11 DAY 11
Habitats

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify by name the ocean habitat when shown a picture of the ocean
- ✓ Name three animals that live in the ocean
- ✓ State that the ocean habitat has salty water and a sandy beach

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the poem "At the Seaside" by Robert Louis Stevenson (RL.P.5, RF.P.2a)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)

Skills

Students will:

- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)

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- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about "Ocean" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "Ocean" (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to "Ocean" (L.P.6)
- ✓ With prompting and support, ask and answer questions about unknown words in "Ocean" (RI.P.4)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Understand and use complex sentences with clauses introduced by *because* (L.P.1f)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about the ocean habitat, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ With prompting and support, make beginning efforts to use invented, phonetic spelling to communicate in writing (RF.P.1e, L.P.2c)
- ✓ Use a combination of letters, partial letters, lines, and/or shapes to represent a word or words (L.P.2b)

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Core Vocabulary

burrow, *n.* A hole underground where an animal lives
Example: It was cozy and dark down in the rabbit's burrow.
Variation(s): burrows

enormous, *adj.* Really, really big; huge; gigantic
Example: The enormous elephant ate a tiny peanut.
Variation(s): none

tidal pool, *n.* A shallow puddle of ocean water trapped between rocks or in sand near the ocean
Example: It is fun to take a net and see what kind of animals you can scoop out of a tidal pool at the ocean shore.
Variation(s): tidal pools

wading, *v.* Walking around in shallow water
Example: Nashan was wading in the pond and looking at all the fish swimming around his toes.
Variation(s): wade, wades, waded

waves, *n.* Water that moves, curls up and crashes on the beach
Example: The waves rolled up onto the sand and ruined the sandcastle I had made.
Variation(s): wave

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At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**"At the Seaside" by Robert Louis Stevenson**	Nursery Rhymes and Songs Poster 5	
SKILLS				
Small Group 1	S	**Warm-Ups** **Draw the Sound Picture for /g/**	Transition Cards: Sound Pictures and Transition Cards: Initial Sounds from *Plants* and *Habitats* domains; whiteboard; dry-erase marker; paper; drawing tools; writing utensils	10
Small Group 2	S	**Warm-Ups** **Color the Balloons**	Image Cards 1-1—1-3; Activity Page 11-1; Transition Cards: Initial Sounds from *Plants* and *Habitats* domains; chart paper; marker; crayons	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	**Essential Background Information and Terms** **Purpose for Listening**		5
Presenting the Read-Aloud	W	**Ocean**		10
Discussing the Read-Aloud	W	**What's the Big Idea?**	Image Card 11-1; Transition Cards: Habitats; example shell from Extension Activity; chart paper; markers	10
Extension Activity	L	**Ocean Mural**	Image Card 11-2; *Habitats* Flip Book; bulletin board paper; sand; glue; markers; paper plate; paint; construction paper; hole punch; yarn; tissue paper; streamers	During learning centers

Take-Home Material

Habitats Family Letter 2

Give students the following material to take home to their family:

- **Activity Page 11-2: Habitats Family Letter 2**

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Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so each small-group leader has a copy of the lesson for implementation.

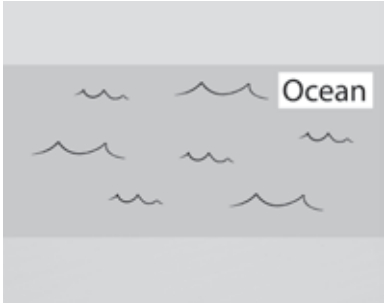
Small Group 2

Create two large versions of the Activity Page on chart paper (one for use in each Small Group).

Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

Extension Activity



Ocean mural backdrop:

Make a backdrop for the ocean mural that shows the beach and the water. Place a large piece of bulletin board paper on your wall. Draw two horizontal lines to divide the sky, water, and sand. Use strips of colored paper to indicate the sky (light blue), water (dark blue), and sand (tan). Add waves to the water and some birds to the sky. Time permitting, mix real sand with glue and paint it on the tan paper to give the beach a sandy texture. Place **Image Card 11-2: Sampson Seal** on the mural.

