<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>Key:</strong> <strong>(*)</strong> activities driven by assessment data / (B) is differentiation for beginning learners/ (L) is differentiation for later learners</td>
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### Essential Questions:
- What is an aquarium? What animals can live in the aquarium? What is the sea/ocean? What types of animals live under the sea?

### Field Trip to New York Aquarium
- **Instructional Objective:** SWBAT identify animals that live under the sea and those that do not throughout the daily routine, CWBAT describe differences between sea animals and land animals and why these differences are important.
- **Standard(s):** NJS: Math 4.4.3 Science 5.2
- **Materials:** Field trip information, schedule, supplies for write-up
- **Activity:** SWBAT create an ocean bottle by recalling the animals and items that can be found under the sea.

### L Write words for their aquarium
- **Instructional Objective:** SWBAT recall previous experiences with sea animals and relate them to new ones.
- **Materials:** book Swimmy by Leo Lionni, paper, writing tools
- **Activity:** Read the book Swimmy by Leo Lionni. Discuss the story and how all the little fish worked together so that they could swim in the ocean safely without being eaten by the big fish. Discuss the different aspects of the sea and the types of sea creatures seen throughout the story. Ask questions that require the children to recall their previous experiences with the sea and sea animals.

### B. provide pictures of aquarium
- **Instructional Objective:** SWBAT create an ocean bottle by recalling the animals and items that can be found under the sea.
- **Materials:** book, empty water bottles, blue food coloring, glitter, pebbles, sand, funnels
- **Activity:** Take a picture walk through the book Over in the Ocean by Marianne Collins Berkes and discuss the ocean. What is it? What’s in it? What does it look like? Smell like? Taste like? Who lives in the ocean? Then, after children will brainstorm what an ocean is, provide them with empty water bottles, water, blue food coloring, and various pebbles, sand, and glitter and encourage them to make their own oceans.

### Adaptations:
- **ELL:** Combine visual and verbal directions.
- **Inclusion:** Provide pictures for children to explore and look at as well as discuss.
- **PIRS:** - when asking questions, provide two answer choices.

### Wednesday
- **Instructional Objective:** SWBAT identify animals that live under the sea and those that do not throughout the daily routine, CWBAT describe differences between sea animals and land animals and why these differences are important.
- **Standard(s):** NJS: LAL W.PK.8
- **Materials:** aquarium, magnifiers, paper, crayons, markers, picture of aquarium
- **Activity:** Have children gather around the aquarium. Have children look at what’s inside the aquarium and tell what they notice. Have children describe the fish and snails that are in the aquarium. Ask children, “Why do you think it’s called an aquarium?” Listen and acknowledge children’s responses. Tell children that an aquarium is a glass or plastic container in which fish and other water animals and plants can live. Have children walk back to their table and tell them that they will use their materials to create their own aquariums.

### Adaptations:
- **ELL:** Combine visual and verbal directions.
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- **Instructional Objective:** SWBAT create an ocean bottle by recalling the animals and items that can be found under the sea.
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### Friday
- **Instructional Objective:** SWBAT create an ocean bottle by recalling the animals and items that can be found under the sea.
- **Materials:** Aquarium, magnifiers, paper, crayons, markers, picture of aquarium
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| Standard(s): NJS: VPA 1.1.1, 1.1.4, HSPE 2.4.1 KDI: F.42, C.16 | Instructional Objective: SWBAT move their bodies in various ways. SWBAT sing. | Materials: Smartboard Activity: Use smartboard and have children listen to the Aquarium song. Have children keep a steady beat by patting their shoulders as they listen to the song. Have children join in and sing song and have individuals do actions for each of the sea animals. Adaptations: Inclusion: combine visual and verbal directions; provide visuals of animals for them to point to when making a choice, use HOH if necessary. PIRS: Combine visual and verbal directions. When asking questions, provide two answer choices. |
| Standard(s): NJS: VPA 1.1.1, 1.1.4, HSPE 2.4.1 KDI: F.42, C.16 | Instructional Objective: SWBAT move their bodies in various ways. SWBAT sing. Materials: pictures of different types of fish, words on a song chart. Activity: Show the children a picture of a gold fish. What is it? Discuss the gold fish and explain how there are many fish that exist and they all have different names. Show other pictures of fish and name them. Then, the teacher will model song first for children and encourage them to sing along; If I could be a fishy, A fishy, a fishy, If I could be a fishy, What kind would I be? A swordfish, a guppy, a goldfish, a molly. If I could be a fishy, I would be a ___! Choose a child to pick a fish and demonstrate how it moves. Have other children copy the movement. Adaptations: Inclusion: combine visual and verbal directions; provide visuals of animals for them to point to when making a choice, use HOH if necessary. PIRS: Combine visual and verbal directions. When asking questions, provide two answer choices. |
| Standard(s): HSPE 2.4, VPA 1.1.1 | Instructional Objective: SWBAT recall various animals that live under the sea. Materials: pictures of sea animals Activity: Sing the song If I were a fish…” and encourage the children to model how fish swim. Then ask a volunteer to name and model how a different sea animals moves in the sea (crab/crawl, eel/slither, starfish/wiggle, etc.) “If I were a fish, a fish, a fish. If I were a fish, I would move like this…” Adaptations: Inclusion: combine visual and verbal directions; provide visuals of animals for them to point to when making a choice, use HOH if necessary. PIRS: Combine visual and verbal directions. When asking questions, provide two answer choices. |
| Standard(s): | Instructional Objective: Field Trip to New York Aquarium Materials: various types of music that have different tempos Activity: Tell the children they are going to be whale for large group today. Then, encourage them to demonstrate how a whale swims. How does it swim fast? Slow? Finally, tell the children they are going to swim like whale to the music. Demonstrate using a slow tempo selection and fast tempo selection. Encourage the children to join in. As children move, point out the various ways their bodies slow down and speed up. Adaptations: Inclusion: combine visual and verbal directions; provide visuals of animals for them to point to when making a choice, use HOH if necessary. PIRS: Combine visual and verbal directions. When asking questions, provide two answer choices. |
TEACHER NOTES (Special Activities, Special Instructions): During WT in the children will be encouraged to make a Tide Pool in the art area using various items and materials from the classroom. [http://buggyandbuddy.com/?s=tide+pool](http://buggyandbuddy.com/?s=tide+pool). The will also work on fine motor skills making an octopus.