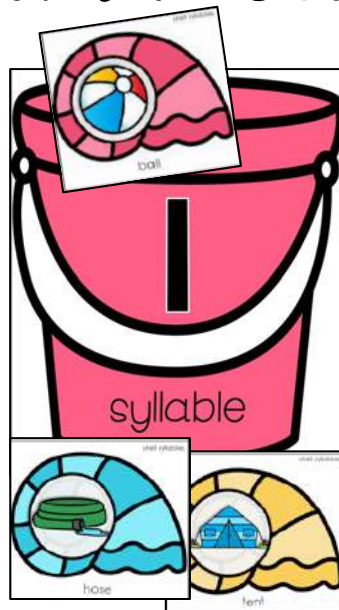


Circle Time

Oceans

Unit for Preschoolers



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?

Day 1 lesson plans

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 ABC sign for beach. Have each child cover with fingers starting forward and come pointing down towards the ground. Make whole class motions with sign hands.



Ocean or Not?

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!

Animals that do not live in the ocean. No.



At the Beach!

Day 3 lesson plans

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 (coast shells, sand dollar, crab, 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 shells.
- Identify the shapes on each one. (Choose just a few to do.)
- Hide the seashell under one post and recite the poem together.
- Children choose a post and check to see if the shell is there.

Have you ever been to the beach?

Yes	No
Gloria	Will
Lin	Ashley
Maria	Beckah
Peter	

I See Sea Shells



Sharks

Day 4 lesson plans

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 name cards to label different

Sharky Pokey

I can label the parts of a shark.



Ocean Mammals

Day 5 lesson plans

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 differences 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 ABC sign for Whale and Dolphin. Use illustrations for details.

Whale Dolphin

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.

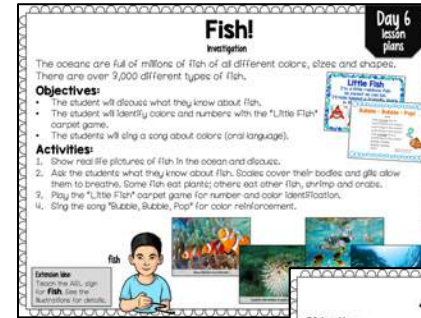
Objectives:

- The students 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. Scatter cover their bodies and give 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, 123 or 123456789 for fish. See the illustrations for details.



Jellyfish Jig
Active Listening

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 left really a fish of 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.



Scuba Diving
Using Imagination

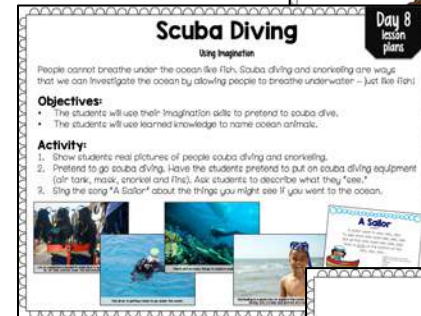
People cannot breathe under the ocean like fish. Scuba diving and snorkeling are ways that we can investigate the ocean by allowing people to breathe underwater - just like fish!

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.



Ocean Riddles
Listening Practice

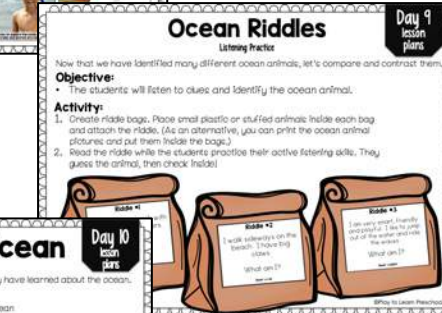
Now that we have identified many different ocean animals, let's compare and contrast them.

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!



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 headings and pictures.
- Take a pot - what is your favorite ocean animal.



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



Most of the Earth is covered with oceans.





Many fish and other animals live in the oceans.



**A sting ray glides through the water.
Its fins look more like wings.**



Jellyfish are sea turtles' favorite food. Unlike turtles that live on the land, sea turtles cannot hide inside their shells.

Ocean or Not?

Concept Sort

Day 2
lesson
plans

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

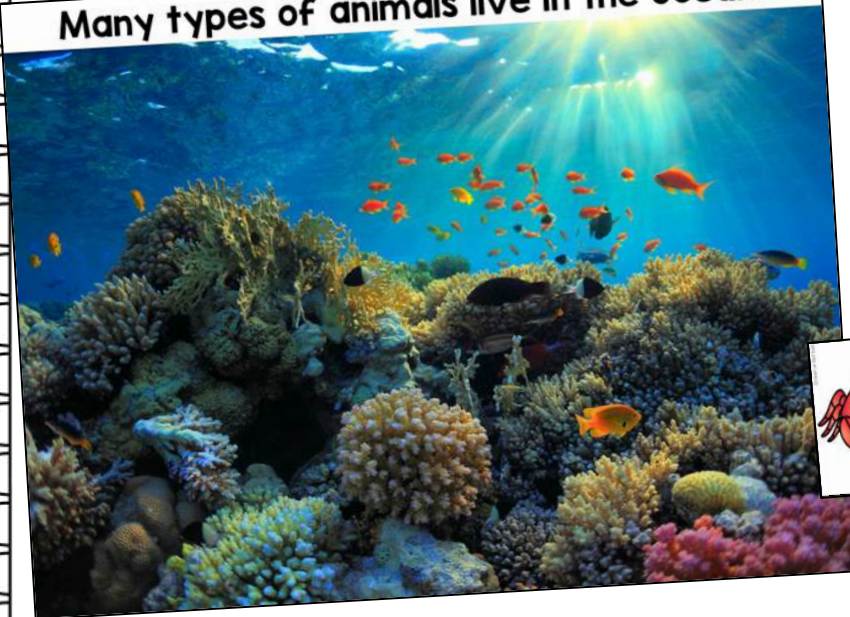
Objective:

- The students will sort animals into 2 groups.

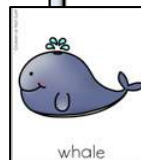
Activities:

- 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**:

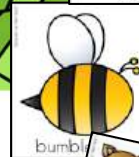
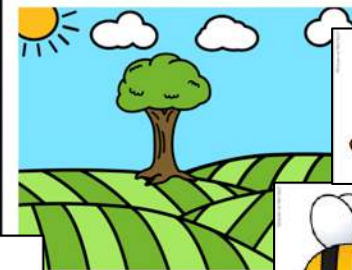


Yes!

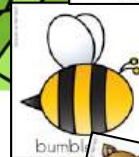


shark

Animals that
do not live
in the ocean:



dog



bumb!

No.



deer

Many types of animals live in the ocean.

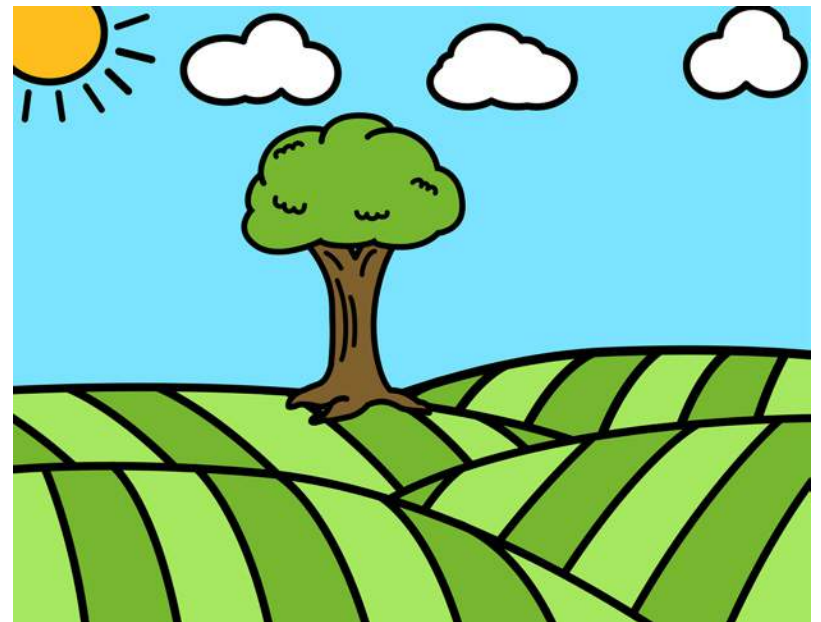


Animals that live in
the **ocean**:



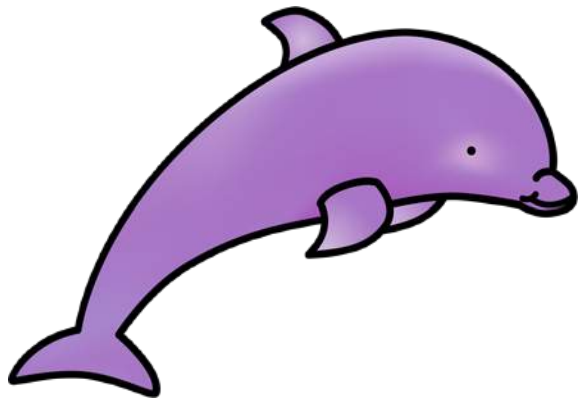
Yes!

Animals that
do not live
in the ocean:



No.

Ocean or Not Sort



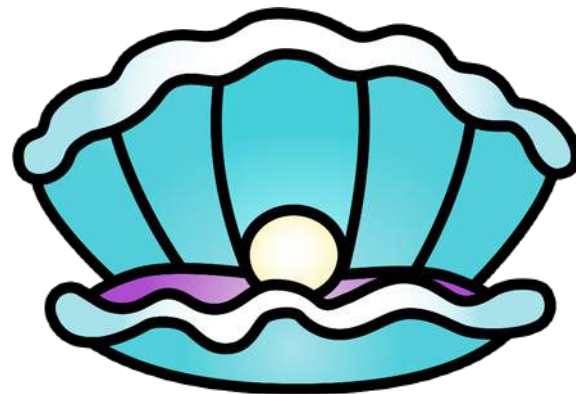
dolphin

Ocean or Not Sort



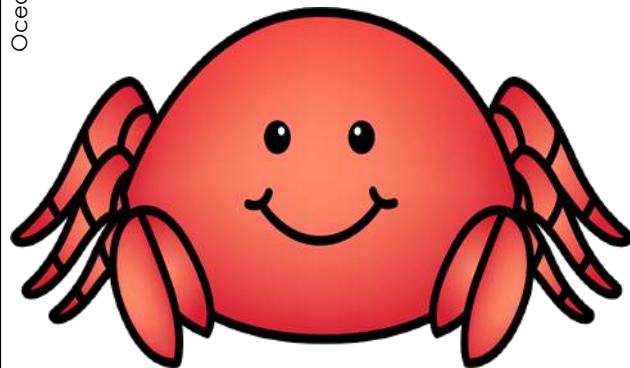
fish

Ocean or Not Sort



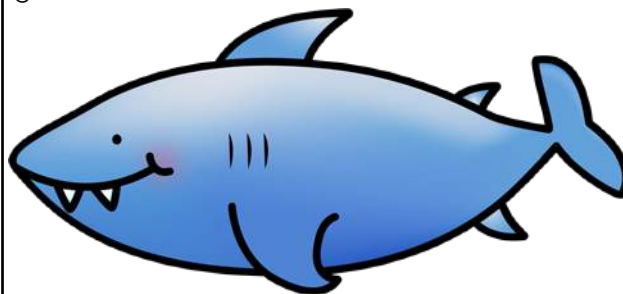
clam

Ocean or Not Sort



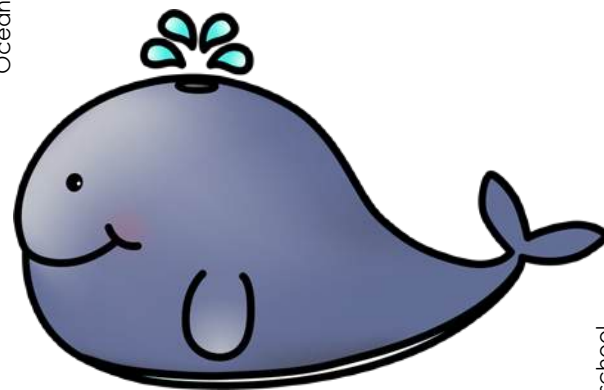
crab

Ocean or Not Sort



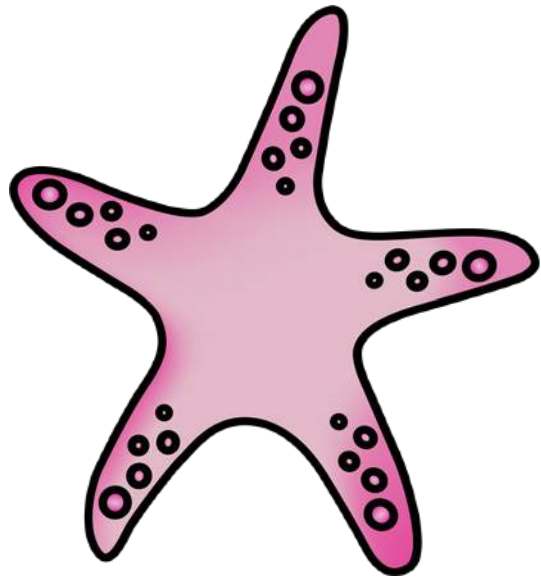
shark

Ocean or Not Sort



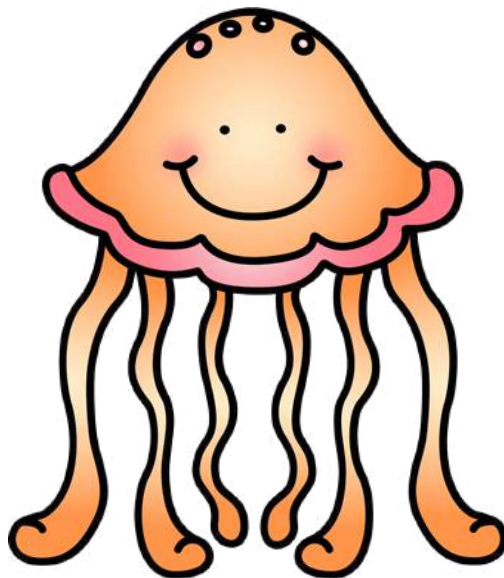
whale

Ocean or Not Sort



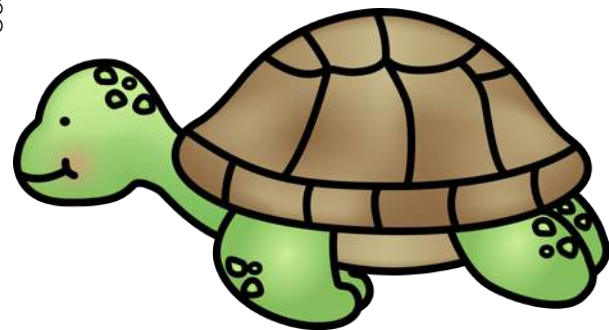
starfish

Ocean or Not Sort



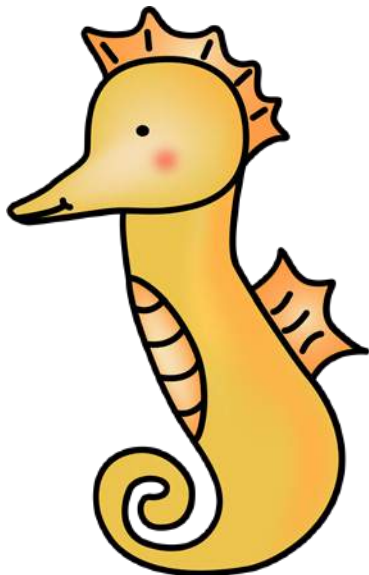
jellyfish

Ocean or Not Sort



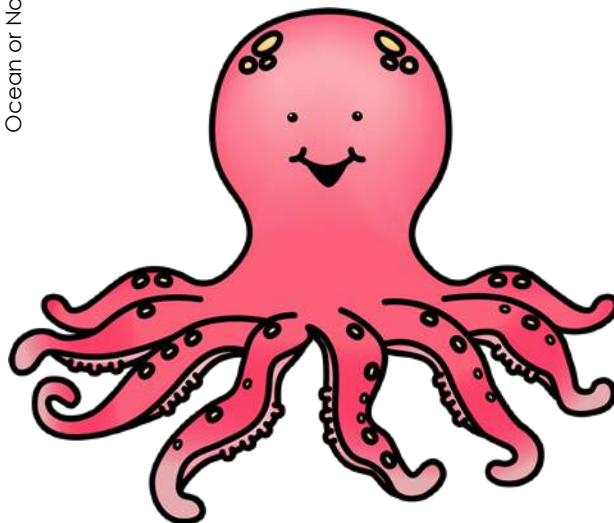
turtle

Ocean or Not Sort



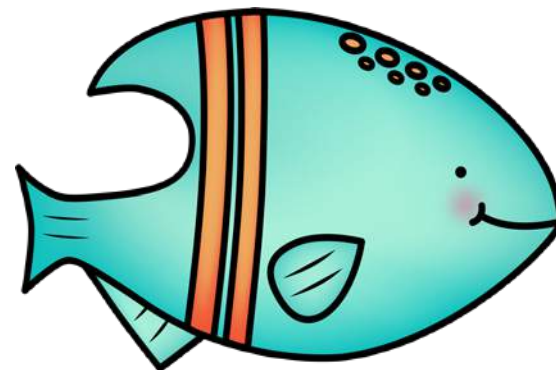
seahorse

Ocean or Not Sort



octopus

Ocean or Not Sort



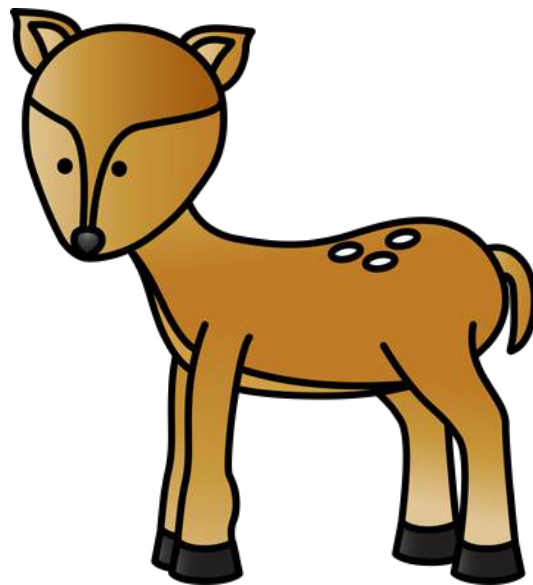
angel fish

Ocean or Not Sort



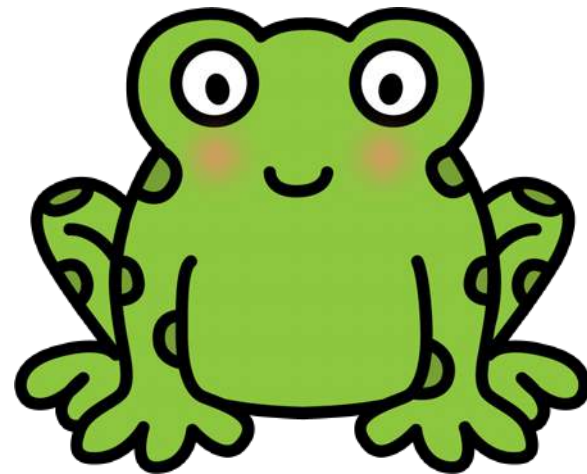
owl

Ocean or Not Sort



deer

Ocean or Not Sort



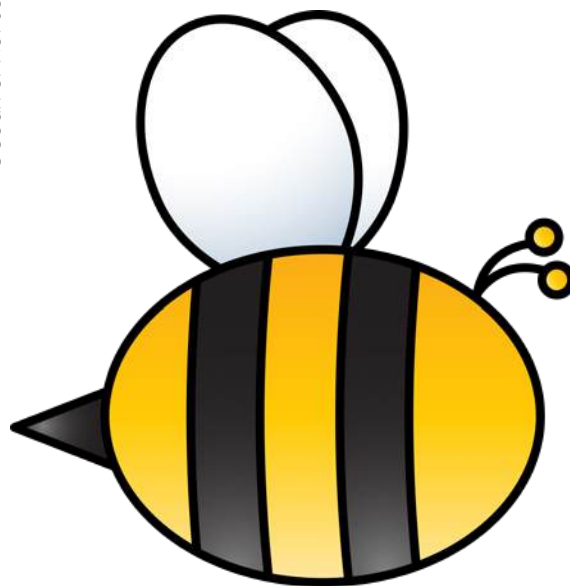
frog

Ocean or Not Sort



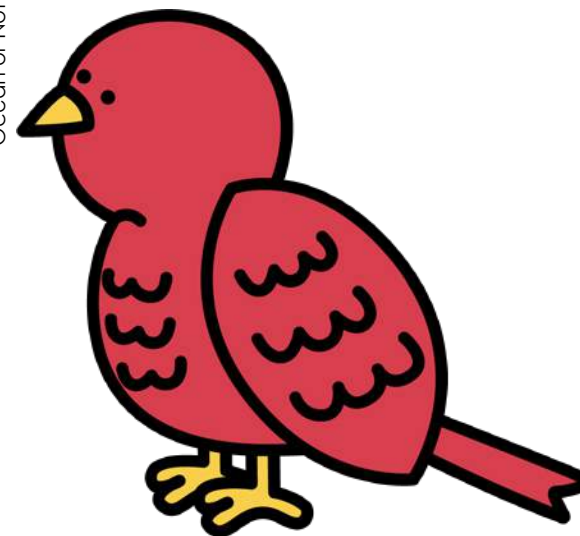
dog

Ocean or Not Sort



bumblebee

Ocean or Not Sort



bird

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 verse 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?



