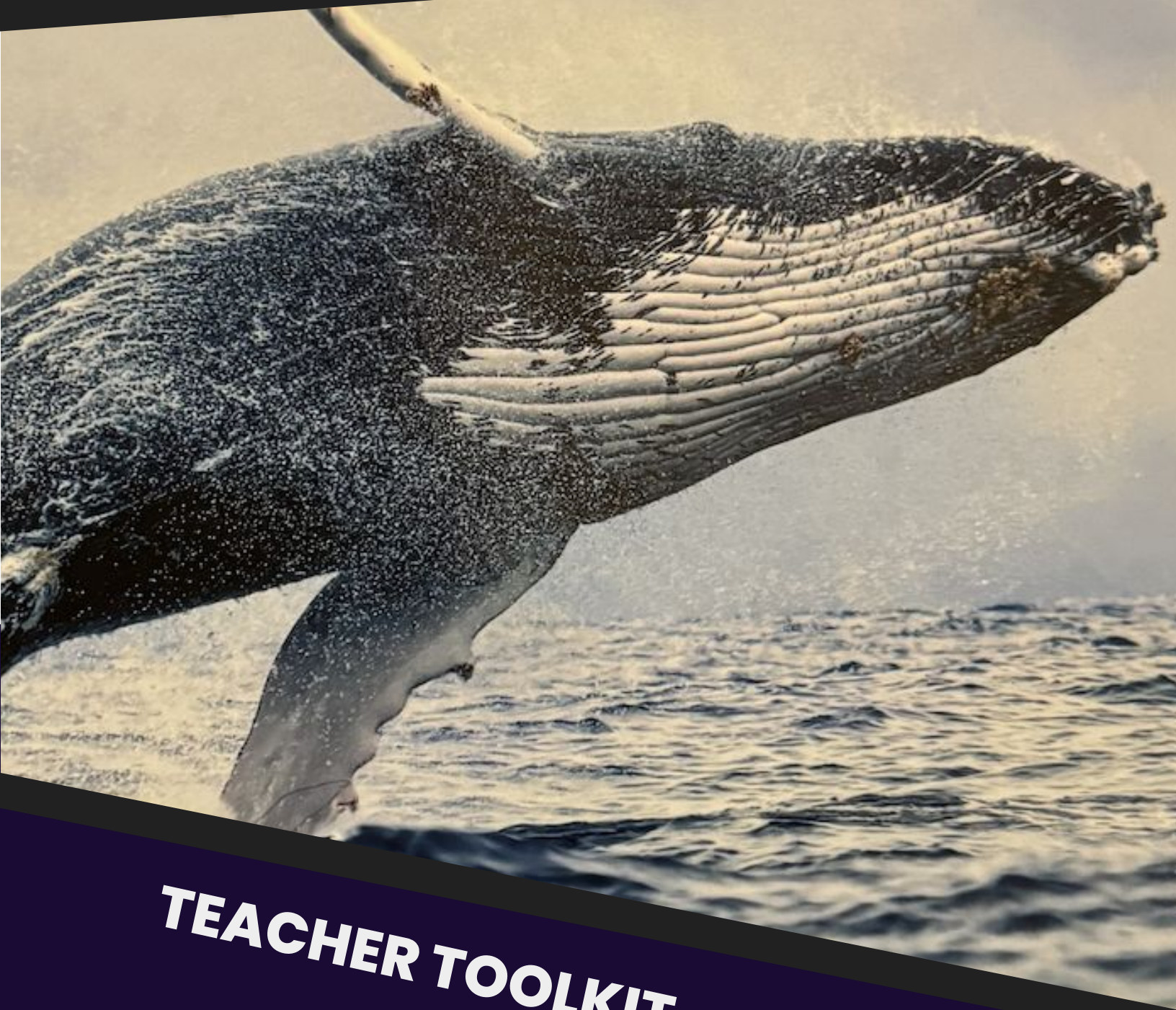




EXPLORING **Marine Animals**



TEACHER TOOLKIT



Marine Animals

TEACHER TOOLKIT

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Getting the Most out of the MARINE ANIMALS Teacher Toolkit

Welcome to the World of Words! The MARINE ANIMALS Teacher Toolkit was developed to facilitate children's natural instincts to learn about the world around them while building vocabulary and developing language, comprehension, and self-learning skills.

The Teacher Toolkit contains engaging lessons and activities that easily integrate into your classroom day.

How do the lessons work?

Each lesson is divided into a three-part conversation between you and your class. The Teacher Toolkit provides conversation prompts for you to follow through each section of the lesson.



PART 1: Talk Together

Talk Together:

The conversations during this time are designed to introduce and review concepts and vocabulary, pique children's interest in learning new information, and introduce the shared book.



PART 2: Read Together

Read Together:

The conversations during this time are focused around the shared reading book.



PART 3: Reflect Together

Reflect Together:

The conversations during this time are designed to reflect on what was read, develop background knowledge, and build understanding of the Big Ideas.

Getting the Most out of the MARINE ANIMALS Teacher Toolkit

Where can I find the Big Ideas, Learning Outcomes, and Vocabulary Words?

The At a Glance section is the foundation for the lessons in the unit. It starts by identifying the BIG IDEAS of science that children will be developing an understanding of during the unit. These cross-cutting themes of science focus on learning about life science, biology, physical science, and earth science. This learning builds the background knowledge and foundation for children's future learning.

Following the BIG IDEAS are the LEARNING OUTCOMES for the unit. These are specific concepts related to the topic that children will learn during the unit. The LEARNING OUTCOMES come from the BIG IDEAS.

The last part of the At a Glance section is the VOCABULARY section. The vocabulary words include words that are specific to the LEARNING OUTCOMES, as well as words that develop children's understanding of the BIG IDEAS. The vocabulary words have picture cards are featured with cameras.

What is the Curriculum Notes section on each lesson for?

The Curriculum Notes section holds additional information to guide and enrich lessons. These sections highlight the relevant book and picture cards for each lesson. There are also teaching strategies and tips included to further support implementation.

Exploring MARINE ANIMALS Teacher Toolkit

- Teacher Guide with lessons, hands-on activities, and family engagement activities
- A set of Picture Cards with definitions and teacher talk prompts on the back
- A learning poster featuring the Learning Outcomes for the unit
- 5 Books about MARINE ANIMALS
- Extension activities for the classroom
- A note and activity for families

What books come with the MARINE ANIMALS Teacher Toolkit?

A title list of the five books that come in the Teacher Toolkit is provided with the materials. The list identifies the type of text structure for each book as predictable (PB), narrative informational (NB), or informational (IB). Each lesson also has extension activities that teachers can incorporate throughout the unit and information and activities that can be sent to families.



Predictable

A predictable book repeats words, phrases, rhymes, or patterns that help children guess what will happen or be said next in the story.



