

# Circle Time Lessons

## Unit overview

### Day 1 Introduction

Introduce the new unit: **Ocean.**

Use the real life photographs to talk about oceans.

### Day 2 Which animals live in the Ocean?

Look at the pictures of the ocean animals. Show the pictures and discuss. Sort animals into 2 groups: Animals that live in the ocean and animals that do not.

### Day 3 At the Beach

Observe real beach objects.

Take a poll: Have you ever been to the beach?

### Day 4 Sharks

Look at real pictures of sharks. Talk about different types of sharks. Label different parts of a shark

### Day 5 Ocean Mammals

Use these real photographs to introduce different characteristics of ocean mammals. Sing the song "Mammals and Fish".

#### What is an Ocean?

Activate Background Knowledge

Introduce the new unit (Oceans) to the students. Engage in discussion questions.

**Objective:**

- The students will describe their existing knowledge of the ocean

**Activities:**

- Show the photographs of the ocean.
- Discuss the ocean: What do the students know about the ocean? What lives in the ocean? Explain that the oceans are an important source of food and are vital to keeping the planet healthy.
- Ocean water is salty. Sprinkle a little bit of salt into a cup of water. Take a sip. The salty water tastes like the ocean.

**Extension Idea**  
Teach the ASL sign for beach. Place both hands open with fingers facing forward and palms pointing down towards the ground. Make wave like motions with your hands.

Most of the Earth is covered with oceans.



#### Ocean or Not?

Concept Sort

There are many different animals and fish that live in the ocean.

**Objective:**

- The students will sort animals into 2 groups.

**Activities:**

- Engage the students in a discussion about the ocean. What lives in the ocean?
- Sort the pictures into 2 groups: Does the animal live in the ocean or not?

Many types of animals live in the ocean.

Animals that live in the ocean: Yes!

Animals that do not live in the ocean: No.



#### At the Beach!

Beach Investigation

Engage students in a discussion about the beach. There are so many things to explore at the beach.

**Objectives:**

- The students will discuss what they know about the beach.
- The students will sing for oral language practice.
- The students will identify shapes and colors with the "Seashell" carpet game.

**Activities:**

- Bring in real objects from the beach and ocean (sand, shells, sand dollar, driftwood, sand, etc.). Ask the students what kind of things they could do at the beach.
- Take a poll - Students use name cards or post-it notes to "vote" for their answer on a bar graph. Have you ever been to the beach?
- Sing "I See Sea Shells," a song about being at the beach.
- Play the "Seashell" carpet game. It's a fun way to introduce shape identification.

**To Play the game:**

- Line up the pictures of the beach polls.
- Identify the shapes on each one. (Choose just a few to do.)
- Hide the seashell under one poll and recite the poem together.
- Children choose a poll and check to see if the shell is there.

Have you ever been to the beach?

Yes	No
Gloria	Will
Lin	Ashley
Maria	Bekah
Peter	



#### Sharks

Investigation

Sharks are fast swimming fish with teeth that grow and fall out quickly. Sharks never run out of teeth. If they lose a tooth, another one grows in its place!

**Objective:**

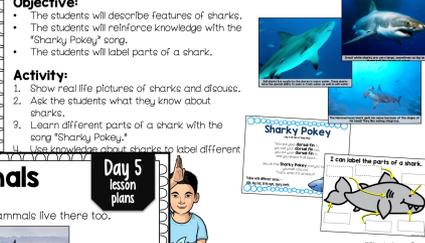
- The students will describe features of sharks.
- The students will reinforce knowledge with the "Sharky Pokey" song.
- The students will label parts of a shark.

**Activity:**

- Show real life pictures of sharks and discuss.
- Ask the students what they know about sharks.
- Learn different parts of a shark with the song "Sharky Pokey."
- Use knowledge of shark parts to label different

Sharky Pokey

I can label the parts of a shark.



#### Ocean Mammals

Animal Classification

Not every animal that swims in the ocean is a fish! Mammals live there too.

**Objectives:**

- The students will discuss and sing a song about the difference between mammals and fish
- The students will sing an addition song (addition and oral language)

**Activities:**

- Are whales fish? What about dolphins? Is everything that swims in the ocean a fish? Discuss with the class.
- Show pictures of ocean mammals. Talk about why they are mammals. (They breathe air. Their babies are born alive, not in eggs. The babies drink milk from their mothers.)
- Sing the song called "Mammals and Fish" or the poem "One Whale."
- Label parts of a whale

**Extension Idea**  
Teach the ASL signs for Whale and Dolphin. See instructions for details.

One Whale

Mammals and Fish



# Circle Time Lessons

## Unit overview

### Day 6 Fish

Look at the pictures of fish and discuss.  
Play "Little Fish" carpet game.