Make an example crab:

Paint a paper plate red or blue. Cut legs, claws, and eye stalks out of construction paper and attach them to the sides of the plate. Glue wiggle eyes to the eye stalks.

Prepare crab materials for students:

Set up an area in the classroom where students can paint or color the plates. Cut legs, claws, and eye stalks out of construction paper.

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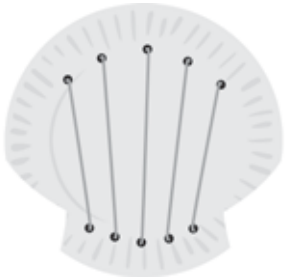

Make an example seashell:

Cut the shape of a shell out of a white paper. Punch holes about 1 inch apart around the top and bottom of the plate. Weave yarn through the holes and knot it on the back of the plate.

Prepare seashell materials for students:

Draw guidelines so students can cut the shell out of the plates themselves. Cut lengths of yarn and use masking tape to stiffen one end.

Make an example jellyfish:

Cut a paper plate in half and paint it with watercolors. Glue yarn, streamer, or ribbon “tentacles” to the back of the paper plate so they hang down about 12 inches.

Prepare jellyfish materials for students:

Cut paper plates in half. Cut lengths of yarn, streamer, or ribbon (about eight to ten per student).

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**"At the Seaside" by Robert Louis Stevenson**	Nursery Rhymes and Songs Poster 5	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, and *Plants* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters
- Classroom jobs
- Writing name to make a choice

Nursery Rhyme

Whole Group

"At the Seaside" by Robert Louis Stevenson

Practice the Rhyme

- Introduce the poem by reading the title and author of the poem. Remind students that an author is the person who writes the words.
- Tell students that if an author wrote a poem, we call him a *poet,* so Robert Louis Stevenson is a poet.
- Tell students this poem is called "At the Seaside" because it is about a boy who is visiting the seaside, which is a place right beside the sea. Tell students they will learn more about the sea, which is also called the ocean, during the read-aloud later in the day.
- Teach students the poem "At the Seaside" using the echo technique. For an example of the echo technique, see **Day 1: Bat, Bat.**

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Blend Sounds in Words

Using an arm gesture, students will blend words from the nursery rhyme that have two sounds.

- Remind students that words are made up of sounds.

  "Remember, we have learned that words are made up of sounds. Today we are going to blend sounds into words using the arm movements we learned a little while ago."

- Say the word you want students to blend. Then say the sounds in the word. If students are ready, ask them to segment the word into sounds.

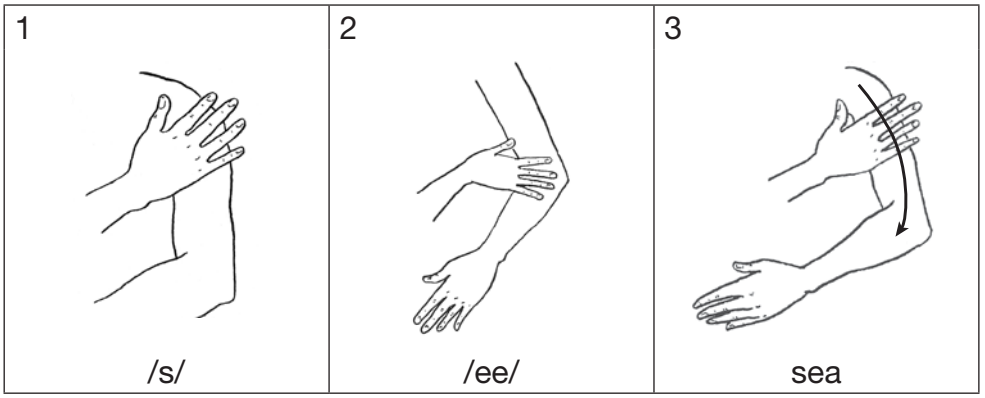
  "In the poem we heard the word sea*. That word has two sounds: /s/—/ee/. Say the sounds with me: '/s/—/ee/.' Now watch me blend that word using our arm motions." [Blend the word* sea *using he motions below.]*

- Have students use blending arm gestures (see below) to blend two-sound words.