Have you ever been to the beach?

©Play to Learn Preschool



**Yes,
I have.**

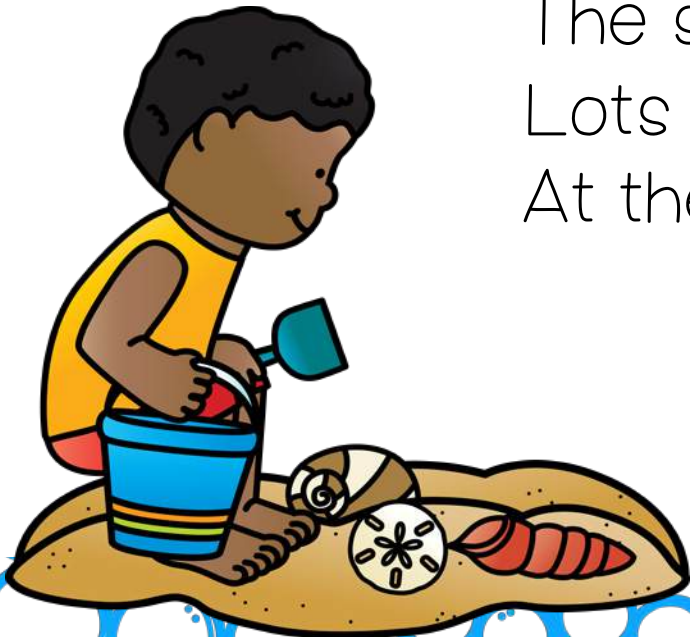
**No,
not yet.**



I See Sea Shells

To the tune of: "to the tune of "Frere 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:

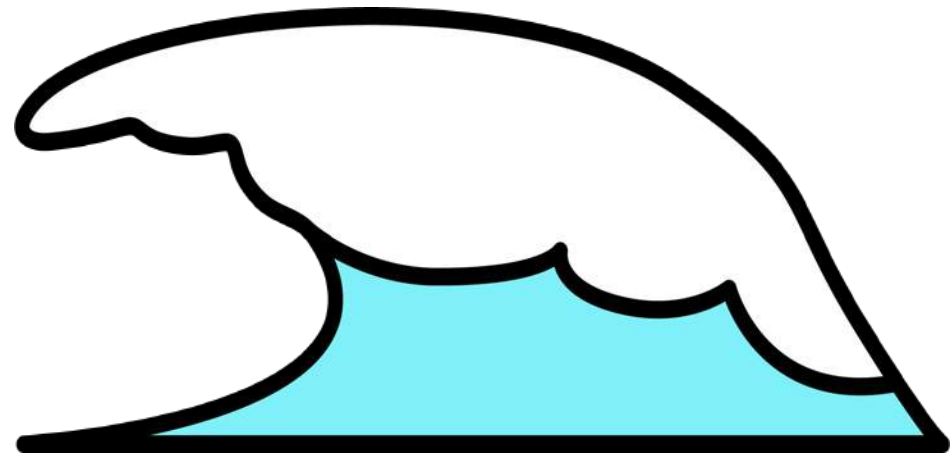
- hear waves
- find crabs
- go swimming
- build sandcastles
- wear sunscreen

I see sea shells



at the beach.

I hear waves



at the beach.

I find crabs



at the beach.

I go swimming



at the beach.

I build sandcastles



at the beach.

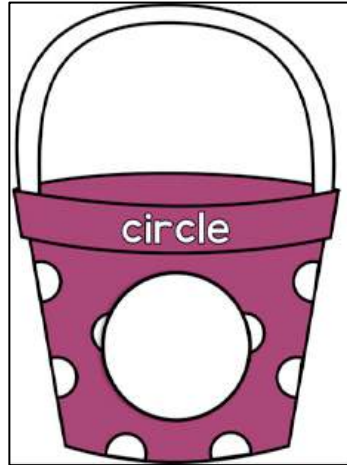
I wear sunscreen



at the beach.

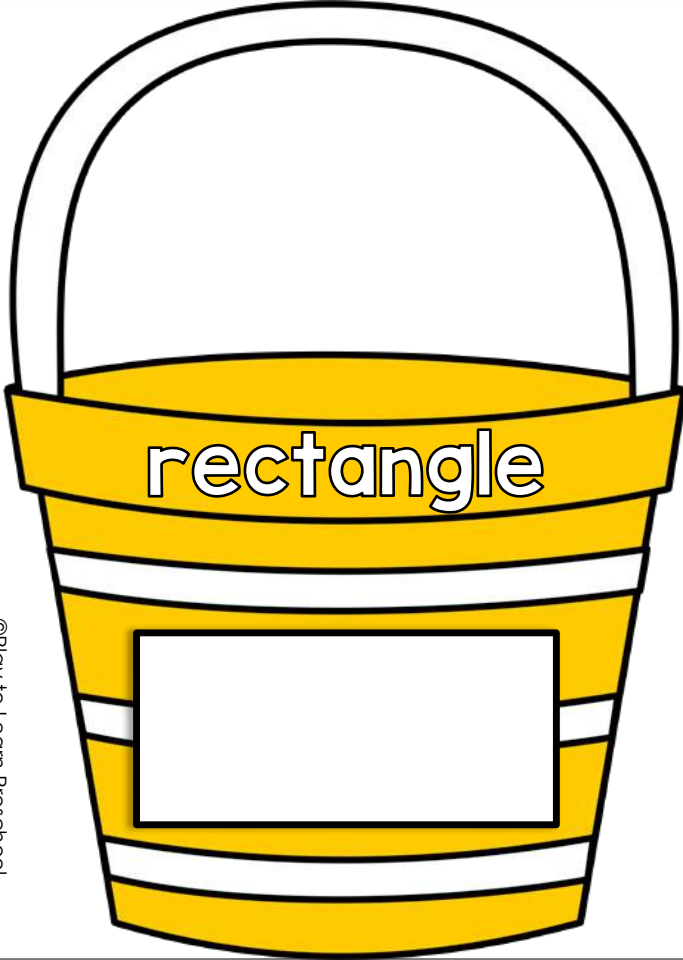
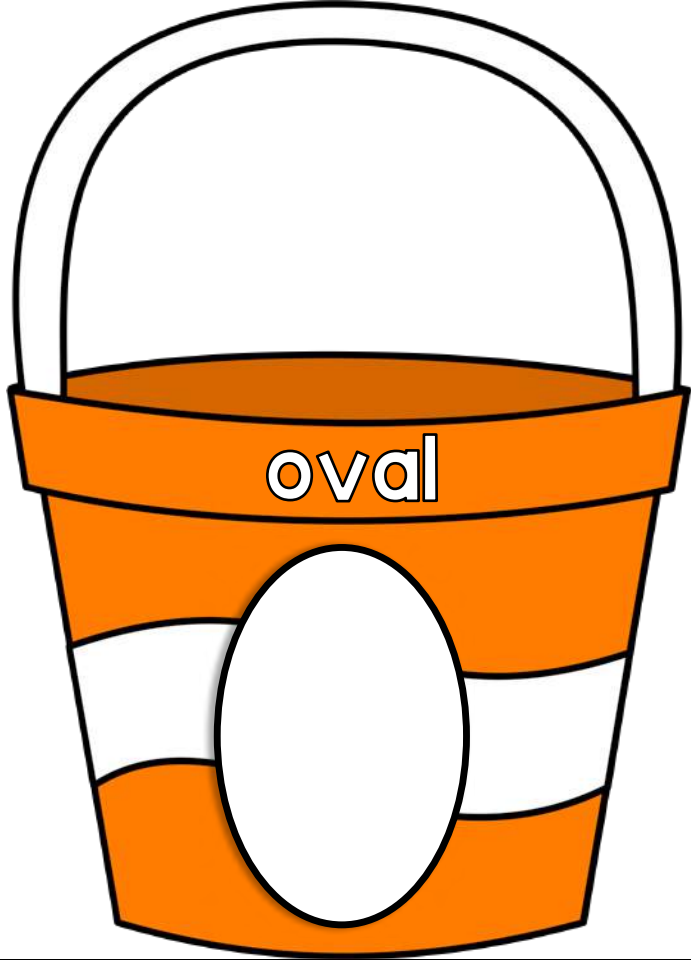
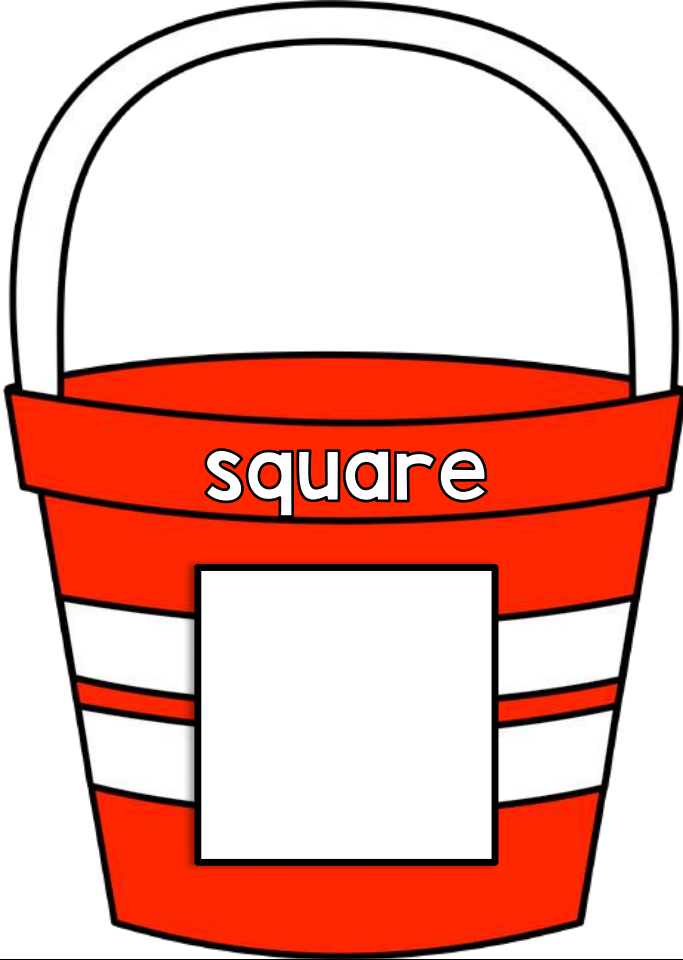
Seashell

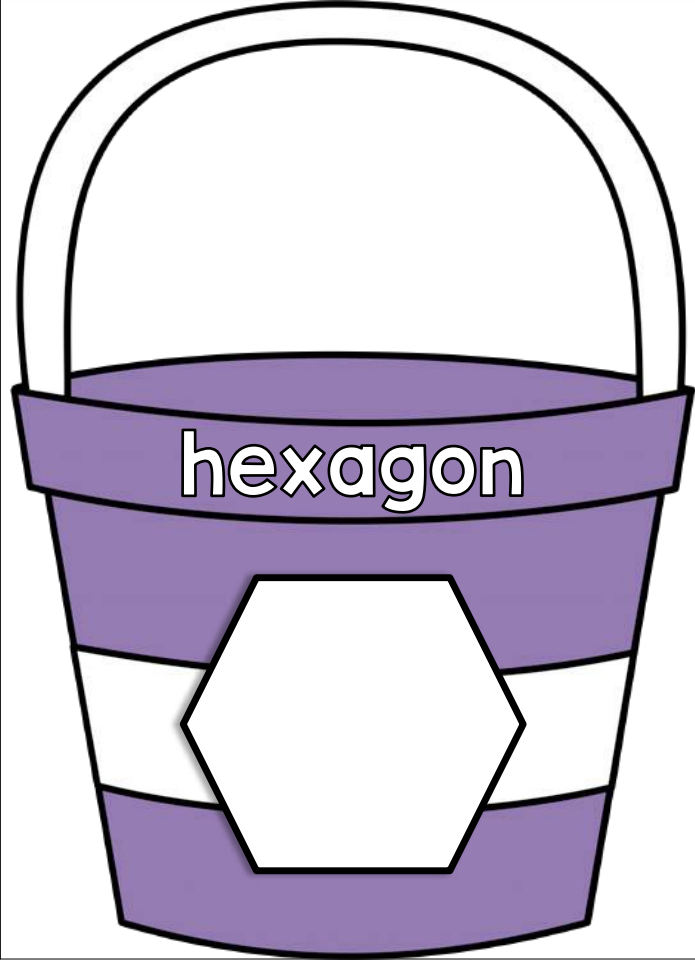
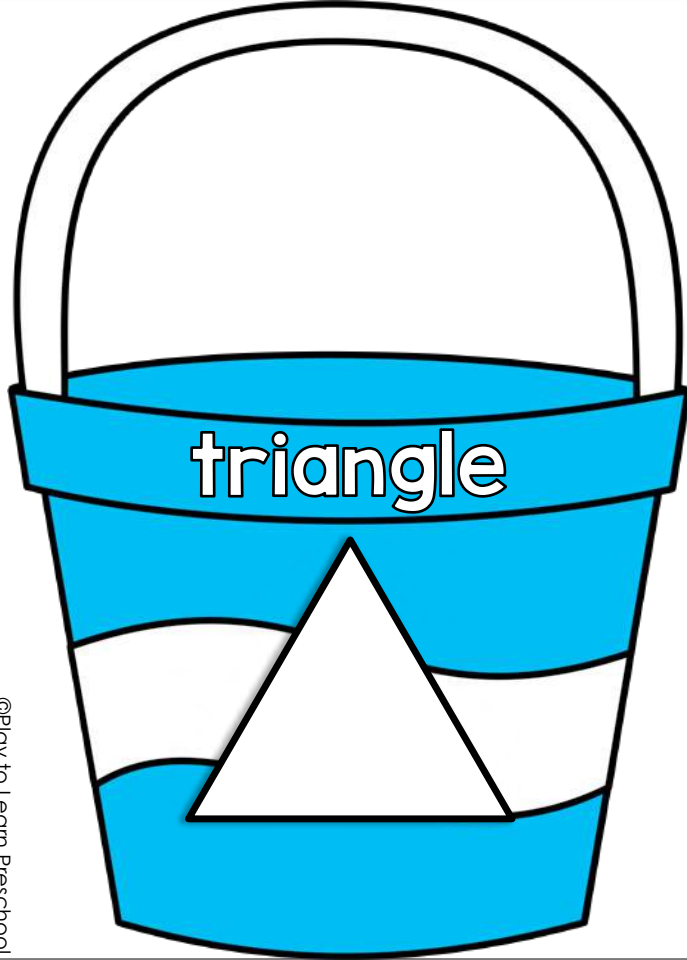
We see a seashell
on the ground.



Under which sand pail
Will it be found?







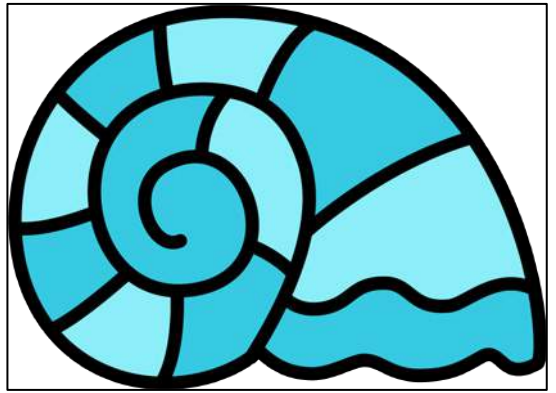
star



heart



trapezoid



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"

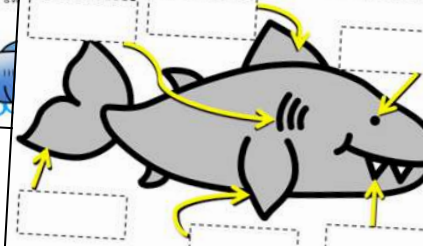
"You put your **dorsal fin** in,
you put your **dorsal fin** out,
you put your **dorsal fin** in,
and you shake it all about.

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.



I can label the parts of a shark.



Labels:

Shark



Extension Idea:

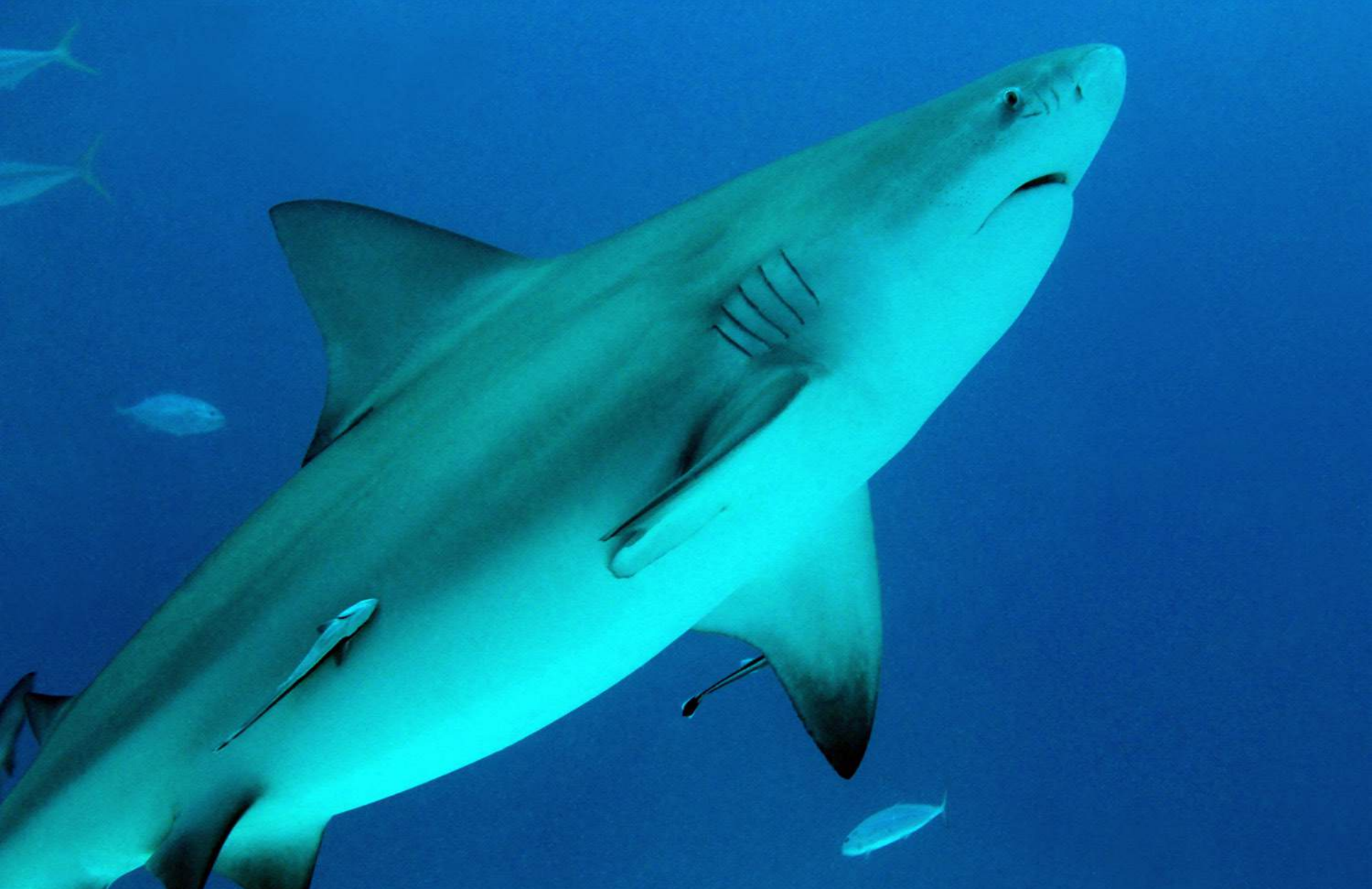
Teach the ASL sign for **Shark**. Make a fin on the top of your head with all fingers pointing up.