Narrative Informational

A narrative informational book teaches real facts and information while also telling a story.



Informational

An informational book teaches children real facts and information about a topic.

Getting the Most out of the MARINE ANIMALS Teacher Toolkit

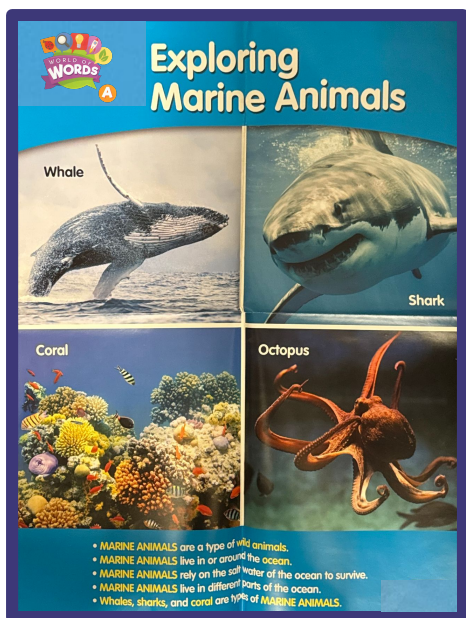
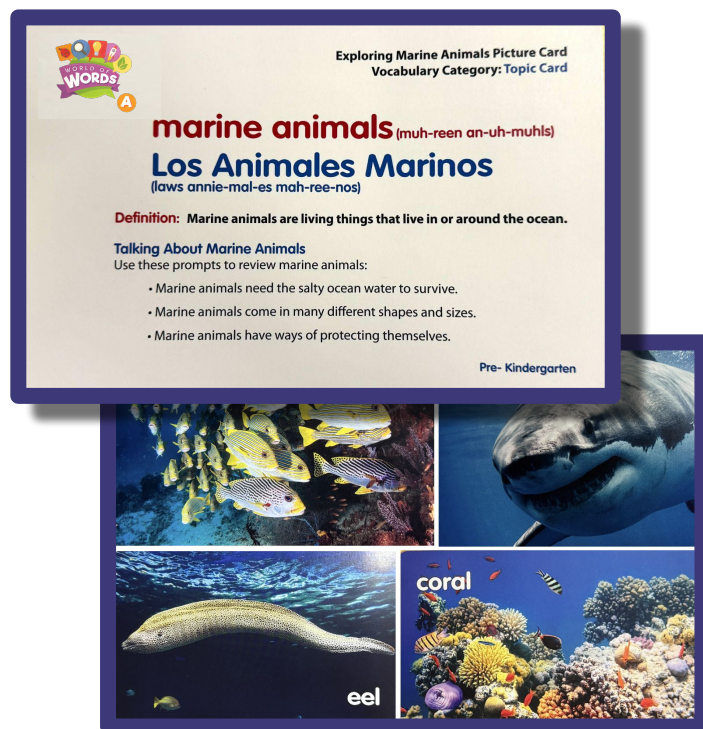
How do I use the Picture Cards?

Picture cards are used during every lesson. They are used to teach new information, as discussion prompts, and for activities. Using picture cards is an excellent Dual Language Learner strategy that builds the connections between verbal and visual skills.

The picture card words are selected from the vocabulary words for the unit. To identify which vocabulary words have picture cards, look for the camera icon beside the word.

The following information is given on the back of each picture card:

- The word and pronunciation guide in English and Spanish (Spanish words are in red)
- A child-friendly definition
- *Talking About* discussion prompts



How do I use the Learning Outcomes Poster?

The Learning Outcomes Poster should be displayed in the area where the children gather for lessons. During the unit, the poster is used for different lessons. The poster serves as an important visual cue for children to remember the science concepts that they are learning.

How long does it take to complete all of the lessons in the Teacher Toolkit?

The lessons in the unit are designed to be completed over a 2-3 week period. During this time, the children are engaged in whole group lessons led by the teacher. These lessons build background knowledge and vocabulary while teaching the unit's Learning Outcomes and Big Ideas.

During the unit and in the weeks following, we encourage teachers to engage children in the suggested Discover More! Extension Activities. These activities promote children's development of independent learning skills as they apply and extend what they learned during the lessons.

Getting the Most out of the MARINE ANIMALS Teacher Toolkit

How much time do I need to schedule for a lesson?

Each lesson takes about 12-15 minutes.

Are there take-home activities?

The Teacher Toolkit has two Family Engagement components. There is a Family WOW Refrigerator Note that tells families what topic their child will be reading about, provides the learning outcomes for the unit, and gives suggestions for ways they can support their child's learning.

There is also a family extension activity sheet that should be sent home at the end of the unit. These activities are for families to do together as a learning extension. During the activities, your children will share and celebrate what they have learned about the topic with their families. The refrigerator note and family extension activities are available in English and Spanish.

MARINE ANIMALS

Family Engagement Activities

Try these activities at home with your family to deepen your child's understanding about what they are learning about MARINE ANIMALS and have lots of fun:

Have an ocean family scavenger hunt: Have children find the following items around the house:

- Something soft like an octopus (ex: stuffed toy)
- Something hard like a sea turtle shell (ex: bowl)
- Something shiny like a fish (ex: fork)
- Something wiggly like a jelly fish (ex: scarf)
- Something with points like shark's teeth (ex: comb)
- Something that jumps like a dolphin (ex: ball)

WOW Refrigerator Note

WOW! We are reading and learning about marine animals right now. During the next few weeks, you can help your child by asking them about marine animals and helping them discover new things about marine animals. Talking about marine animals will reinforce what your child is learning in the classroom.

- Ask your child to tell you about the different types of marine animals and their habitats.
- Show them pictures of your favorite marine animals.
- Every few days, ask your child to tell you something new they've learned about marine animals.
- Go to the library and check out a book about marine animals. Read the book with your child, stopping to talk about the pictures.
- Try one of the activities on the next page.

Post this note on your refrigerator to remind you to talk about marine animals with your child.

Thanks!

 Stretch your arms wide and stay still.	 Float and wiggle gently.	 Clap and slide on your belly.	 Waddle and slide.	 Puff up your cheeks.
 SEASHELL Stay still and curl up.	 OCEAN WAVE Move your arms like waves.	 SEA HORSE Swim like a sea horse.	 MANTA RAY Glide like a manta ray.	 ORCA (KILLER WHALE) Swim and make a big splash.

What other resources do I need?

