

# UNIT 12: Ocean at a glance

## WORDS

LEVEL 1	LEVEL 2	LEVEL 3
dive claw ocean pebbles sea shell	dim fierce flock school	anemone coral eel seaweed snail squid urchin

## SUGGESTED BOOKS

Expository	Narrative
<i>Where Am I? Oceans</i> by Moira Butterfield	<i>Swimmy</i> by Leo Lionni <i>A House for Hermit Crab</i> by Eric Carle

## DRILL AND PRACTICE

- ❖ Slap Jack
- ❖ Go Fish

## CONCEPTUAL ACTIVITIES

- ❖ What does the ocean taste like?
- ❖ Painting with salt paint
- ❖ Decorate hermit crab shells

## COMMON CORE STANDARDS FOR SCIENCE

K	Strand 4 Life Sciences, Concept 3 Organisms and Environments: PO 1. Identify some plants and animals that exist in the local environment.
1	Strand 4 Life Sciences, Concept 3 Organisms and Environments: PO 1. Identify some plants and animals that exist in the local environment.
2	Strand 4 Life Sciences, Concept 1 Characteristics of Organisms: PO 1. Identify animal structures that serve different functions (e.g., sensory, defense, locomotion)

## OCEAN: WORDS AND DEFINITIONS

LEVEL 1 WORDS	DEFINITION
Dive	To jump down head first
Claw	The sharp end of an animal's arm that can pinch you
Ocean	A large body of salt water that covers most of the Earth
Pebbles	Small, smooth rocks
Sea	A large body of salt water that covers most of the Earth
Shell	The hard covering of an animal or bug

LEVEL 2 WORDS	DEFINITION
Dim	Dark or unclear
Fierce	Mean or angry
Flock	A group of animals
School	A group of fish

LEVEL 3 WORDS	DEFINITION
Anemone	A sea animal that looks like a flower
Coral	Bones left by a sea animal (called a polyp)
Eel	A long fish that looks like a snake
Seaweed	A type of plant that grows in the sea
Snail	A slow moving animal whose body is in a shell
Squid	A sea animal that has a long, thin, soft body and 10 long arms
Urchin	A sea animal with sharp spikes on its body

dive



to jump down head first

claw



the sharp end of an animal's arm  
that can pinch you

ocean



a large body of salt water that  
covers most of the Earth

pebbles



small, smooth rocks

sea



a large body of salt water that covers most of the Earth

shell



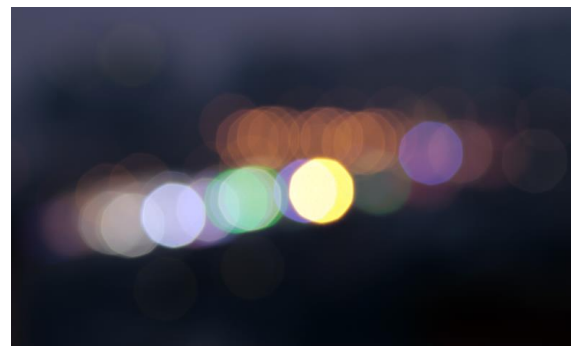
the hard covering of an animal or bug

coral



bones left by a sea animal (called a polyp)

dim



dark or unclear

fierce



mean or angry

flock



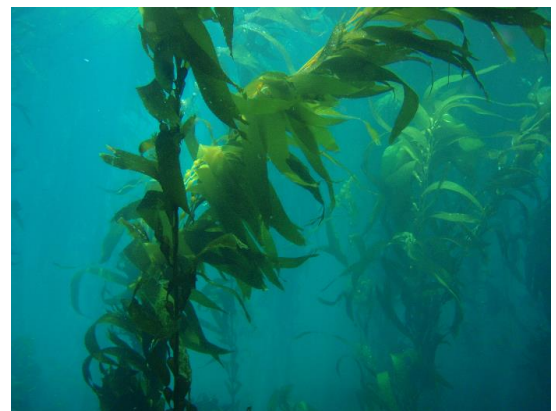
a group of animals

school



a group of fish

seaweed



a type of plant that grows in the sea

snail



a slow moving animal whose  
body is in a shell

anemone



a sea animal that looks like a  
flower

eel



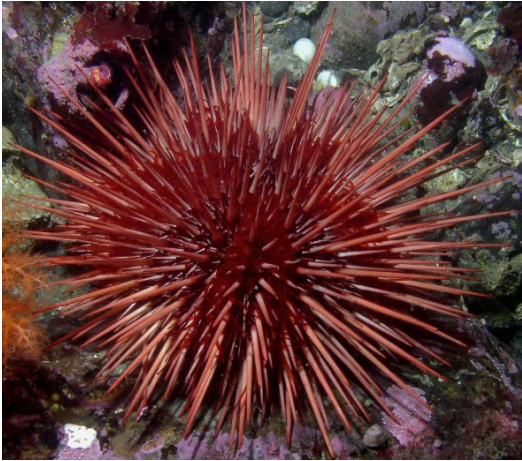
a long fish that looks like a snake

squid



a sea animal that has a long, thin,  
soft body and 10 long arms

urchin



a sea animal with sharp spikes  
on its body

# OCEAN: ASSESSMENTS

WORD	PRE-INTERVENTION SCREENING	POST-INTERVENTION ASSESSMENT
<b>LEVEL 1</b>		
Dive		
Claw		
Ocean		
Pebbles		
Sea		
Shell		
<b>LEVEL 2</b>		
Dim		
Fierce		
Flock		
School		
<b>LEVEL 3</b>		
Anemone		
Coral		
Eel		
Seaweed		
Snail		
Squid		
Urchin		



