

Erin Delger, Madison Leintz, Santana Schneider, Kayla Sailer, Stephanie Jennen  
**EDU 320**  
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**Grade:** 1st

**Unit Topic:** Oceans

**Course/Subject:** Interdisciplinary

**Approximate Time Required:** 2 weeks

### **1. Main Purpose of the Unit**

- a. The purpose of this unit is to make the students familiar with the sea life of the ocean.

### **2. Standards**

- a. Science:
  - i. **1.4.2.** Identify characteristics of living things (e.g., grow, sometimes reproduce, change, and die over time)
  - ii. **1.2.1.** Record and describe observations with pictures, numbers, or words
- b. Language/Reading:
  - i. **1.W.1** Write opinion pieces. a. Introduce the topic or name the book they are writing about. b. State an opinion. c. Supply a reason for the opinion. d. Provide some sense of closure.
  - ii. **1.RF.4** Read with sufficient accuracy and fluency to support comprehension. 8 a. Read grade level text with purpose and understanding. b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
  - iii. **1.RL.3** Describe characters, settings, and major events in a story, using key/supporting details.
- c. Math:
  - i. **1.MD.2** Demonstrate understanding that the length measurement of an object is the number of same-size length units that span the object with no gaps or overlaps. Measure and express the length of an object using whole non-standards units.
  - ii. **1.MD.4** Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
  - iii. **1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .
- d. Music: **4.8.2** Understand the interrelationship of music and other disciplines.

- e. Social Studies:
  - i. **3.5.2** Identify the seven continents, four oceans, and major nations of the world (i.e., United States, Canada, Mexico; e.g., China, Brazil, Russia).

### 3. Performance Objectives

- a. Science:
  - i. By the end of the unit, the student will be able to identify characteristics of marine life by exploring a specific marine animal.
  - ii. By the end of the unit, students will be able to record and describe observations with pictures, numbers, or words by drawing a picture, outlining characteristics, and writing a story of their marine animal's life cycle.
- b. Language/Reading:
  - i. By the end of the unit, students will be able to describe the details of a fish by completing a graphic organizer that incorporates the five senses.
  - ii. By the end of the unit, students will be able to explain their opinion about the ocean and ocean animals by writing an opinion piece.
  - iii. By the end of the unit, students will be able to demonstrate fluency by reading a short passage about a jellyfish.
  - iv. By the end of the unit, students will be able to describe character traits of the *Rainbow Fish* by placing positive traits on the board and negative on the floor (The Rainbow Fish).
  - v. By the end of the unit, students will be able to create a rainbow fish using tissue paper and tin foil.
- c. Math
  - i. By the end of the unit, students will be able to demonstrate measurement skills by measuring ocean animals using unit cubes.
  - ii. By the end of the unit, students will be able to classify Rainbow Goldfish by color, graph the goldfish, count how many in each category, and finally determine which categories have more/less/same (after reading Rainbow Fish).
  - iii. By the end of the unit, students will be able to determine their favorite ocean animal, then graph it to compare and contrast which animal is the most popular in the class, least popular, etc.
  - iv. By the end of the unit, students will be able to determine which section of fish contains more by counting, than circling more than, less than, or equal to.
- d. Music:
  - i. By the end of the unit, the students will be able to understand text (tone) painting and be able to perform an instrumental piece with a small group to represent a certain type of fish.
  - ii. By the end of the unit, students will be able to competently sing short pieces after reading through the lyrics and learning by ear (teacher sings and/or plays the part, students imitate) based on the picture they see on the board.

- iii. (Possible extension for the unit: The students will be able to put on a program for their families from scuba divers' perspectives and each student that is not a scuba diver will pick a fish to perform as for the program.)
- e. Social Studies:
  - i. By the end of the unit, the students will be able to compare where main bodies of water are located by placing stickers on maps provided; they will place the stickers where they see blue.
  - ii. By the end of the unit, students will be able to tell others that there are four main oceans, and the name of each by playing the online game all about the world.
  - iii. By the end of the unit, the students will model good citizenship through cleaning the swimming pool provided and deciding of the items inside which ones would be harmful for an ocean.
  - iv. By the end of the unit, students will be able to define the harm of littering to the ocean after reading the book *I Can Save The Ocean*.

#### **4. Content Outline**

- a. Science: Exploring Marine Life
  - i. Discovering the Ocean
  - ii. Exploring the Marine Life
  - iii. Focus in on Specific Marine Animals
  - iv. Understand the Life Cycle of Specific Marine Animals
- b. Language/Reading
  - i. Learn about descriptive words to help portray the ocean
  - ii. Learn about opinions
  - iii. Practice reading fluency
  - iv. Describe a character's traits
  - v. Create a rainbow fish
- c. Math
  - i. Sorting by color
  - ii. Creating a graphing
  - iii. Counting
  - iv. Compare and contrast numbers, more than, less than, equal to
  - v. Use unit cubes to measure
- d. Music:
  - i. Learning About Text (Tone) Painting
  - ii. Picking Instruments and Learning Rhythms
  - iii. Playing the Pieces
  - iv. Describe Pictures
  - v. Use Those Words to Create Lyrics
  - vi. Listen/Imitate Songs
  - vii. (Program: Pick Parts, Practice Individual Songs, Discuss/Create Costumes, Dress Rehearsals)

