

LESSON PLAN

1

Skills: geography, mapping, visual perception

Preparation: obtain a map of the world and a globe

Materials: poster paper, writing materials, construction paper

Resources: *Wonders of the Sea*, by Louis Sabin; *The Seashore First Discovery Book*, Gallimard Jeunesse

Words with Special

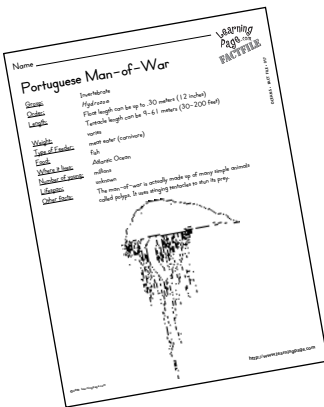
Meanings

oceans: the great bodies of salt water that cover 71% of the Earth

Funsheets: Grade 1 Science 3; Grade 2, Science 1, 2

Tips: Point out the oceans, continents and countries that border them on a map of the world.

Mention to students that the Atlantic is shaped like the letter "S;" the Pacific, "O;" the Indian, upside-down "V;" Arctic and Antarctic, "O."



Unit Objective: Students will develop an awareness of oceans through activities featuring marine life (undersea and seashore) and physical, geographical and environmental aspects of oceans. Students will be able to point out the five oceans on a map or globe.

Introduction: If your school is located at a distance from a coast, ask the class if they've been to the ocean. Then ask, "What is an ocean? What do you know about the ocean?" Consider all answers, prompt if necessary. Ask, "What would you like to know about oceans?" List these items on a sheet of butcher paper displayed on the wall. Keep it there to refer to throughout the unit.

Read: *Wonders of the Sea*

Procedure:

1. Begin the discussion by showing the class a large globe. Ask, "Where are the oceans of the world? How do we know which are the oceans on the globe?"
2. Name the oceans and point to them on the globe. Also refer to them on a large wall map.
3. "As you look at the globe, can you estimate how much of the Earth is covered by oceans?" Note where the equator lies; what do you notice about the water north of the equator and the water south of the equator? (N: 1.5x as much water as land; S: 4x as much water as land.)
4. Divide the class into five sections and have each of them take an ocean. Have the groups independently find out facts about their oceans and be able to tell the rest of the class about them.

Further Possibilities: Locate your area on a map and ask students to locate the nearest ocean, bay, harbor, sea, island. Have these words on the board or on displayed word cards. They can practice writing these words in their Journals. Using the colors they see on the maps and globe, have students draw a map showing their state and the closest ocean.

Book Arts: For detailed instructions on how to make an Oceans Journal, see *Dinosaurs, Grade Preschool-K, Lesson 2*, and *Dinosaurs, Grade 1-2, Lesson 2*; the shape could be an ocean animal, plant, shell, or boat and the Oceans Journal could be used for creative writing, spelling practice, and drawing. See *Grade Preschool-K, Lesson 9*, for further book ideas.

Oceans Learning Center: Shop second-hand and thrift shops for old *Natural History*, *National Geographic*, *Smithsonian*, *Discover*, *Falcon*, and *Ranger Rick* magazines; use as examples of animals and their habitats, and cut up to make collages and for other art activities. Leave these in the Oceans Learning Center.

***FACT FILES:** Copy the Learning Page Fact Files and distribute with a colored pocket folder. Give students time to organize the pages and decorate the covers. As an introduction to the Unit, look at the Fact Files, page by page, reading the information slowly as students follow with their eyes and fingers.