Great white sharks are very large, sometimes as big as half the length of a school bus!



The Hammerhead shark gets its name because of the shape of its head! Hammerhead sharks like eating stingrays.



Bull sharks live mostly by the shores in warm water. These sharks have the special ability to swim in fresh water as well as salt water.



Black tip reef sharks swim very fast. These sharks are also known to be shy.



Lemon sharks are pale yellow which makes them camouflage well in the sand. These sharks like to spend most of the time along sandy shores hiding in the sand.



The nurse shark spends its life in the shallow waters near the coral reefs and on the sand flats.



Sharky Pokey

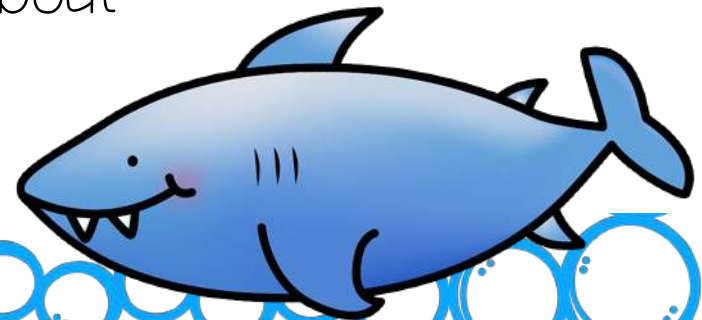
Song to the tune of "Hokey Pokey"

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

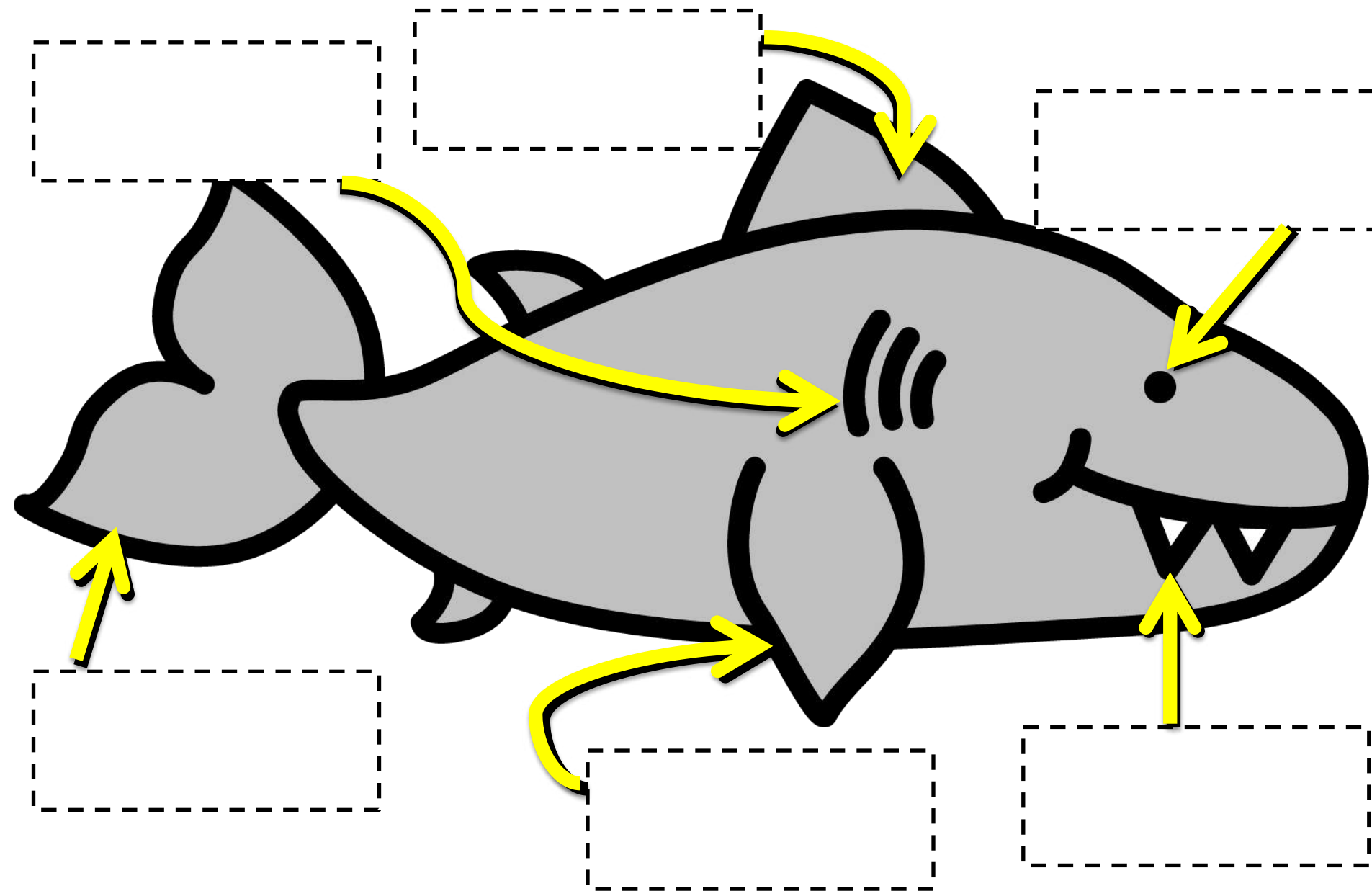
You do the **Sharky Pokey** and you swim
yourself around.

That's what it's all about"

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

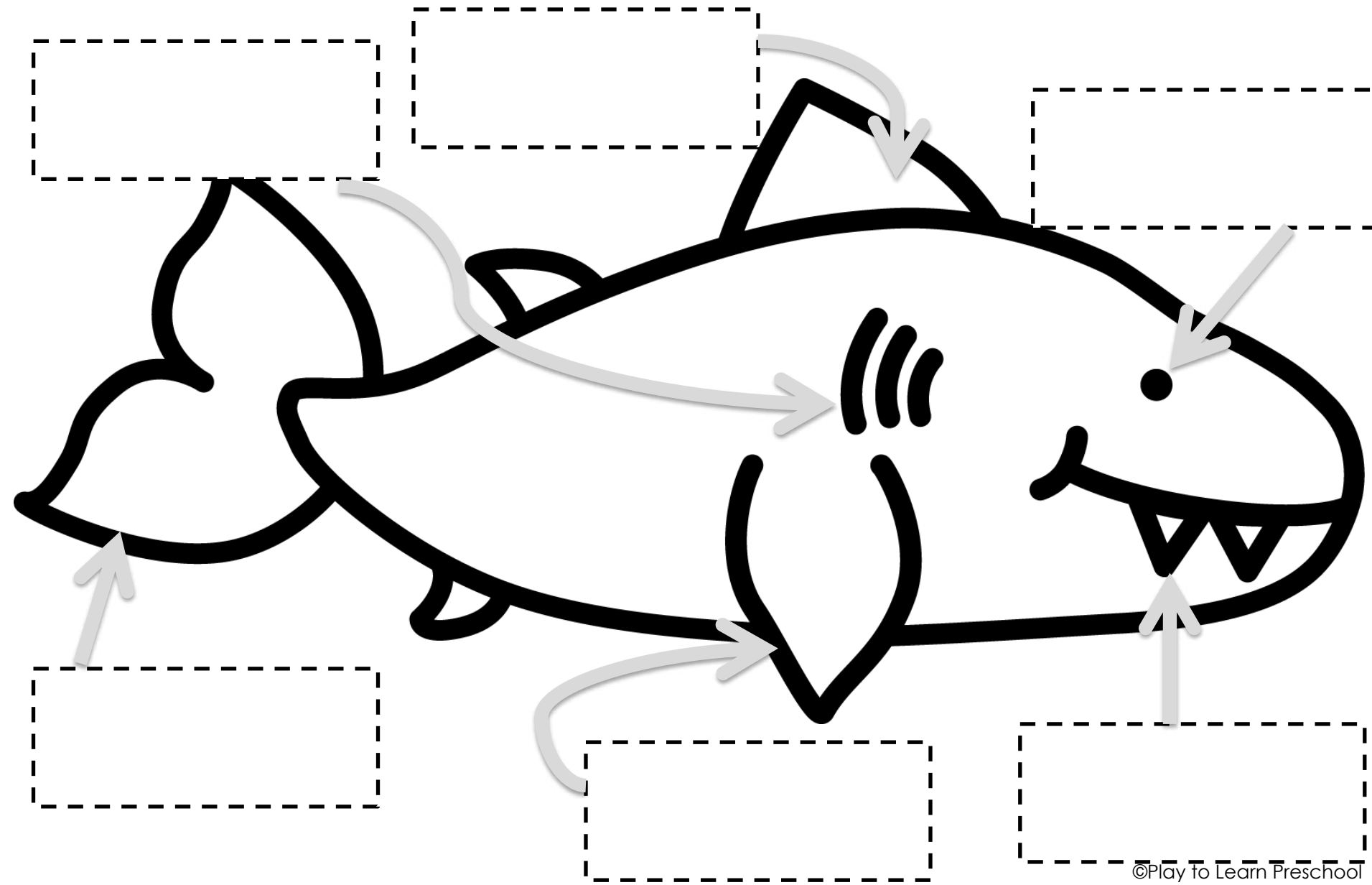


I can label the parts of a shark.



Name _____

I can label the parts of a shark.



Use these cards to label the parts of a shark.

eye

eye

eye

eye

teeth

teeth

teeth

teeth

gills

gills

gills

gills

dorsal fin

dorsal fin

dorsal fin

dorsal fin

tail

tail

tail

tail

**pectoral
fin**

**pectoral
fin**

**pectoral
fin**

**pectoral
fin**

Ocean Mammals

Animal Classification

Day 5
lesson
plans

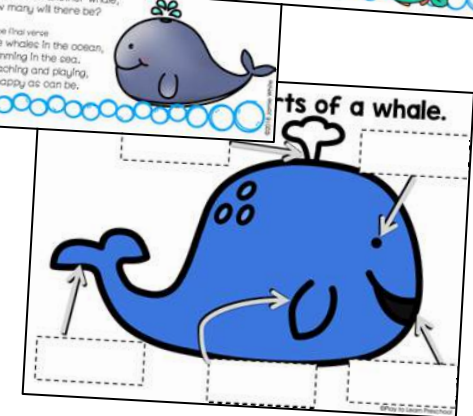
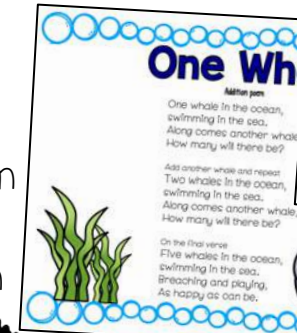
Not every animal that swims in the ocean is a fish! Mammals live there too.

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





Ocean mammals come to the surface to breathe.



This killer whale is a mammal.



Do you see the dolphin's blowhole?

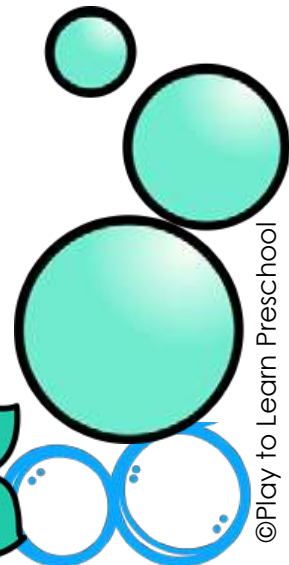
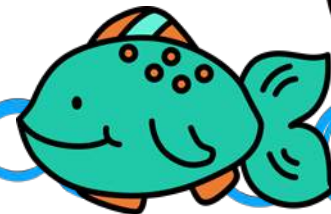
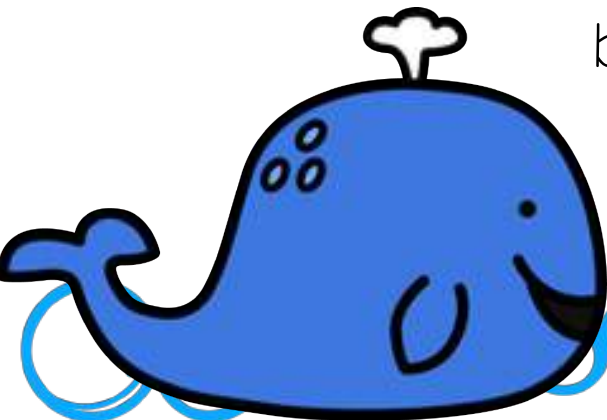


Mammals and Fish

To the tune of: "One Little Fishy Swimming in the Water" aka "Bubble, Bubble, Pop"

Mammals and fish both swim in the ocean,
Swim in the ocean, swim in the ocean.
Mammals and fish both swim in the ocean
but one comes up for air!

Mammals need to breathe the fresh air,
Breathe the fresh air, breathe the fresh air.
Mammals need to breathe the fresh air,
but fish stay underwater!





One Whale

Addition poem

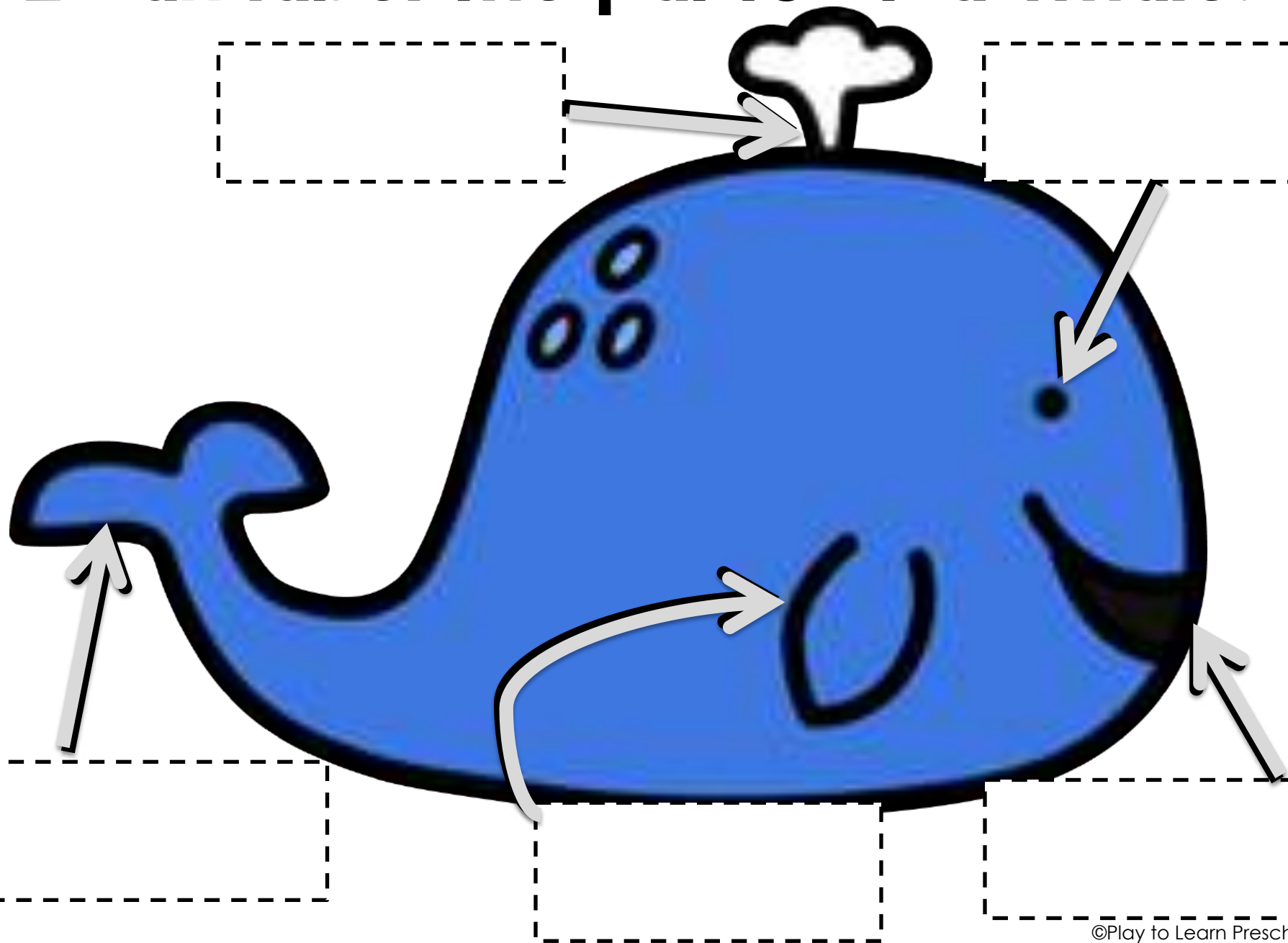
One whale in the ocean,
swimming in the sea.
Along comes another whale,
How many will there be?

Add another whale and repeat
Two whales in the ocean,
swimming in the sea.
Along comes another whale,
How many will there be?

On the final verse
Five whales in the ocean,
swimming in the sea.
Breaching and playing,
As happy as can be.

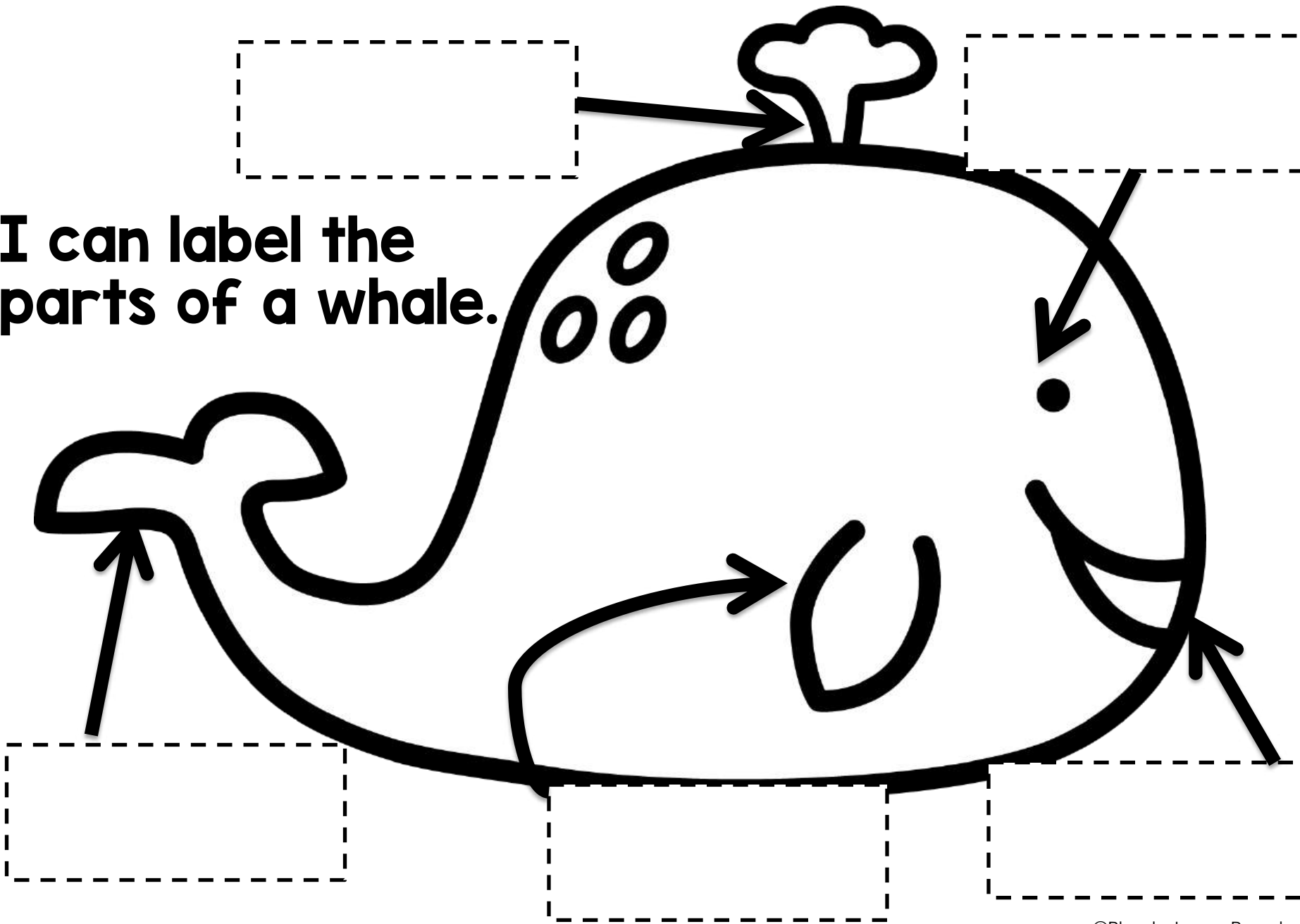


I can label the parts of a whale.