Your Teacher Toolkit includes all of the essential instructional tools for successful lessons. Some additional resources that can enhance instruction include:

- **Books:** Make a resource library of books about MARINE ANIMALS by gathering any books that you have in your classroom library and/or checking out additional books from the library. Use these books throughout the day to read aloud and for independent reading.
- **Videos:** Find websites about MARINE ANIMALS to share with children. The National Ocean Service site has a great kids section: <https://oceanservice.noaa.gov/kids/>
- **Music:** Put together a collection of songs and poems about MARINE ANIMALS. Singing a song or saying a poem about MARINE ANIMALS is a great way to start a lesson.
- **Art:** Print out pictures from the internet relating to MARINE ANIMALS. Have these pictures available for children to use during center times.

MARINE ANIMALS Teacher Toolkit AT A GLANCE



BIG IDEAS

The overarching science concepts children will learn:

- MARINE ANIMALS have life cycles.
- MARINE ANIMALS get their food, water, and shelter from their habitats.
- MARINE ANIMALS have ways of protecting themselves.



LEARNING OUTCOMES

In these lessons, children will learn that:

- MARINE ANIMALS are a type of wild animal.
- MARINE ANIMALS live in or around the ocean.
- MARINE ANIMALS rely on the salt water of the ocean to survive.
- MARINE ANIMALS live in different parts of the ocean.
- Whales, sharks, and coral are types of MARINE ANIMALS.

ABC

In the lessons, children will build vocabulary for:

(Vocabulary words with a camera icon have a picture card)

Words that relate to MARINE ANIMALS:

shark 

eel 

dolphin 

octopus 

coral 

anemone 

manatee 

whale 

crab 

sea otter 

Words that help us talk about MARINE ANIMALS:

aquarium

blubber

coast

Challenge Words:

bear 

hippo 

sheep 

seaweed 



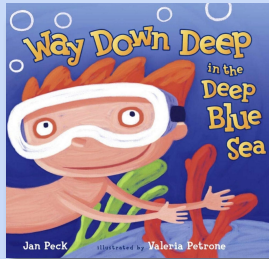
Getting the Most out of the MARINE ANIMALS Teacher Toolkit

LESSON PLANNER

Lesson 1

Week 1

Predictable



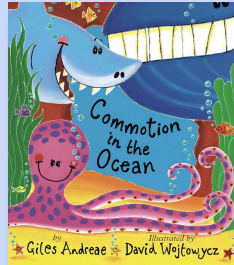
Way Down Deep in the Deep Blue Sea
by Jan Peck

Key Vocabulary:
shark, eel

Lesson 2

Week 1

Informational



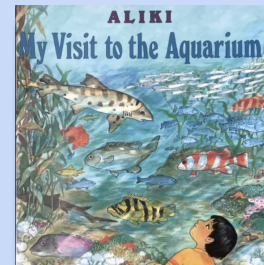
Commotion in the Ocean
by Giles Andreae

Key Vocabulary:
shark, eel, dolphin, octopus

Lesson 3

Week 2

Narrative Informational



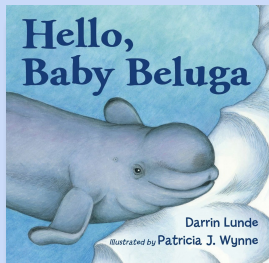
My Visit to the Aquarium
by Aliki

Key Vocabulary:
shark, eel, dolphin, octopus, coral, anemone

Lesson 4

Week 2

Informational



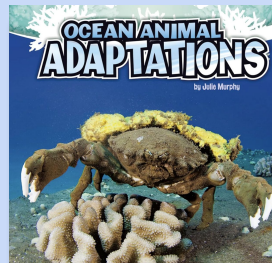
Hello, Baby Beluga
by Darrin Lunde

Key Vocabulary:
manatee, whale, challenge cards

Lesson 5

Week 2/3

Informational



Ocean Animal Adaptations
by Julie Murphy

Key Vocabulary:
crab, sea otter, challenge cards, all MARINE ANIMALS vocabulary

Lesson 6

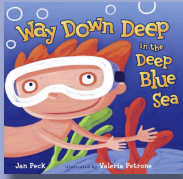
Week 3



Select three favorite MARINE ANIMALS books to reread this week with the children.

Revisit all MARINE ANIMALS vocabulary as you relate vocabulary to Big Ideas.

SHARED READING:



PICTURE CARDS:

- shark, eel

CURRICULUM NOTES

Talk together

Why this pattern of response? In this part of the lesson, you are helping children deepen their familiarity with the category and its properties. Call and response techniques can reinforce their understanding of those properties. It's important that these understandings be well established before asking children to talk about the category by using more open ended questions.

DID YOU KNOW?

Marine Animals

Not all MARINE ANIMALS are fish. For example, whales and dolphins are marine mammals that use lungs to breathe air. Unlike mammals, fish use their gills to absorb oxygen from the water.

Talk Together

Start today's lesson by saying: *Today we'll begin learning about MARINE ANIMALS. MARINE ANIMALS are animals that live in or around the ocean.*

Point to the picture card of the **EEL**. *Look at this picture of an eel. Eels are MARINE ANIMALS because they spend their whole lives in the ocean water. There are many different MARINE ANIMALS.*

Show the picture card of the **SHARK**. Point to the picture card and say: *Here is a picture of another MARINE ANIMAL: a shark. Notice that some MARINE ANIMALS are really large, like the shark, and some are really small.*

Introduce today's book by saying: *This book is about MARINE ANIMALS like the eel and the shark. Let's see if you can find these MARINE ANIMALS as we read together.*

Have the children look for the **SHARK** and other MARINE ANIMALS.

Read Together

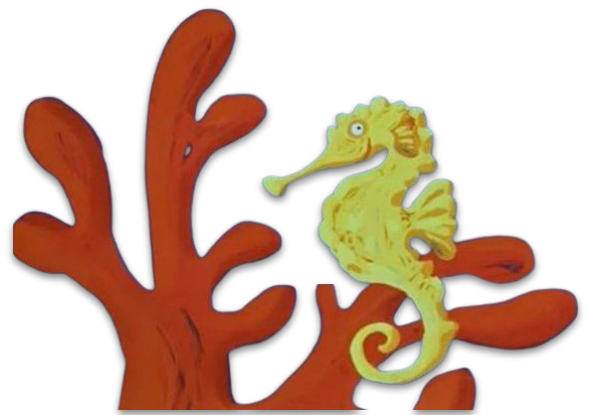
Read together the predictable book: *Way Down in the Deep Blue Sea*. Try not to stop too often, since the repeating phrase "There's a hole in the bottom of the sea" adds to the rhythm and cadence of the story.

Reflect Together

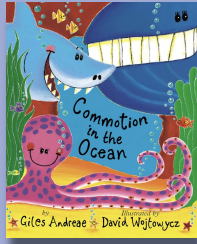
Say: *As the book showed us, there are many different types of MARINE ANIMALS that live in and around the ocean. Where do the eel and shark live?* [In the ocean.]

