the child’s immediate experience of self, home, and family (NAEYC 1986).

Six-year-olds are active learners and demonstrate considerable verbal ability. They are interested in games and rules and develop concepts and problem-solving skills from these experiences. Hands-on activity and experimentation are necessary for this age group (NAEYC 1986). Seven-year-olds become increasingly able to reason, listen to others, and show social give-and-take.

Spatial relationships and time concepts are difficult for them to perceive.

Flexibility, open-mindedness, and tolerance of unfamiliar ideas essential in social studies are formed to a remarkable extent by the interactions of the four- to eight-year-olds (Joyce 1970). Eight-year-olds combine great curiosity with increased social interest. They are able to learn about people who live elsewhere in the world. During these early grades, children can learn from the symbolic experiences of reading books and listening to stories; however, their understanding of what they read is based on their ability to relate the written word to their own experience (NAEYC 1986)’.

NCSS Board of Directors. (1988, June). *Social studies for early childhood and elementary school children preparing for the 21st century*. Retrieved from <http://www.socialstudies.org/positions/elementary>

Rationale

Why do students need to participate in this unit of study?

Kindergartener’s main focus according to the state standards is incorporating the unit of the ocean through the idea that “Living and Learning Together” should be an area of study. Students focus upon their immediate environment, and stress is placed on social and civic learning experiences, including interaction with peers and respect for others. This unit on oceans is very broad and can be used to incorporate many subject areas, not just science. Even though Indiana is not a state that is surrounded by an ocean, this unit should still be taught in the classroom (as seen in the standards). Students need to participate in activities that are meeting the standards. This ocean unit helps students focus on their environment and its many differences. Students will gain the opportunity to get an inside look at how living and learning together impacts things such as our ocean.

Goals

- I want to strive for the parents to get involved in the unit, whether it is with helping out in the classroom or providing additional materials to supplement our unit.
- My student's ideal field trip would be to end the unit by visiting an aquarium. My goal is for them to make an end connection with everything we have been learning in the unit. (May not happen this time, but if I use the unit in the future, this would be a goal for this unit plan.
- I would like the students to overall to enjoy this unit. I want to engage them as much as possible so it is a unit that they will always remember. It is a goal to somehow survey what they liked and did not like so I can alter the unit in the future.
- I have a goal of my classroom that behavior-wise I can control the focus on the unit through manipulative and hands on experiences.
- I want by the end of the unit for the kindergarteners to individually tell me at least 5 things they learned from the unit. I think that being able to explain this to me as a teacher through this unit. I want to make it fun learning so that they do not actually know they are learning.

Learning Objectives

**SC=SCIENCE; SS=SOCIAL STUDIES; M=MATH; R=READING; W=WRITING;
E=ENGLISH; D=DRAMA; MU=MUSIC; PE=PHYSICAL EDUCATION; A=ART**

LESSON ONE

SS K.3.2./SC K.1.1. Given 4 assessment problems, students will identify maps and globes as a class for a way of representing Earth and identify map symbols for land and water at the end of the lesson with 75 % (3 of the 4).

LESSON TWO

M K.5.1 /SC K.4.2. Given a ruler, the student will recognize which whale is longer or shorter with 66% accuracy. (2 of the 3 measurements)

LESSON THREE

SC K. 1 Given 6 toys and a tub of water, students will identify which items float or sank with 83 % accuracy. (5 out of 6)

SC K.6.1. Given a journal, students will identify compare 3 similarities and differences in families, classmates, neighbors to other living creatures that can swim with 66% accuracy. (2 out of 3)

LESSON FOUR

R K.7.3 After reading the story, the students will describe 4 characteristics for each character in at least 3 of the 4 boxes.

R K. 1 Using their assessment worksheet given, the students will orally explain the characteristics of both characters with 100% accuracy. (100 percent meaning they explained both characters; 50 percent would be only one)

LESSON FIVE

W K.2.5 / SC K.2.2 Using pictures and words from Finding Nemo, students will identify the order of the beginning, middle, and end of the story with 66% accuracy. (10 of 15 points)

LESSON SIX

D K.2.1/ SC K.4.1. After reading the Rainbow Fish and Finding Nemo, the student will pantomime a plant or animal without using words 100 percent of the time.

LESSON SEVEN

A K.6.1./ SC K.4.2. Given watercolors and art materials, the student will re-create an animal from the ocean with 100 percent completion.

LESSON EIGHT

PE K.1.1./ SC K.3.2. Given oral commands, the student will perform gross motor skills across the gym with 63% accuracy. (5 out of 8 skills)

LESSON NINE

SC K.3. After reading The Seashore Book and making sea scented play dough, the students will describe 3 of the natural surroundings of the ocean with 66% accuracy. (Correctly describe the 2 of the 3 surroundings)

LESSON TEN

PE K.1.3./ SC K.5.1. Using sea scented play dough, the students will make sea animals using shapes with 100 percent completion. (Students will create one animal)

LESSON ELEVEN

M K.1.2/ SC K.4.1. After the teacher sings the song, the student will echo the melodic patterns about ocean plants and animals participating 75 percent of the time. (Goal is to have the students participating the entire time, but this percent is more realistic for all students in the classroom).

LESSON TWELVE

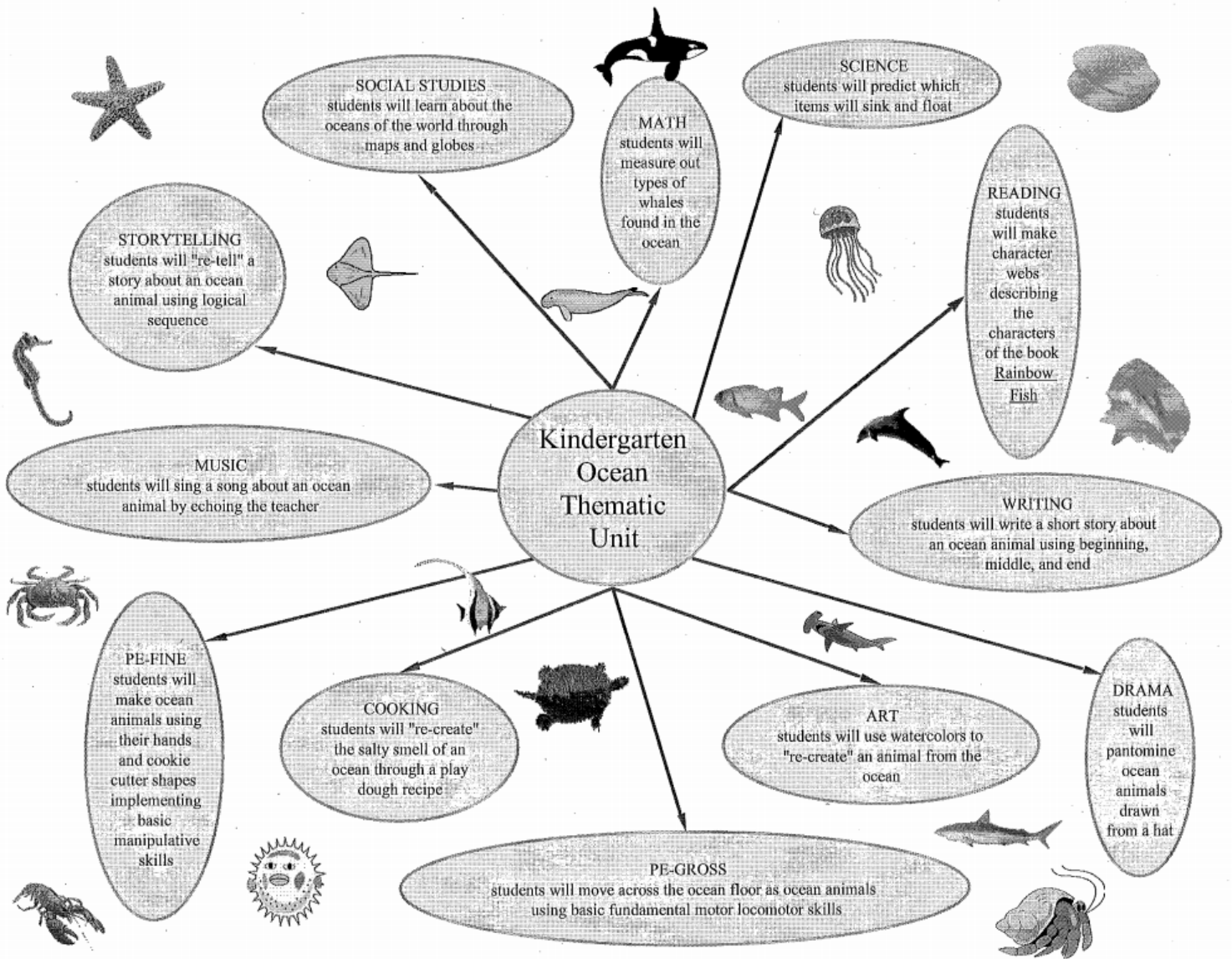
E K.7.5/ SC K.4.1. After listening to the storytelling CD, the student will tell a story using a beginning, middle, and end with 66 % completion. (The student will have at least 2 of the 3 parts needed for the story)

Standards

<p><u>LESSON ONE</u> SCIENCE K.1.1. Raise questions about the natural world. SOCIAL STUDIES: K.3.2. Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe.</p>	<p><i>Students will learn about the oceans of the world through maps and globes.</i></p>
<p><u>LESSON TWO</u> SCIENCE K.4.2. Observe plants and animals, describing how they are alike and how they are different in the way they look and the things they do. MATH K.5.1 Make direct comparisons of the length, capacity, weight, and temperature of objects and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (Core Standard)</p>	<p><i>Students will measure out types of whales found in the ocean. Then they will compare the size of the whales and determine which is shorter and longer.</i></p>
<p><u>LESSON THREE</u> SCIENCE K. 1 Students are actively engaged in beginning to explore how their world works. They explore, observe, ask questions, discuss observations and seek answers. SCIENCE K.6.1. Describe an object by saying how it is similar to or different from another object.</p>	<p><i>Given objects from the classroom, students will predict which items will sink and float in water. Students will learn through this experiment the difference between ocean animals swimming and objects that float and sink.</i></p>
<p><u>LESSON FOUR</u> SCIENCE K. 1 Students are actively engaged in beginning to explore how their world works. They explore, observe, ask questions, discuss observations and seek answers. READING 5.7.3. Describe people, places, things (including their size, color, and shape), locations, and actions.</p>	<p><i>Students will make character webs describing the characters of the book Rainbow Fish.</i></p>
<p><u>LESSON FIVE</u> SCIENCE K.2.2 Draw pictures and write words to describe objects and experiences. (Core Standard) WRITING K.2.5 Identify the order (first, last) of information</p>	<p><i>Students will write a short story about an ocean animal using beginning, middle, and end. Pictures will be used to help describe and illustrate the student’s story.</i></p>