### Day 7 Jellyfish Jig

Practice active listening, categorizing, and following directions with this gross motor game.

### Day 8 Scuba Diving

Look at real photographs of scuba divers and snorkelers. Sing a song all about things you would see in the ocean.

### Day 9 Ocean riddles

Listen to the clues and try to figure out which ocean animal is hiding in the riddle bag.

### Day 10 All About the ocean

Conclude your Oceans unit by creating a bubble chart. Each child contributes 1-2 ideas or facts that they learned about oceans.

**Fish!**  
Investigation

The oceans are full of millions of fish of all different colors, sizes and shapes. There are over 2,000 different types of fish.

**Objectives:**

- The student will discuss what they know about fish.
- The student will identify colors and numbers with the "Little Fish" carpet game.
- The students will sing a song about colors (oral language).

**Activities:**

- Show real life pictures of fish in the ocean and discuss.
- Ask the students what they know about fish. Scooter cover their bodies and gills allow them to breathe. Some fish eat plants others eat other fish, shrimp and crabs.
- Play the "Little Fish" carpet game for number and color identification.
- Sing the song "Bubble, Bubble, Pop" for color reinforcement.

**Extension Idea:** Teach the ABC sign for **FISH**. Use the illustrations for details.

Day 6 lesson plans



**Jellyfish Jig**  
Active Listening

The students discuss their knowledge of jellyfish. The students will follow oral directions.

**Objective:**

- The students discuss their knowledge of jellyfish.
- The students will follow oral directions.

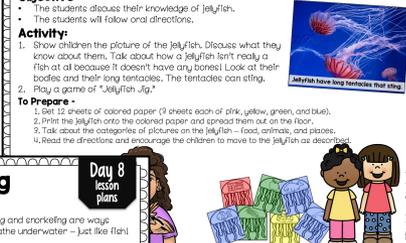
**Activity:**

- Show children the picture of the jellyfish. Discuss what they know about them. Talk about how a jellyfish isn't really a fish at all because it doesn't have any bones! Look at their bodies and their long tentacles. The tentacles can sting.
- Play a game of "Jellyfish Jig."

**To Prepare -**

- Get 12 sheets of colored paper (3 sheets each of pink, yellow, green, and blue).
- Print the jellyfish onto the colored paper and spread them out on the floor.
- Talk about the categories of pictures on the jellyfish - food, animals, and plants.
- Read the directions and encourage the children to move to the jellyfish as described.

Day 7 lesson plans



**Scuba Diving**  
Using Imagination

People cannot breathe under the ocean like fish. Scuba diving and snorkeling are ways that we can investigate the ocean by allowing people to breathe underwater - just like fish!

**Objectives:**

- The students will use their imagination skills to pretend to scuba dive.
- The students will use learned knowledge to name ocean animals.

**Activity:**

- Show students real pictures of people scuba diving and snorkeling.
- Pretend to go scuba diving. Have the students pretend to put on scuba diving equipment (air tank, mask, snorkel and fins). Ask students to describe what they "see."
- Sing the song "A Sailor" about the things you might see if you went to the ocean.

Day 8 lesson plans



**Ocean Riddles**  
Listening Practice

Now that we have identified many different ocean animals, let's compare and contrast them.

**Objective:**

- The students will listen to clues and identify the ocean animal.

**Activity:**

- Create riddle bags. Place small plastic or stuffed animals inside each bag and attach the riddle. (As an alternative, you can print the ocean animal pictures and put them inside the bags.)
- Read the riddle while the students practice their active listening skills. They guess the animal, then check inside!

Day 9 lesson plans



**All About the Ocean**  
Conclusion

To conclude the unit, ask the students to describe what they have learned about the ocean.

**Objective:**

- The students will demonstrate their knowledge of the ocean

**Activity:**

- Invite students to list the things they have learned about oceans and ocean animals. Write each idea on a bubble.
- Create a chart or poster using the included headers and pictures.
- Take a poll - what is your favorite ocean animal.