Show the picture cards of the EEL and the SHARK. Point to the picture cards and say: *MARINE ANIMALS, such as the eel and the shark, are living things that spend their whole lives in the ocean water where they eat, play, sleep, and swim.*

Reread *Way Down in the Deep Blue Sea* and name some of the MARINE ANIMALS from the story as you point to the pictures.



SHARED READING:



PICTURE CARDS:

- shark, eel, dolphin, octopus

CURRICULUM NOTES

Talk Together

This part of the lesson provides children with a focus on the category.

- Choral responses ensure that all children participate in an activity (expressive language).
- Yes/no and one-word answers let you know right away whether children understand the information you have taught them.
- For this reason, only present the information you want the children to recall.

Talk Together

Start today's lesson by saying: *Today, we're going to learn more about MARINE ANIMALS. An eel and a shark are both MARINE ANIMALS.*

Point to the picture card of the **DOLPHIN**. *Today we are going to meet some more MARINE ANIMALS. This playful MARINE ANIMAL is a dolphin. Dolphins are smooth, intelligent, and friendly animals that like to swim in groups.*

Show the picture card of the **OCTOPUS**. Point to the picture card and say: *This is an octopus. Even though it looks like a flowery plant, it is not a plant; it is a MARINE ANIMAL. The octopus looks very different from a dolphin. Octopuses and dolphins are both MARINE ANIMALS because they are both living animals that spend their whole lives in the ocean water, getting food directly from their ocean habitat.*

Introduce today's book by saying: *Our book today talks about how different MARINE ANIMALS live in the ocean. Let's see if you can find the dolphins and the octopuses.*

Read Together

Read together the predictable book: **Commotion in the Ocean**. Try not to stop too often on this first reading so that the children can hear the cadence of the story.

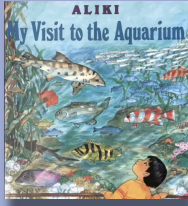
Reflect Together

Show the picture cards of the **DOLPHIN** and the **OCTOPUS** and say: *Dolphins give birth to live babies in the ocean. Some MARINE ANIMALS look like plants, like an octopus when it swims around, but they are not really plants, they are MARINE ANIMALS.*

Reread **Commotion in the Ocean** and review picture cards as time allows.



SHARED READING:



PICTURE CARDS:

- shark, eel, dolphin, octopus, coral, anemone

CURRICULUM NOTES

Reflect together

Why do it this way? Comparing and contrasting provides children with opportunities to discuss features of the MARINE ANIMALS they are learning about. Encourage children to make direct comparisons by discussing specific features of MARINE ANIMALS.

DID YOU KNOW?

Coral

Coral is not one big organism; it is made up of tiny creatures called polyps. Almost all coral are a colony of organisms. While most coral have a hard exoskeleton (the outside of their body), some are soft depending on where they live.

Talk Together

Start today's lesson by saying: *We're learning all about MARINE ANIMALS and some of the place where we might watch or observe them.*

Show the picture card of the **CORAL**. Point to the picture card and say: *This is coral. Coral looks like a colorful rock or a plant, but NO! Coral is a MARINE ANIMAL. It spends its entire life in the ocean, typically in the shallow, sunlit waters closer to the coast. It gets its food from the ocean.*

Show the picture card of the **ANEMONE**. Point to the picture and say: *Does this look like a MARINE ANIMAL? It is an anemone. Although it looks like a flower, it is actually a MARINE ANIMAL. Its 'petals' are like arms called tentacles.*

Say: *Where could you go to observe MARINE ANIMALS? Some people go to the coast, where the land meets the ocean, to watch MARINE ANIMALS that live near the coast. Some go to an aquarium, which is a home for some MARINE ANIMALS. An aquarium often has tanks for us to see how animals live. All MARINE ANIMALS need a certain type of habitat or home. The habitat has to be just the right temperature and have the right kind of food for each animal.*

Introduce today's book by saying: *Today's book is about visiting an aquarium. Let's look for the MARINE ANIMALS that we have discussed before.*

Read Together

Read together the narrative informational book: *My Visit to the Aquarium*. As you read, stop and ask: *What MARINE ANIMALS look like a rock or a flower?* [Coral and sea anemone] *What types of animals love to leap, dive, whistle, and splash?* [Whales and dolphins]

Reflect Together

Make comparisons and contrasts. Show the picture cards and ask:

How are a shark and an octopus alike?

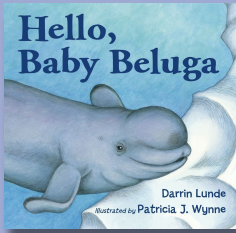
[They both look slippery. They both eat smaller MARINE ANIMALS.]

How are an anemone and a dolphin different?

[An anemone looks like a flowery plant and a dolphin doesn't.]

Continue to compare and contrast other MARINE ANIMALS from today's book as time allows.

SHARED READING:



PICTURE CARDS:

- manatee, whale, all picture cards used in prior lessons, and challenge cards

CURRICULUM NOTES

Read Together

Non-Fiction Texts: With most non-fiction books, you are able to select just a few pages to read without losing meaning. As you read, consider text features such as captions, fact bars, and graphs that connect to the text set vocabulary and concepts. Not all the text must be read during the lesson.

DID YOU KNOW?

Sharks and Whales

Sharks are fish. They use gills to absorb oxygen from the water. Whales are mammals. Whales use lungs to breathe like humans. Whales can't get oxygen from the water like sharks can.

Talk Together

Show the picture cards from prior lessons and say: *We've been learning about different MARINE ANIMALS. Tell me what you remember about MARINE ANIMALS.*

Make sure all the key concepts listed on pg. 7 are covered.

Show the picture cards of the **MANATEE**. Point to the picture card and say: *This is a manatee. It lives in the warm ocean water along the coast. Manatees eat seaweed and seagrass, which are plants that live in the water. How do you know it's a MARINE ANIMAL?*

Show the picture card of the **WHALE**. Point to the picture card and say: *This is a whale. Some MARINE ANIMALS, like whales and dolphins, store their food in something called blubber, which keeps them warm in cold ocean water. Whales need blubber. The manatee doesn't need blubber because it stays in warmer water around the coast.*

Introduce today's book by saying: *Our book today is about a baby beluga which is a type of whale that live in the ocean. It might look like a manatee, but it's a whale. As we read, think about why they are called MARINE ANIMALS.*

Read Together

Read together the informational book: **Hello, Baby Beluga**. Throughout the reading, stop and ask the children questions about the text: *How do you think this type of whale stays warm in very cold temperatures? How does the whale relate to other fish?*

Reflect Together

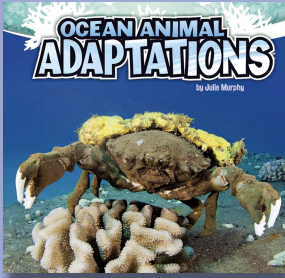
Time for a challenge: Mix and display all the picture cards (including the challenge cards) and say: *Let's play a game. I'm going to hold up a picture, and you will need to tell me whether the animal is a MARINE ANIMAL or not You'll have to think hard about what you've learned about MARINE ANIMALS. Ready? Let's go.*

Hold up the picture card of the BEAR. Point to the picture card and say: *Is a bear a MARINE ANIMAL?*

Elicit responses and encourage children to give you a rationale using the key concepts listed earlier.