Name _____

I can label the parts of a whale.



Use these cards to label the parts of a whale.

eye

eye

eye

eye

mouth

mouth

mouth

mouth

flipper

flipper

flipper

flipper

flukes

flukes

flukes

flukes

blowhole

blowhole

blowhole

blowhole

Grid Game

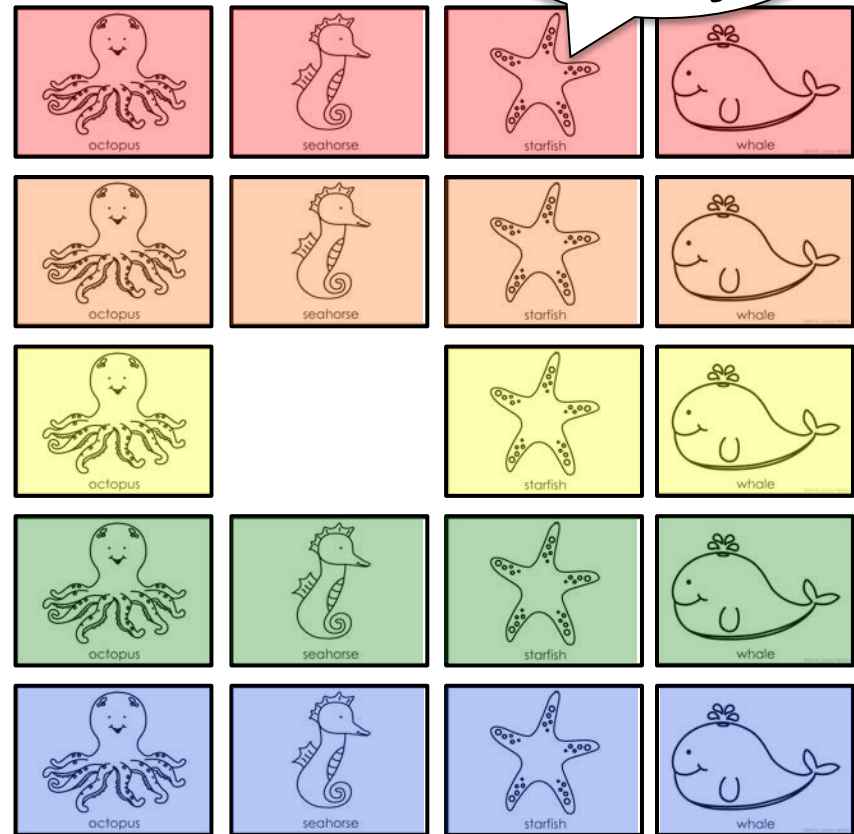
Day 5 Bonus Activity

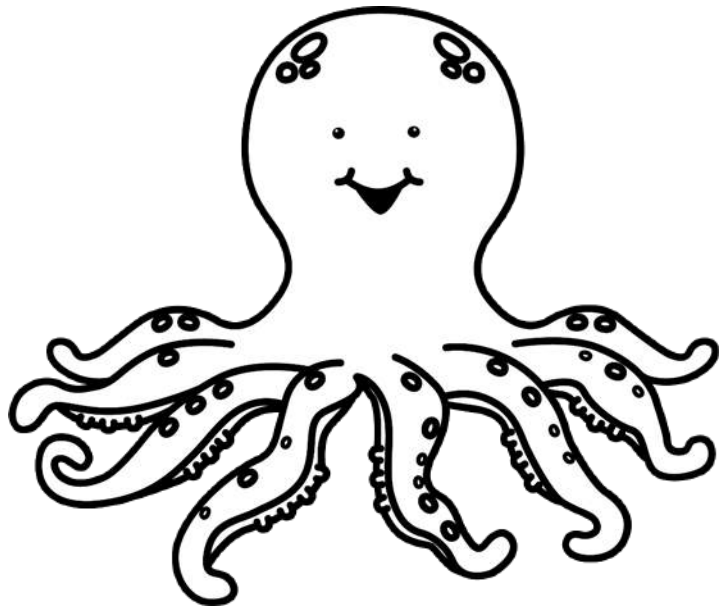
This easy-to-make game encourages higher level thinking and helps young children explore patterns and relationships!

To use:

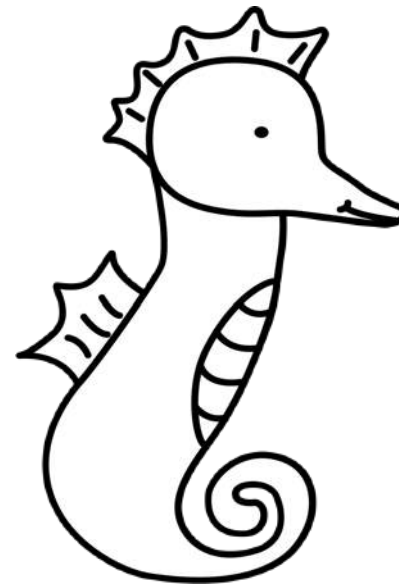
1. Copy the attached page onto 4-5 different colors of paper.
2. Laminate and cut apart.
3. Create a grid where each column has the same picture and each row is the same color. Discuss the pattern and relationship of the cards.
4. Students close their eyes while the teacher removes 1 card.
5. Students use their knowledge of patterns to determine which card (color and picture) is missing.

Which one is missing?

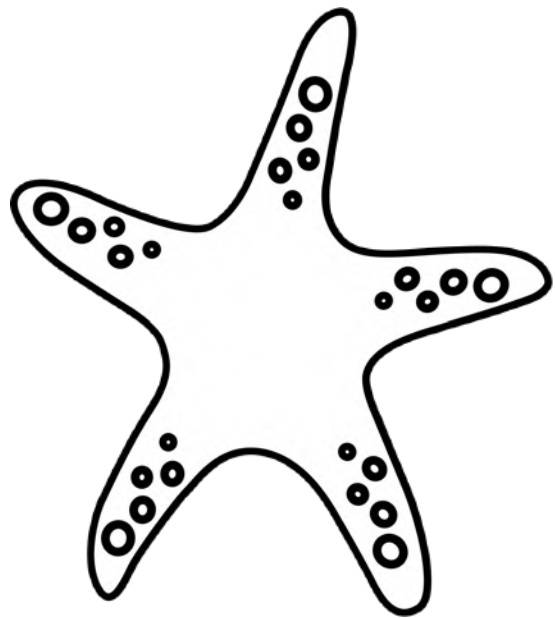




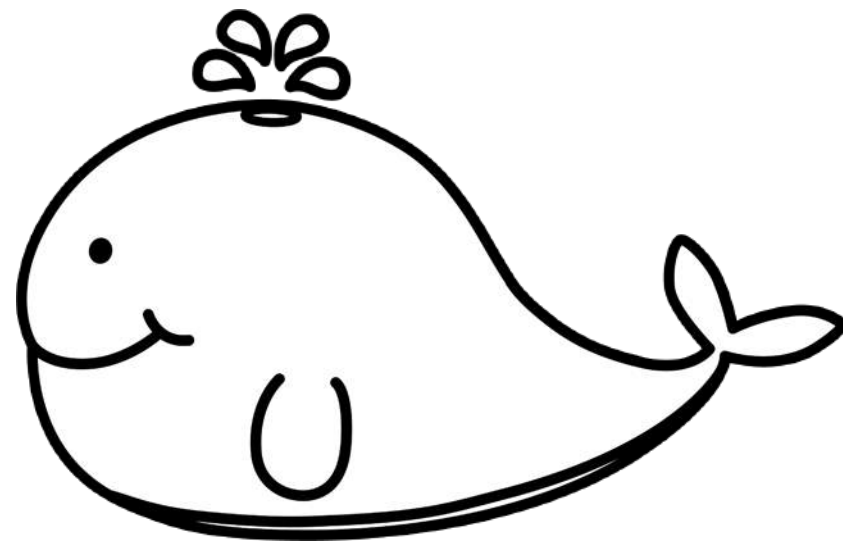
octopus



seahorse



starfish



whale

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



Extension Idea:

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



Clown fish live in a coral reef.



There are many colorful fish.



A puffer fish inflates to scare off predators.



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



Clown fish live in a coral reef.



A puffer fish inflates to scare off predators.



There are many colorful fish living in the ocean.

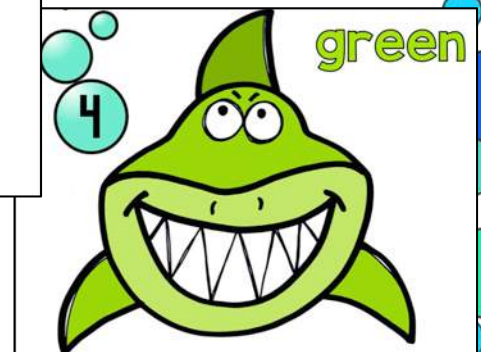
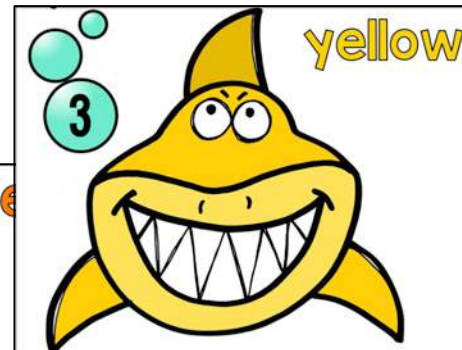
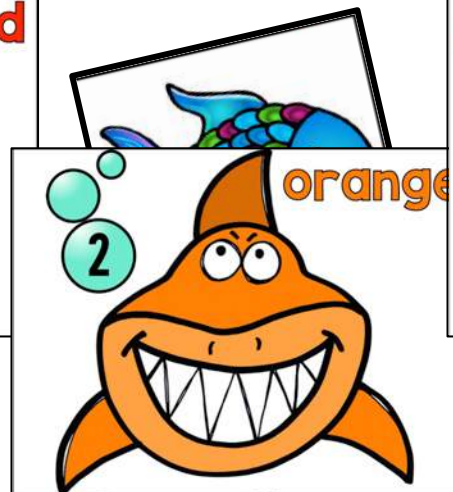
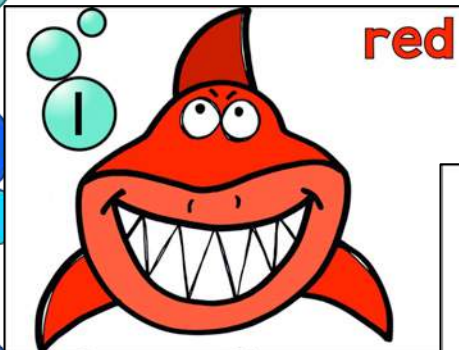


**A group of fish is called a school.
This is a school of tuna fish.**

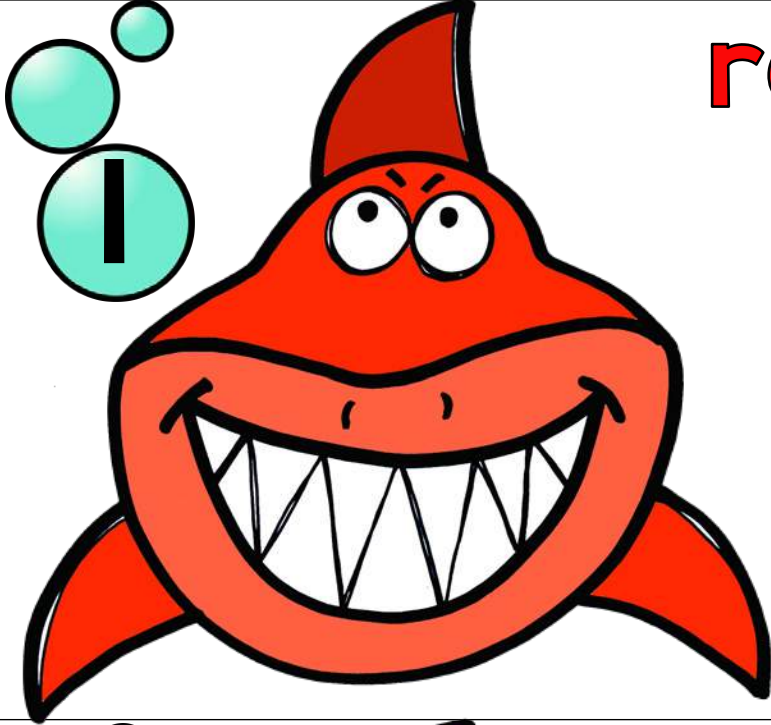
Little Fish

I'm a little rainbow fish
as sweet as can be.

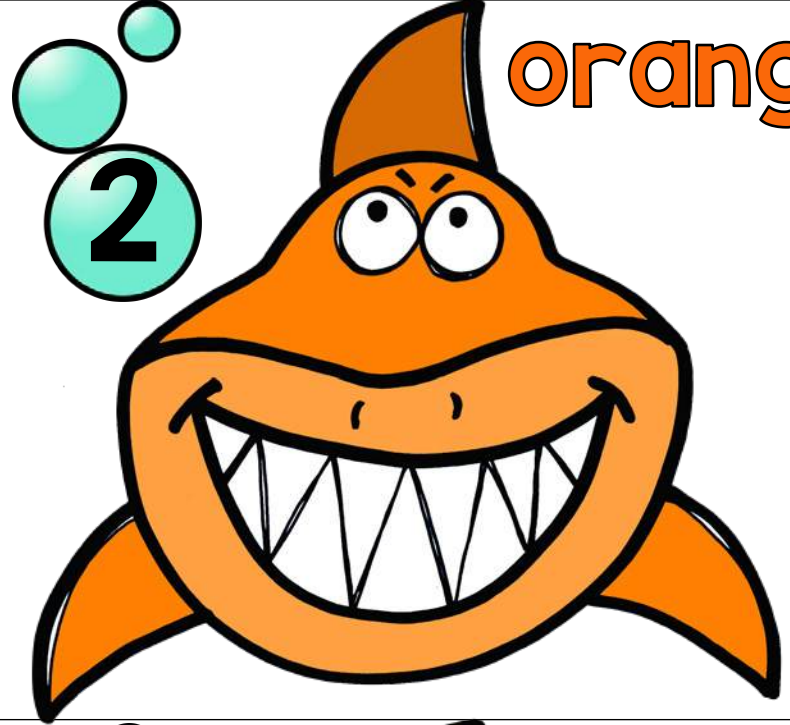
I'll hide behind a friendly shark
in the deep blue sea!