Day 10 lesson plans



# What is an Ocean?

## Activate Background Knowledge

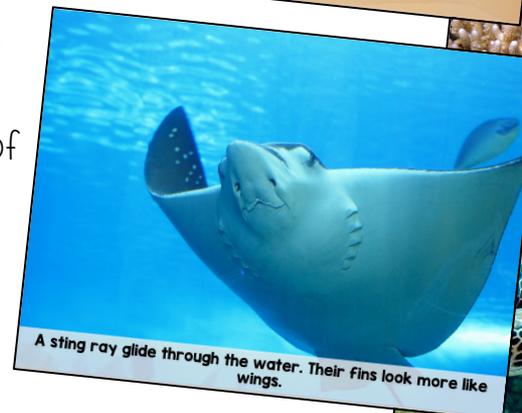
Introduce the new unit (Oceans) to the students. Engage in discussion questions.

### Objective:

- The students will describe their existing knowledge of the ocean.

### Activities:

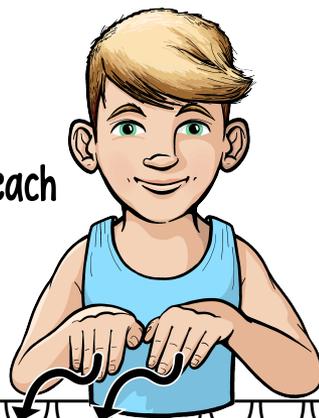
- Show the photographs of the ocean.
- Discuss the ocean: What do the students know about the ocean? What lives in the ocean? Explain that the oceans are an important source of food and are vital to keeping the planet healthy.
- Ocean water is salty. Sprinkle a little bit of salt into a cup of water. Take a sip. The salty water tastes like the ocean.



#### Extension Idea:

Teach the ASL sign for **beach**. Place both hands open with fingers facing forward and palms pointing down towards the ground. Make wave like motions with your hands.

beach



# Ocean or Not?

## Concept Sort

Day 2  
lesson  
plans

There are many different animals and fish that live in the ocean.

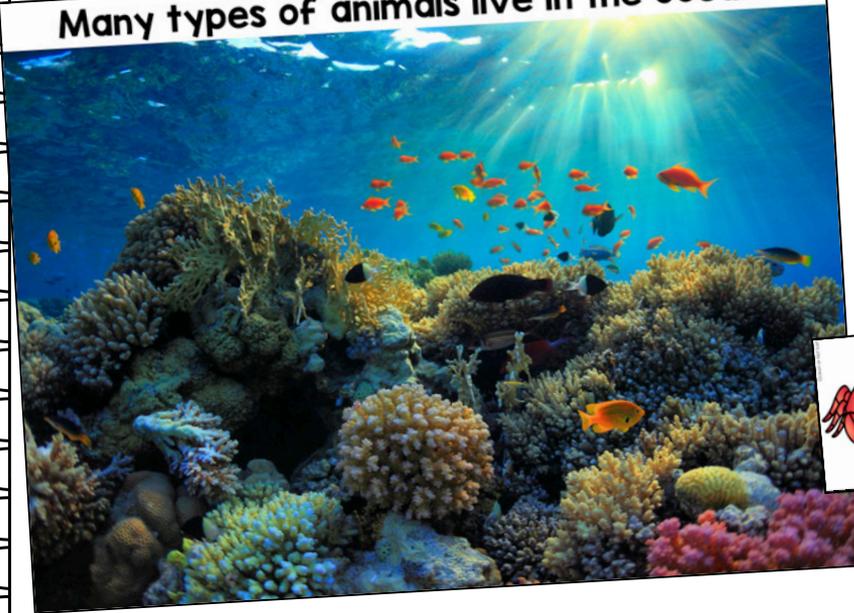
### Objective:

- The students will sort animals into 2 groups.

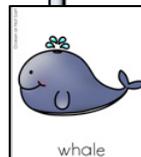
### Activities:

- Engage the students in a discussion about the ocean. What lives in the ocean?
- Sort the pictures into 2 groups: Does the animal live in the ocean or not?

Many types of animals live in the ocean.



Animals that live  
in the **ocean**:

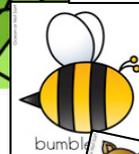


**Yes!**

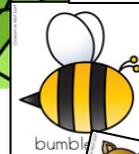


shark

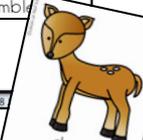
Animals that  
**do not** live  
in the ocean:



dog



bumble



deer

**No.**

# At the Beach!

## Beach investigation

Day 3  
lesson  
plans

Engage students in a discussion about the beach. There are so many things to explore at the beach.