<p><u>LESSON SIX</u> SCIENCE K.4.1 Give examples of plants and animals. (Core Standard) DRAMA K.2.1 Explore leading and following skills using contrasting ideas.</p>	<p><i>Students will learn how to pantomime and use ocean animals drawn from a hat to perform pantomime.</i></p>
<p><u>LESSON SEVEN</u> SCIENCE K.4.2 Observe plants and animals, describing how they are alike and how they are different in the way they look and in the things they do. (Core Standard) CREATING ART K.6.1 Use objects or animals from the real world as subject matter for artwork.</p>	<p><i>Students will use watercolors to "re-create" an animal from the ocean. The artwork of the students will display animals that have been introduced in the previous ocean lessons.</i></p>
<p><u>LESSON EIGHT</u> SCIENCE K.3.2 Investigate that things move in different ways, such as fast, slow, etc. (Core Standard) PHYSICAL EDUCATION K.1.1 Perform basic (fundamental) locomotor skills. (run, hop, walk, skip, gallop, jump, leap, slide)</p>	<p><i>Students will move across the ocean floor as ocean animals while performing basic fundamental motor locomotor skills taught by the teacher.</i></p>
<p><u>LESSON NINE</u> SCIENCE K.3 Students investigate, describe, and discuss their natural surroundings. COOKING no specific standard for kindergarten</p>	<p><i>Students will "re-create" the salty smell of an ocean through a play dough recipe. The student will learn about the senses when you are around the ocean.</i></p>
<p><u>LESSON TEN</u> SCIENCE K.5.1 Use shapes, such as circles, squares, rectangles, and triangles, to describe different objects. (Core Standard) PHYSICAL EDUCATION K.1.3 Perform basic manipulative skills.</p>	<p><i>Students will make ocean animals using their hands and cookie cutter shapes implementing basic manipulative skills.</i></p>
<p><u>LESSON ELEVEN</u> SCIENCE K.4.1 Give examples of plants and animals. MUSIC K.1.2 Echo short melodic patterns sung by the teacher.</p>	<p><i>Students will sing a song about an ocean animal and/or plant by learning how to echo the teacher.</i></p>
<p><u>LESSON TWELVE</u> SCIENCE K.4.1 Give examples of plants and animals. ENGLISH K.7.5 Tell an experience or creative story in a logical sequence (chronological order, first, second, last). (Core Standard)</p>	<p><i>Students will "re-tell" a story about an ocean animal using logical sequence. The students will create the story using examples of animals used from the unit.</i></p>

Unit Web



Letter to Parents



Dear Kindergarten Families:

We are beginning our Ocean Unit. We will be looking at a variety of oceans found all over the world to see the different animals and plants found in them.

During this unit we will be focusing on learning the following benchmarks:

- Knows that ocean plants and animals are found almost everywhere in the world
 - With this benchmark, we will be studying about a variety of different animals- (whale, fish, octopus, dolphin, etc.)
 - Students will need to be able to describe some of the plants and animals that live in the ocean.

This is a good time to talk to your child about the plants and animals that live in the ocean. Point out different plants and animals you see in your daily activities and how they are different from the plants and animals that live in the ocean.

As a family, you might visit the library and/or Aquarium to learn about the different plants and animals that live in the oceans of the United States, but are naturally found in other areas of the world too.

If you have any books or family photos that may help us with our unit, please consider sharing them with us.

Please feel free to contact me if you have any questions about your child's learning. When we both work together as a team, your child will benefit from the experience. Thank you for your commitment to your child's success.



Sincerely,

Miss Whitehair

Student's Name _____ Date _____

____ YES! I would like to volunteer with this ocean Unit! Phone # _____

____ NO, I am unable to volunteer at this time.

Signature of Parent/Guardian _____

Annotated List of Trade Books for Kindergarten Ocean Unit

Allen, P. (1982). *Who sank the boat?* New York City, NY: A Paperstar Book.

Ages 4-8: Imagine a cow, pig, sheep, cow and donkey all in a boat on the ocean, going for a float. Pretty funny situation when you think about it. The story unfolds as the animals try and balance the weight between the animals so they try and figure out who was the culprit. Each animal tries their weight to see who sank the boat.

Andreae, G. (2002). *Commotion in the ocean*. Wilton, CT: Tiger Tales.

Ages 4-8: In the book, Commotion in the Ocean, a different ocean animal is featured on each page. Along with the picture is a short poem about the animal. The author uses rhyming to explore the animals beneath the ocean.

Berkes, M. & Canyon, J. (2004). *Over in the ocean: in a coral reef*. Nevada City, CA: Dawn Publications.

Ages 4-8: Over the Ocean consists of 11 verses of engaging rhyme in the same form as "Over in the Meadow". The author uses fish and other sea animals instead of meadow animals. A new sea creature is introduced on every 2-page spread in quantities from 1 to 10. The 10 kinds of animals appearing in the rhyme are: octopus, parrotfish, clownfish, stingrays, puffer fish, dolphins, angelfish, needlefish, grunt fish, seahorses.

Carle, E. (1987). *A house for hermit crab*. Simon & Schuster Children.

Ages 4-8: This story features a hermit crab who decides that his shell has gotten too small for him and he needs to find a new home. After finding his new shell or home, he decides that it is too plain for him and he needs to decorate it. Hermit Crab starts asking other sea creatures if they would like to decorate or live on his shell. Within a couple of months Hermit Crab has many new friends living on his shell and once he grows out of it, he decides to give it to a friend.

Delafosse, C. (1999). *Under the sea (first discovery book)*. New York City, NY: Scholastic.

Ages 4-8: The non-fiction book, Under the Sea, talks about creatures from the ocean and connects them with human interaction. The author uses transparencies that have imposed images of creatures from the dark ocean floor. A flashlight is used to pass through the transparency so that the reader can see creatures in full color that supplements the reading.

Hubbell, P. (2001). *Sea, sand, me!* New York City, NY: HarperCollins.

Ages 4-8: *The Sea, sand, me* talks about a mother and daughter who pack up the car and head for a day of sand and surf. The author portrays the sound of sea gulls squawk and children playing the sand. It's fun to eat a picnic lunch on your towel, play catch with a big beach ball, wave at faraway boats and explore the rocks and tidal pools finding starfish and minnows. Many fun rhymes are included in this story.

Ling, M. (2001). *Eye wonder ocean*. New York City, NY: DK Children.

Ages 4-8: This non-fiction book talks about the sea creatures, coral reefs, and many other underwater explorations in the deep, dark ocean. The pictures of Eye Wonder Ocean bring the ocean to life and each page is filled with ocean facts. Many layers of the ocean are depicted here and the animals that live in each layer.

McMillan, B. (1992). *Going on a whale watch*. New York City, NY: Scholastic.

Ages 4-8: The author takes the reader on an adventure off the coast of Maine to look at whales. There are many real-life photographs from the whales found in that area of the ocean. Each picture shows the entire whale and the many challenges of the whales in the wildlife.

Pallotta, J. (1986). *The ocean alphabet book*. Watertown, MA: Charlesbridge Publishing.

Ages 4-8: The Ocean Alphabet Book introduces the letters A to Z by describing fish and other creatures living in the North Atlantic Ocean. The author, Jerry Pallotta, is an award winning author specializing in children's alphabet books. This book combines combination of interesting facts, detailed research, humor, and realistic illustrations about the ocean.

Pfister, M. (1992). *The rainbow fish*. New York City, NY: North-South Books.

Ages 4-8: A rainbow fish is the main character of this story that is seen as a beautiful fish by his friends because of his shiny scales. The other fish start to become very greedy and jealous of the rainbow fish. The rainbow fish decides to share his shiny scales with the other friends and they continue to live in the ocean as friends.

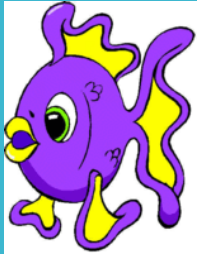
Bulletin board

Over the course of the unit, the students will be challenged to “Read across the Ocean” at home. For every 10 books the student reads, their name will be placed under the numbered ocean animal. The goal for the students is to read 50 books over the unit and make it to the bottom of the ocean. During each 10, 20, 30, 40 books read total, the students will receive a prize. Each student who reaches the “bottom” of the ocean at the scuba diver, they will be rewarded with a beach party in the classroom. This is an interactive board with the students names aimed to engage the students in reading.

(See bulletin board sample on next page)

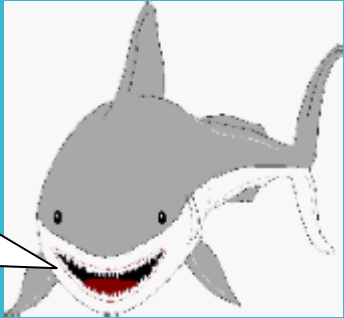
Read across the Ocean

10



Whitney

20

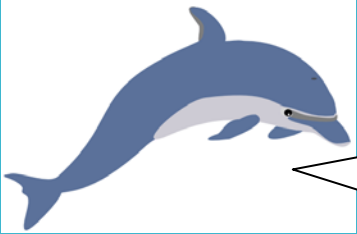


Allison

30



Heather



40

Tasia

50



Drew

Field Trip

The ideal field trip for this unit would be to visit an aquarium where the student has the opportunity to see ocean plants and animals up close. The students would have the opportunity to see animals from the ocean that they would most likely not have the opportunity to see and oceans being located in the Midwest. One of the aquariums closest in the Midwest is the following:

John G. Shedd Aquarium

1200 S Lake Shore Drive
Chicago, Illinois
Tel: (312) 939-2438

This is the world's largest indoor aquarium. The Oceanarium exhibit contains 3 million gallons of saltwater including a 35,000-gallon veterinary pool. Students will have the opportunity to see dolphins leaping and splashing, while playful otters tumble nearby, and the Beluga whales chirp a welcome. In the Caribbean Reef exhibit, students can gather around a 90,000-gallon circular habitat in order to watch and listen to a diver who feeds the rays, parrotfish, angels, and puffers.