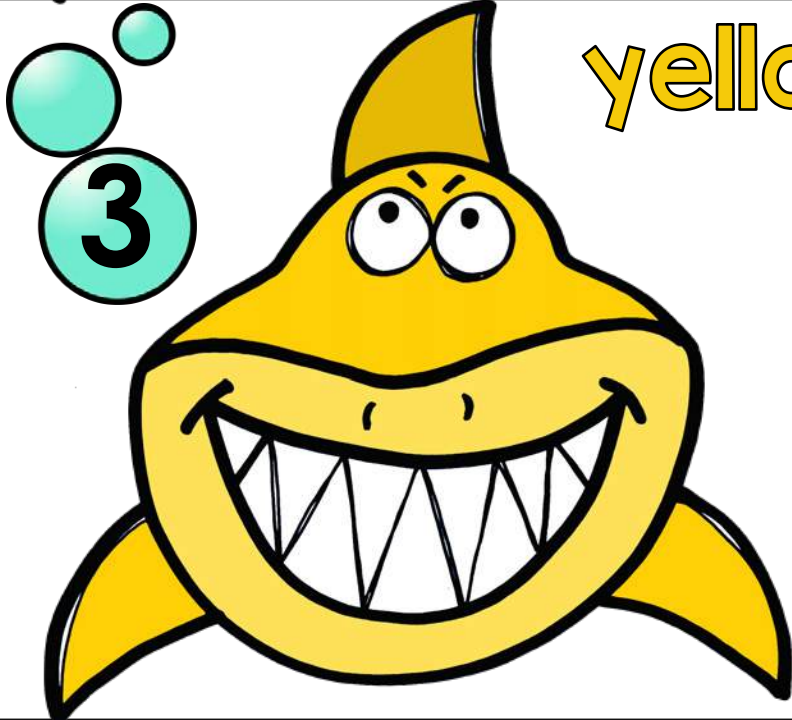
red



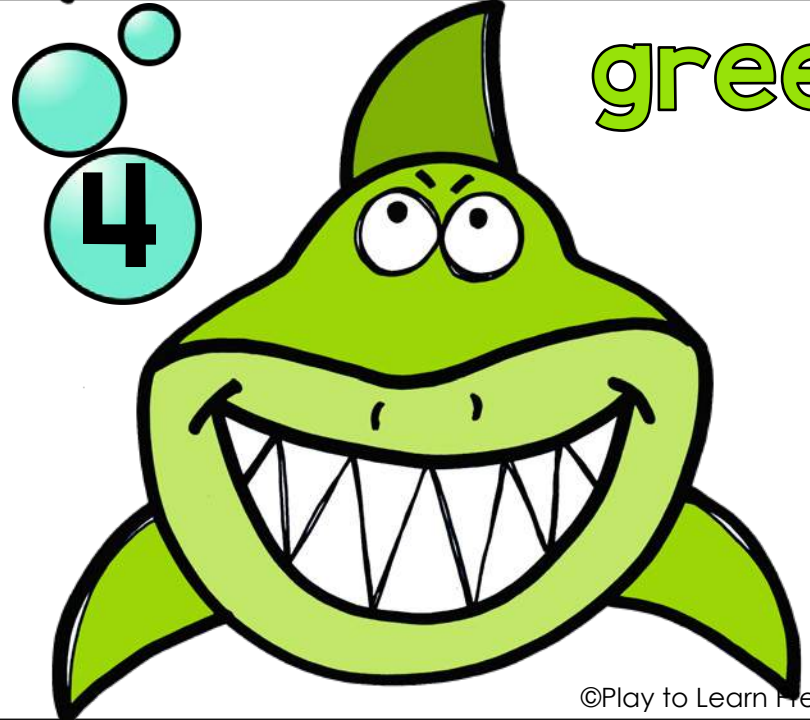
orange



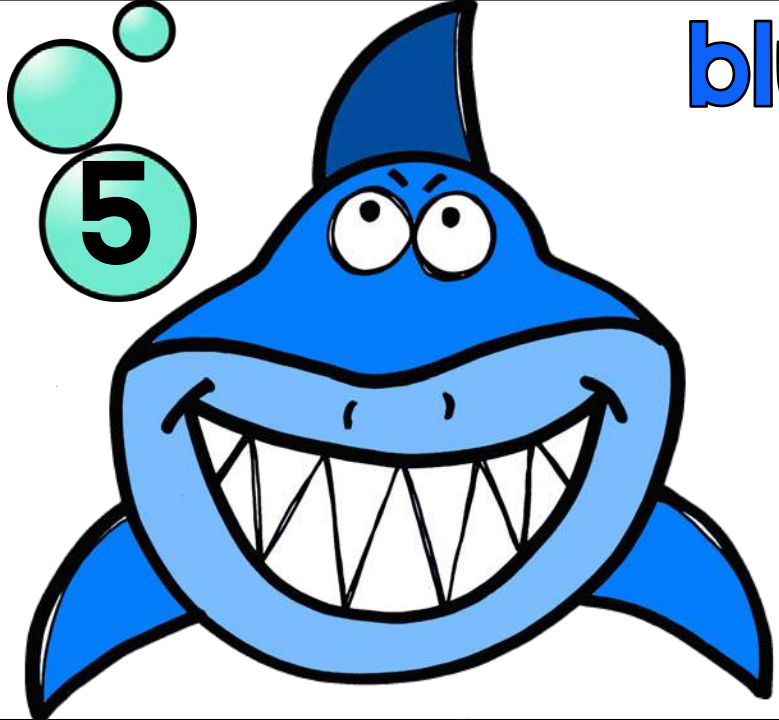
yellow



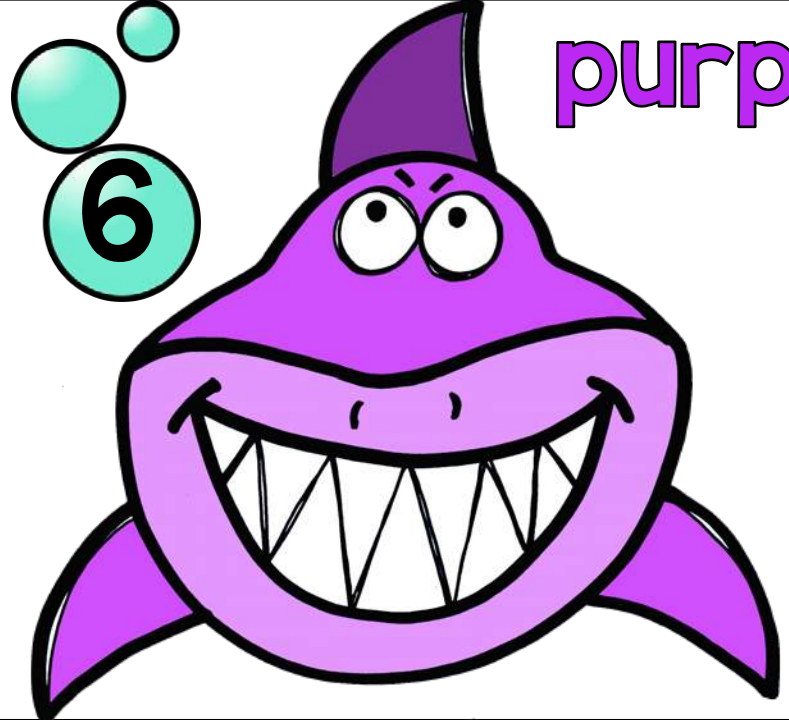
green



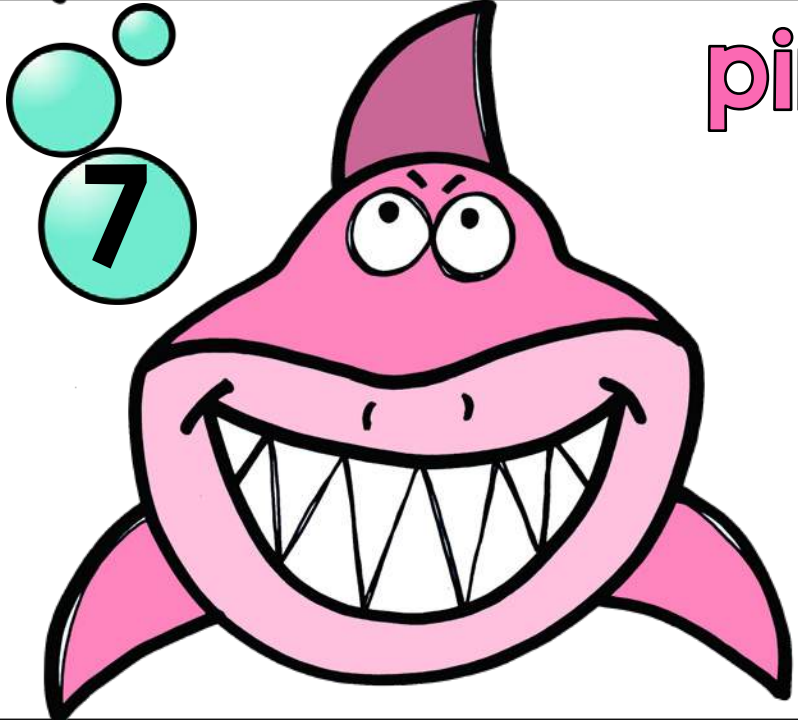
blue



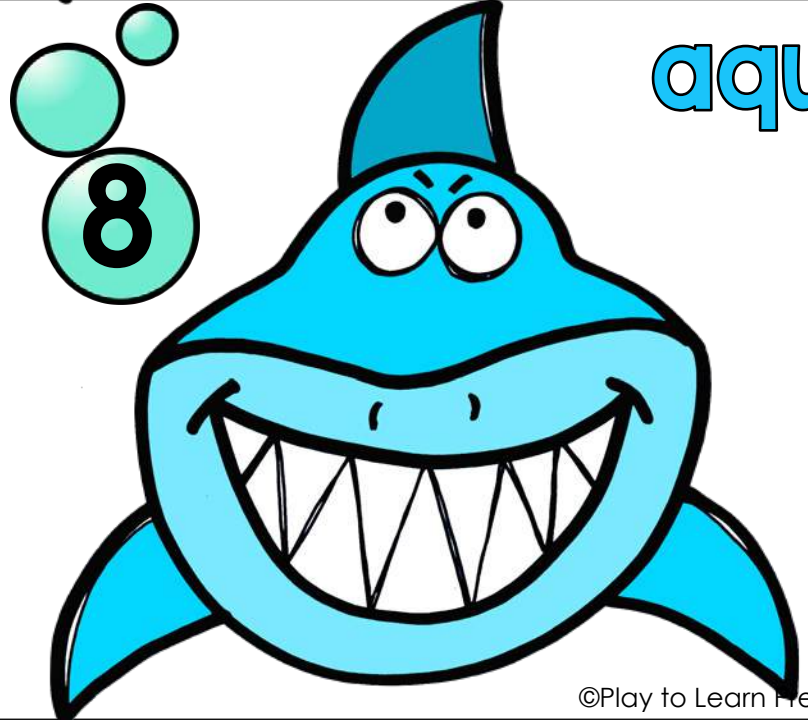
purple

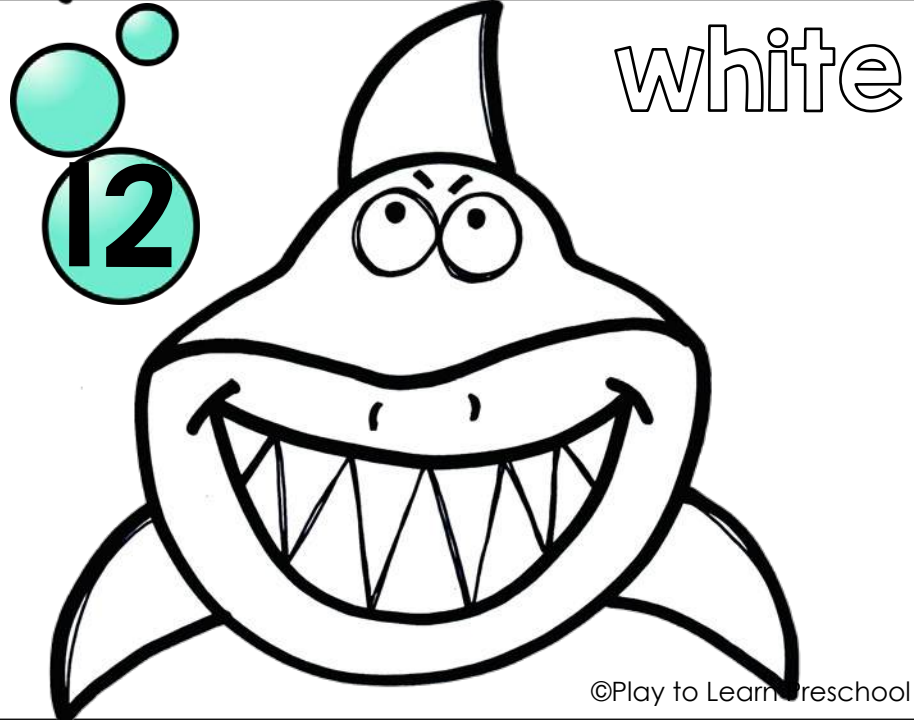
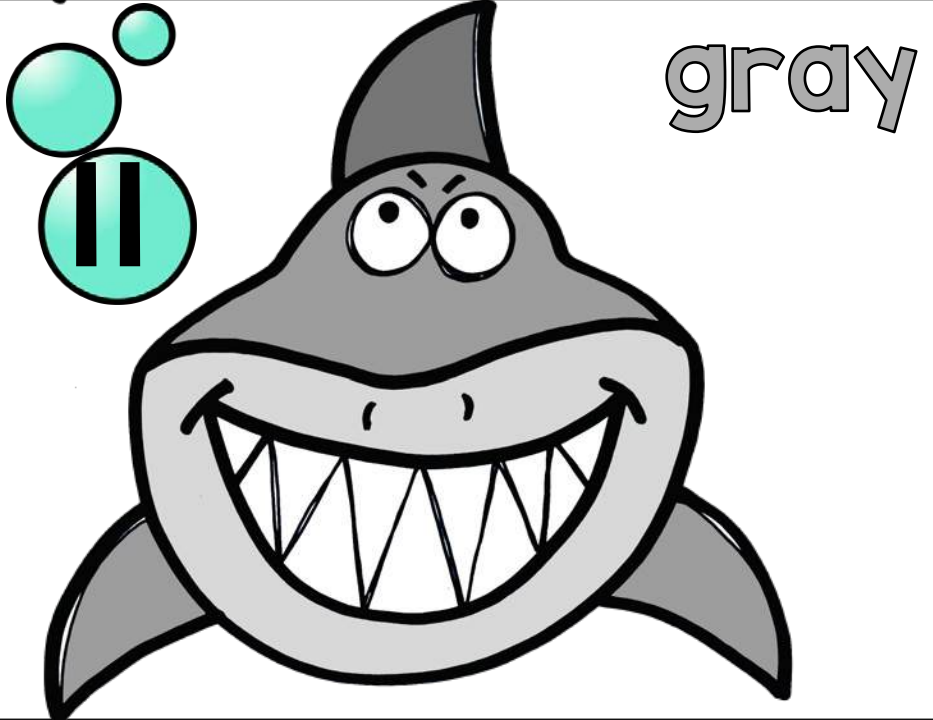
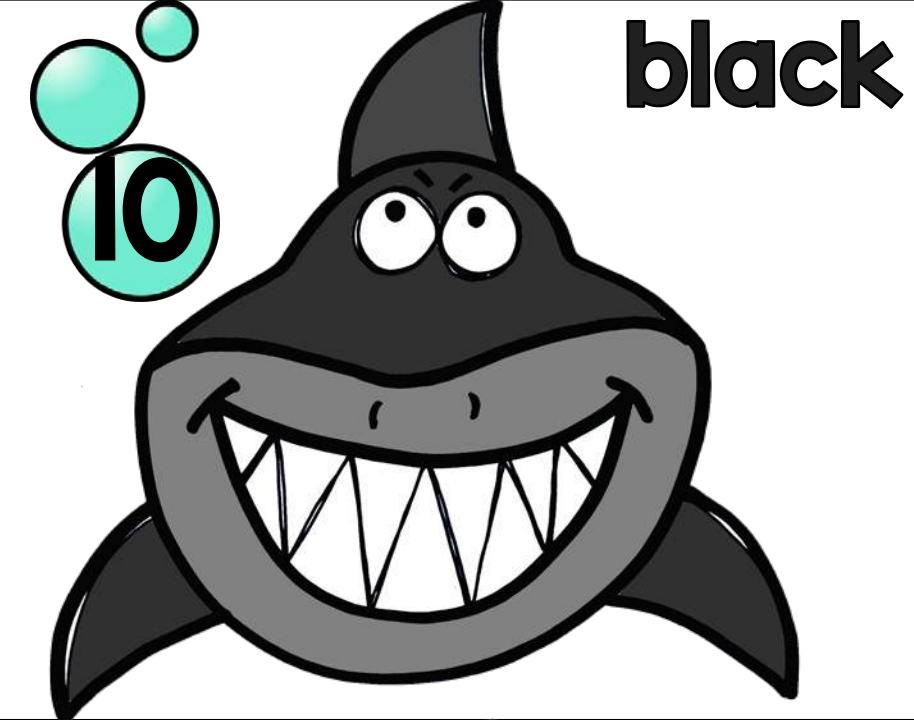
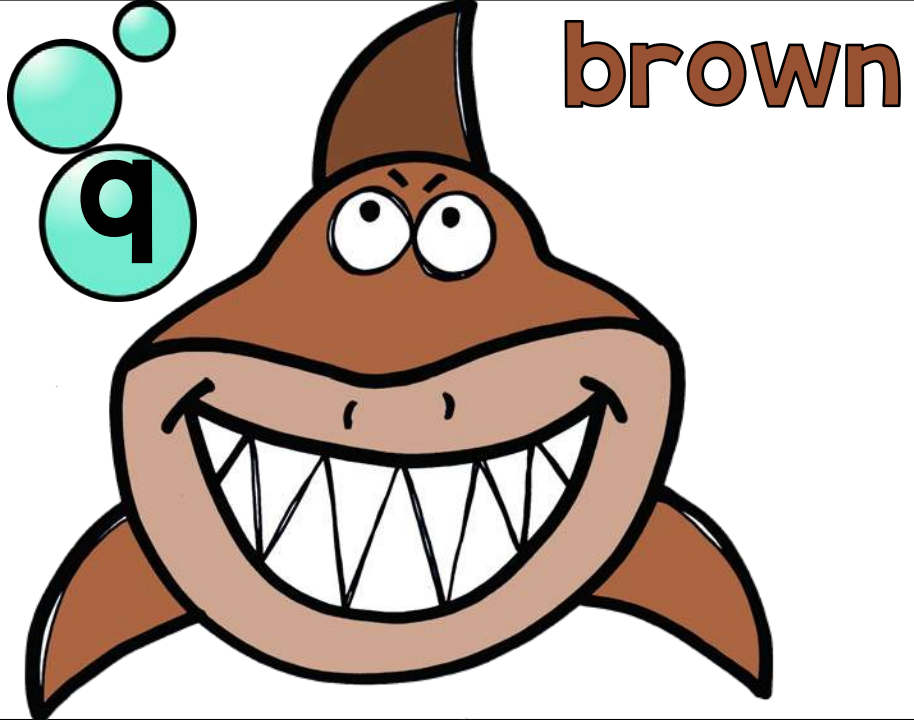


pink

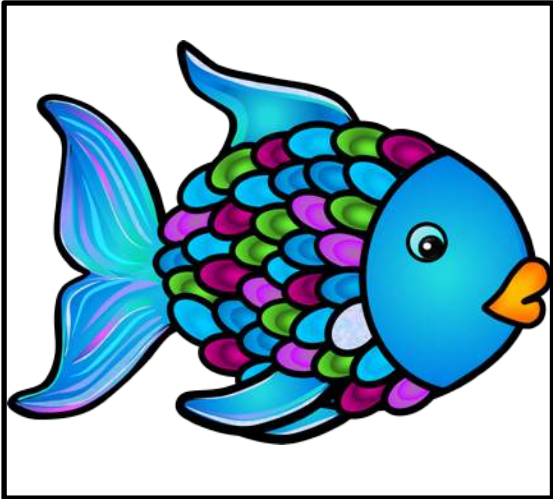


aqua





Cut out this fish.

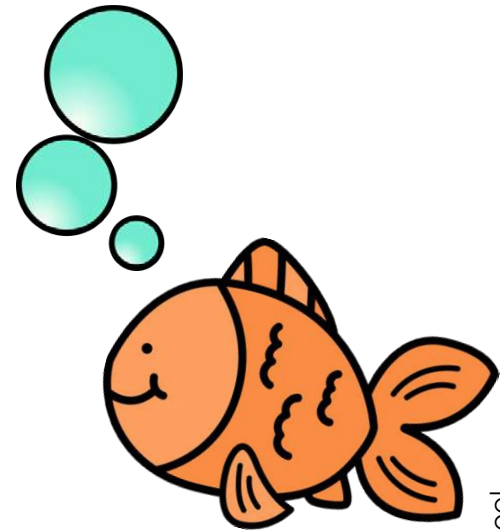




Bubble - Bubble - Pop!

Ocean Song

One orange fish is
swimming in the ocean,
swimming in the ocean,
swimming in the ocean.
One orange fish is
swimming in the ocean.
Bubble, bubble,
Bubble, bubble,
POP!



Repeat the verses with
different colored fish.

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 -

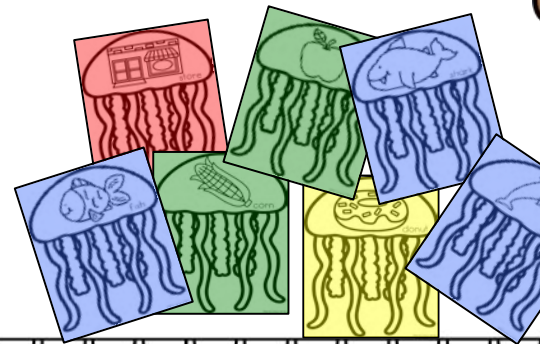
1. Get 12 sheets of colored paper (3 sheets each of pink, yellow, green, and blue).
2. Print the jellyfish onto the colored paper and spread them out on the floor.
3. Talk about the categories of pictures on the jellyfish – food, animals, and places.
4. Read the directions and encourage the children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

jellyfish



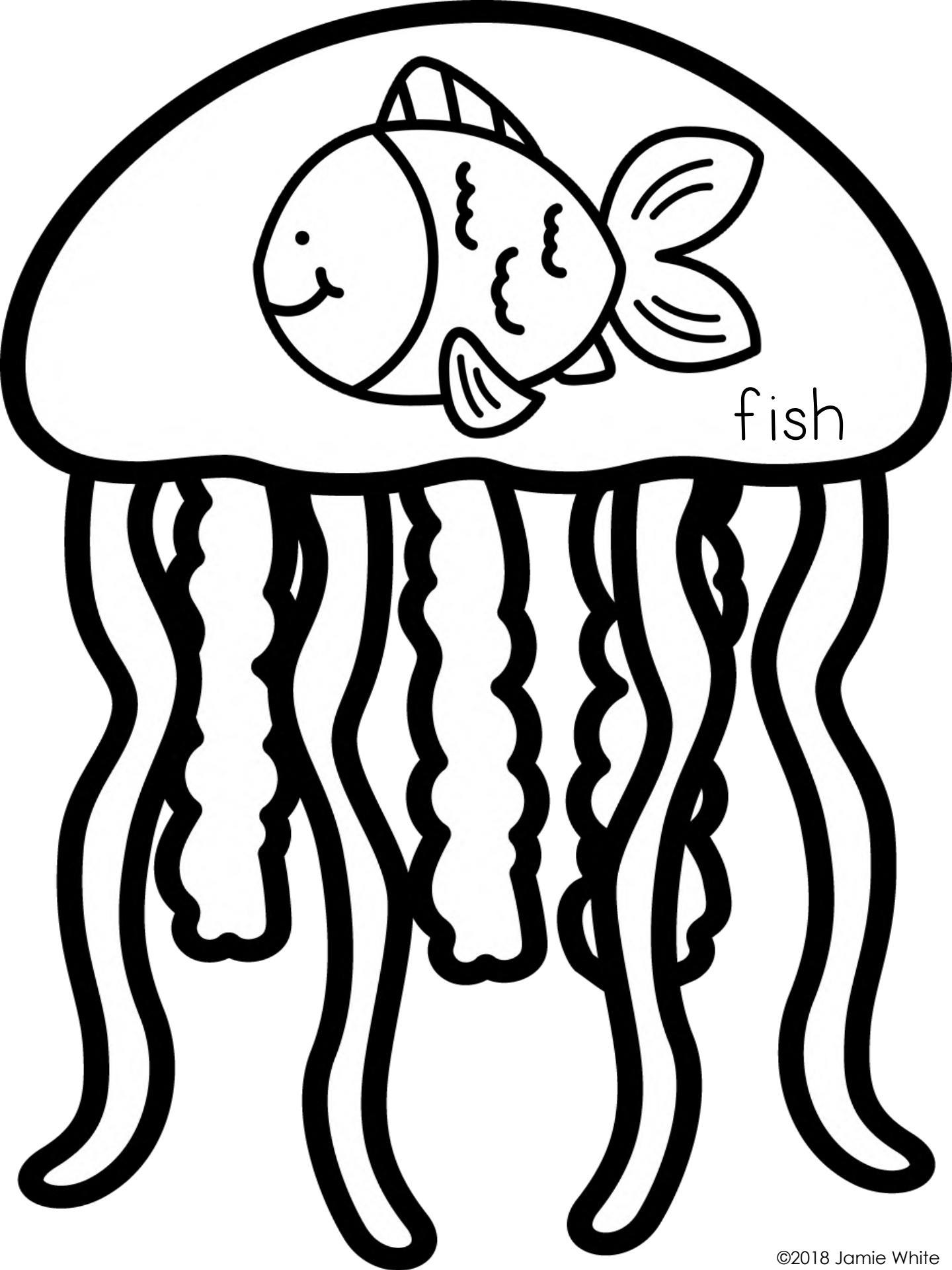
Extension Idea:

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

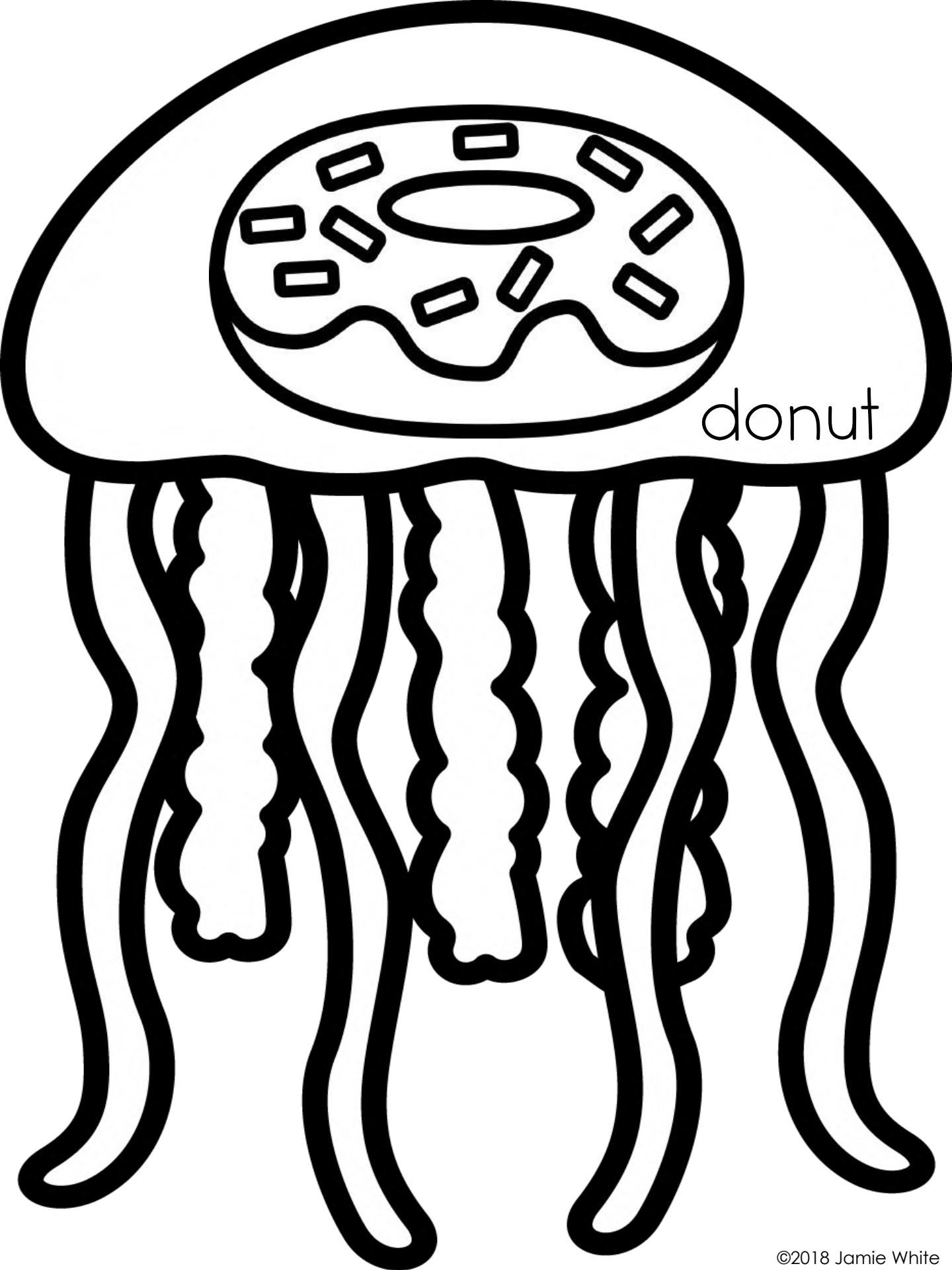




Jellyfish have long tentacles that sting.