  "Let's all blend the word sea*."*

/m/—/ee/	me
/t/—/oo/	too
/m/—/ie/	my
/s/—/ee/	sea
/n/—/oe/	no

1. Say the sound /s/ as you touch your shoulder with your opposite hand.
2. Say the sound /ee/ as you touch the inside of your elbow with your opposite hand.
3. Say the word *sea* as you slide your hand from your opposite shoulder down to your elbow.



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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Warm-Ups** **Draw the Sound Picture for /g/**	Transition Cards: Sound Pictures and Transition Cards: Initial Sounds from *Plants* and *Habitats* domains; whiteboard with marker; paper; writing utensils; drawing tools	10
Small Group 2	S	**Warm-Ups** **Color the Balloons**	Image Cards 1-1—1-3; Activity Page 11-1; Transition Cards: Initial Sounds from *Plants* and *Habitats* domains; chart paper; marker; crayons	10

Note: *At the end of ten minutes, students should switch groups so they have the opportunity to participate in both small group activities. Use* **Transition Cards** *to transition students between each Small Group.*

Small Group 1 — *10 minutes*

Small Group

1. short line down
2. hump
3. hump

1. circle to the left
2. short line down

1. long line down (lift)
2. short line across

1. circle to the left
2. long line down

1. start at the top
2. circle to the left

1. Most of the circle to the left

Warm-Ups

Sound Picture Review

Students will identify the sound shown and write the sound picture on the table with a finger.

- Explain that you are going to show students a sound picture and you want them to say the sound they see.
- Begin by saying the following poem and use it throughout the warm-up to reorient students to the activity:

  Say the sound that you see

  Then write it on the table with me!

- Show students all **Transition Cards: Sound Pictures** taught up to this point. Show the cards one at a time and help students identify the sound.

  "/m/ /m/ /m/, write an /m/."

- Have students use their "magic pencils" (pointer fingers) to write the sound picture on the table surface as you write on the chart paper or white board.

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- As you write the sound picture, explain how you are making the strokes to form the sound picture.

Draw the Sound Picture for /g/

Students will observe as you show them the sound picture for the /g/ sound as in *girl.* Remember to try to avoid using the letter name 'g' during this activity. Instead, say the sound /g/.

- Tell students you are going to show them a new sound picture—the sound picture for /g/. Say a few words that start with /g/, saying the /g/ sound many times very quickly: *girl, goat, goose, garden, go, gone.* (Try to avoid adding an 'uh' to the /g/ sound; that is, do not say 'guh, guh, guh.')
- Tell students that when you make the /g/ sound, your tongue touches the back of your throat and your voice is on. Have students say the /g/ sound and feel their tongue on the back of the throat and notice that their voice is "on." Have students say the /k/ sound and notice how their voice is "off" for /k/, but "on" for /g/.

1. circle to the left
2. fish hook ending below bottom line

- Draw a large lowercase 'g' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or describing the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw the sound picture in the air. Model the sound picture /g/ with your back to students, encouraging them to copy the motions and repeat the phrases for writing the sound /g/ with you.
- Give students paper and drawing utensils. Have them draw a picture of something that starts with /g/. Use **Transition Cards: Initial Sound /g/** to help them think of something if necessary.
- As students complete their pictures, go around and write the sound picture 'g' on their papers for them, reminding them that it is a picture of the sound /g/.
- Then, have students copy the sound picture 'g' that you drew. If students have more time, have them continue practicing drawing the sound picture, or, students may draw another picture of something that begins with /g/.

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Small Group

Teaching Tip
See **Appendix B: Representing Phonemes (Sounds) in CKLA Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Habitats* domain.