Guest Speaker

The ideal guest speaker for this unit would be someone to talk about water safety. Since the students are learning about ocean plants and animals, it is important to teach them about being safe in the water at home, in swimming pools, on boats, and in open bodies of water. A lifeguard would be a good choice for a guest speaker. Drowning is the second leading cause of unintentional injury death for children and adolescents.

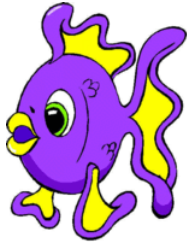
Contact: American Academy of Pediatrics, 141 Northwest Point Blvd., Elk Grove Village, IL, 60007, Tel:1-847-434-4000

Pretest

Ocean Unit (Pre-test)

Name _____ Date _____

1. Circle which animal does not belong.



2. Circle where a whale might live.



3. What animal has 8 legs?



Post-test

Ocean Unit (Post-test)

Name _____ Date _____

1. What kinds of animals live in the ocean?

2. Where are 2 places a whale might live?

3. Where are 2 animals that live in water but not in the ocean?

4. Circle items that would float. Make an “X” over items that would sink.

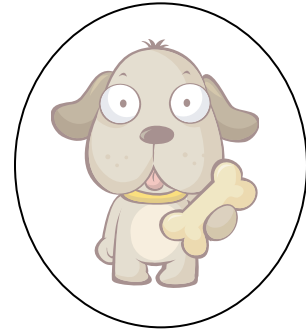
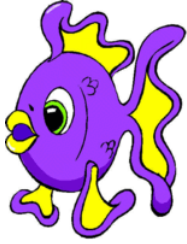


KEY

Ocean Unit (Pre-test)

Name _____ Date _____

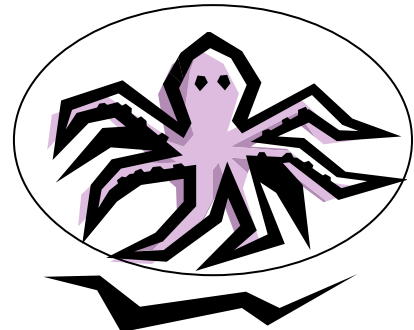
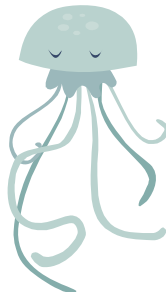
1. Circle which animal does not belong.



2. Circle where a whale might live.



3. What animal has 8 legs?



KEY

Ocean Unit (Post-test)

Name _____ Date _____

1. What kinds of animals live in the ocean?

Shark, dolphin, whale, puffer fish, octopus, star fish, sea horse, etc. (answers will vary)

2. Where are 2 places a whale might live?

Ocean

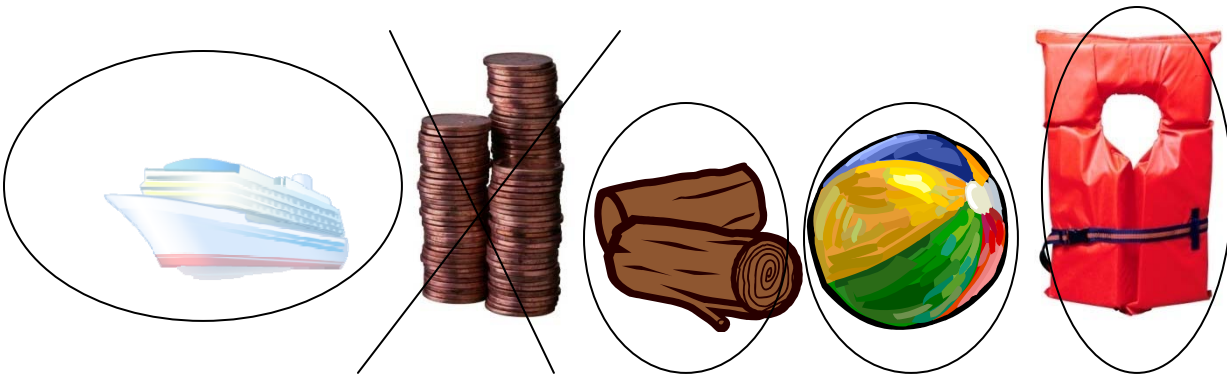
Aquarium

3. Where are 2 animals that live in water but not in the ocean?

Alligator

Gold fish (answers will vary, must be a freshwater animal)

4. Circle items that would float. Make an "X" over items that would sink.



Technology and Literature

Technology would be incorporated throughout the whole lesson. Students will have the opportunity to use a classroom camera to take pictures of interesting elements they find to make a photo album. The students would use these pictures to help re-tell their short stories in the end. Each student would have the opportunity to also take pictures at the aquarium with a disposable camera and use the pictures would be used to share with their families. Literature will be incorporated in this lesson through trade books as well as the interactive bulletin board that keeps track of the number of all books a student reads during the ocean unit. Students will be provided with a list of classroom books about the ocean that they can read with their families and can also be counted with the total number of books read during the unit.

Ocean Unit
Kick off Lesson
Lesson Plan #1 Social Studies
By Whitney Whitehair

Lesson: Maps, Globes, and YOU

Length: 30-40 minutes

Age or Grade Level Intended: Kindergarten

Academic Standard(s):

SOCIAL STUDIES:

K.3.2. Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe.

SCIENCE

K.1.1. Raise questions about the natural world.

Performance Objective(s):

Given 4 assessment problems, students will identify maps and globes as a class for a way of representing Earth and identify map symbols for land and water at the end of the lesson with 75 % (3 of the 4).

Assessment:

Students will be given a total of 4 questions to answer at the end of the lesson that will be first answered as a class at the end of the lesson. Assessment papers turned in will be graded by correctness of answers.

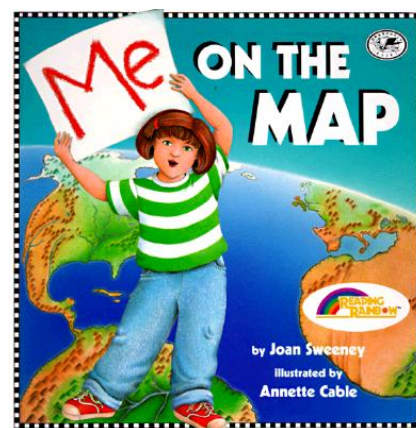
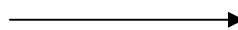
Advance Preparation by Teacher:

For the teacher:

- chart paper
- marker
- Me on the Map by Joan Sweeney
- World map
- globe

For each student:

- paper
- pencil



Procedure:

Introduction/Motivation:

Preparation for the classroom:

Decorate the classroom as an ocean theme. Use blue streamers and blue contact paper to represent the water throughout the room. Divide the classroom tables or desk into the seven continents for the beginning of the unit. Make the classroom significantly different, so when the

students come in the morning, they will be curious about the classroom set up. Preview the day before so that students know the classroom will be different the next day for the new unit. Introduce the book Me on the Map by Joan Sweeney.

Step-by-Step Plan:

1. Tell students that you are going to read them a book about different types of maps.
 - Can anyone describe what a map is? (*Bloom: Knowledge*)
 - A representation, usually on a flat surface, as of the features of an area of the earth or a portion of the heavens, showing them in their respective forms, sizes, and relationships according to some convention of representation: *a map of Canada. (dictionary.com)*
 - What are some maps that you have seen? (*Bloom: Application*)
 - Instruct students to pay attention to what the maps represent in the story.
2. Read *Me on the Map* aloud to students.
 - While reading, have students point out familiar parts of a map that they see. (*Gardner: Visual-Spatial*)
3. Show students a map of the world and ask them: “What does this map represent?”
 - Earth
 - Help students identify the world map as a representation of Earth by reviewing *Me on the Map*.
 - Use chart paper to list things they learned from reviewing the book. (*Gardner: Visual/Spatial*)
 - Discuss with students the details of the world map.
 - Point out the continents and talk about their sizes and shapes.
 - North America, South America, Antarctica, Australia, Asia, Africa, and Europe
4. Next, display a globe and ask: “What does the globe represent?” (*Bloom: Knowledge*)
 - Help students identify the globe as a representation of Earth by comparing it to the world map.

Closure:

Review book as a classroom discussion from chart paper

- Me on the Map by Joan Sweeney

Have the students answer the following questions as a class: (Write Questions on Chalkboard)

1. What does a globe show us? (Have students trace the shape of a globe in the air with their hands (*Gardner: Bodily-Kinesthetic*)
2. What does a world map show us?
3. Do all maps represent Earth? (Explain how you know that.) (*Bloom: Comprehension*)
4. Is this [*point to a body of water on a map*] land or water? (How do you know that?)

As a form of assessment, have the students answer the same questions on a sheet of paper. Assessment will be graded on completion.

Adaptations/Enrichment:

Adaptations:

For a kinesthetic learner:

Direct the kinesthetic learners to trace their fingers around the continents on the world map and also around the continents on the globe.

For a student with a learning disability in math:

Guide students to compare the shapes and understand that the globe and a world map represent the same thing. (It would be beneficial to have a globe or map that also shows elevation as another supplemental material.) (Gardner: Logical-Mathematical)

Enrichment:

For the students excelling in mathematics:

Set out puzzles of the United States and the world. Direct the students to sort the puzzle pieces by attributes, such as color and shape. Allow time for students to work the puzzles.