Continue using the challenge cards - **HIPPO, SHEEP, and SEAWEED** - as well as picture cards from past lessons.

SHARED READING:



PICTURE CARDS:

- crab, sea otter, all picture cards used in prior lessons, and challenge cards

CURRICULUM NOTES

Read together

To support your DLL children, provide them with physical access to the text. Invite students to come up and interact with texts when responding to questions.

DID YOU KNOW?

Crabs

- Even though crabs crawl outside the water, they have gills like fish!
- Crabs have ten legs, two of which are their claws.
- Crabs are herbivores; they only eat plants.

Talk Together

Start today's lesson by displaying the picture cards from prior lessons and saying: *We've been learning a lot about MARINE ANIMALS which are wild animals that live in or around the ocean. Tell me what you remember about MARINE ANIMALS.*

Point to the picture card of the **CRAB** and say: *A crab is a MARINE ANIMAL with a hard shell, ten legs, and claws. It lives mostly near the shore.*

Point to the picture card of the **SEA OTTER** and say: *This is a sea otter. It is a MARINE ANIMAL with fur and webbed feet. Often sea otters are found floating on their backs in groups so they won't drift away.*

Introduce today's book by saying: *The book for today is about the characteristics of a variety of MARINE ANIMALS.*

Read Together

Read together the informational book: **Ocean Animal Adaptations**. Have the children share what they already know about the particular MARINE ANIMALS; use the information in the text as a springboard to additional information the children might want to contribute.

Reflect Together

Say: *Let's talk about what we have learned about MARINE ANIMALS: How do MARINE ANIMALS protect themselves? How do they take care of their young? Is it similar to or different from other animals, such as pets? Can you describe your favorite MARINE ANIMAL?*

Say: *On your paper, draw a picture that shows something you have learned about MARINE ANIMALS.*

Encourage children to summarize what they know by drawing a picture or writing ('driting') about their favorite MARINE ANIMAL. Allow the children to share their drawings with others and talk about what they learned.

Have all the books from this unit available for the children to view independently if they desire.

Review all of the MARINE ANIMALS picture cards as time allows.



SHARED READING:



CURRICULUM NOTES

Reflect together

Prompt children to explain their thinking. Children's attempts to further explain their ideas can support both language and reasoning skill development.

Consider showing your class one of SciShow's videos: *Life as a Sea Cow* or *Check Out the Great Barrier Reef* which are available on Youtube. Providing children with diverse ways of interacting with content allows them more opportunities to internalize the material. You may incorporate this into the lesson or use the video as an extension activity.



Talk Together

Keep the books, the picture cards, and the students' writings/drawings about MARINE ANIMALS on display in the classroom.

Say: *Let's revisit what we've learned about MARINE ANIMALS.*

What can you tell me about MARINE ANIMALS?

[Encourage the children to revisit the vocabulary and key concepts, relating them to the Big Ideas.]

Revisit the books by saying: *Let's select three of our favorite MARINE ANIMALS books to reread this week. Which book would you like us to read today? What do you recall about MARINE ANIMALS from this book?*

[Allow the children to select the daily books to reflect, recall, and reread.]

Read Together

Read the selected book(s). Discuss the books together as you use the text to make connections to the Big Ideas listed on pg. 7.

Reflect Together

Ask the following questions to deepen children's understanding of MARINE ANIMALS:

Life cycles: *What different life cycles of MARINE ANIMALS were discussed in our books?*

[Encourage the children to draw pictures of the life cycles of different kinds of MARINE ANIMALS from the text.]

Habitats/basic needs: *What are the basic needs of all living things? How do the habitats of different MARINE ANIMALS meet the specific needs of those animals?*

Protection: *What are some ways MARINE ANIMALS protect themselves?*

[Camouflage, moves quickly, squirts ink, uses sharp teeth, communicates in the water with echoes, bodies have blubber to insulate them in cold water, etc.]

Ask: *How is a MARINE ANIMAL different from a non-MARINE ANIMAL? How do different MARINE ANIMALS interact with other living things when they're in the same environment? How do humans help MARINE ANIMALS and how do humans hurt them?*

[Encourage further exploration of MARINE ANIMALS with home/school connections.]

Resources

Fun Facts About Marine Animals

Discover More! Extension Activities

- Circle Time
- Dramatic Play
- Art Center
- Book Nook
- Science and Discovery Center
- Math Center



Home Connection

- Family Extension Activity
- WOW! Refrigerator Note



Fun Facts About Marine Animals

Oceans cover two-thirds of our planet and they are home to many marine animals. Like all living things, marine animals have life cycles and ways to protect themselves. Each marine animal lives in a different type of habitat in or around an ocean. They rely on the salt water of the ocean to survive.

How do marine animals protect themselves?

Size: The size of some marine animals helps them protect themselves because they have no natural predators. Animals of this size include adult whales, sharks, and manatees. The young of larger marine animals are often nurtured by their parents until they are big enough to protect themselves.

Numbers: Many marine animals use numbers to protect themselves from predators. Schools of fish are an example of marine animals that use numbers for protection.



Camouflage and Mimicry: Some marine animals use mimicry or camouflage to protect themselves, by blending in with their surroundings. Sea horses mimic coral, and an octopus can change color and skin patterns.

Toxins and Other Deterrents: Many types of marine animals use toxins to repel predators. Jellyfish use stinging tentacles, and puffer fish use toxins to help protect themselves. Most of the animals that use toxins and other deterrents also use this ability to capture prey.

Shells and Other Forms of Armor: Some marine animals have shells that protect them. Crabs and lobsters have shells along with claws that help fend off predators.

Ocean habitats:

Temperature, ocean depth, and distance from the shore determine the types of marine animals living in different areas of the ocean, also known as habitats.

Coral reefs are a type of habitat found in the ocean. They provide food and shelter to many kinds of marine animals such as sea horses, clownfish, and sea turtles. Corals are animals. They grab food from the water using tiny, tentacle-like arms.

Kelp forests along the shoreline also provide food and shelter to many marine animals such as sea lions, whales, and birds.

Top Predators of the Ocean:

Orca: These whales eat larger prey such as seals, walruses, and even penguins.