Warm-Ups

Call and Response: Blending Three-Sound Words

Students will participate in a call-and-response game where they blend familiar three sound words.

- Start with students standing up with adequate space for movement.
- Hold **Image Cards 1-1—1-3: Sounds in Words** in a stack so students cannot see them.
- Tell students you want them to repeat the sounds that you call out. Then, you want them to try to figure out what word you are spelling.

  Teacher: "Give me a /d/!"

  Students: "/d/!"

  Teacher: "Give me a /o/!"

  Students: "/o/!"

  Teacher: "Give me a /g/!"

  Students: "/g/!"

  Teacher: "Give me a /d/, /o/, /g/. What's that spell?"

  Students: "Dog!"

- Show students the Image Card you are holding so that they can check if they are correct.

"Give me a _____!"	Beginning Sound Word (Image Card #):
/p/	peach (1-1a)
/d/	duck (1-1b), dog (1-1c)
/f/	fish (1-1d)
/sh/	sheep (1-2a)
/s/	seal (1-2b)
/m/	mouse (1-2c), moose (1-2d)
/h/	hen (1-3a)
/ch/	chick (1-3b)
/k/	cat (1-3c)
/p/	pig (1-3d)

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Color the Balloons

Students will color balloons containing the sound picture that corresponds to the initial sound of familiar words.

- Give each student **Activity Page 11-1: Color the Balloons** and explain that they are going to listen to a word, think about the sound it starts with, then find and color in the sound picture that goes with that word.
- Show students the large version of the Activity Page you prepared (see **Advance Preparation**) and explain that you want them to check their answers by looking at the balloon you color in when they are done.
- One at a time, show students one card each from the *Plants* **Transition Cards: Initial Sounds /m/, /a/, /t/, /d/** and **Transition Cards: Initial Sounds /o/ and /k/.**
- Have students color in the balloon with the sound picture that corresponds to the initial sound in the word.
- After students have finished, color in the correct balloon on your chart paper and ask students to check their work.

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Listening & Learning		Exercise	Materials	Minutes
Introducing the Read-Aloud	W	**Essential Background Information and Terms** **Purpose for Listening**		5
Presenting the Read-Aloud	W	**Ocean**		10
Discussing the Read-Aloud	W	**What's the Big Idea?**	Image Card 11-1; Transition Cards: Habitats; example shell from Extension Activity; chart paper; markers	10
Extension Activity	L	**Ocean Mural**	Image Card 11-2; *Habitats* Flip Book; bulletin board paper, sand; glue; markers; paper plate; paint; construction paper; hole punch; yarn, tissue paper; streamers	During learning centers

Introducing the Read-Aloud — *5 minutes*

Whole Group

Essential Background Information and Terms

- Remind students that they have already learned about all kinds of habitats and define the word *habitat*.

  *"We have learned about many different habitats. Today we are going to learn about our third habitat, the ocean. A habitat is a place where animals and plants live together. Say the word with me—*habitat*."*

- Explain how plants and animals meet their basic needs in their habitats.

  "Animals find all the things they need to survive right in their habitat. Animals find food, water, and shelter in their habitat. These are animals' basic needs. Plants find all the things they need to survive in their habitat, too. Plants find nutrients, air, water, and light in their habitats. These are plants' basic needs."

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SHOW FLIP BOOK PAGE 11-1: Ocean landscape with seagrass

- Tell students that this picture shows a habitat called the ocean, which can also be called the sea.

  "This is a picture of an ocean habitat. The ocean is also sometimes called the sea. The place where the ocean meets the sand is called the beach. Lots of animals live in the salty water of the ocean, and many plants live there, too. The ocean habitat has lots of salty water and the water is very deep."

SHOW FLIP BOOK PAGE 6-10: Pond cut-away

- Compare the pond habitat to the ocean habitat.

  "Pond habitats have water too, but the water is shallow and it is not salty. We call the kind of water in a pond fresh water. Ponds and oceans both have water but they are very different habitats."