### Objectives:

- The students will discuss what they know about the beach.
- The students will sing for oral language practice.
- The students will identify shapes and colors with the "Seashell" carpet game.

### Activities:

1. Bring in real objects from the beach and ocean (sand, shells, sand dollar, driftwood, sand, etc.). Ask the students what kind of things they could do at the beach.
2. Take a poll - Students use name cards or post-it notes to "vote" for their answer on a bar graph. Have you ever been to the beach?
3. Sing "I See Sea Shells," a song about being at the beach.
4. Play the "Seashell" carpet game. It's a fun way to introduce shape identification.

Have you ever been to the beach?

 Yes, I have.	 No, not yet.
Gloria	Will
Lin	Ashley
Maria	Bekah
Peter	

**I See Sea Shells**

To the tune of: "To the Tune of 'Frère Jacques'"

I see sea shells,  
I see sea shells,  
At the beach, at the beach.  
The sand is all around me.  
Lots to hear and lots to see,  
At the beach, at the beach.

Repeat the verses and replace see sea shells with:  
hear waves  
find crabs  
go swimming  
build sandcastles  
water balloons



### To Play the game:

1. Line up the pictures of the beach pails.
2. Identify the shape on each one. (Choose just a few to start.)
3. Hide the seashell under one pail and recite the poem together.
4. Children choose a pail and check to see if the shell is there.

**Seashell**

We see a seashell on the ground.



Under which sand pail  
Will it be found?



# Sharks

## Investigation

Day 4  
lesson  
plans

Sharks are fast swimming fish with teeth that grow and fall out quickly. Sharks never run out of teeth. If they lose a tooth, another one grows in its place!

### Objective:

- The students will describe features of sharks.
- The students will reinforce knowledge with the "Sharky Pokey" song.
- The students will label parts of a shark.

### Activity:

1. Show real life pictures of sharks and discuss.
2. Ask the students what they know about sharks.
3. Learn different parts of a shark with the song "Sharky Pokey."
4. Use knowledge about sharks to label different parts of a shark.

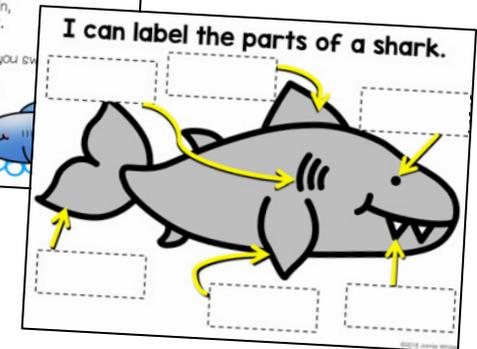


**Sharky Pokey**  
Song to the tune of "Baby Pokey"

"You put your **dorsal fin** in,  
you put your **dorsal fin** out,  
you put your **dorsal fin** in,  
and you shake it all about.

You do the **Sharky Pokey** and you sw  
yourself around,  
That's what it's all about!"

Follow with different verses -  
Gills, big tail, little eyes, sharp teeth.



Shark



#### Extension Idea:

Teach the ASL sign for **Shark**. Make a fin on the top of your head with all fingers pointing up.

# Ocean Mammals

## Animal Classification

Day 5  
lesson  
plans

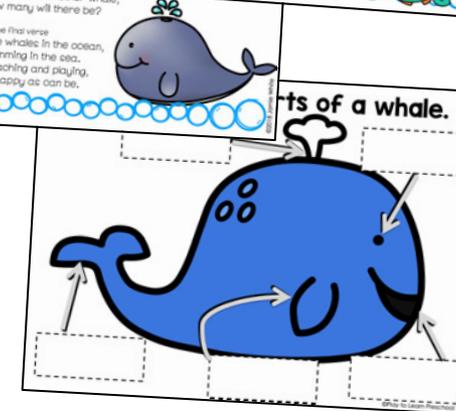
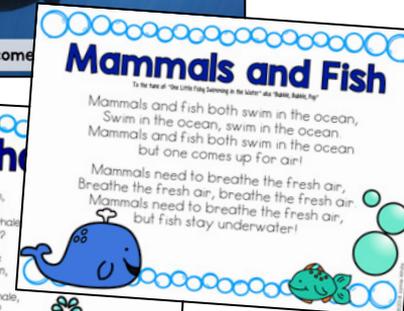
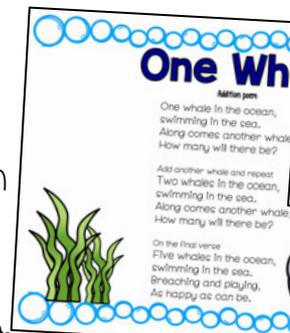
Not every animal that swims in the ocean is a fish! Mammals live there too.