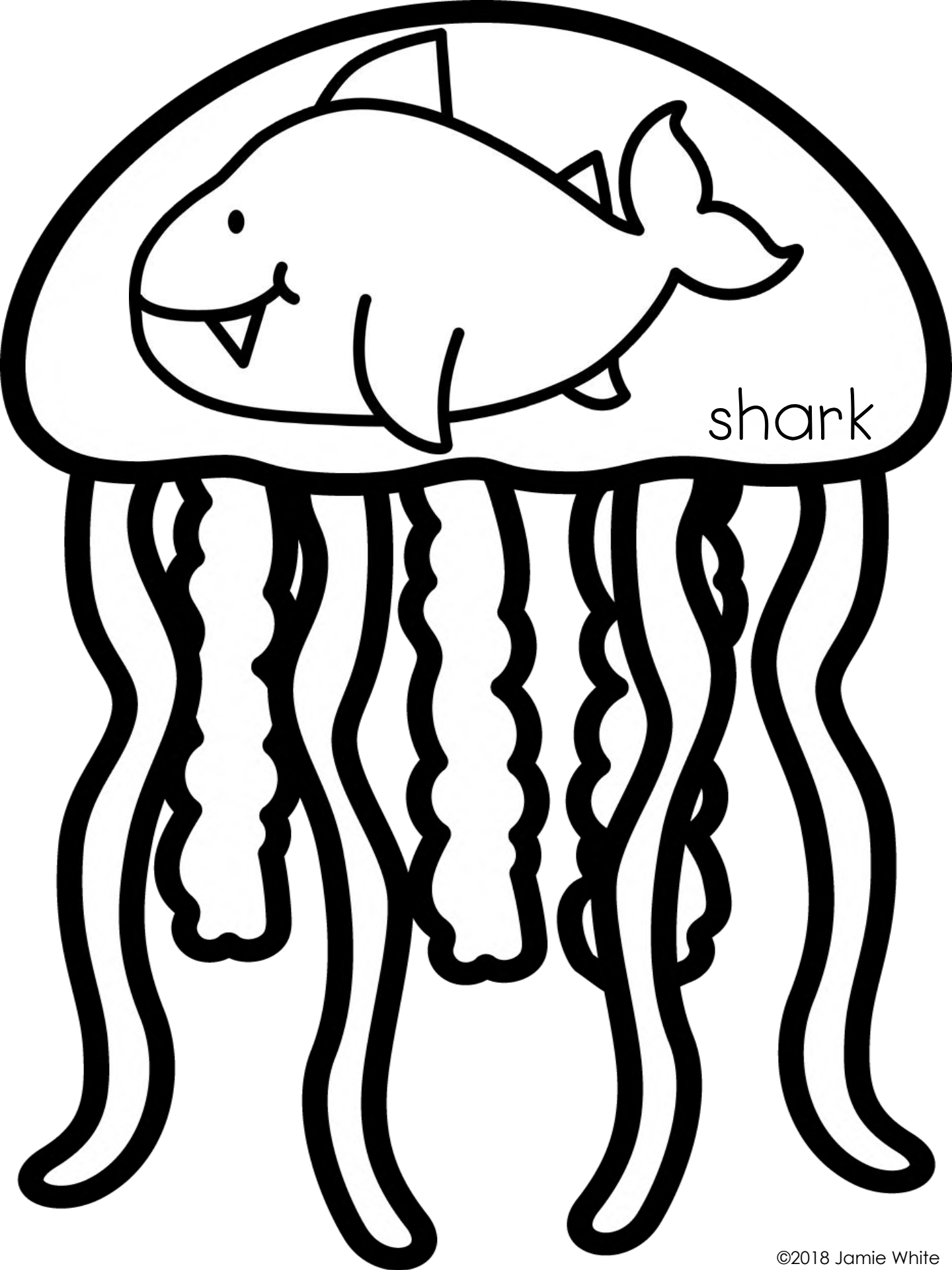


fish

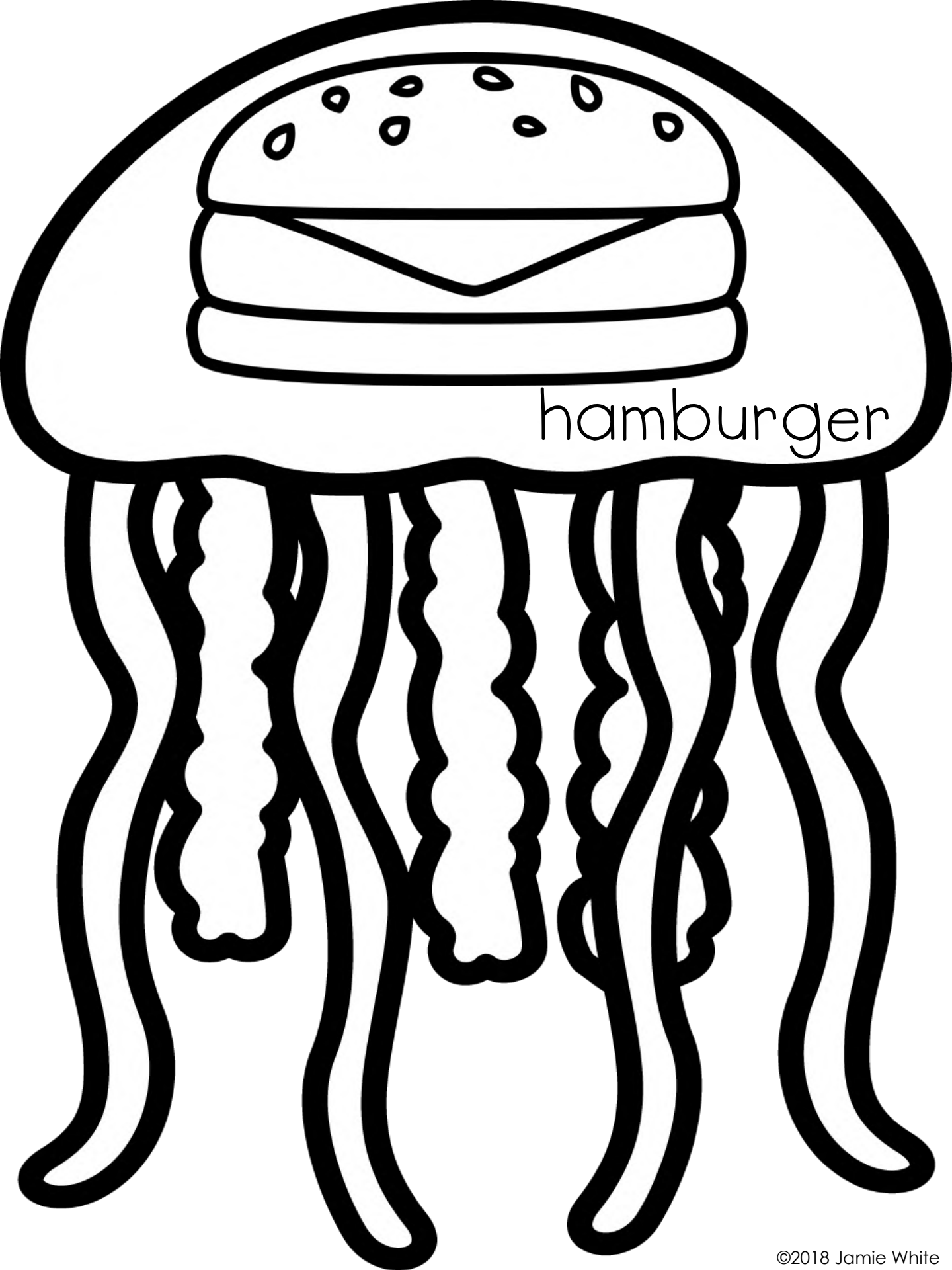


donut





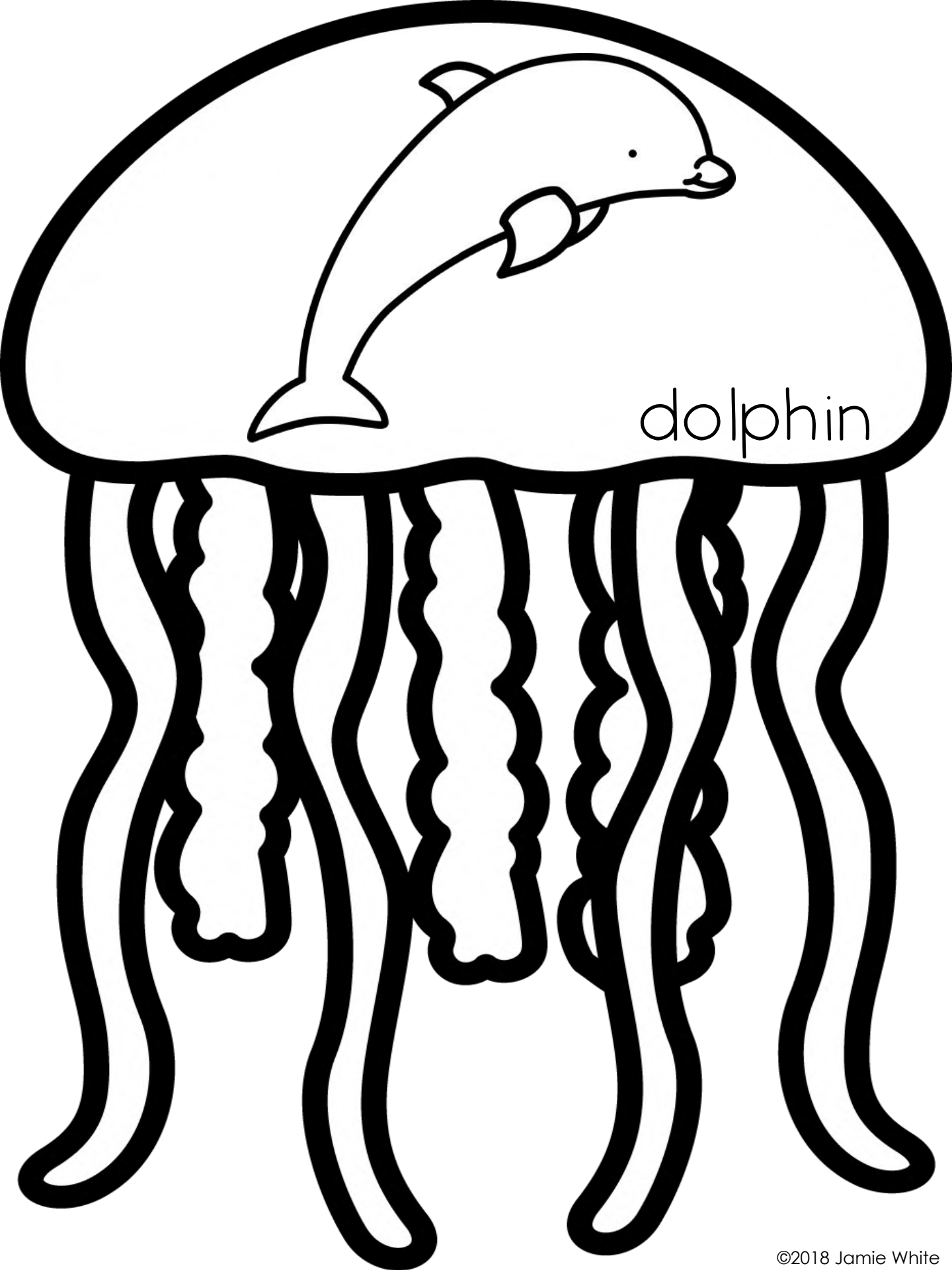
shark



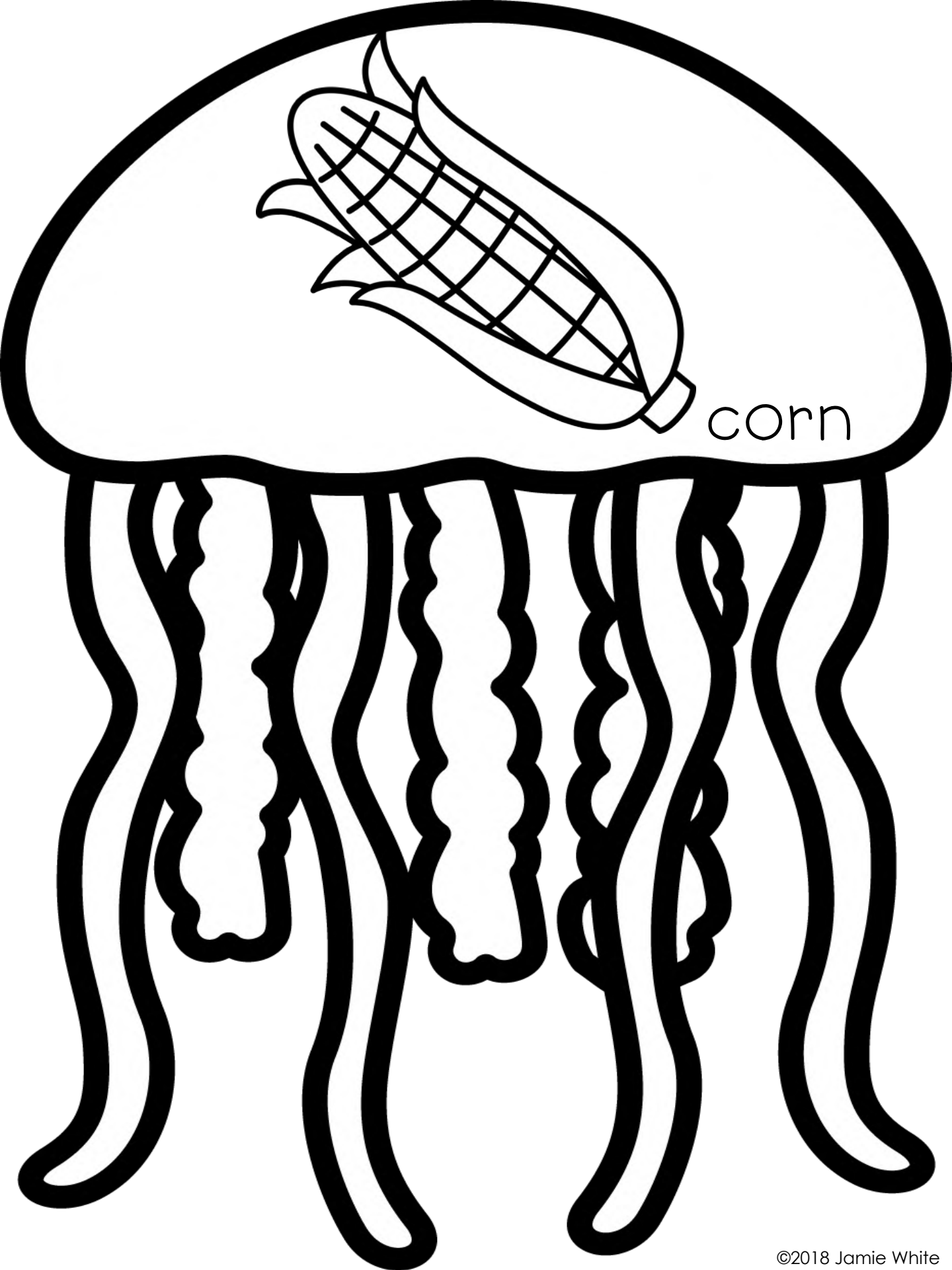
hamburger



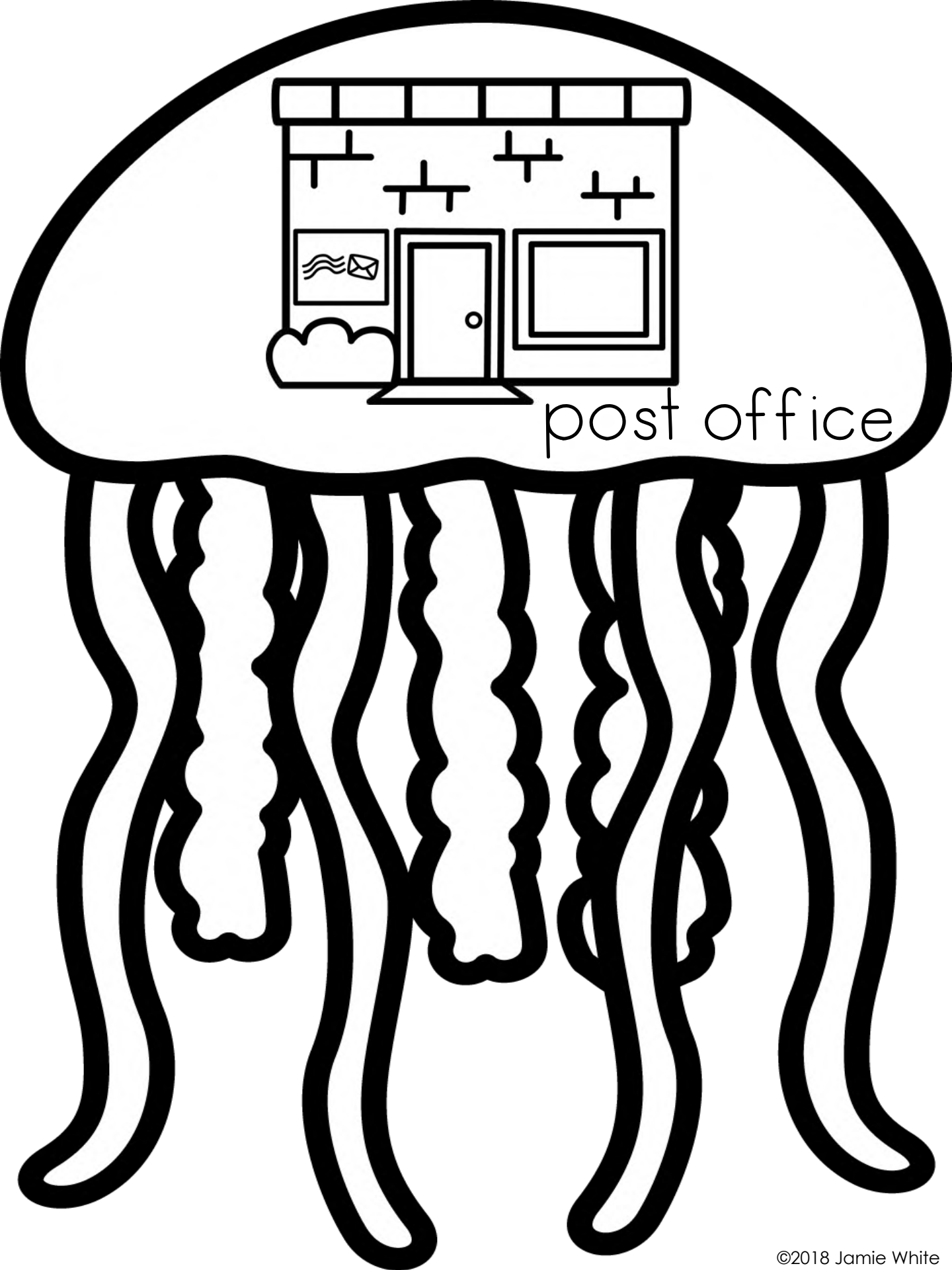
store



dolphin



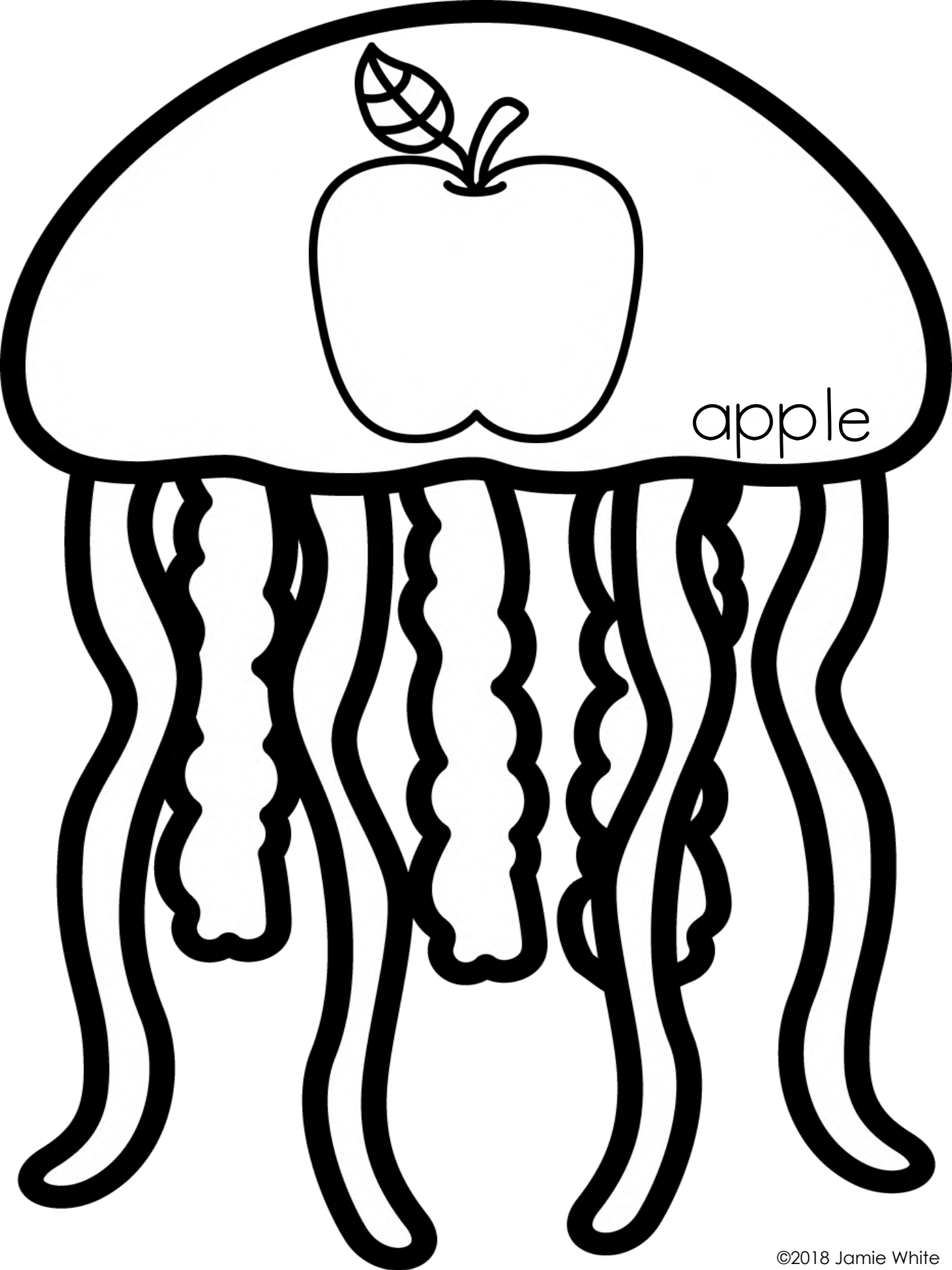
corn



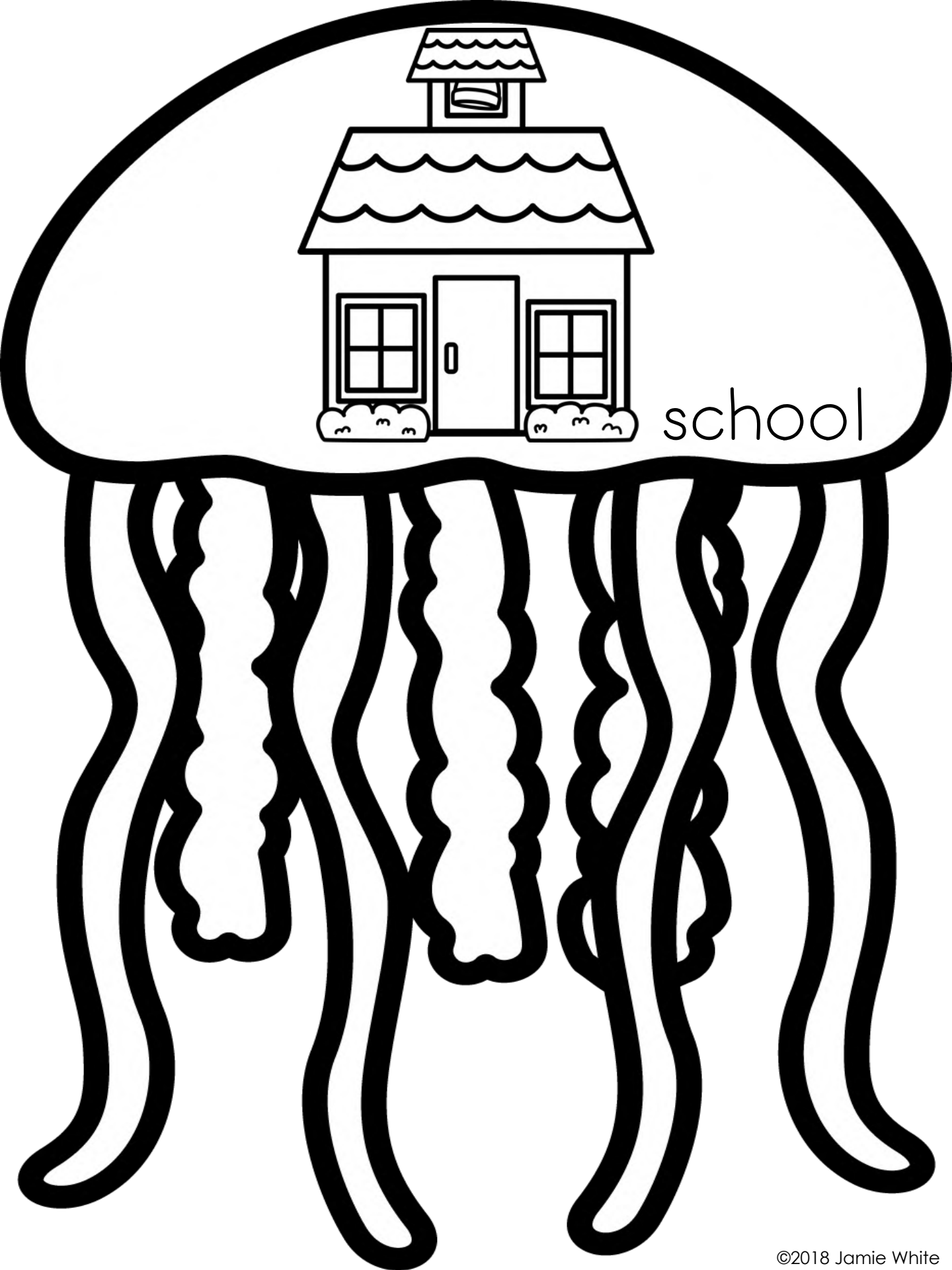
post office



crab



apple



school

Swim over to an animal.

Stand on an ocean animal.

Sit down on your favorite animal.

Swim around and stop on a place.

Float over to a building.

Tiptoe around a place.

Touch your hand to a blue jellyfish.

Sit down on a pink jellyfish.

Swim straight to a green jellyfish.

Walk sidewalks to a healthy food.

Crab walk over to your favorite food.

Touch your toe on the closest food.

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). Ask students to describe what they “see.”
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 BCD, air tank, snorkel, mask, fins and something to breathe.



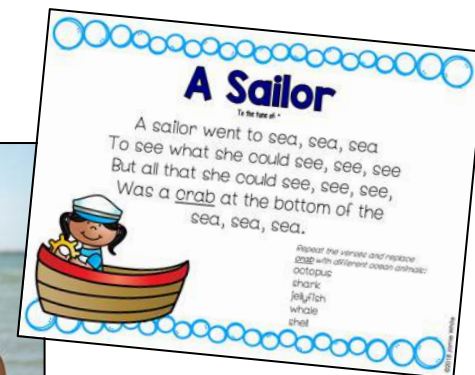
There are so many things to explore under the water.



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.





Lots of equipment is needed to scuba dive: a special jacket called a BCD, air tank, snorkel, mask, fins and sometimes a wetsuit.



This diver is getting ready to go under the water.



There are so many things to explore under the water.



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



A Sailor

Song

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 verses and replace crab with different ocean animals:

- octopus
- shark
- jellyfish
- whale
- shell

Ocean Riddles

Listening Practice

Day 9
lesson
plans

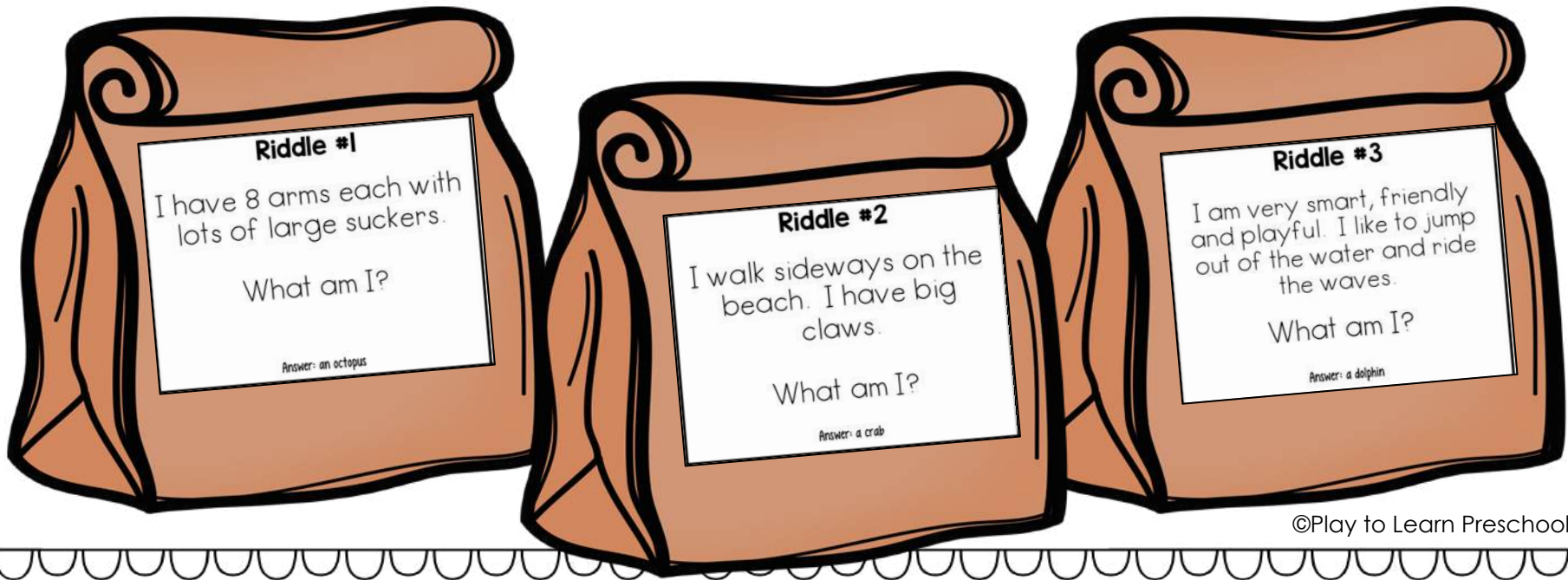
Now that we have identified many different ocean animals, let's compare and contrast them.

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

Riddle #4

I hold onto sea grass with my tail. I am good at camouflaging and don't swim very well.

What am I?

Answer: a seahorse

Riddle #5

I am the largest fish in the sea. I have very big teeth.

What am I?

Answer: a shark

Riddle #6

I look like a little umbrella.
My tentacles will sting!

What am I?

Answer: a jellyfish

Riddle #7

I have scales. I have fins to swim through the water.

What am I?

Answer: a fish

Riddle #8

I have a hard shell. I breathe air and lay my eggs on the beach.

What am I?

Answer: a turtle

Riddle #9

I am a very large ocean mammal. I can be as long as 3 school buses.

What am I?

Answer: a whale

Riddle #10

I have a wide, flat body and no bones inside. I have a pair of claws.

What am I?

Answer: a crab

Riddle #11

I have a long, tube-shaped body with a short head and 10 arms.

What am I?

Answer: a squid

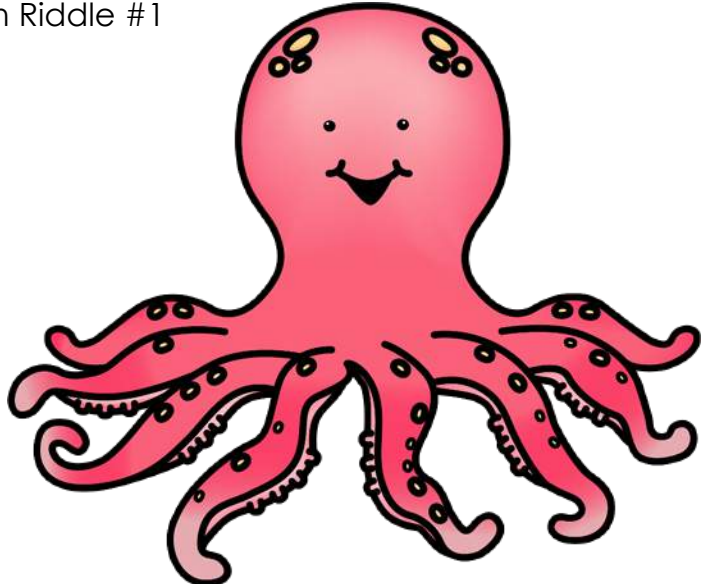
Riddle #12

I am a large fish with a flat body and triangular wings. My brain is the biggest of all the fish.

What am I?