Purpose for Listening

- Tell students to listen to the read-aloud to find out more about the animals and plants in the ocean habitat.

  "Listen to find out what types of plants and animals live on the beach and in the ocean. Look and listen carefully to see if you can remember some of the animals and plants shown in the pictures because I'm going to ask you to name them for me when we're done."

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PRESENTING THE READ-ALOUD

Ocean

10 *MINUTES*

11

SHOW FLIP BOOK PAGE 11-1: Ocean landscape with seagrass

Look all around. Do you see that wide expanse of clear, blue water? Can you hear **waves** crashing onto the sand? Can you see the thin blades of the beach grasses blowing in the breeze? You can see the ocean habitat, but you can't see me. I'm hiding in the water, but I would love to swim up onto the beach and meet you!

- Ask students what animal they think might appear on the next page.

  "What animal do you think it might be? Remember, it is going to be an animal that can swim in the water and come up onto the beach."

- Call on a few students to respond.

SHOW FLIP BOOK PAGE 11-2: Sampson Seal on beach with seagulls

Greetings! My name is Sampson Seal and I live at the beach! The beach is a sandy or rocky place where the salty water of the ocean meets the land of the coast. I think I'll move along the beach and see what I can find.

- Ask students what they see in the illustration of the beach.

  "What sorts of plants and animals do you see at the beach? What else do you see?"

- Call on a few students to respond. (birds, rocks, grasses, sand, water).

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SHOW FLIP BOOK PAGE 11-3: Two sandpipers (speckled birds), sea star, piping plover (bird with ring around neck), sand dollar, vampire shell, scallop shells, and ghost crab

Note: *In these lessons, we refer to what is commonly known as the 'starfish' as a 'sea star' because this animal is not actually a fish.*

I see many different birds **wading** in the surf searching for things to eat. I love to collect shells when I walk along the beach. Did you know that an animal used to live inside each shell?

SHOW FLIP BOOK PAGE 11-4: Long-billed curlew (shore bird)

In the surf, I can see a shore bird using its long beak to dig down into the sand and find food. As the waves roll in and the water gets deeper, its long legs keep its body out of the water so its feathers stay dry.

- Define WAVES.

"Waves are water that moves, curls up, and crashes on the beach."

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SHOW FLIP BOOK PAGE 11-5: Ghost crab digging burrow

It is fun to see crabs scuttling all over the sand at the beach. That tiny hole is the ghost crab's **burrow**. I think that ghost crab sees me and is going to hide down in its hole. Wow, the sun is really hot at the beach! I think I'll go for a swim out deep in the ocean so I can cool off.

- Ask students if they have ever been swimming in the ocean.

  "Have any of you ever taken a trip to the beach? Did you see any crabs? Did you go swimming in the ocean? Was the water salty?"

- Call on a few students to respond.

SHOW FLIP BOOK PAGE 11-6: Deep sea with humpback whale, bottlenose dolphin, Ridley sea turtle, giant squid, white shark, jellyfish, and giant octopus

Deep under water there are all kinds of animals living in the ocean. There are **enormous** whales and squid, and beautiful sea turtles. I have to swim carefully underwater to avoid the stinging tentacles of the jellyfish!

- Tell students that all of these animals live in the deep water of the ocean. [Point to each animal as you name them.]

  "All of these different animals live in the deep water of the ocean where it is very dark because the sunlight doesn't reach. There is a whale, a dolphin, a turtle, a squid, a shark, a jellyfish, and an octopus."

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SHOW FLIP BOOK PAGE 11-7: Atlantic spotted dolphins

Dolphins are animals that live under the water, too. They can't breathe underwater like fish do. Since they are mammals, they have to come to the surface to breathe air.

SHOW FLIP BOOK PAGE 11-8: Great white shark underwater

Even deeper, near the bottom of the ocean, I see a shark using its fins to swim through the salty water. Its gills are moving back and forth, taking in oxygen from the water. It will probably use those big teeth to catch some fish to eat for dinner.