Great White Sharks: These are perhaps the most well-known of the ocean predators. They can grow up to 20 feet long and can be found in oceans all over the world. They will eat nearly anything, including birds, sea turtles, seals, whales, dolphins, and fish.

Discover More! Marine Animals Extension Activities

The WOW vocabulary lessons introduce children to new concepts and build vocabulary and background knowledge. Throughout the unit, use these activities with children in small groups during center times to further engage with the topic and synthesize their learning. The open-ended activities provided in this section encourage children to personalize their learning and make it their own.

Circle Time



Circle Time Activities

Here are some activities that can be done during whole class meetings to connect to MARINE ANIMALS to further immerse children in their learning:

Ocean Animal Guessing Game: Give clues (“I have 8 arms...”) and have children guess the animal. Use vocabulary from the cards to help children connect to their learning.

Movement Imitation: For movement breaks, have children swim like a fish, crawl like a crab, glide like a stingray, etc. to encourage learning through play, which is so essential for preschoolers.

Ocean Songs & Rhymes: Sing songs like “Baby Shark” or “The Goldfish Song” by Laurie Berkner and let children dance!

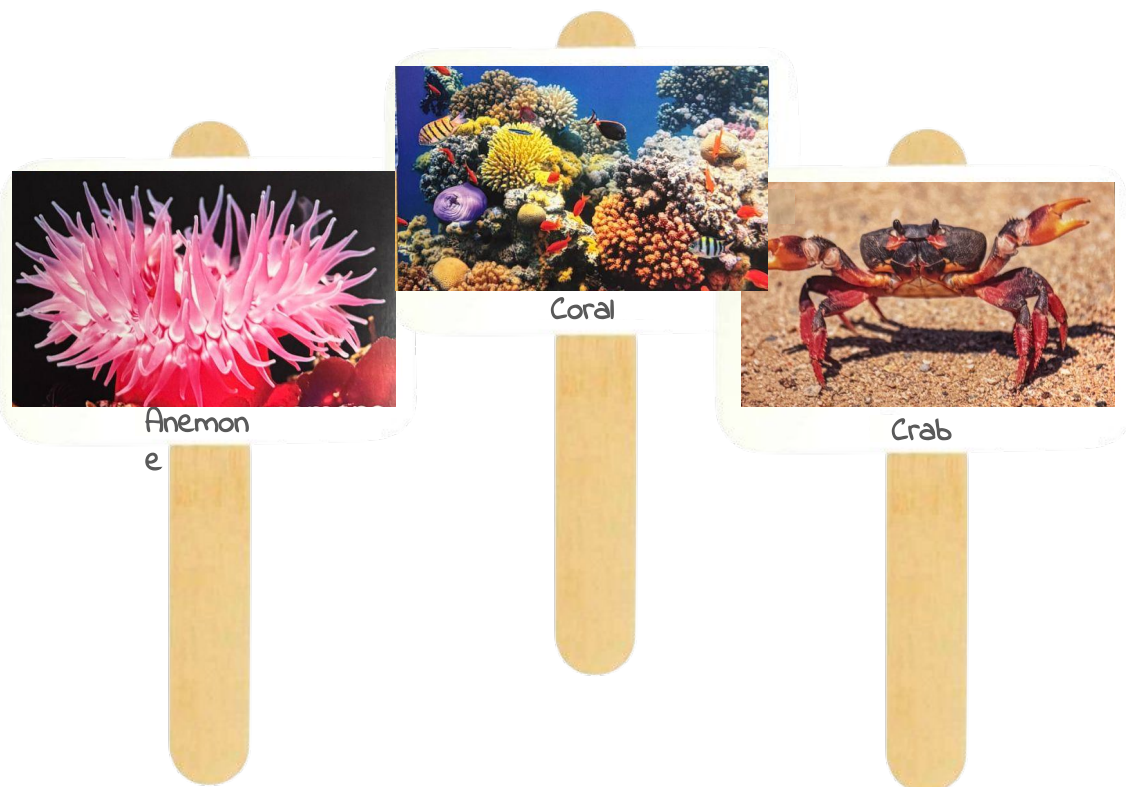
Discover More! Marine Animals Extension Activities

Dramatic Play

Dramatic play is one of the most powerful learning tools for preschoolers, as it allows children to explore real-world roles and situations in a safe, imaginative way, building language, social skills, and creative thinking all at once. When children pretend, they practice cooperation, problem-solving, and empathy — skills that form the foundation for success both in school and in life. Here are some dramatic play activities for this unit:

Popsicle Stick Puppets: Create Popsicle stick puppets (like the ones below) or have children create the puppets (using index cards for children to draw their picture, glue, and sticks) to provide an opportunity for children to use them for pretend play and strengthen their vocabulary about seasons. Teacher-made puppets can model ideas and support lessons, while puppets created by the children can provide a more hands-on learning experience that promotes imagination, independence, and engagement.

Pretend Vet or Marine Biologist Office: Turn the dramatic play area into a veterinarian's or marine biologist's office. Have marine animal puppets or stuffed animals for the children to engage with. You can place a bucket of toy fish and dried seaweed in the play area so the animals may be fed. For a vet office, use the tools in a vet or doctor's kit as tools for children to examine the stuffed animals. Place clipboards, paper, and writing utensils in the area so the veterinarians may write up their visit notes. Have black paper and white crayons available for children to make x-rays.



Discover More! Marine Animals Extension Activities

Art Center

Art helps preschoolers learn by engaging their hands and minds at the same time. Perhaps most importantly, art gives young children a powerful way to express their feelings and tell their stories, supporting both emotional development and early literacy. Teachers can record children's words about their art so even the youngest children can write stories.



Art Center Activities

Paper Plate Jellyfish: Paint plates and add yarn tentacles. Once they are dry, children use the jellyfish for dramatic play and pretend they are gliding through the ocean.

Fish Printing: Use sponges or cut potatoes shaped like fish for stamping. Children can create a special underwater scene with their fish.

Ocean Scene Collage: Use blue paper, tissue paper waves, sand, and cut-out sea animals to create an ocean collage. Let children share their collage, naming some of the cut-out animals and ocean-related words with the larger group. Talking about their favorite ocean animals further reinforces their vocabulary and oral language.

Bubble Wrap Painting: Help children press bubble wrap dipped in paint to create "underwater texture." Children can orally create an underwater story to go along with their painting that teachers can transcribe.

Discover More! Marine Animals Extension Activities

Book Nook



Book Nook Activities

Books are essential for preschoolers because they build vocabulary, spark imagination, and lay the foundation for reading success. Books, furthermore, create meaningful moments of connection between children and the adults who read with them. Make a special book basket filled with books about the unit's topic to keep in your book nook that children can look at throughout the unit.