# OCEAN: INTERACTIVE BOOK READING QUESTIONS

Before reading the book, place each question on a sticky note and place it on the corresponding page.

## Book 1: *Where Am I? Oceans* by Moira Butterfield

Reading	Pg #	Question type	Question
1	pg. w/herring	competence	What is that big group of herring fish called?
1	pg. w/octopus	abstract	Many fish hid in the coral. Why do you think they do that?
1	pg. w/seagulls	relate	Have you ever eaten fish? Did you like it? OR Do you think you would like it?
2	pg. w/deep down creatures	abstract	Why do these animals have to be so fierce?
2	pg. w/sea turtle	competence	Is coral a plant or an animal?
2	pg. w/octopus	relate	What would you do if you had 8 legs?

## Book 2: *Swimmy* by Leo Lionni

Reading	Pg #	Question type	Question
1	1	competence	What is that group of fish called?
1	pg. w/Swimmy alone	abstract	Why is Swimmy so sad?
1	pg. w/eel	relate	What is the strangest ocean animal you have ever seen?
2	pg. w/anemone	competence	Where do all of these animals live?
2	pg. when Swimmy sees red fish again	abstract	Looks like those fish are hiding in some coral. Why do you think they are hiding there?
2	pg. w/big red fish	relate	Those little fish made one big fish to hide. Have you ever played a game where you hide?

**Book 3: *A House for Hermit Crab* by Eric Carle**

Reading	Pg #	Question type	Question
1	February	competence	Why did hermit's new shell feel "just right"?
1	June	relate	Those snails will help keep hermit's shell clean. Would snails keep your house clean? Why?
1	July	abstract	How would it feel to touch an urchin's spikes?
2	September	competence	How did hermit and his friends get light in the dim seaweed forest?
2	November	abstract	How were hermit and his friends like a family?
2	December	relate	What would you do if your house became too small?

# OCEAN: CONVERSATION PROMPTS

Use the space provided to script an anticipated conversation with your student.  
Consider the following:

- What will you do if the student responds with only one word?
- What will you do if the student responds off topic?
- What will you do if the student doesn't respond at all?

**Prompt 1: Which of the ocean animals in this book is your favorite? Why?**

Materials needed: *Where Am I? Oceans* by Moira Butterfield

Turn	Script	Conversational Strategy
Teacher		
Student		
Teacher		
Student		

**Prompt 2: When Swimmy was alone he decided to swim around the ocean and explore. What would you do if you were Swimmy? What would you see?**

Materials needed: *Swimmy* by Leo Lionni

Turn	Script	Conversational Strategy
Teacher		
Student		
Teacher		
Student		

**Prompt 3: Hermit Crab decorated his shell house with lots of interesting things! What would you decorate your house with?**

Materials needed: *A House for Hermit Crab* by Eric Carle

Turn	Script	Conversational Strategy
Teacher		
Student		
Teacher		
Student		

## OCEAN: DRILL AND PRACTICE

### ACTIVITY: Slap Jack

Purpose	To provide practice on the target vocabulary words and definitions multiple times.
Objective	The child will express target words and definitions in response to the teacher prompts.
Materials	<ul style="list-style-type: none"> <li>• One set of target word cards</li> <li>• Fly swatter (optional)</li> </ul>
Procedure	<ol style="list-style-type: none"> <li>1. Put the cards out on the table, giving the word and definition for each card.</li> <li>2. The teacher says a definition and the student has to slap or hit with a fly swatter the word that matches the definition</li> <li>3. The child then has to say the word and the definition for the card that she slapped.</li> <li>4. After the teacher has said all of the definitions, the teacher and student switch roles.</li> <li>5. The student gives the definition and the teacher slaps the word that matches the definition.</li> </ol>