For a high ability learner:

Have the student re-create a map of their United States and labeling major surrounding oceans. (Gardner: Visual-Spatial)

Self-Reflection:

- What areas went particularly well?
- Were the directions clear?
- Are there any activities that you would add or take away?
- Was the overall lesson effective? Why or why not?

Sources:

Standard 3 / Curriculum Framework / Activity 2

Indiana Social Studies Kindergarten Standards Resource, February 2003

Maps, Globes, and YOU

Name _____ Date _____

Answer the following questions about Maps and Globes.

1. What does a globe show us?

2. What does a world map show us?

3. Do all maps represent Earth? (Explain how you know that.)

4. Is this [*point to a body of water on a map*] land or water? (How do you know that?)

Ocean Unit
Lesson Plan # 2 Math
By Whitney Whitehair

Lesson: Length (Whales)

Length: 60 minutes

Age or Grade Level Intended: Kindergarten

Academic Standard(s):

MATH

K.5.1 Make direct comparisons of the length, capacity, weight, and temperature of objects and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (Core Standard)

SCIENCE

K.4.2. Observe plants and animals, describing how they are alike and how they are different in the way they look and the things they do.

Performance Objective(s):

Given a ruler, the student will recognize which whale is longer or shorter with 66% accuracy. (2 of the 3 measurements)

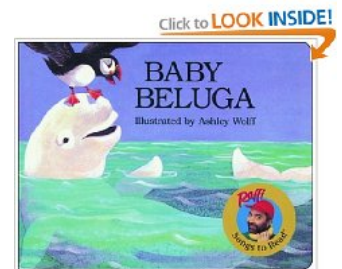
Assessment:

Students will be assessed at the end of this lesson by the standard 5 comparing lengths worksheet. The worksheet, answer key, and oral directions can be found at this website:

http://www.indianastandardsresources.org/files/math/ca_math_k_5_1_a.pdf

Advance Preparation by Teacher:

- Baby Beluga by Raffi
- Ruler
- Tape (preferably tan masking tape)
- Permanent marker (or a marker that will not smear)
- Chalkboard
- Chalk
- Pre-measured tape length of Beluga Whale in the hallway
- **Print off assessment worksheet**
- **Print of Whales of the Ocean Worksheet**
- Play dough or Paint (ADHD or ED)
- Playground equipment (G/T)



Procedure:

Introduction/Motivation:

1. A short audio clip from the song Baby Beluga will be playing when the student enters the room. This audio clip can be found at the following website:
<http://www.youtube.com/watch?v=mK1sF6kv0l8&feature=related>
2. Teacher will preview the book Baby Beluga to the student.
3. The student will read about the baby beluga whale. (read with a buddy or a partner)
(Gardner: Verbal- Linguistic)
4. Teacher will tell the students that the Beluga whale can be found in the Arctic Ocean.
*** (Show where the Arctic Ocean is on the globe. Refresh students memory of the globe from previous social studies kick off lesson)***
5. Teacher will measure out an example of a Beluga whale in the hallway to show just how big the Beluga whale is. [average Beluga whale = 15 feet (15 rulers)]
6. Once student has seen the size: How would you describe the size of the Beluga whale to your parents? *(Bloom: Knowledge)*

Step-by-Step Plan:

(Given Whales of the Ocean Worksheet attached at bottom)

1. Introduce inches on ruler to the students.
2. How many inches are shown on a ruler? (12 inches)
3. Talk about how 12 inches (or 1 ruler) equals 1 foot. (24 inches (or 2 rulers) equals 2 feet, etc.) Show on chalkboard.
4. Show me 1 foot, 2 feet, 3 feet etc. on the chalkboard. (1 ruler, 2 ruler, etc.) *(Bloom: Comprehension)*
5. Have student pick out 2 whales on chart. (2 measurements already given in inches)
6. Using masking tape, have student measure out the whales in inches. *(Gardner: Logical-Mathematical)*
7. For the 2 whales that have measurements given in inches, have the student find out how many feet total. (Show by labeling every 8 inches (1 foot) on the tape) ***round to the nearest ruler or foot (Garner: Visual-Spatial)*
9. How would you classify these whales according to size? (List the order of the whales: big → small or small → big) *(Bloom: Analysis)*
10. How could you determine (given only the measurements) the differences in size of the whales? (Example: which one is larger, smaller, etc.) *(Bloom: Evaluation)*

Closure:

A whale's size can relate and compare to measuring out objects in our everyday life. Measure out the length of an object outside and approximate how many of a certain whales it would take. (Example: building, small tree, etc.) *(Gardner: Naturalist) (Preview for next science lesson outside comparing the Ocean life to outside our school)*

Adaptations/Enrichment:

Adaptations:

Student with Learning Disability in Reading Comprehension:

Have the student read out loud one-on-one with the teacher or read with a partner. Have student re-tell the story to the teacher. (Can be used with directions given also- have student re-tell the directions)

Student with ADHD and Emotional Disabilities:

Student with ADHD or Emotional Disability would be allowed to use paint or play dough to measure out the whales, labeling units of measurement with tape on the side. A manipulative would help keep the student actively involved, become more interested, and could help relieve stress.

Enrichment:

Student with Gifts/Talents in Creativity in Math:

Student will go outside and mark and measure playground equipment in relation to the measurements of the whales. For example, 3 curly slides would equal a Beluga Whale.

Students with Gifts/Talents in Creativity in Math:

Students can create a bar graph of the shortest to tallest whale and use to show comparison.

Self-Reflection:

How does your lesson engage students? Were the directions clear? Are there any activities that you would add or take away? Would I teach this lesson again? Why or why not? What changes could be made? What parts of the lessons did the students enjoy?

Whales of the Ocean

Name _____ Date _____

*Use this worksheet to choose which 2 whales you are going to measure out.
Keep in mind that 1ft =1 ruler.*

(For Example: The average adult humpback whale is 35-50 rulers.)



HUMPBACK WHALE	Average Length: (Adult) 35-50 ft (Newborn) 13-16 ft
ORCA WHALE	Average Length: (Adult) 18-32 ft (Newborn) 7-8 ft
GRAY WHALE	Average Length: (Male) 43 ft (Female) 41 ft (Newborn) 15 ft
BLUE WHALE	Average Length: (Male) 82 ft (Female) 85 ft (Birth) 19 1/2 ft
BOTTLENOSE WHALE	Average Length: (Adult) 23-29 ft (Newborn) 9- 11 ft
FIN WHALE	Average Length: (Adult) 59-72 ft (Newborn) 19-21 ft


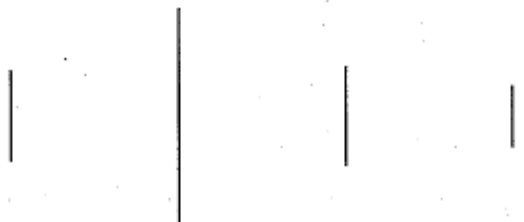
Standard 5



Classroom Assessment
Option A



Name _____

Comparing Lengths

 Example	
--	--

 1	
--	---

 2	
--	--

 3	
--	--

TEACHER DIRECTIONS AND SCORING GUIDE

Comparing Lengths

Directions: We are going to look at some groups of lines. You will pick out the line that is longest or shortest and mark it with an X. We will do the first one together.

Example: Put your finger on the star. Look at the four lines in the box. Which one is longest? Mark it with an X.

(Pause while students mark their answers.)

You should have marked the first line. It is the longest.

(Check to see if students marked the first line.)

Now we will complete more questions like this one.

1. Put your finger on the pencil. Look at the four lines in the box. Which one is longest? Mark it with an X.

(Pause while students mark their answers.)









2. Put your finger on the heart. Look at the four lines in the box. Which one is longest? Mark it with an X.

(Pause while students mark their answers.)

3. Put your finger on the scissors. Look at the four lines in the box. Which one is shortest? Mark it with an X.

(Pause while students mark their answers.)

TEACHER SCORING GUIDE
Comparing Lengths

Item Number	Answer	Standards Indicator
 Ex.		Example
 1		K.5.1
 2		K.5.1
 3		K.5.1

Standard 5

Ocean Unit
Lesson Plan #3 Science
By Whitney Whitehair

Lesson: Sink or Float (Observations)

Length: two 60 minute sessions

Age or Grade Level Intended: Kindergarten

Academic Standard(s):

SCIENCE

Standard 1: The Nature of Science and Technology

K. 1 Students are actively engaged in beginning to explore how their world works. They explore, observe, ask questions, discuss observations and seek answers.

K.6.1. Describe an object by saying how it is similar to or different from another object.

Performance Objective(s):

Given 6 toys and a tub of water, students will identify which items float or sank with 83 % accuracy. (5 out of 6)

Given a journal, students will identify compare 3 similarities and differences in families, classmates, neighbors to other living creatures that can swim with 66% accuracy. (2 out of 3)

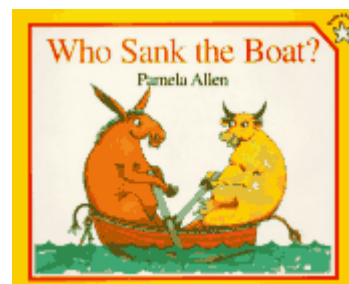
Assessment:

Students will be assessed in science by the worksheet found at this website. (http://www.sciencenetlinks.com/pdfs/sink_assess.pdf) Students will draw the toys through observations that would sink and those that would float in the appropriate columns.

Students will be assessed for accuracy in similarities and differences by giving 2 out of 3 facts accurately about the similarities and differences in families, classmates, neighbors to other living creatures that can swim.