### Objectives:

- The students will discuss and sing a song about the differences between mammals and fish
- The students will sing an addition song (addition and oral language)

### Activities:

1. Are whales fish? What about dolphins? Is everything that swims in the ocean a fish? Discuss with the class.
2. Show pictures of ocean mammals. Talk about why they are mammals. (They breathe air. Their babies are born alive, not in eggs. The babies drink milk from their mothers.)
3. Sing the song called "Mammals and Fish" or the poem "One Whale."
4. Label parts of a whale



#### Extension Idea:

Teach the ASL signs for **Whale and Dolphin**. See illustrations for details.

Whale



Dolphin



# Fish!

## Investigation

Day 6  
lesson  
plans

The oceans are full of millions of fish of all different colors, sizes and shapes. There are over 3,000 different types of fish.

### Objectives:

- The student will discuss what they know about fish.
- The student will identify colors and numbers with the “Little Fish” carpet game.
- The students will sing a song about colors (oral language).

### Activities:

1. Show real life pictures of fish in the ocean and discuss.
2. Ask the students what they know about fish. Scales cover their bodies and gills allow them to breathe. Some fish eat plants; others eat other fish, shrimp and crabs.
3. Play the “Little Fish” carpet game for number and color identification.
4. Sing the song “Bubble, Bubble, Pop” for color reinforcement.



fish



Clown fish live in a coral reef.



A puffer fish inflates to scare off predators.



There are many colorful fish



A group of fish is called a school. This is a school of tuna fish.

#### Extension Idea:

Teach the ASL sign for **fish**. See the illustrations for details.

# Jellyfish Jig

Active Listening

Day 7  
Lesson  
Plans

## Objective:

- The students discuss their knowledge of jellyfish.
- The students will follow oral directions.

## Activity:

1. Show children the picture of the jellyfish. Discuss what they know about them. Talk about how a jellyfish isn't really a fish at all because it doesn't have any bones! Look at their bodies and their long tentacles. The tentacles can sting.
2. Play a game of "Jellyfish Jig."



## To Prepare -

1. Get 12 sheets of colored paper (3 sheets each of pink, yellow, green, and blue).
2. Print the jellyfish onto the colored paper and spread them out on the floor.
3. Talk about the categories of pictures on the jellyfish – food, animals, and places.
4. Read the directions and encourage the children to move to the jellyfish as described.

jellyfish



### Extension Idea:

Teach the ASL sign for **jellyfish**. Place one hand to the side of your body and pull up your fingers 3 times.



# Scuba Diving

## Using Imagination

People cannot breathe under the ocean like fish. Scuba diving and snorkeling are ways that we can investigate the ocean by allowing people to breathe underwater – just like fish!

### Objectives:

- The students will use their imagination skills to pretend to scuba dive.
- The students will use learned knowledge to name ocean animals.

### Activity:

1. Show students real pictures of people scuba diving and snorkeling.
2. Pretend to go scuba diving. Have the students pretend to put on scuba diving equipment (air tank, mask, snorkel and fins).
3. Sing the song “A Sailor” about the things you might see if you went to the ocean.



Lots of equipment is needed to scuba dive. A scuba diver needs a B.C., air tank, snorkel, mask, fins and something else.



There are so many things to explore under the water.



This diver is getting ready to go under the water.



Snorkeling is a good way to explore the ocean. Unlike scuba diving, only a mask and snorkel are needed.

**A Sailor**  
To the tune of "The Wheels on the Bus"

A sailor went to sea, sea, sea  
To see what she could see, see, see  
But all that she could see, see, see,  
Was a crab at the bottom of the  
sea, sea, sea.