### ACTIVITY: Go Fish

Purpose	To provide practice on the target vocabulary words and definitions multiple times.
Objective	The child will express target words and definitions in response to the teacher prompts.
Materials	<ul style="list-style-type: none"> <li>• 2 sets of target word cards</li> </ul>
Procedure	<ol style="list-style-type: none"> <li>1. Explain the directions for Go Fish.</li> <li>2. Each player gets four cards. The remaining cards are placed in the Go Fish pile.</li> <li>3. Look for a match. If there is a match, then the player with the match has to say the vocabulary word for the match and give the quick definition for the word. The teacher can help with the word and the definition if the student doesn't know it.</li> <li>4. Player 1 tries to make a match by asking the other person "Do you have _____?"</li> <li>5. Then, the Player 2 asks "What does that mean?" and the first player has to give a definition for the word.</li> <li>6. If Player 2 has the card, it is given to Player 1. If Player 1 doesn't have the card, Player 2 says "Go Fish" and Player 1 player picks a card from the deck.</li> <li>7. Then Player 2 gets a turn to ask.</li> <li>8. Continue this procedure taking turns asking for a card until all the cards are chosen.</li> </ol>

## OCEAN: CONCEPTUAL ACTIVITIES

ACTIVITY: What does the ocean taste like?	
Purpose	To engage the student in a conversation about the topic while engaging in an activity.
Objective	Child will express target words and definitions in response to teacher prompts.
Materials	<ul style="list-style-type: none"> <li>• Water</li> <li>• 3 small cups</li> <li>• spoon</li> <li>• salt</li> </ul>
Procedure	<ol style="list-style-type: none"> <li>1. Ask: HAVE YOU EVER BEEN TO THE OCEAN? DID YOU KNOW THAT OCEAN WATER HAS SALT IN IT? (pour some salt on paper)</li> <li>2. Fill each paper cup with the same amount of water (about 2/3 full). WE ARE GOING TO TASTE OCEAN WATER TODAY!</li> <li>3. Have student taste water from cup #1. WHAT DOES THAT TASTE LIKE? DO YOU LIKE IT?</li> <li>4. Add a “pinch” of salt to cup #2. Stir with spoon. Have student taste. WHAT DOES THAT TASTE LIKE? IS IT DIFFERENT THAN CUP #1? DO YOU LIKE IT?</li> <li>5. Add a spoonful of salt to cup #3. Stir with spoon. Have student taste. WHAT DOES THAT TASTE LIKE? IS IT DIFFERENT THAN CUP #1? CUP #2? DO YOU LIKE IT?</li> <li>6. WHICH ONE DO YOU THINK IS LIKE OCEAN WATER? (<b>If student chooses cup #3</b>, reinforce. <b>If student chooses cup #1 or #2</b>, say THE OCEAN TASTES VERY SALTY. I THINK THAT THIS ONE (pick up cup #3) PROBABLY TASTES MOST LIKE THE OCEAN. LET’S TASTE IT AGAIN AND SEE.)</li> <li>7. Conversation:               <ol style="list-style-type: none"> <li>a. How much salt did we have to add to make it taste like the ocean?</li> <li>b. Would you want to drink ocean water every day? Why or why not?</li> <li>c. What do you think it would be like to live in the ocean?</li> </ol> </li> </ol>

**ACTIVITY: Painting with salt paint**

Purpose	To engage the student in a conversation about the topic while engaging in an activity.
Objective	Child will express target words and definitions in response to teacher prompts.
Materials	<ul style="list-style-type: none"><li>• Paint brushes</li><li>• paper cups</li><li>• tempera paint</li><li>• salt</li><li>• spoons</li><li>• paper</li></ul>
Procedure	<ol style="list-style-type: none"><li>1. Make paint:<ol style="list-style-type: none"><li>a. Squeeze paint into paper cups (one color per cup)</li><li>b. Pour 1-2 spoonfuls of salt into each cup</li><li>c. Stir with spoon</li></ol></li><li>2. Remind student that the ocean is made of salt water.</li><li>3. Review pictures and events from books to get student thinking about what he may want to paint.</li><li>4. Ask student to explain what he will paint.</li><li>5. Paint an underwater ocean scene with salt paint. Engage student in some conversation, but it's okay to let him/her focus on his painting for a few quiet minutes at a time.</li><li>6. Conversation: After painting, discuss/describe scenes with each other.</li></ol>

ACTIVITY: Decorate hermit crab shells	
Purpose	To engage the student in a conversation about the topic while engaging in an activity.
Objective	Child will express target words and definitions in response to teacher prompts.
Materials	<ul style="list-style-type: none"> <li>• <i>A House for Hermit Crab</i> by Eric Carle</li> <li>• Hermit crab shell (real or coloring page)</li> <li>• Crayons</li> <li>• Paints</li> <li>• Decorations (buttons, glitter, etc.)</li> <li>• Glue</li> <li>• Magazines</li> </ul>
Procedure	<ol style="list-style-type: none"> <li>1. Review the plot of <i>A House for Hermit Crab</i>, focusing on the purpose of the various sea creatures in the story.</li> <li>2. Explain that you will be decorating Hermit's next house! Encourage the student to decorate however they want.</li> <li>3. Say, "Hermit walked around the sea floor and found his favorite, most beautiful things to decorate his shell. Now it's your turn to decorate the shell with your favorite and most beautiful things!"</li> </ol>