

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Key: ** (asterisks) are activities driven by assessment data / (B) is differentiation for beginning learners/ (L) is differentiation for later learners</p>				
	<p>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? Assessment: 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.</p>				
	<p><u>Standard(s):</u> Science 5.2, LAL W.PK.8</p>	<p><u>Standard(s):</u> NJS: LAL W.PK.8 KDI: D. 21, G.51</p>	<p><u>Standard(s):</u> NJS: Math 4.4.3 Science 5.2 KDI: D.22, A.6, E.35, G.51</p>	<p><u>Standard(s):</u> NJS: KDI:</p>	<p><u>Standard(s):</u> NJS: LAL W.PK.2-6 KDI: R. Writing</p>
Small Group Activity	<p><u>Instructional Objective:</u> Children will be able to observe and explore the classroom aquarium.</p> <p><u>Materials:</u> Aquarium, magnifiers, paper, crayons, markers, picture of aquarium</p> <p><u>Activity:</u> 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. B. provide pictures of aquarium L Write words for their aquarium.</p> <p><u>Adaptations:</u> ELL: Combine visual and verbal directions. Use words/phrases in child's home language. Inclusion: When asking questions, provide two answer choices. Define child's workspace. PIRS: - when asking questions, provide two answer choices.:</p>	<p><u>Instructional Objective:</u> SWBAT recall previous experiences with sea animals and relate them to new ones.</p> <p><u>Materials:</u> book <i>Swimmy</i> by Leo Lionni, paper, writing tools. <u>Activity:</u> Read the book <i>Swimmy</i> 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. (L) Encourage children to draw/write about the ocean and describe their experiences with sea life. (B) Provide pictures for children to explore and look at as well as discuss.</p> <p><u>Adaptations:</u> ELL: Allow child to point and provide language for child's actions/gestures, when asking questions provide two answer choices. Inclusion: When asking questions, provide two answer choices. Define child's workspace. PIRS: - when asking questions, provide two answer choices.</p>	<p><u>Instructional Objective:</u> SWBAT create an ocean bottle by recalling the animals and items that can be found under the sea.</p> <p><u>Materials:</u> book, empty water bottles, blue food coloring, glitter, pebbles, sand, funnels</p> <p><u>Activity:</u> Take a picture walk through the book <i>Over in the Ocean</i> 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. <u>Adaptations:</u> ELL: Combine visual and verbal directions. Use words/phrases in child's home language. Inclusion: Combine visual and verbal directions. Define child's workspace, provide a separate container for child's materials, allow child to point, provide two answer choices when asking questions. PIRS: - when asking questions, provide two answer choices. Limit materials. Combine visual and verbal directions.</p>	<p><u>Instructional Objective:</u></p> <p><u>Materials:</u></p> <p><u>Activity:</u></p> <p>Field Trip to New York Aquarium</p> <p><u>Adaptations:</u> ELL: Inclusion: PIRS</p>	<p><u>Materials:</u> cubes with letters written on them, Ocean Roll & Write Board, writing materials Back-up- sentence strips</p> <p><u>Activity:</u> Remind children about the zoo trip. Have children talk about all the animals that they saw. Tell the children they are going to play a game called Ocean Roll and Write. Explain the rules of the game and demonstrate how to play. Then, give each child a game board and a cube with letters written on each side. Allow the children to explore by rolling a letter, identifying it, and then writing it on their game board. (L) Challenge the children to look at words on sentence strips such as fish, boat, turtle, etc. and see if they can find their letters on their board. (B) For children who are having difficulty, modify their board by writing the letters in one box and encouraging them to put a tally mark next to the letters each time they are rolled. Use only those letters in the child's name. Or, encourage children to color in the box with the pre-written letter on it.</p> <p><u>Adaptations:</u> ELL: Combine visual and verbal directions. Say letters in child's home language. Inclusion: modify game board to use only the letters in the child's name. Encourage DP to write the letters and CD to color or circle the letters on the game board. Define child's work space. PIRS: combine visual and verbal directions, when asking questions, provide two answer choices..</p>
		Monday	Tuesday	Wednesday	Thursday

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:
PIRS:

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:

Materials:

Activity:

Adaptations:

Inclusions:
PIRS:

Field Trip to New York Aquarium

Standard(s): VPA 1.1.1, 1.1.2

Instructional Objective: SWBAT move their bodies to the tempo of various music selections

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:

Inclusions:
PIRS:

Unit of Study: Under the Sea

<p>Environmental Changes/New Materials</p> <p>Science Aquarium (from Petco- Pets in the Classroom grant)</p> <p>Sand/Water . Fishing magnet letter/number game</p> <p>Book/Library Books about the ocean and sea life and sea animals puppets Art Fish cut outs, Paper tubes, Wiggly eyes, various shades of blue and green paints, rods & fishing line</p> <p>Block Pictures of aquariums, boats, and fishermen</p>	<p>Vocabulary: sea, ocean, names of sea animals/creatures, aquarium, fin, tentacles, flippers, gills, claws</p>	<p>Focus Students Monday- Tuesday- Wednesday- Thursday Friday-</p>		
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Story Time Expectation(s): SWBAT identify and describe the characteristics of an ocean and the animals and other living things that live in the ocean.

LAL: RI.PK.10, RL.PK.1 SL.PK.2

<p>Story Time Books <u>Book:</u> My Visit to the Aquarium</p>	<p><u>Book:</u> Swimmy</p>	<p><u>Book:</u> Under the Sea by Anna Millbourne</p>	<p><u>Book:</u> Rainbow Fish</p>	<p><u>Book:</u> Wish for a Fish by Bonnie Worth</p>
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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>. The will also work on fine motor skills making an octopus.