- Remind students that humans have lungs and breathe air. Sharks are fish, so they use their gills to take in oxygen underwater. Sharks don't have to go to the surface of the ocean to breathe air.

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SHOW FLIP BOOK PAGE 11-9: Loggerhead sea turtle

Shew! I am getting tired of swimming and need to go back to the surface so I can take a deep breath of air. I'm going to follow this sea turtle as it swims up to the beach. I wonder what it is going to do when it gets there.

SHOW FLIP BOOK PAGE 11-10: Adult sea turtle, newly hatched sea turtles, and sea turtle eggs

The sea turtle has come up to the beach to lay its eggs in a hole in the sand where they can stay safe and warm. In a few months, the eggs will hatch and little turtles will crawl out, making their way into the ocean.

- *Point out and comment on the sea turtle eggs that are buried in the sand.*
- *Point out and comment on the baby sea turtles making their way toward the water.*

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SHOW FLIP BOOK PAGE 11-11: Tidal pool

Farther down the shore there are rocks that make a little **tidal pool** of ocean water. I'm going to see if I can find any animals or plants living in the rocky tidal pool.

- Define TIDAL POOL.

"A tidal pool is a shallow puddle of ocean water trapped between rocks near the ocean."

SHOW FLIP BOOK PAGE 11-12: Tidal pool with mussels, urchin, green crab, sculpin, periwinkles, sea anemone, and sea star

In the tidal pool I see lots of small animals. On the edge of the rocks, there are some mussels growing in a group. They have shiny black shells that protect their fleshy insides. Beside the mussels, a sea urchin is attached to a rock on the bottom of the pool. Its spines protect it from crabs and fish nearby.

- Ask students if they can find the sea star and why it is called a 'sea star.' (because it is shaped like a star)

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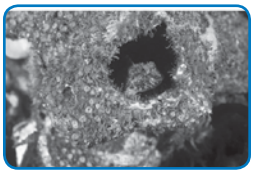
SHOW FLIP BOOK PAGE 11-13: Flowering sea anemone in tidal pool

Sea anemones are animals that often attach themselves to rocks in a tidal pool. They use their short tentacles to sting and catch animals that swim by. The hole in the middle is the anemone's mouth that it uses to eat the prey it has caught.

- *Point out and label the anemone's tentacles and mouth.*



SHOW FLIP BOOK PAGE 11-14: Sculpin in coral

I almost didn't see the sculpin fish hiding inside the coral. Its big eyes are looking all around to see if it is safe to come out and swim around the tidal pool in search of food.

- *Remind the students that they have learned the word* CAMOUFLAGE, *which means a way for animals to blend in and stay hidden by using the color of their bodies to match the color of things around them.*
- *Tell students that the sculpin is camouflaged. It is the same color as the rocks where it is hiding.*

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SHOW FLIP BOOK PAGE 11-15: Sampson Seal says good-bye on beach

I love living in the ocean habitat because I can go for a swim whenever I want, and I can lay on the beach and enjoy the sunlight as it warms my skin. I think I'm going to find a sunny rock where I can listen to the seagulls call and take my afternoon nap.

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Discussing the Read-Aloud — 10 minutes

Whole Group

What's the Big Idea?

Ocean Plants and Animals List

Note: *Students may bring prior knowledge to this activity and name a plant or animal that was not mentioned in the read-aloud. Accept any reasonable answers and if you are unsure whether a given plant or animal lives in a habitat, tell students you will do more research to confirm.*

- Before beginning the ocean list, help students remember some key characteristics of the ocean habitat. (*salty water, big deep body of water, waves, sandy, windy*)

  "This is a picture of the ocean habitat. What is special about the ocean? What is the weather like at the ocean?"