Advance Preparation by Teacher:

- Print off [Sink or Float Activity Sheet](#)
 - http://www.sciencenetlinks.com/pdfs/sink_test.pdf
- Print off [Sink or Float Assessment Sheet](#)
 - http://www.sciencenetlinks.com/pdfs/sink_assess.pdf
- *Who Sank the Boat?* by Pamela Allen →
- A large tub of water about 1/2 full for the teacher demonstration



- A bucket, or bowl of water about 1/2 full for each group
- At least 6 different items for each group that are made of a variety of different materials, such as: wood, metal, plastic, aluminum foil, apples, oranges, plastic bottles, toy blocks, paper, bathtub toys, plastic forks, rubber balls, soda-bottle caps, pencils, erasers, sponges
- Variety of toys that can be placed in water, such as rubber balls of different weights, Frisbees, toy boats, etc. to be used for assessment
- Student daily journals

Procedure:

Introduction/Motivation:

Introduction:

1. Review from last lesson about Beluga Whales.
2. Talk about the size of the Beluga Whales and what they could compare them to in the playground.
3. Ask students what types of animals can swim.
 - Why can some animals swim and others cannot?
 - What are some similarities and differences between animals?
4. Today we are going to compare animals with a Venn diagram on animals that can swim, cannot swim, and animals that are on land and water.
 - What are some similarities and differences between humans and animals that can or cannot swim?
5. In student's journals, students will identify and compare similarities and differences in families, classmates, neighbors and neighborhoods about why some living things can swim and while other living things cannot.

Motivation:

1. Read aloud *Who Sank the Boat?* by Pamela Allen.
 - This book (about a cow, donkey, sheep, pig, and mouse who decide to go for a boat ride) can be used as a springboard for discussing sinking and floating.
 - If you don't have the book, you can brainstorm on what it means to sink or float.
 - Ask students to describe things that they have seen sink or float.
 - Draw student ideas on what kinds of things they think will sink or float, for example: Can people float? (*Blooms*: Knowledge)

Step-by-Step Plan:

1. Set the large tub of water in the front of the class and have students gather around you.
2. Examine one of the objects closely, asking students to note some of the things they observe about the object.
3. Then ask students to predict whether they think it will sink or float. (*Blooms*: Synthesis)

4. Place the object in the water and ask the students to describe what happens. (*Blooms*: Evaluation)

- Repeat this procedure with several items.

5. Next, divide the class into groups of four or five. (*Gardners*: Interpersonal)

6. Give each group a bucket or bowl of water, an assortment of items to test, and a Sink or Float Activity Sheet.

For each item, have students:

1. Write or draw the item in column 1. (You may want to do this for younger students before you duplicate the test sheet.) (*Blooms*: Application)
2. Predict whether it will sink or float and record their prediction in column 2. (*Blooms*: Evaluation)
3. Place the item in the water and observe what happens.
4. Record their results in column 3.
5. Repeat the procedure and record the results in column 4.
6. Place the items that sank in one pile and the items that floated in another pile.

7. After each group has finished testing their objects discuss the results using the following questions:

- How many of your predictions were correct?
- Did your predictions get better, worse, or stay the same?
- Look at the pile of objects that sank. Describe them. Do they have anything in common with one another? (*Blooms*: Analysis)
- Look at the pile of objects that floated. Describe them. Do they have anything in common with one another?
- Compare the results for each group. Did everybody get the same results? If any of the results were different, ask students to replicate their trial.

8. As they continue to investigate floating and sinking, they should be building the understanding that objects float because a force equal to the weight of the water they displace buoys them up.

- Children might also want to explore questions such as these:
 - Does it matter how deep the water is? (*Gardners*: Logical Mathematical)
 - Does it matter how much water there is?
 - Have the students suggest different things to try and give them an opportunity to test their ideas

9. Give each group a bucket or bowl of water, an assortment of toys to test, and a Sink or Float Assessment Sheet.

- Demonstrate one example of how to draw an item (in this case us an item not being used in the assessment) and show students how to put it in the appropriate “sink” or “float” column.
- At this grade level students do not need to explain why objects sink or float.
 - They are rather to be encouraged to observe that the same objects will sink or float every time, for example, that there is consistency in the way the objects behave.
 - This will help students devise their own ideas about physical properties and how they can be used to describe and categorize objects.

Closure:

1. Building upon this exploration, children should discuss similarities and differences in the material characteristics of objects that they think affect whether they float or sink (i.e. objects made of wood will usually float; objects made of metal will usually sink).

2. Children may come to the conclusion that heavier objects generally tend to sink in water. However, make sure that children understand that weight is not the only factor.

3. Encourage students to experiment with items from their home and everyday lives to see if the *contents* rather than the size of the items affect whether they sink or float.

- As a follow up lesson towards the end of the year, students can build a more complete understanding of these phenomena by measuring mass, volumes, and calculating densities. (Introduce they will be learning about content in later grades).

Adaptations/Enrichment:

Adaptations:

For a student with a cognitive disability, use fewer number of items used for testing whether an item sank or float. Allow them to choose three items rather than 6. Allow student more time to complete the activity.

Enrichment:

For more advanced students, you can extend the ideas in this lesson by having students explore the question, "Can we change something from a sinker to a floater?" Children can try making boats from wood, polystyrene, or clay. Encourage them to experiment with different shapes or to make sails for the boats.

Self-Reflection:

What parts of the lesson went well and which parts did not? Were there any items used in the lesson that you would not use again because of confusion of whether or not they sank or floated? Were the directions clear or was there confusion? Did the students enjoy the activity? Was the book appropriate?

Resources:

Making Things Float & Sink/With Easy-To-Make Scientific Projects, by Gary Gibson, Copper Beech Books; ISBN: 156294617X ; 1995
(<http://www.sciencenetlinks.com/lessons.php?BenchmarkID=1&DocID=164>).

Name _____

SINK OR FLOAT?

Guess whether each object will sink or float when you put it in water. Circle your guess. Put the object in the water. Circle **float** or **sink** to show what happens. Put the object in the water again. Circle **float** or **sink** to show what happens the second time.

OBJECT	GUESS	1 st TRY	2 nd TRY
	float sink	float sink	float sink
	float sink	float sink	float sink
	float sink	float sink	float sink
	float sink	float sink	float sink
	float sink	float sink	float sink

**Sink or Float
Assessment Sheet**

Name _____

SINK OR FLOAT?

Draw the toys that sink under **SINK**. Draw the toys that float under **FLOAT**.

SINK	FLOAT

Ocean Unit
Lesson Plan #4 Reading
By Whitney Whitehair

Lesson: *Rainbow Fish and the Big Blue Whale* (Describing people, places, things)

Length: 45 minutes

Age or Grade Level Intended: Kindergarten

Academic Standard(s):

READING

Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications

K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.

SCIENCE

Standard 1: The Nature of Science and Technology

K. 1 Students are actively engaged in beginning to explore how their world works. They explore, observe, ask questions, discuss observations and seek answers.

Performance Objective(s):

After reading the story, the students will describe 4 characteristics for each character in at least 3 of the 4 boxes.

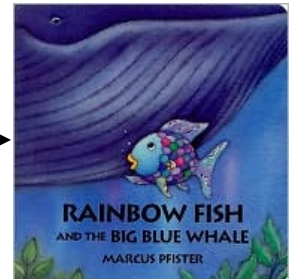
Using their assessment worksheet given, the students will orally explain the characteristics of both characters with 100% accuracy. (100 percent meaning they explained **both** characters; 50 percent would be only **one**)

Assessment:

Students will be assessed both with a worksheet and orally on whether or not they can describe the characters of the story.

Advance Preparation by Teacher:

- Reserve a copy of *Rainbow Fish and the Big Blue Whale* by Marcus Pfister
- Print off assessment worksheet (attached below)
- Print off oral assessment worksheet (attached below)
- Print off song sheet
- chalkboard



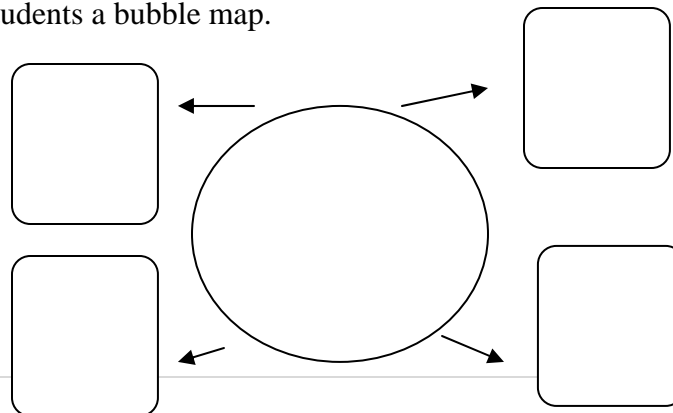
Procedure:

Introduction/Motivation:

1. Review from last lesson about items that sank and float.
2. Ask students what types questions like:
 - Why can some animals swim and others cannot? (*Bloom's*: Analysis)
 - What are some similarities and differences between animals?
 - Compare animals with a Venn diagram on animals that can swim, cannot swim, and animals that are on land and water. (*Bloom's*: Evaluation)
 - What are some similarities and differences between humans and animals that can or cannot swim?
3. Make a list on the board of animals that students come up with that live in the Ocean. (*Bloom's*: Knowledge)
4. Introduce the book *Rainbow Fish and the Big Blue Whale* by Marcus Pfister
 - Rainbow Fish and the Big Blue Whale is the third in the Rainbow Fish series. In the first book, Rainbow Fish has to learn to share his glittering scales in order to be accepted. In the second book, Rainbow Fish to the Rescue, Rainbow Fish learns to help someone in need, even if they are different. Rainbow Fish and the Big Blue Whale builds on the theme of Rainbow Fish to the Rescue . . . except by exploring differences on a larger scale. The book features the same beautiful illustrations and glittering highlights that made the first two books so much fun to look at. Rainbow Fish and the Big Blue Whale is based on a misunderstanding of why they both liking to eat krill (small shrimp-like creatures) that live near the reef. This story builds on the characteristics of being different and the same.

Step-by-Step Plan:

1. Read the book *Rainbow Fish and the Big Blue Whale* by Marcus Pfister
 - Stop to pause and ask questions about the book such as:
 - Where does the Rainbow Fish live? (*Bloom's*: Comprehension)
 - What does he eat?
 - Who are his friends?
 - Where does the Big Blue Whale live?
 - What does he eat?
 - Who are his friends?
2. Have the students retell the story with a partner. (*Gardner's*: Interpersonal intelligence)
3. Introduce to the students a bubble map.