- e. Social Studies:
  - i. Locating water on a map
  - ii. Name the water
  - iii. Clean up the ocean
  - iv. Read a book on littering

## 5. Procedures and Activities

- a. Large-Group Exploration
  - i. Videos
  - ii. Virtual Reality
  - iii. Students on carpet sitting, taking turns getting up to mark on graph
  - iv. Counting graph as a full class
  - v. Practicing/Performing Instrumental Pieces
  - vi. Practicing/Performing Vocal Pieces
  - vii. Read *Under the Sea*
  - viii. Read *The Rainbow Fish*
  - ix. Identify character traits for *The Rainbow fish*
  - x. Describe the ocean using the five senses
  - xi. Describe colorful fish using the five senses
  - xii. Clean out the kiddie pool and determine which of the items harmful.
  - xiii. Play the all about the world geography game.
  - xiv. Read the book I Can Save The Ocean
- b. Small-Group Research
  - i. Search the Internet
  - ii. Dig Through Books
  - iii. Measuring using unit blocks
  - iv. Comparing & contrasting graphs using more than, less than, equal to
  - v. Different parts will work together (ex. Sopranos, Altos, Tenors for voice)
- c. Independent Practice
  - i. Drawing their Animal
  - ii. Outlining Characteristics of the Animal as a Living Thing
  - iii. Writing a Short Story Covering their Animal's Life Cycle
  - iv. Sorting rainbow goldfish
  - v. Creating a graph with the goldfish
  - vi. Comparing & contrasting graphs using more than, less than, equal to
  - vii. Practice their parts on their own and be able to perform all or a section of their part for the class
  - viii. Students will be writing an opinion paper about an ocean animal.
  - ix. One-on-one work with the student to check for reading fluency.
  - x. Creating *The Rainbow Fish* art project.
  - xi. Identifying water on the map.

## 6. Instructional Aides & Resources

- a. Science:
  - i. Ocean Videos
  - ii. Virtual Reality Goggles

- iii. Nonfiction Books (covering the ocean and marine life)
  - iv. Approved Websites
- b. Music:
  - i. Piano
  - ii. Pictures
  - iii. Instruments necessary for songs
- c. Social Studies:
  - i. The online game all about world geography
  - ii. Kiddie pool and any items I can find that would and would not be in the ocean
  - iii. Water
  - iv. Towels
  - v. Individual maps for each student
  - vi. Fish stickers
  - vii. The book I Can Save The Ocean
- d. Math
  - i. Unit cubes (measuring)
  - ii. Ocean animals printed (to measure)
  - iii. Pictures of ocean animals (used for graphing favorite animal)
  - iv. Rainbow Goldfish (used for small, individual graph)
  - v. Graphing paper (used for small individual graph)
  - vi. Markers (used for small graph)
  - vii. Large graph on large anchor chart paper with graph on it
- e. Language Arts
  - i. *The Rainbow Fish* book
  - ii. *Under the Sea* book
  - iii. Tin foil (*Rainbow Fish* art)
  - iv. Colorful tissue paper (*Rainbow Fish* art)
  - v. Construction Paper (*Rainbow Fish* art)
  - vi. Googley Eyes (*Rainbow Fish* art)
  - vii. Glue (*Rainbow Fish* art)
  - viii. Opinion paper worksheet
  - ix. Jellyfish fluency passage
  - x. Colorful fish cut outs with character traits listed on each fish
  - xi. "I Can Describe the Ocean" anchor chart
    - 1. Smell
    - 2. Taste
    - 3. Touch
    - 4. Sounds
    - 5. Looks

## 7. Assessment/Evaluation

- a. Science:
  - i. Student will draw a picture of their animal and label characteristics
  - ii. Student will write a short story of the animals life

- b. Music:
  - i. Students will play their parts for the class
  - ii. Each section will sing their part for the class
  - iii. Perform for their families
- c. Math
  - i. Students will color their graph as they eat their goldfish and turn in graph after they count
  - ii. Students will be filling out a worksheet as they measure that will be turned in
  - iii. Students will be doing an assessment with more than, less than, equal to where they will counting fish and deciding which is more than or less than
- d. Language Arts
  - i. Students will choose a fish and use descriptive words to complete a graphic organizer that includes all five senses.
  - ii. Students will write an opinion paper on a sea animal of their choice. They will be assessed on how well they can state their opinion.
  - iii. Students will be assessed on how fluently they can read a passage about a jellyfish.
  - iv. Students will be assessed on how much glue they use during the *Rainbow Fish* art project. Students should be using one small dot of glue for each piece of tissue paper and tin foil.
- e. Social Studies:
  - i. Students will be identifying the oceans or bodies of water on a map with fish stickers I will provide.
  - ii. Students as a class will identify the oceans and their names through playing the game all about world geography with my help.
  - iii. Sitting around a kiddie pool full of items found in the ocean and some not found in the ocean the students will identify the items that should be removed and why.
  - iv. I will read the book *I Can Save The Ocean* to the students to give them a stronger grasp on the effects of littering.