Story Theater: As you read one of the marine animals books, have children act out the motions and have a story theater. Teachers can also have children take turns acting out each page while the rest of group acts as the audience.

Book Charades: Let children take turns pretending to be different marine animals from the book and the rest of the group can be the guessers.

Discover More! Marine Animals Extension Activities

Science and Discovery Center

Science and Discovery Activities

Science is vital for preschoolers because it nurtures their natural curiosity about the world, teaching them to observe, question, and explore in ways that build critical thinking skills they will use throughout their lives. Putting activities and materials in your Science and Discovery Center that relate to the unit gives children the chance to work independently and discover more about what they have been reading about.



Ocean Sensory Bin: Make a sensory bin in the water table using water, sand, shells, scoops, and toy animals. Sensory bins are an amazing tool that help preschoolers develop cognitive skills through their exploration and fine motor skills through their play. Social skills and language development are enhanced by conversation that occurs naturally around the bin. Teachers can help facilitate these conversations.

Blubber Experiment: Have children put one hand in a plastic bag with shortening (or butter) inside another bag. Ask children to dip both hands in cold water (one protected, one not). Talk about how whales and seals stay warm in cold oceans.

Discover More! Marine Animals Extension Activities

Math Center

Math activities are essential for preschoolers because they build critical thinking and problem-solving skills while teaching foundational concepts like counting, patterns, and shapes that prepare children for future academic success.



Math Activities

Puzzles: Puzzles are a great way to enhance geometry skills. Find puzzles of marine animals (e.g. whale, dolphin, or manatee) that children can put together. Encourage children to name the animals and teachers can label their body parts (flippers, fins, gills, etc.).

Measurement: Explore the length of a whale with children. Use a piece of rope cut to the length of a whale (about 100 feet). Children can extend the rope and explore how long a whale can be. They can lie next to the rope to see how long they are compared to a whale's body. You might see how many times the children in the class would have to lie end to end to be as long as a whale.

Sorting: Have children sort plastic animal figurines. Children can sort the animals to identify which are marine animals and which are not. You might mix in farm animals, wild animals, or pets to be sorted from marine animals.



WOW Refrigerator Note

WOW! We are reading and learning about marine animals right now. During the next few weeks, you can help your child by asking them about marine animals and helping them discover new things about marine animals. Talking about marine animals will reinforce what your child is learning in the classroom.

- Ask your child to tell you about the different types of marine animals and their habitats.
- Show them pictures of your favorite marine animals.
- Every few days, ask your child to tell you something new they've learned about marine animals.
- Go to the library and check out a book about marine animals. Read the book with your child, stopping to talk about the pictures.
- Try one of the activities on the next page.

Post this note on your refrigerator to remind you to talk about marine animals with your child.

Thanks!



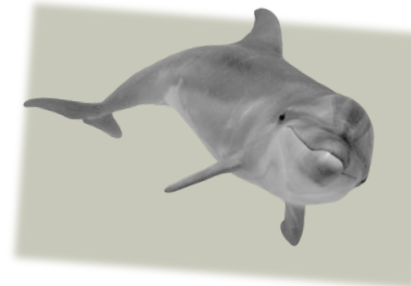
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WOW Notas para el Refrigerador

WOW! En este momento, estamos leyendo y aprendiendo sobre los animales marinos. Durante las próximas semanas, usted puede ayudar a su hijo preguntándole sobre los animales marinos y ayudándole a descubrir cosas nuevas acerca de ellos. Conversar sobre los animales marinos reforzará lo que su hijo está aprendiendo en el aula.

- Pídele a tu hijo que te hable sobre los diferentes tipos de animales marinos y sus hábitats
- Muéstrales fotos tus animales marinos favoritos.
- Cada ciertos días, pídele a tu hijo que te cuente algo nuevo que haya aprendido sobre los animales marinos.
- Ve a la biblioteca y saca un libro sobre animales marinos. Lee el libro con tu hijo, deteniéndote para hablar sobre las ilustraciones.
- Prueba las actividades de la página siguiente.

Pega esta nota en tu refrigerador para recordarte hablar sobre los animales marinos con tu hijo.

¡gracias!