- Call on a few students to answer.
- Tell students you are going to make a list of plants and animals that live in the ocean habitat. Title a piece of chart paper "Ocean Plants and Animals."
- Tell students you will write down plant names in one color and animal names in another color.
- Help students dictate a list of the plants and animals found in the ocean habitat. Use the Flip Book to help students remember the plants and animals that live in the habitat (see list of suggestions below).
  - sea grass
  - seagulls
  - birds
  - sea star
  - crabs
  - whales
  - dolphins
  - squid
  - jellyfish
  - sea turtles
  - sharks
  - octopuses
  - sea anemones

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- urchins
- fish
- mussels

- If applicable, have students attach any matching plants and animals from the set **Transition Cards: Habitats** beside the animal or plant name you have written. Use hook-and-loop tape or a reusable adhesive so Transition Cards can easily be removed for use during transitions.
- When you are finished, reread the chart to students, sliding your finger under each word as you read.
- Keep your completed "Ocean Plants and Animals" chart for review during Listening & Learning activities on Day 12.

Teaching Tip
When you have completed the ocean mural, display this list beside the mural so students can reference it.

Facts About Ocean Animals: Shells

- Display the shell students can choose to make during the Extension Activity (see **Advance Preparation**) and remind students that they are making an ocean animal during centers.
- Show **Flip Book Page 11-3: Two sandpipers (speckled birds), sea star, piping plover (bird with ring around neck), sand dollar, vampire shell, scallop shells, and ghost crab** and reread the read-aloud text.

  I see many different birds wading in the surf searching for things to eat. **I love to collect shells when I walk along the beach. Did you know that an animal used to live inside each shell?**

- Show students **Image Card 11-1: Live scallop growing in a shell**. Point to the live scallop inside the shell in the picture and explain to students that some animals grow a shell to protect them, like a turtle.

  "This animal grew this shell to protect itself. Then, when the animal is gone, just the shell is left and the ocean waves carry the shell onto the sand. So, all the seashells that you see on the beach used to protect the soft insides of an animal."

- Talk about the shells shown in the Flip Book illustration and compare the illustration to your example craft (see **Advance Preparation**). Talk about how the shell has ridges and how it has a rounded top.
- Ask students to name the habitat where you can find shells. (*ocean, beach*)

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Extension Activity

Learning Center

Ocean Mural

Students will make a mural showing the ocean habitat. They will create a familiar animal and place it in the habitat. Then, students will complete a sentence stating why they would like to visit the ocean.

- Tell students they are going to make a mural of the ocean habitat. Explain that they will choose an animal to create to place on the class mural.
- Show students the animal examples you created (see **Advance Preparation**).
- Invite students to select one animal they would like to make by writing their name on a chart to make this choice.
- Prepare the correct number of supplies based on your class choices (see **Advance Preparation**). Divide your class into groups on different days based on what animal or plant that they choose.
- Hand out materials and assist students in making an animal or plant to add to the mural.
- Use the **expansion strategy** to expand on what students are saying while making their craft and discussing the ocean habitat.

  "Student: Jellyfish stings. Teacher: Yes, Zoe, jellyfish have tentacles that can sting."

  "Student: I look for crab. Teacher: Donte wants to visit the ocean because he wants to find a crab in the sand."
- As students finish their animal or plant, explain that you will help them write a sentence about why they would like to visit the ocean. Start the sentence by saying "I would like to visit the ocean because..." and encourage the students to finish the sentence. Depending on their readiness, students might dictate, copy, or write the label themselves. Affix the sentence onto the ocean backdrop (see **Advance Preparation**).
- Allow students to use various craft materials to add additional details to the mural after they have completed their plant or animal. Students might color the background, glue green paper on to represent sea grass, or draw other animals and plants directly onto the mural.

Teaching Tip

Examples of suggested crafts for ocean animals and plants have been provided in **Advance Preparation.** However, you may want to allow students to create other plants or animals using various craft supplies. Students might reference **Flip Book** illustrations and photographs as they choose a plant or animal to create.

Language Facilitation

Use the **expansion strategy** to expand on what students say by repeating the students' words in a more grown-up manner (e.g., Student: Swimming. Teacher: You want to visit the ocean so you can go swimming?").

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