4. The center circle is the main topic.
5. The circles or squares around the main circle are words that describe the topic. Have students trace the shapes in the air with their hands. (*Gardner's: Bodily-Kinesthetic*)
6. Provide students with an example:
 - Topic: Miss Whitehair
 - Descriptions: Brown hair, likes to teach, has 2 cats, plays soccer
7. Pass out the assessment worksheet.
8. Have students complete the assessment and assess orally when the student turns in the assessment using the attached checklist.

Closure:

1. Pass out the handouts with the song *Little Color Fish*.
2. Read the song to the class having them follow along. (*Gardner's: Musical intelligence*)

Little Color Fish

Five little fishes swimming near the shore,
The **red** snapper took a bite and then there were four.
Four little fishes swimming in the sea,
The **orange** roughly swam away and then there were three.
Three little fishes in the ocean blue,
The **pink** salmon took a seahorse ride and then there were two.
Two little fishes, swimming in the sun,
The **yellow** perch swam too far and then there was one.
One little **blue** marlin, now you're all alone,
I'll put you in my fish bowl and take you home.

3. Next have the students sing it along with you.
4. Tell the students that fish everywhere in the ocean and are many different shapes, sizes, and colors. (*Gardner's: Logical-Mathematical*)
5. Next time, we will be learning about the fish *Nemo*.
 - Ask students if they know who Nemo is? (*Blooms: Knowledge*)
 - What does Nemo look like?
 - Where does he live?

Adaptations/Enrichment:

Adaptations:

For a student with a cognitive disability, use fewer numbers of boxes describing the characters.
AND/OR

Allow student more time to complete the activity and read directions out loud to the student.

Enrichment:

For the student with a high ability in reading, have the student make a storyline of the book Rainbow Fish and the Big Blue Whale by Marcus Pfister. Make sure they include the beginning, middle, and end of the story. Have the student draw pictures that go along with their story.

AND/OR

Allow the student to use his/her story for the next lesson to review on what was learned in the last lesson.

Self-Reflection:

Was the book appropriate? How could you add on the other parts of the Rainbow Fish editions to previous lessons? What parts of the lesson went well and which parts did not? Were the directions clear or was there confusion? Did the students enjoy the activity?

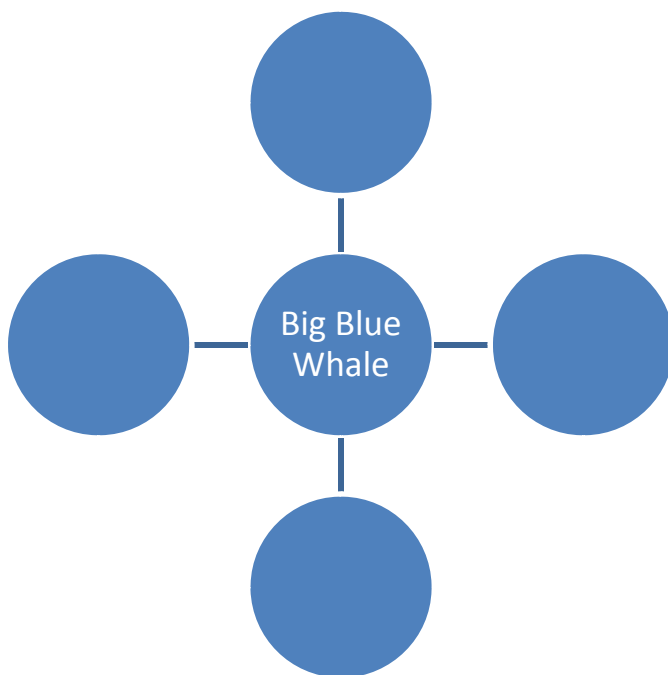
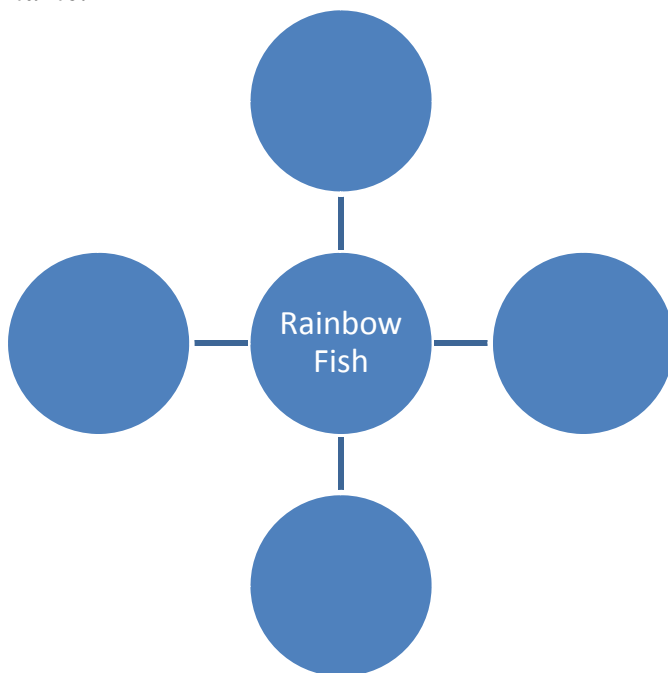
Resources:

<http://www.angelfire.com/la/kinderthemes/ofingerplays.html>

Rainbow Fish and the Big Blue Whale

Name _____ Date _____

Directions: *For each character, fill in four things to describe them in each of the circles surrounding their name.*



Rainbow Fish and the Big Blue Whale (Oral Assessment)

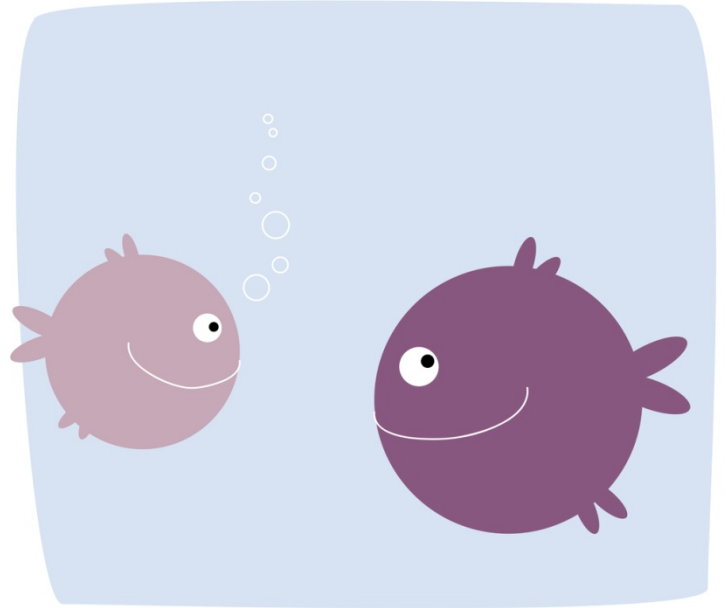
Name _____ Date _____

<u>ORAL DESCRIPTION</u>	<u>CHECKMARK</u>	<u>COMMENTS</u>
<i>Described Nothing for Characters</i>		
<i>Described One Character</i>		
<i>Described Both Characters</i>		

Rainbow Fish and the Big Blue Whale (Oral Assessment)

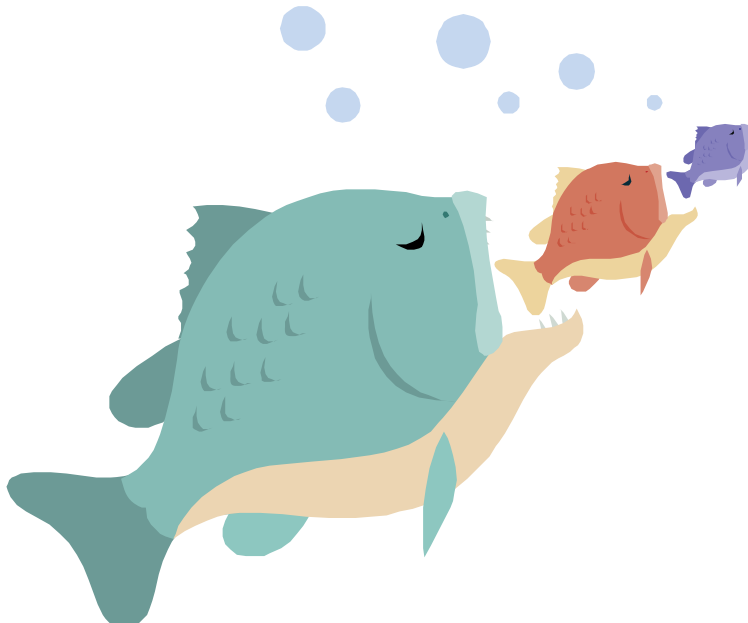
Name _____ Date _____

<u>ORAL DESCRIPTION</u>	<u>CHECKMARK</u>	<u>COMMENTS</u>
<i>Described Nothing for Characters</i>		
<i>Described One Character</i>		
<i>Described Both Characters</i>		



Little Color Fish

Five little fishes swimming near the shore,
The **red** snapper took a bite and then there were four.
Four little fishes swimming in the sea,
The **orange** roughly swam away and then there were three.
Three little fishes in the ocean blue,
The **pink** salmon took a seahorse ride and then there were two.
Two little fishes, swimming in the sun,
The **yellow** perch swam too far and then there was one.
One little **blue** marlin, now you're all alone,
I'll put you in my fish bowl and take you home.



Ocean Unit
Lesson Plan #5 Writing
By Whitney Whitehair

Lesson: *Finding Nemo* [Identifying order (first, last) of information/Short Stories]

Length: 2-45 minute sessions

Age or Grade Level Intended: Kindergarten

Academic Standard(s):

WRITING

K.2.5 Identify the order (first, last) of information.