Repeat the verse and replace  
crab with different ocean animals:  
octopus  
shark  
jellyfish  
whale  
shell

# Ocean Riddles

## Listening Practice

Day 9  
lesson  
plans

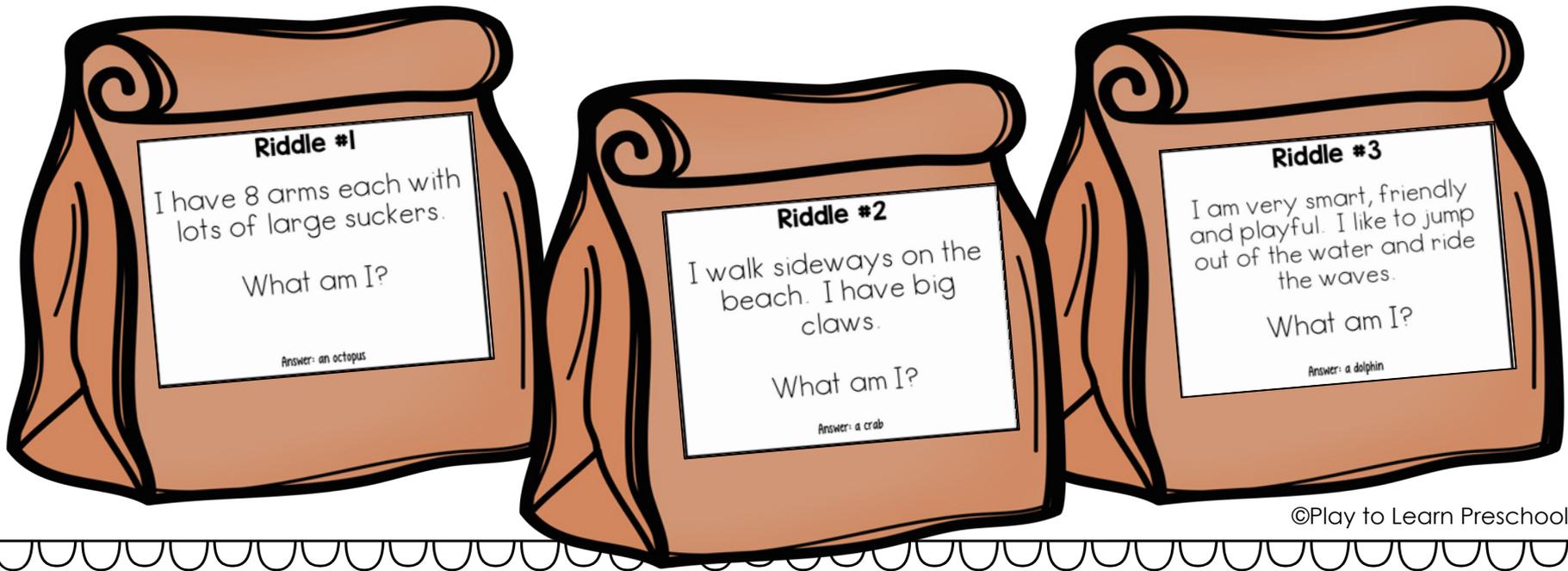
Now that we have identified many different ocean animals, let's compare and contrast them.

### Objective:

- The students will listen to clues and identify the ocean animal.

### Activity:

1. Create riddle bags. Place small plastic or stuffed animals inside each bag and attach the riddle. (As an alternative, you can print the ocean animal pictures and put them inside the bags.)
2. Read the riddle while the students practice their active listening skills. They guess the animal, then check inside!



#### Riddle #1

I have 8 arms each with  
lots of large suckers.

What am I?

Answer: an octopus

#### Riddle #2

I walk sideways on the  
beach. I have big  
claws.

What am I?

Answer: a crab

#### Riddle #3

I am very smart, friendly  
and playful. I like to jump  
out of the water and ride  
the waves

What am I?