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Marine Animals

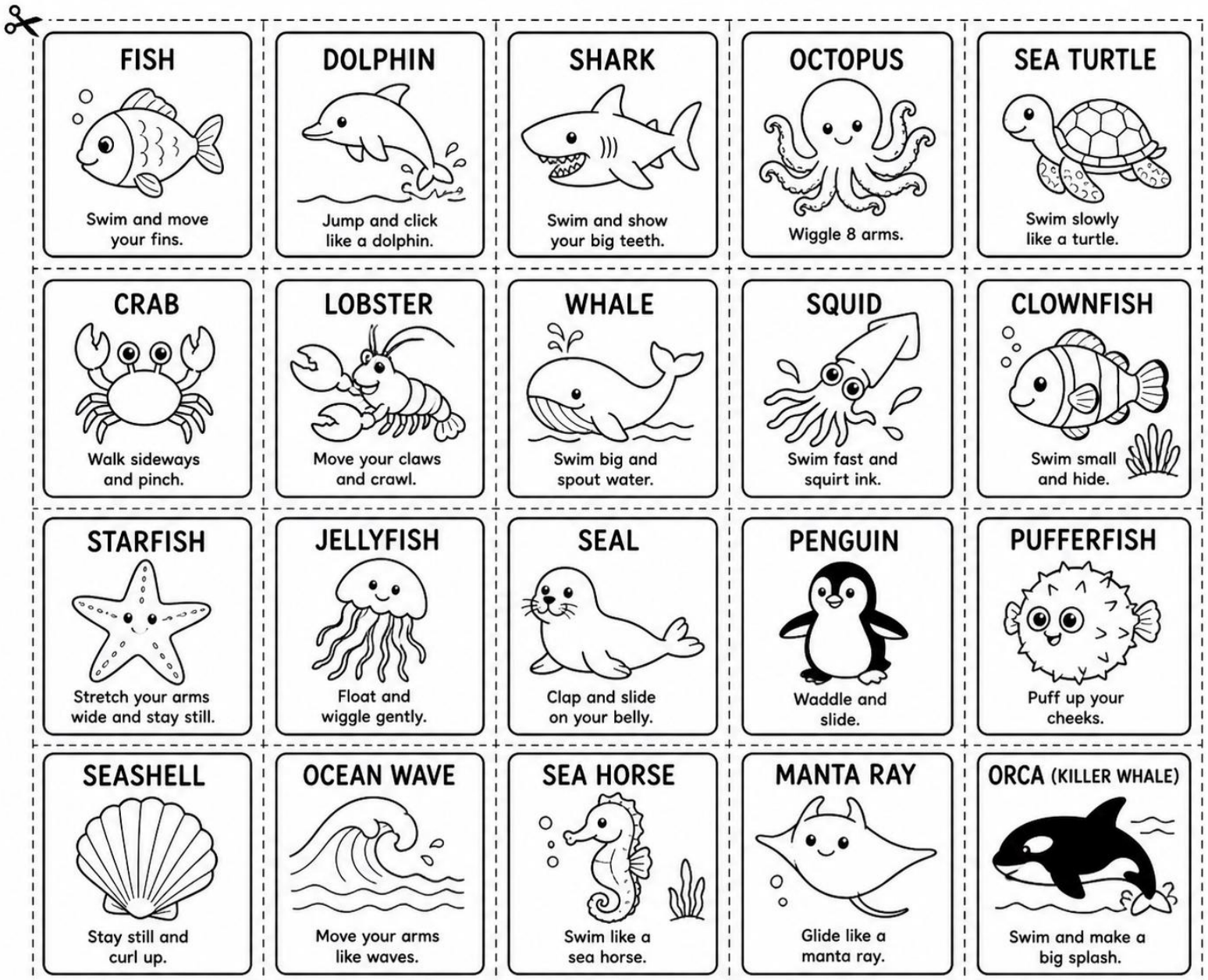
Family Engagement Activities

Try these activities at home with your family to deepen your child's understanding about what they are learning about MARINE ANIMALS and have lots of fun:

 **Have an ocean family scavenger hunt:** Have children find the following items around the house:

- Something soft like an octopus (ex: stuffed toy)
- Something hard like a sea turtle shell (ex: bowl)
- Something shiny like a fish (ex: fork)
- Something wiggly like a jellyfish (ex: scarf)
- Something with points like shark's teeth (ex: comb)
- Something that jumps like a dolphin (ex: ball)

 **Play Marine Animals Charades:** Cut out the cards and have a family member pick one and act out the animal while other family members try to guess what it is.



Animales Marinos

Actividades de Participación Familiar

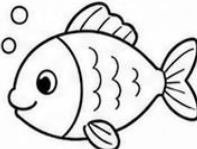
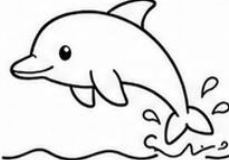
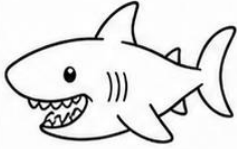
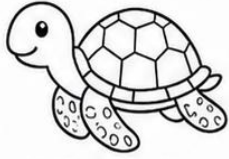
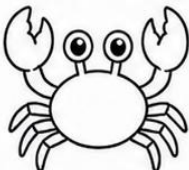
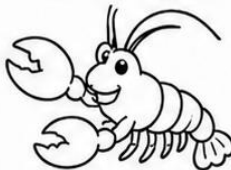
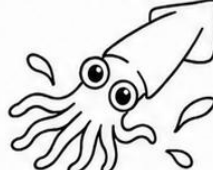
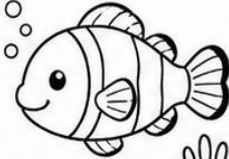
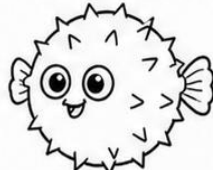
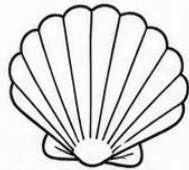
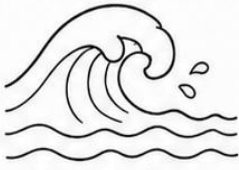
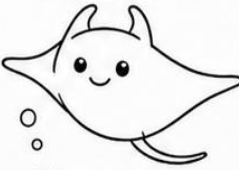
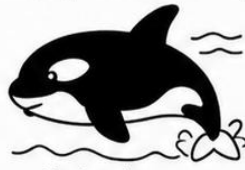
Prueben estas actividades en casa con su familia para profundizar la comprensión de su hijo sobre lo que está aprendiendo acerca de los ANIMALES MARINOS y, ¡diviértanse mucho!

 **Organicen una búsqueda del tesoro oceánica en familia:** Pida a los niños que encuentren los siguientes objetos por la casa:

- Algo suave como un pulpo (ej: un peluche)
- Algo duro como el caparazón de una tortuga marina (ej: un tazón)
- Algo brillante como un pez (ej: un tenedor)
- Algo ondulante como una medusa (ej: una bufanda)
- Algo con puntas como los dientes de un tiburón (ej: un peine)
- Algo que salte como un delfín (ej: una pelota)

 **Jueguen a la mímica de animales marinos:** Recorten las tarjetas y pidan a un miembro de la familia que elija una y represente al animal, mientras los demás miembros de la familia intentan adivinar de cuál se trata.



PEZ  Nada y mueve tus aletas.	DELFIN  Salta y haz clic como un delfín.	TIBURÓN  Nada y muestra tus dientes grandes.	PULPO  Mueve tus 8 brazos.	TORTUGA MARINA  Nada despacio como una tortuga.
CANGREJO  Camina de lado y pellizca.	LANGOSTA  Mueve tus pinzas y camina.	BALLENA  Nada grande y lanza agua.	CALAMAR  Nada rápido y lanza tinta.	PEZ PAYASO  Nada pequeño y escóndete.
ESTRELLA DE MAR  Extiende tus brazos y quédate quieto.	MEDUSA  Flota y muévete suavemente.	FOCA  Aplauda y deslízate sobre tu barriga.	PINGÜINO  Camina como pingüino y deslízate.	PEZ GLOBO  Infla tus mejillas.
CONCHA  Quédate quieto y enróllate.	OLA DEL MAR  Mueve tus brazos como olas.	CABALLITO DE MAR  Nada como un caballito de mar.	RAYA MANTA  Planea como una raya manta.	ORCA (BALLENA ASESINA)  Nada y haz un gran chapoteo.



WoW Topics

Pre-Kindergarten

Wild Animals

Marine Animals

Seasons

Pets

Healthy Foods

Exercise

Susan B. Neuman is a Professor of Teaching and Learning at New York University, specializing in teacher education and early literacy development. Previously, she was a Professor at the University of Michigan and has served as the U.S. Assistant Secretary for Elementary and Secondary Education.



In her role as Assistant Secretary, she established the Early Reading First Program and the Early Childhood Educator Professional Development Program, and she was responsible for all activities in Title I of the Elementary and Secondary Act. She has served on the IRA Board of Directors (2001 - 2003) and numerous boards of nonprofit organizations. She is past Editor of Reading Research Quarterly, the most prestigious journal in reading research. Her research and teaching interests include early childhood policy, curriculum, and early reading instruction, Pre-K - Grade 3 for children who live in poverty. Neuman has received two lifetime achievement awards for research in literacy development and is a Fellow of the American Educational Research Association. She has written over 100 articles and authored and edited 11 books.