SCIENCE

K.2.2 Draw pictures and write words to describe objects and experiences. (Core Standard)

Performance Objective(s):

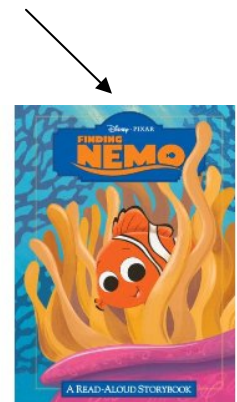
Using pictures and words from *Finding Nemo*, students will identify the order of the beginning, middle, and end of the story with 66% accuracy. (10 of 15 points)

Assessment:

Students will be assessed on the short stories they write and whether not they included a beginning, middle, and end. (See rubric)

Advance Preparation by Teacher:

- Reserve a copy of *Finding Nemo: a read-aloud storybook* adapted by Lisa Ann Marsoli
- Print off Finding Nemo Story Map worksheet (attached below)
- Print off Short Story Assessment (attached below)
- Print of rubric sheet
- Print off song sheet (if students are missing copies)
- Chalk/chalkboard
- Index cards/long sheets of paper to place in pocket chart
- Pocket chart
- Overhead projector copy of story map
- Overhead projector



Procedure:

Introduction/Motivation:

1. Have students get out their handouts with the song *Little Color Fish*.
2. Sing the song with the class having them follow along with their song sheets from the previous lesson. (*Gardner's*: Musical intelligence)

Little Color Fish

Five little fishes swimming near the shore,
The **red** snapper took a bite and then there were four.
Four little fishes swimming in the sea,
The **orange** roughly swam away and then there were three.
Three little fishes in the ocean blue,
The **pink** salmon took a seahorse ride and then there were two.
Two little fishes, swimming in the sun,
The **yellow** perch swam too far and then there was one.
One little **blue** marlin, now you're all alone,
I'll put you in my fish bowl and take you home.

3. Today we will be learning about the fish *Nemo*. (*Bloom's*: Knowledge)
 - Ask students if they know who Nemo is?
 - What does Nemo look like?
 - Where does he live?

Step-by-Step Plan:

Session 1

1. Introduce the book *Finding Nemo: a read-aloud storybook* adapted by Lisa Ann Marsoli
2. Read the chosen book out loud to students, reminding them to think about the beginning, middle, and end of the story as you read. (*Gardner's*: Interpersonal)
 - All of the cards will be placed in the pocket chart (*Bloom's*: Analysis)
3. After you have finished reading, have students talk about the setting.
 - Be sure to remind them that a setting can include a place, a time, a season, a historical period, particular objects, or a mood.
 - Choose a student to define “setting” and then identify the setting in the story.
4. Once the student has shared, label a sentence strip with the setting and place it next to the Setting card. (*Gardner's*: Visual/Spatial)
 - Choose a student to define “characters” and then identify the main character or characters in the story.
5. Once the student has shared, label a sentence strip with the names of the characters and place it next to the Character card.
6. Ask students to think about the middle of the story and name something that happened that caused a problem.
7. Explain to students that this is called an event and, often, there is more than one event in a story.
 - Choose a student to share the first event.
8. Write the student's response on a sentence strip and place it next to the Event 1 card on the pocket chart.
9. Next, have a student identify the problem that was caused by the event as you label a sentence strip and place it next to the Problem card.
10. Have students brainstorm additional events that are important to the story as you label sentence strips with their answers.

11. Review the middle of the story sentence strips and then have students think about the end of the story.

- Choose a student to tell how the problem was solved at the end of the story.
- Label a sentence strip with the response and place it next to the Solution card on the pocket chart.

12. Have a student tell the conclusion to the story.

- Label a sentence strip with the response and place it on the pocket chart next to the Conclusion card.
- You can reinforce the story mapping skills for the story by choosing students to review each section on the pocket chart.

13. Show your students how to use the completed pocket chart to create short summaries of classroom books.

- Make an overhead copy of the Story Summary and place it on your overhead projector.

14. Tell students that you are going to use the information on the pocket chart to help you write a summary for the story in the next session.

Session 2:

1. Be sure to explain to students that a summary is a short paragraph that tells the important things that happen in a story.

2. Hand out the Finding Nemo Story Map.

3. Use a marker to fill in the appropriate sections on the overhead and think out loud as you read them to the class.

- Beginning, Middle, End

4. Write a quick summary at each of the sections labeled “beginning, middle, and end to reflect the information. (*Bloom’s*: Synthesis)

5. Have the students share what parts go into each section.

- Make sure that students are writing on their own papers.

6. Tell the students they will be using their story maps to write a short story.

7. Handout the Finding Nemo Assessment sheet.

8. Read the directions and ask if any students have any questions?

9. Allow students plenty of time to write their stories. (*Bloom’s*: Application)

10. Allow students to use story maps to write their short stories.

Closure:

Have students share their short stories with a partner. (*Gardner’s*: Intrapersonal) Students will also discuss with each partner what are the similarities and differences in their stories. Was every ones story the same? How were they different? (*Bloom’s*: Synthesis) Tell the students that you will be placing their stories around the classroom and in the hallway. They will have the opportunity in the next lesson to make one of the characters found in the story Finding Nemo based on the stories they wrote.

Adaptations/Enrichment:

For a student with a cognitive disability and has difficulty in writing:

Allow the student to retell you the story in his or her own words. The teacher will help draw pictures and words in the story map. After the story map has been completed, have student

create a short story using their story map. Write down the story for the student. (If the student only has difficulty in writing words, allow the student to use pictures on the assessment)

For a student with high ability learning (reading and writing):

Allow student to make their own pocket chart during class time when the teacher is making one with the class. Have the student share their pocket chart with the class on the second session. The chart will be used as a review for the rest of the class and will focus on the individuality of the student with a high ability in writing.

Self-Reflection:

Was the book engaging to the students? Is there another version that may have worked better? Does/how can the movie need/be incorporated in the lesson? What parts of the lesson were confusing? Were the directions clear? Did the activities supplement the lesson?

Resources

<http://www.reallygoodstuff.com/pdfs/154270.pdf>

(rubric)

<u>Name</u> _____ <u>Date</u> _____	<u>Story Does</u> <u>Contain</u> <u>(5pts)</u>	<u>Story Doesn't</u> <u>Contain</u> <u>(0pts)</u>	<u>Comments</u>
<u>Beginning</u>			
<u>Middle</u>			
<u>End</u>			
			Total _____/15

<u>Name</u> _____ <u>Date</u> _____	<u>Story Does</u> <u>Contain</u> <u>(5pts)</u>	<u>Story Doesn't</u> <u>Contain</u> <u>(0pts)</u>	<u>Comments</u>
<u>Beginning</u>			
<u>Middle</u>			
<u>End</u>			
			Total _____/15

<u>Name</u> _____ <u>Date</u> _____	<u>Story Does</u> <u>Contain</u> <u>(5pts)</u>	<u>Story Doesn't</u> <u>Contain</u> <u>(0pts)</u>	<u>Comments</u>
<u>Beginning</u>			
<u>Middle</u>			
<u>End</u>			
			Total _____/15

<u>Name</u> _____ <u>Date</u> _____	<u>Story Does</u> <u>Contain</u> <u>(5pts)</u>	<u>Story Doesn't</u> <u>Contain</u> <u>(0pts)</u>	<u>Comments</u>
<u>Beginning</u>			
<u>Middle</u>			
<u>End</u>			
			Total _____/15

(worksheet)

Finding Nemo Story Map

Name _____ Date _____

Directions: In the boxes below labeled BEGINNING, MIDDLE, END, describe the story of Finding Nemo through words and pictures. You will use this later to help you write a short story.

Beginning

Middle

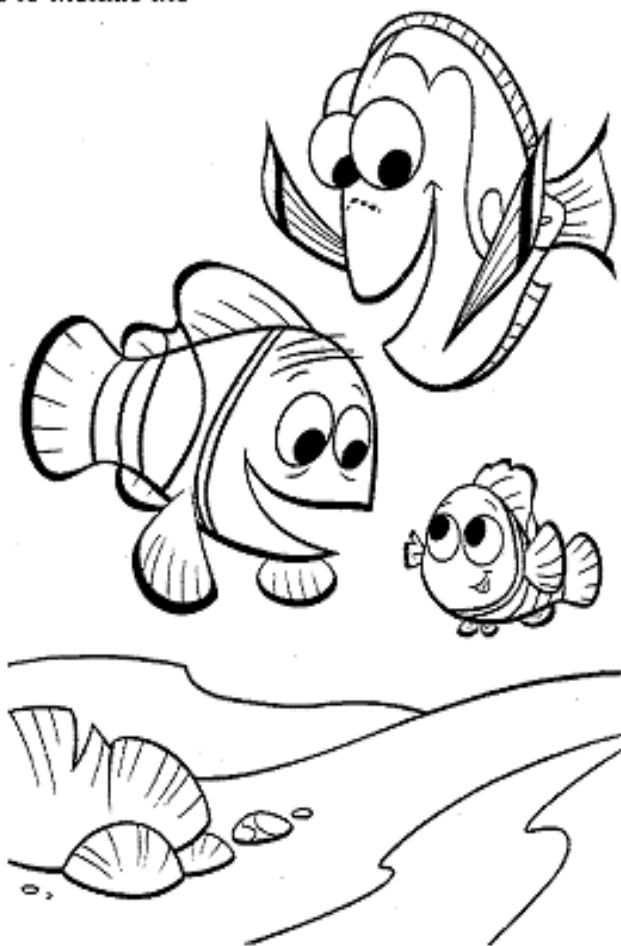
End

(assessment)

Finding Nemo

Name _____ Date _____

Directions: On the lines provided below, write your short story about Finding Nemo. Be sure to use your story maps as a guide. Be sure to include the beginning, middle, and end to your story.



SHORTENED OCEAN UNIT LESSON #6 (Drama)

Academic Standard(s):

SCIENCE

K.4.1 Give examples of plants and animals. (Core Standard)

DRAMA

K.2.1 Explore leading and following skills using contrasting ideas.

Performance Objectives:

After reading the Rainbow Fish and Finding Nemo, the student will pantomime a plant or animal without using words 100 percent of the time.

Advanced Preparation by Teacher:

- Review the ocean animals and plants from the stories read in class
- Creating space large enough for a large circle of students
- List of plants and animals from the ocean cut into slips of paper
- Hat or “shell” to draw slips from that have plants and animals from the ocean on them

Lesson Plan:

The teacher will introduce and give examples of plants and animals from previous lessons. Teacher will teach pantomime to the students (acting out things without using words). Taking turns, each student will draw an example of a plant or animal from a hat. The student will then act out the word on the sheet that would be found in the layers of the ocean. Once the person uses pantomime to act out the plant or animal, the other students try and guess what they are acting out. The students take turn in the circle going clockwise.

