

OVER IN THE OCEAN

SCIENCE AND WRITING LESSON

Objectives

- Students will learn features of different sea creatures.
- Students will describe animal behaviors.

Correlations

K–2 Life Science

- Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals.

K–2 Investigation and Experimentation

- Communicate observations orally and through drawings.

K–2 Language Arts

- Use descriptive words when speaking about people, places, things, and events.
- Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Materials

- *Over in the Ocean* by Marianne Berkes
- The Little Octopus CD lesson: Reef Critters
- Activities: S5 How Animals Eat; S2 Bubble Map; R5 Verbs Are Action Words

INTRODUCTION

Introduce the story, *Over in the Ocean*. This is a counting book that uses both rhyme and rhythm to convey the story.

VOCABULARY

Introduce or review the following words before reading the story. Focus on the key verbs used to describe each animal's behavior.

- squirt • grind • dart • stir • puff • somersault • graze
- skitter • grunt • flutter

STORY

Read the story aloud first. As you go through the story, ask students to describe what they think each animal is doing. Talk about the behavior that is being described. Why do you think an octopus would *squirt* ink?

Point out any features of the animal that relate to the behavior. For instance, how does a parrotfish *grind*? (Notice that the parrotfish has large teeth in its mouth.) What does a stingray *stir*? Why would it do that?

Some words are more descriptive than specific. How would an animal *skitter*? (The back pages of the book contain information about each animal shown.)

at-a-glance

Read: *Over in the Ocean In a Coral Sea*

Introduce key verbs used in the story.

Discuss each animal's behavior in the story.

at-a-glance

CD-ROM Lesson:
Reef Critters
Students observe
some of the animals
from the story to
identify features.

Learning center:
Mouth adaptations
(See attached)
Print Activity S5
How Animals Eat
(See attached)

CD Reef Critters:
Students select an
animal and write a
description.

Print Activity S2
Bubble Map

Print Activity R5
Verbs Are Action
Words

CD Lesson: Reef Critters

Objectives: Observe animal behaviors. Identify specific features that support the animal's behavior.

On the main menu, open the unit on Reef Critters.

Click on **parrotfish** in the first reef scene. Listen to the text and view the photos. Magnify photo 3 to show how the parrotfish mouth looks like a beak.

Behavior: grinding coral Feature: beak

Click on the **stingray**. Listen to the text and view the photos.

Behavior: bury itself in sand Feature: flat body with winglike fins

Go to the middle reef scene.

Click on the **octopus**. Listen to the text and view the photos and video.

Click on the **pufferfish** (top far left). Listen to the text and view the photos.

Behavior: inflates Feature: body that expands

Click on the **angelfish**. Listen to the text and view the photos and video.

Behavior: grazes Feature:

(Option: You can click on the trumpetfish. Listen to the text and view the photos. This fish is similar in shape to the needlefish, but has a different mouth.)

Go to the last reef scene. Click on the **clownfish** in the anemone. Listen to the text and view the photos and video. Point out how the clownfish move quickly in and out of the tentacles.

Behavior: darting Feature: short, thin body shape

FOLLOW-UP ACTIVITIES

Set up a learning center to explore mouth adaptations. The directions for the center are in the Teacher's Guide on the CD-ROM. Students will experiment with how different types of mouths affect the kind and quantity of food an animal can eat.

On Activity page S5, students match an animal's mouth to a common tool.

Have students select an animal from the Reef Critters unit on the CD. Listen to the text and observe the animal. Then write a brief description of the animal focusing on any special features it has. You can also have students use Kidspiration® software to write their descriptions on the computer.

Students complete a bubble map about the octopus (Activity S2 in the Science folder on the CD). You can also have students make their own bubble map about an animal they research. This can also be done on the computer using Kidspiration® software.