Answer: a dolphin

# All About the Ocean

Day 10  
Lesson  
Plans

## Conclusion

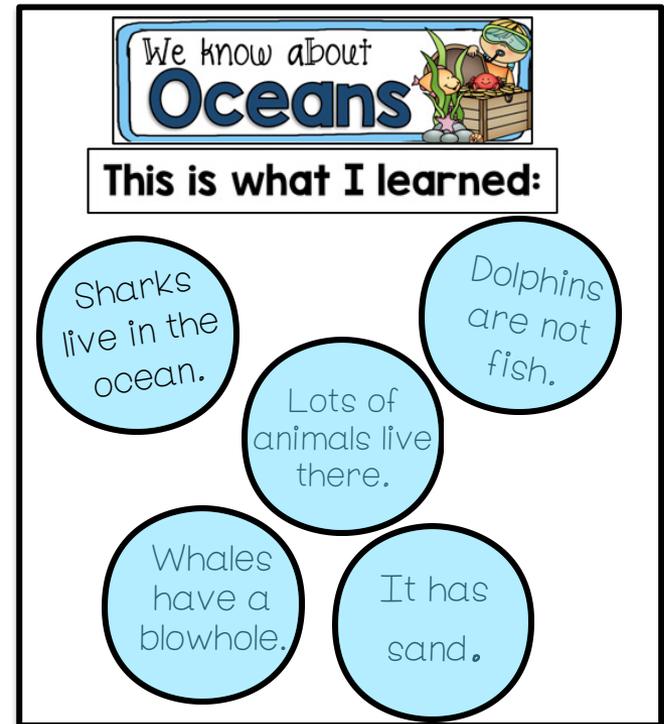
To conclude the unit, ask the students to describe what they have learned about the ocean.

### Objective:

- The students will demonstrate their knowledge of the ocean

### Activity:

- Invite students to list the things they have learned about oceans and ocean animals. Write each idea on a bubble.
- Create a chart or poster using the included headers and pictures.
- Take a poll – what is your favorite ocean animal.



# Centers

- Word Wall Cards
- Fine Motor Practice
- Concentration Game
- Fish Shapes
- Sand Tray Letters
- Fish or Sand? (Beginning sound sort)
- Sea Shell Syllables
- At the Beach (Emergent Reader)

## Word Wall Cards

**Literacy Center**

Use the cards in a pocket chart to make an Ocean word wall.

Provide pencils, crayons, paper, markers, etc. in the writing center and encourage the students to write letters and words from the wall.

Ocean Words

- crab
- dolphin
- fish

## Line Tracing

**Fine Motor Center**

**Objective:** The students will trace the dotted lines from left to right to practice fine motor skills.

Trace the lines.

**Procedure:** Print and laminate these tracing cards.

## Concentration

**Working memory**

**Objectives:** The students will use visual discrimination (matching) skills to identify two identical fish.

**Preparation:** Print the picture cards. Mat onto cardstock and/or laminate as desired. Cut apart.

**Procedure:** Place cards facing down. Students take turns flipping over 2 cards at a time. If the cards match, the student gets to keep the pair. If they don't match, they return them to the face-down position and try again.

## Fish Shapes

**Literacy Center**

**File Folder Game**

**Objectives:** The students will use visual discrimination skills to match the fish to the correct shape.

**Preparation:** Copy the picture cards. Glue the solid black shapes (first 2 pages) inside a file folder. Cut and laminate the fish pieces.

**Procedure:** Students place matching pictures together.

## At the Beach

**Literacy Center**

**Emergent Reader Book**

**Objectives:** The students will develop concept of word by reading the simple pattern of an emergent reader book.

**Preparation:** Print the pages of the book colored. Staple together, then cut in half.

**Procedure:** Students identify high frequency sight words while reading the book. They can track the print using the dots located under each word. At the end of the book, there is space for students to practice writing the sight words, and another page for the students to collect autographs from their audience.

8 pages of predictable, repeating text

In black & white or full-color

I see the sun.

I see 1 bucket.

I see 2 friends.

I see 3 shells.

I see 4 crabs.

I see 5 fish.

## Syllables

**Literacy Center**

Identify words in each word and sort the shells into

**Answer Key:**

- 1 syllable**
  - ball
  - tent
  - hoop
  - white
  - sand
  - sun
  - crab
  - shark
  - clam
- 2 syllables**
  - seagull
  - shovel
  - flourish
  - bucket
  - ice cream
  - mermaid
  - starfish
  - dolphin
  - bubbles

## Sand?

**Literacy Center**

Sort by beginning sounds:

is for

**Answer Key:**

- strawberries
- balloons
- sun
- slak
- sandwich
- school
- owl
- stool
- stop

## Letters

**Literacy Center**

Using the starfish cards, students can trace the letters B, C, b, c.

## Patterns

**Math Center**

Extend simple patterns. Cut pieces, mat, laminate and cut apart. and extend it by placing the next correct