Assessment:

Students will be assessed on their ability to work as a class and given a participation grade. Students will also be assessed on their leading skills by using pantomime without using words. (checklist)

SHORTENED OCEAN UNIT LESSON #7 (Art)

Academic Standard(s):

SCIENCE

K.4.2 Observe plants and animals, describing how they are alike and how they are different in the way they look and in the things they do. (Core Standard)

CREATING ART

K.6.1 Use objects or animals from the real world as subject matter for artwork.

Performance Objectives:

Given watercolors and art materials, the student will re-create an animal from the ocean with 100 percent completion.

Advanced Preparation by Teacher:

- Watercolors
- Brushes and water in cups
- Large white construction paper
- Pattern of fish
- Scissors
- Aluminum foil
- Glue

Lesson Plan:

After reading the Rainbow Fish and Finding Nemo book and discussing both of them, students will make their own rainbow fish or Nemo character with watercolors. Teacher will teach how some plants and animals are different colors. Students will describe how this makes ocean plants and animals alike and different. These similarities and differences will be used for artwork to show the similarities and differences. Have the students use the watercolor for the whole large paper in any way that they want. After the paper is dry, the students will cut out a fish pattern and glue a small aluminum foil scale on it. The teacher can keep the scraps of watercolor paper for the writing center.

Assessment:

Students will be assessed with a “yes or no” checklist on whether or not they completed the activity.

SHORTENED OCEAN UNIT LESSON #9 (cooking)

Academic Standard(s):

SCIENCE

K.3 Students investigate, describe, and discuss their natural surroundings.

COOKING

no specific standard for kindergarten

Performance Objectives:

After reading The Seashore Book and making sea scented play dough, the students will describe 3 of the natural surroundings of the ocean with 66% accuracy. (Correctly describe the 2 of the 3 surroundings)

Advanced Preparation by Teacher:

- The Seashore Book by Charlotte Zolotow
- Ingredients needed
 - 3 cups flour, 1.5 ounces cream of tartar, 3/4 cup salt, 3 tbsp. cooking oil, 3 cups water, 1 tbsp coconut extract, yellow food coloring, gold glitter
- Large pot
- Whisk
- Heating element
- Air tight container
- Measuring cups

Lesson Plan:

The teacher will read the book The Seashore Book to the class. The teacher will discuss/teach here about the natural surroundings of the ocean (palm trees, sand, water, etc.) that are found in the book. Students will then help the teacher make “sea” scented play dough through the recipe. Combine the first five ingredients in a large pot. Whisk together until free of lumps. Stir in the coconut extract and yellow food coloring. Stir the mixture constantly over medium heat until it pulls away from the sides of the pot and forms a large ball. Knead the ball lightly on a flour board until the dough is smooth. (Be careful it is hot.) Knead in the desired amount of glitter. After cooled store in airtight container once each of the students are able to smell the “salty” sea scented play dough. In three sentences, the students will describe 3 things from the book that are part of the natural surroundings of the ocean.

Assessment:

The students will be assessed on the three sentences or describing words for the natural surroundings of the oceans (using their sense of smell, sight, sound, etc.). The teacher will assess this by making a checklist of “yes” or “no” on the accuracy of the elements described.

"Sea Scented Playdough Recipe"

3 cups flour
1.5 ounces cream of tartar
3/4 cup salt
3 tbsp. cooking oil
3 cups water
1 tbsp coconut extract
yellow food coloring
gold glitter

Combine the first five ingredients in a large pot. Whisk together until free of lumps. Stir in the coconut extract and yellow food coloring. Stir the mixture constantly over medium heat until it pulls away from the sides of the pot and forms a large ball. Knead the ball lightly on a flour board until the dough is smooth. (Be careful it is hot.) Knead in the desired amount of glitter. After cooled store in airtight container.



SHORTENED OCEAN UNIT LESSON #10 (PE-fine)

Academic Standard(s):

SCIENCE

K.5.1 Use shapes, such as circles, squares, rectangles, and triangles, to describe different objects.
(Core Standard)

PHYSICAL EDUCATION

K.1.3 Perform basic manipulative skills.

Performance Objectives:

Using sea scented play dough, the students will make sea animals using shapes with 100 percent completion. (Students will create one animal)

Advanced Preparation by Teacher:

- Making sea scented play dough (from previous lesson)
- Cookie cutter shapes
- Wax paper

Lesson Plan:

After making the sea scented play dough from the previous lessons, the students will make sea animals using the shape cookie cutters as a reference. Before making the animals, the teacher will need to teach the students the basic shapes, circles, squares, rectangles, and triangles. Teacher can use the cookie cutters to reference the shapes. Using the play dough as a manipulative, the students will use their hands to make their own sea animal. The teacher will need to provide an example to the class of how to manipulate the play dough with using only their hands (rolling, smoothing, flattening, etc.). For example, an octopus's body could be made from a circle and the eight legs could be made from the rectangles. Have the students share with the class which shapes they used as well as what ocean plant or animal they re-created.

Assessment:

The students will be assessed by a checklist on whether or not they completed the activity using shapes.

SHORTENED OCEAN UNIT LESSON #11 (music)

Academic Standard(s):

SCIENCE

K.4.1 Give examples of plants and animals.

MUSIC

K.1.2 Echo short melodic patterns sung by the teacher.

Performance Objectives:

After the teacher sings the song, the student will echo the melodic patterns about ocean plants and animals participating 75 percent of the time. (Goal is to have the students participating the entire time, but this percent is more realistic for all students in the classroom).

Advanced Preparation by Teacher:

- Print off song lyrics (also can be found at <http://www.kinderplans.com/admin/images/ollie.pdf>)

Ollie Octopus (to the tune of “Down by the Station)

Down in the water, early in the morning

See Ollie Octopus swimming about

He spots a jellyfish and takes a closer look

Swim, swim, swim, swim

Off he goes!

Down in the water, early in the morning

See Ollie Octopus swimming about

He spots a seahorse and takes a closer look

Swim, swim, swim, swim

Off he goes!

Down in the water, early in the morning

See Ollie Octopus swimming about

He spots a _____ and takes a closer look

Swim, swim, swim, swim

Off he goes!

Lesson Plan:

After the students have done the lesson on making the ocean plants and animals out of play dough, the students will use the items they made to help sing the song “Ollie Octopus”. The teacher will review the content of science by giving examples of plants and animals from the ocean from the previous lessons. The teacher will sing the song to the student. After the students are familiar with the song, the teacher will here teach the students how to echo the teacher after she sings each line of the song. Students will practice echoing the teacher throughout the lesson. Once the line is read “He spots a _____ and takes a closer look”, the students will take

Ollie Octopus
(to the tune of “Down by the Station)

Down in the water, early in the morning

See Ollie Octopus swimming about

He spots a jellyfish and takes a closer look

Swim, swim, swim, swim

Off he goes!

Down in the water, early in the morning

See Ollie Octopus swimming about

He spots a seahorse and takes a closer look

Swim, swim, swim, swim

Off he goes!

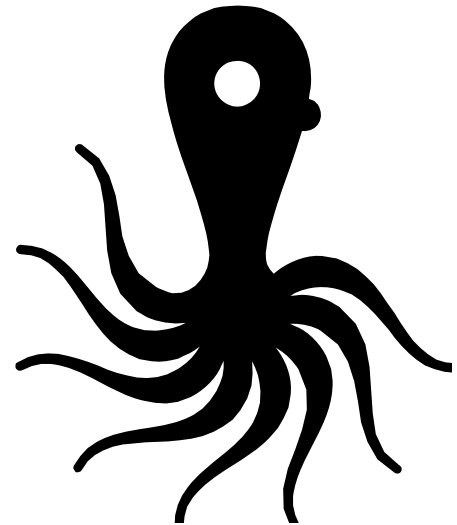
Down in the water, early in the morning

See Ollie Octopus swimming about

He spots a _____ and takes a closer look

Swim, swim, swim, swim

Off he goes!



SHORTENED OCEAN UNIT LESSON #12 (storytelling)

Academic Standard(s):

SCIENCE

K.4.1 Give examples of plants and animals.

ENGLISH

K.7.5 Tell an experience or creative story in a logical sequence (chronological order, first, second, last). (Core Standard)

Performance Objectives:

After listening to the storytelling CD, the student will tell a story using a beginning, middle, and end with 66 % completion. (The student will have at least 2 of the 3 parts needed for the story)

Advanced Preparation by Teacher:

- CD player
- Indigo Ocean Dreams (60 minute CD) by Lori Lite
- Lined paper to write a story on

Lesson Plan:

Students will listen to selected parts (by the teachers choice due to time allotted) of the Indigo Ocean Dreams. It is a 60 minute CD designed to entertain your students in an ocean setting while introducing them to four research-based, stress management techniques. Each story integrates progressive muscular relaxation, visualizations, breathing, and affirmations (positive statements). Students follow their sea friends along as they use progressive muscular relaxation and breathing to release and manage anger with Angry Octopus. After the students listen to the stories, the teacher and students will begin to create a classroom story using all of the experiences that they have learned throughout the ocean unit. (Please note: this is where the teacher will teach that everyone can demonstrate they use science by telling a story. The teacher will teach logical sequence here as well.) For their assessment, the students will write out a story to use to re-tell the teacher. The students will be graded on their ability to tell the story to the teacher. The actual writing on the paper will be used for the teacher’s own discretion.

Assessment:

Students will be assessed on telling an experience or creative story in a logical sequence (chronological order, first, second, last). The teacher will mark down using a rubric that distinguished that the student had a first, second, and last ending to their story. (See rubric at bottom) Students will create their story on paper that will be used as the final unit assessment for the teacher. The teacher will use these to personally assess what were the main ideas that the student understood and what parts need to be focused on next time when teaching the lesson.

Student Name _____	Date _____
Beginning of story	YES or NO
Middle of story	YES or NO
Ending of story	YES or NO
TOTAL	_____/3