Focus on the use of descriptive language in the story. Ask kids what they think about when they hear the word *swim*. There are many different ways to swim: crawl, backstroke, etc. Fish have different ways to swim, too. They can glide, drift, paddle, etc. When writing, it's important to use vivid words that make a picture in your mind. Discuss different ways that the animals in the story and on the CD moved. Then have students complete activity R5, matching an animal with its action.

at-a-glance

THE LITTLE OCTOPUS CD-ROM LEARNING CENTER

S4

HOW ANIMALS EAT

You can look at an animal's mouth to figure out how it eats and what it eats.
Directions: Draw a line from each animal to a tool that is similar to its mouth.

Parrotfish is sharp beak crushes coral to reach the algae inside

Butterflyfish a long narrow snout with teeth at the end picks up tiny coral animals

Sea cucumber tentacles sweep food from the sand into the mouth

Trumpetfish a long snout pulls in food

Stingray a mouth on the underside sucks up food from the sand

vacuum hose

pliers

broom

straw

tweezers

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TOPIC 2: Animal Adaptations

Objective

Students will

- use tools to compare how different animal mouths work

Materials

- Pliers, tweezers, and small broom. Small bottle lid, piece of black paper, rice, head of cauliflower
- Activities: S4

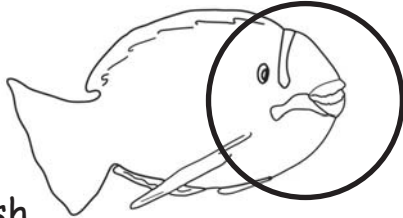
Center Activity

- Provide students with a pair of pliers, a pair of tweezers, and a small whisk broom. Have them experiment with how each tool works.
- Have some “food” available for them to try out. Put grains of rice inside a bottle lid and have students try using the different tools to remove them.
- Place a small pile of rice on a piece of black paper. Which tool works best for getting the rice?
- Place a large head of cauliflower on the table. Students try to “eat” the cauliflower using the different tools. Which tool works the best for breaking up the cauliflower?.
- You can have students record their results on a piece of paper or make a simple graph.
- Students complete Activity page **S4 How Animals Eat**.

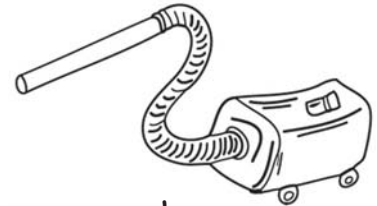
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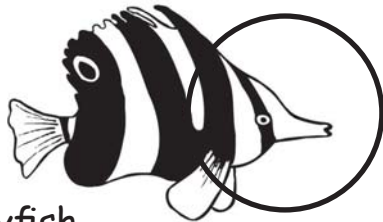
Directions: Draw a line from each animal to a tool that is similar to its mouth.



Parrotfish
a sharp beak crushes coral to reach the algae inside



vacuum hose



Butterflyfish
a long narrow snout with teeth at the end picks up tiny coral animals



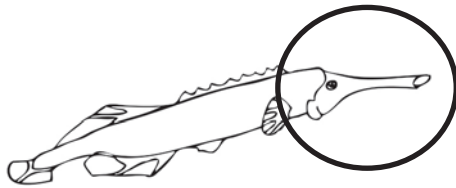
pliers



Sea cucumber
tentacles sweep food from the sand into the mouth



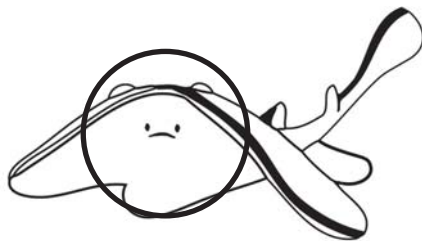
broom



Trumpetfish
a long snout pulls in food



straw



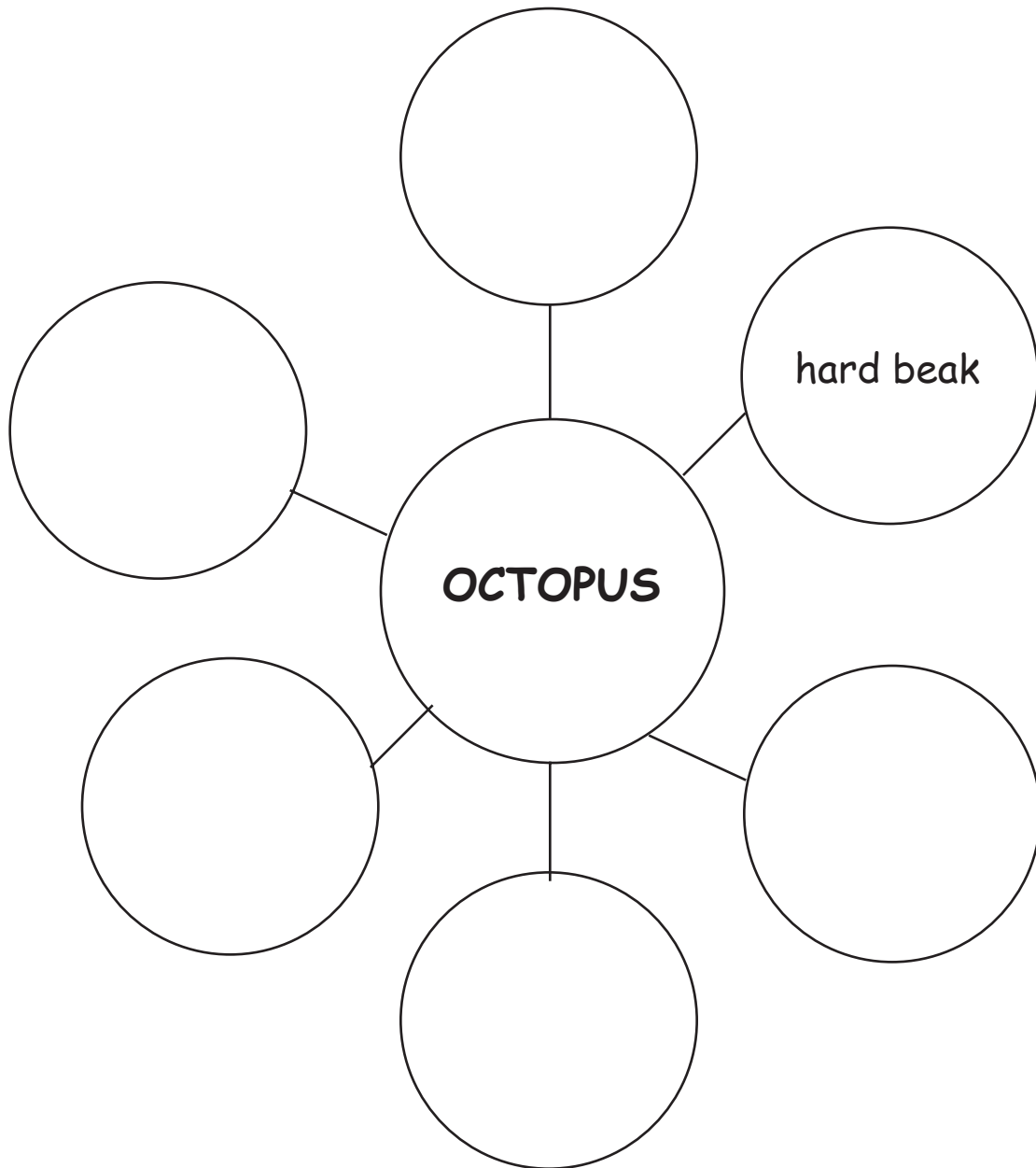
Stingray
a mouth on the underside sucks up food from the sand



tweezers

MAKE A BUBBLE MAP

Directions: What are some things you have learned about an octopus? Write one thing about an octopus in each bubble. Can you make your own bubble map about another animal?



VERBS ARE ACTION WORDS

Verbs are words that describe action. When you are writing about an animal, try to use words that help you to picture what the animal is doing. In the story, the octopus jetted and the eel snaked. These words help you to imagine how each animal moved.

Directions: Draw a line from each animal to a word that describes how it moves.

octopus

wiggles

worm

crawls

snail

leaps

dolphin

swims

jellyfish

propels

crab

scurries

shark

floats