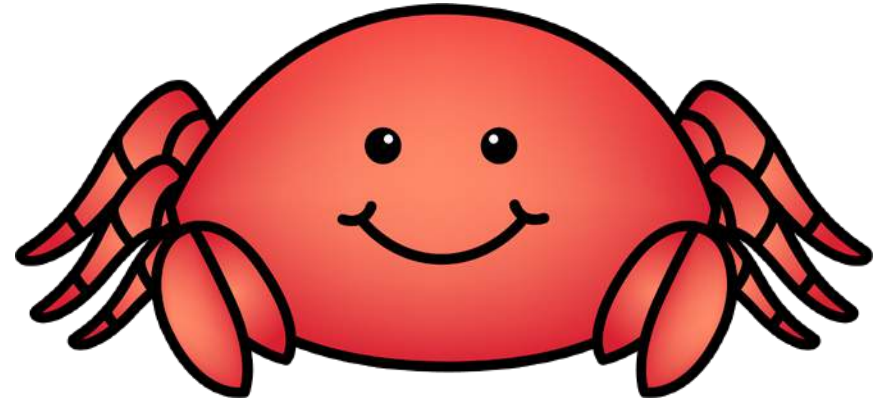
Answer: a manta ray

Ocean Riddle #1



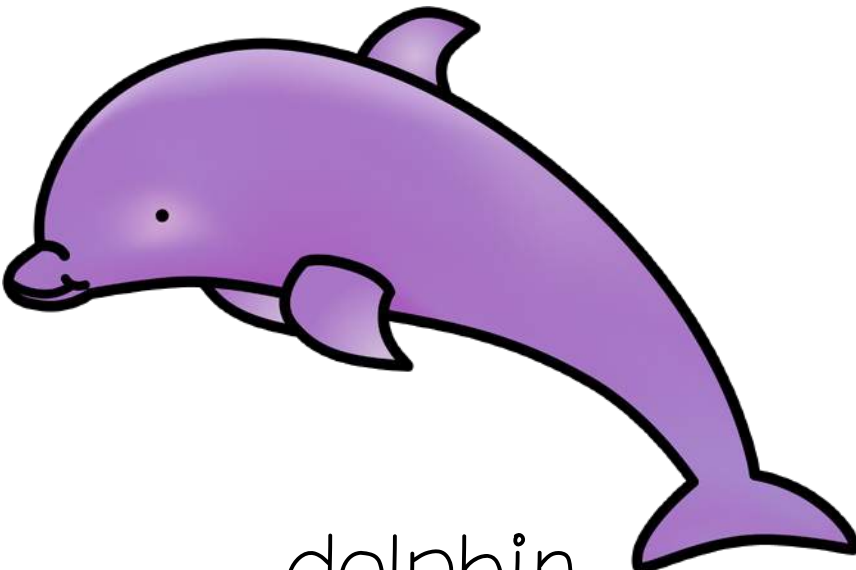
octopus

Ocean Riddle #2



crab

Ocean Riddle #3



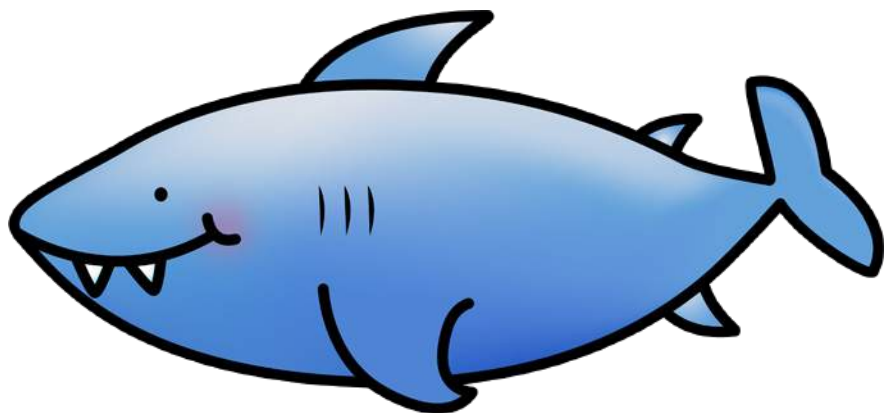
dolphin

Ocean Riddle #4



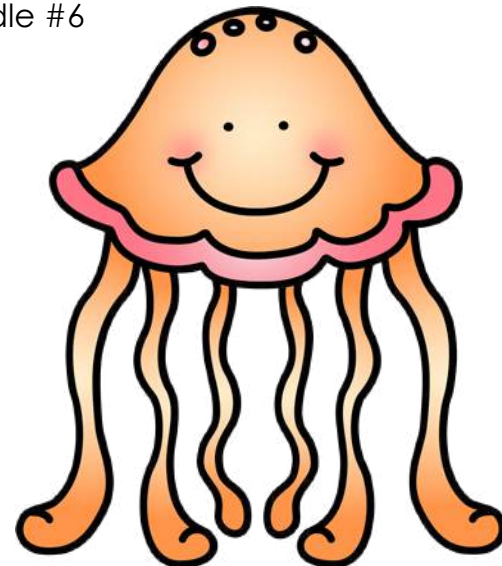
seahorse

Ocean Riddle #5



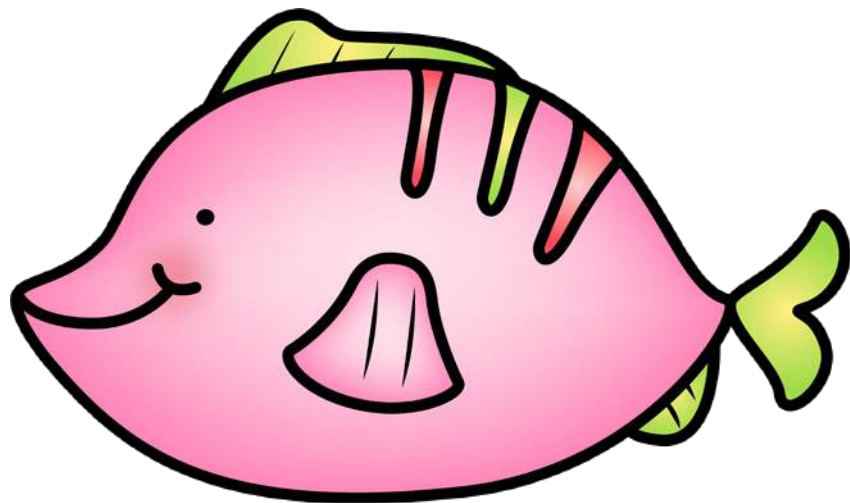
shark

Ocean Riddle #6



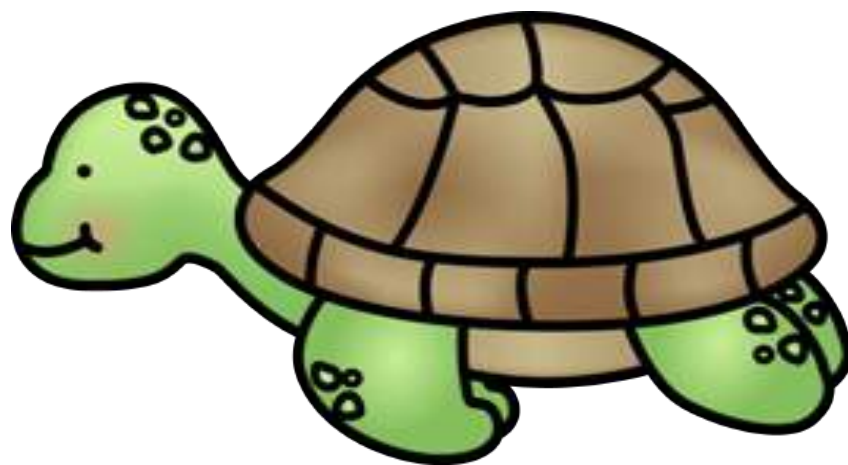
jellyfish

Ocean Riddle #7



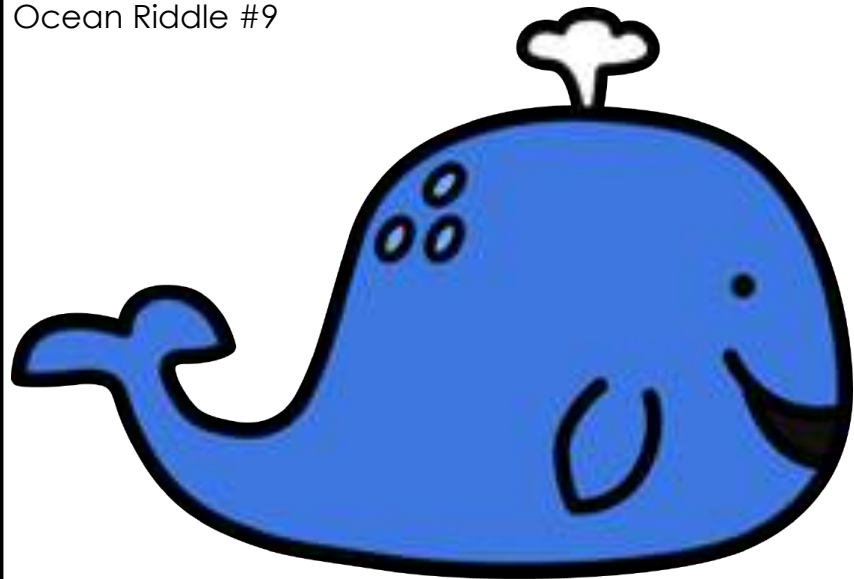
fish

Ocean Riddle #8



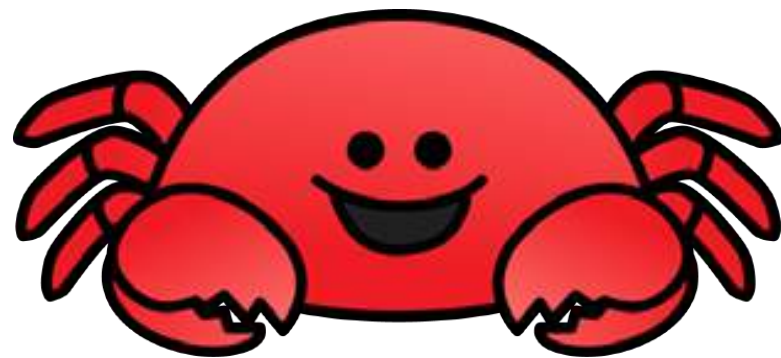
turtle

Ocean Riddle #9



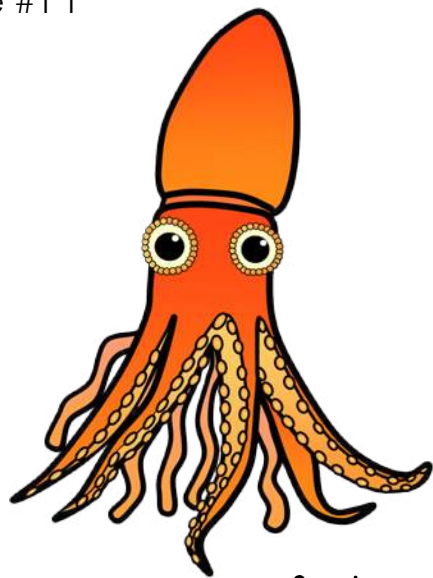
whale

Ocean Riddle #10



crab

Ocean Riddle #11



squid

Ocean Riddle #12



manta ray

All About the Ocean

Day 10
Lesson
Plans

Conclusion

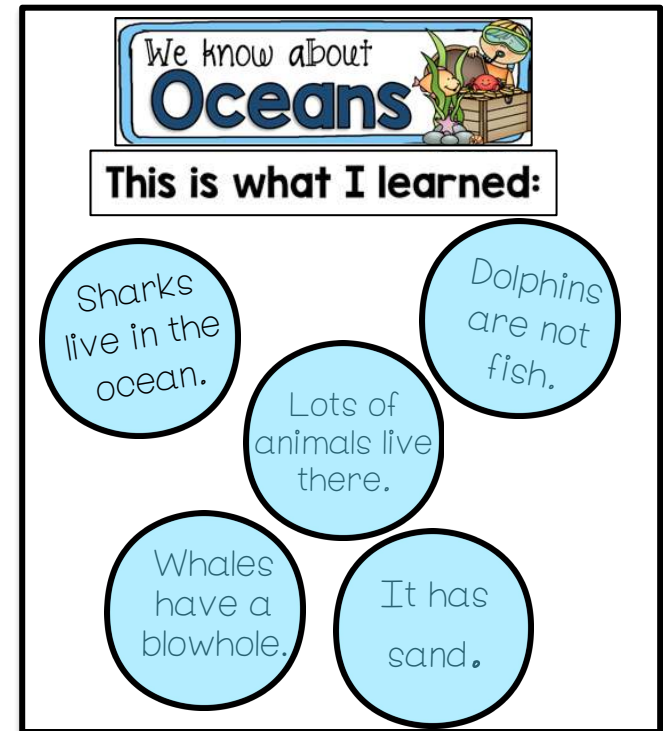
To conclude the unit, ask the students to describe what they have learned about the ocean.

Objective:

- The students will demonstrate their knowledge of the ocean

Activity:

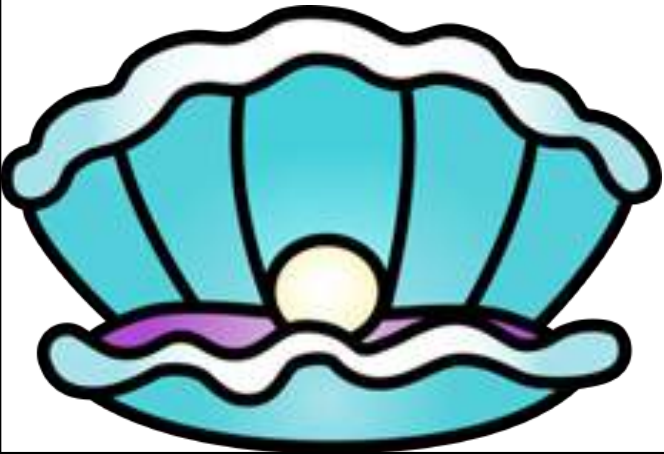
1. Invite students to list the things they have learned about oceans and ocean animals. Write each idea on a bubble.
2. Create a chart or poster using the included headers and pictures.
3. Take a poll – what is your favorite ocean animal.



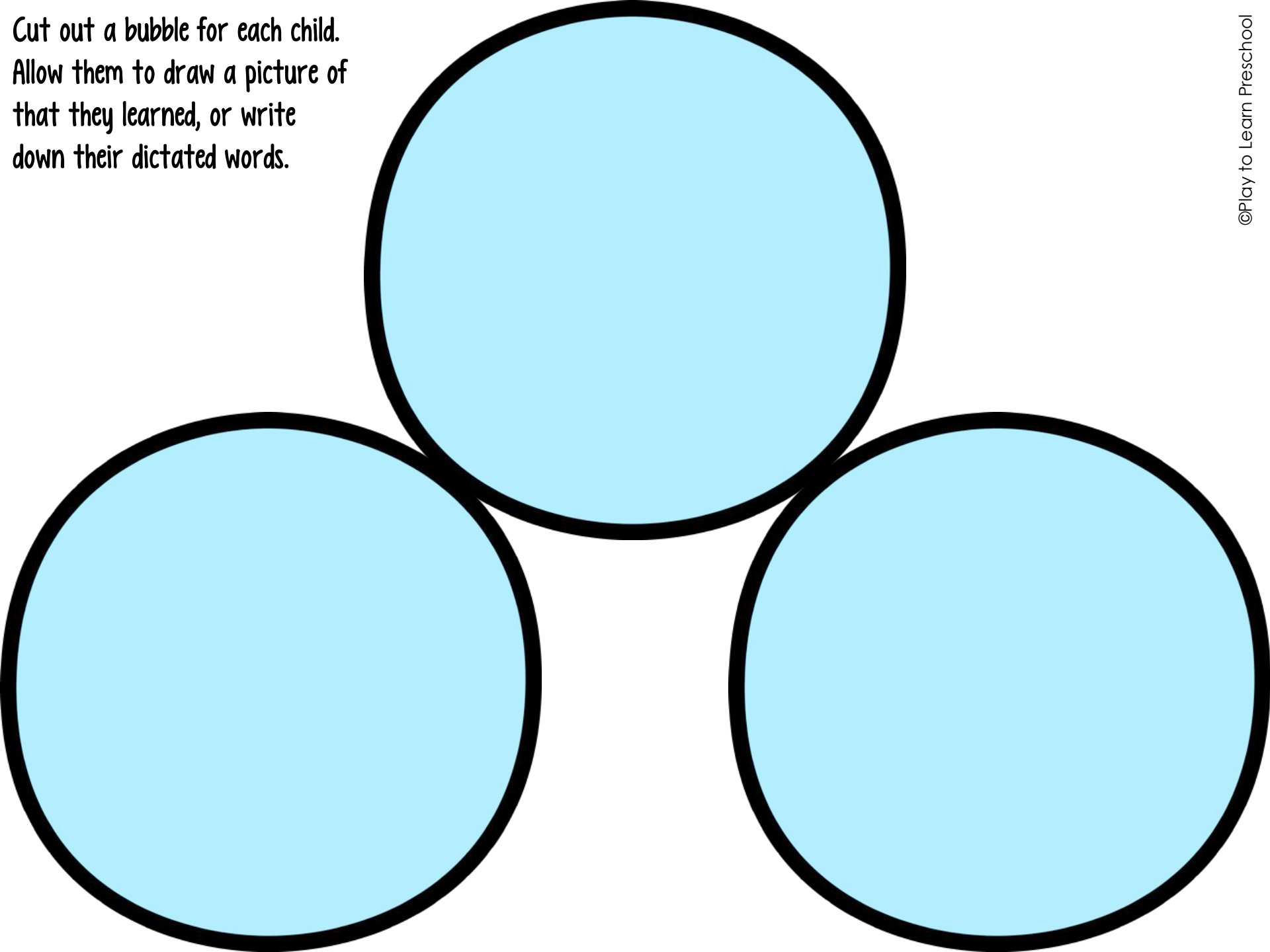
We know about Oceans



This is what I learned:

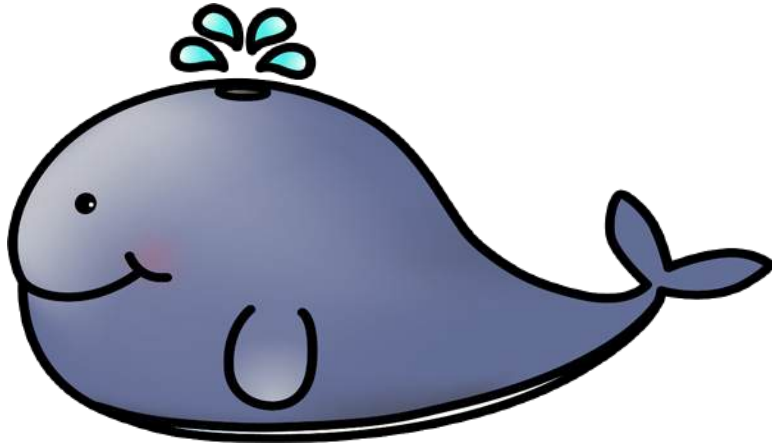


Cut out a bubble for each child.
Allow them to draw a picture of
that they learned, or write
down their dictated words.

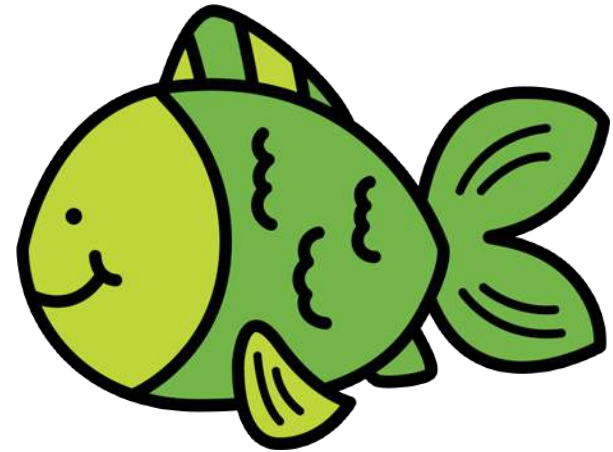


Which is your favorite **Ocean Animal?**

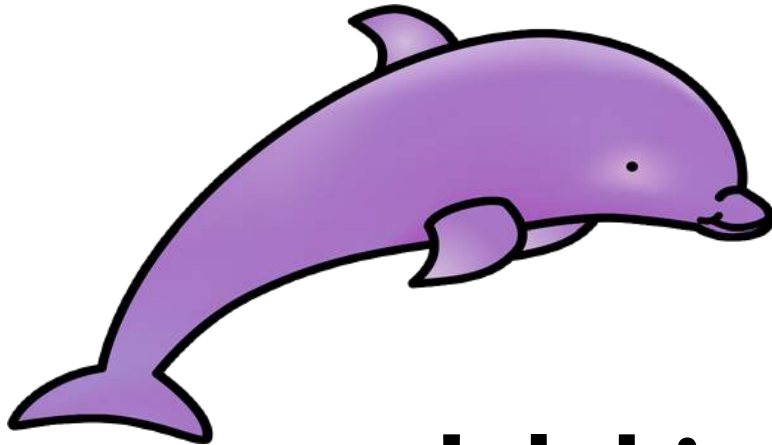
©Play to Learn Preschool



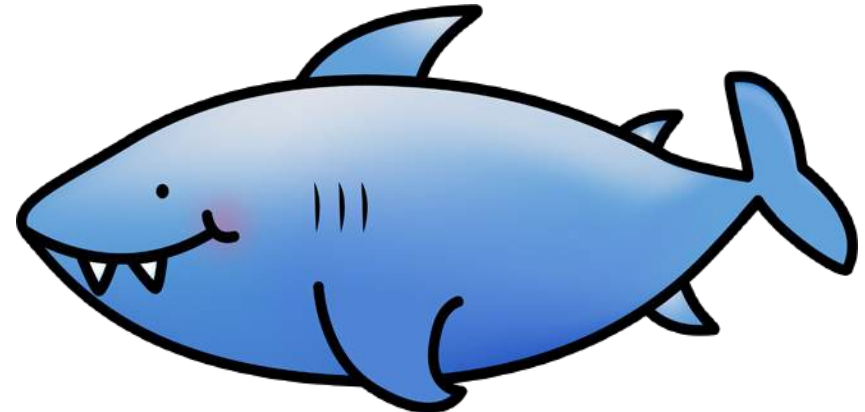
I like the whale.



I like the fish.



I like the dolphin.



I like the shark.

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 trace 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, hose, whale, sand, sun, crab, shark, clam
- 2 syllables:** seagull, shovel, flashlight, bucket, ice cream, mermaid, starfish, dolphin, bubbles

Sand?

Literacy Center

Sort by beginning sounds:

Answer Key:

- is for: frog, fine truck, flowers, fork, fox, flip flops, farmer, family, feet
- and for: snowberries, sailboat, sun, slak, sandcastle, school, awings, stool, stop

Letters

Literacy Center

Using the starfish cards, students can trace the letters.

In the writing center, alphabet center, in the pocket chart.

Patterns

Math Center

Extend simple patterns.

Cut pieces, mat, laminate and cut apart.

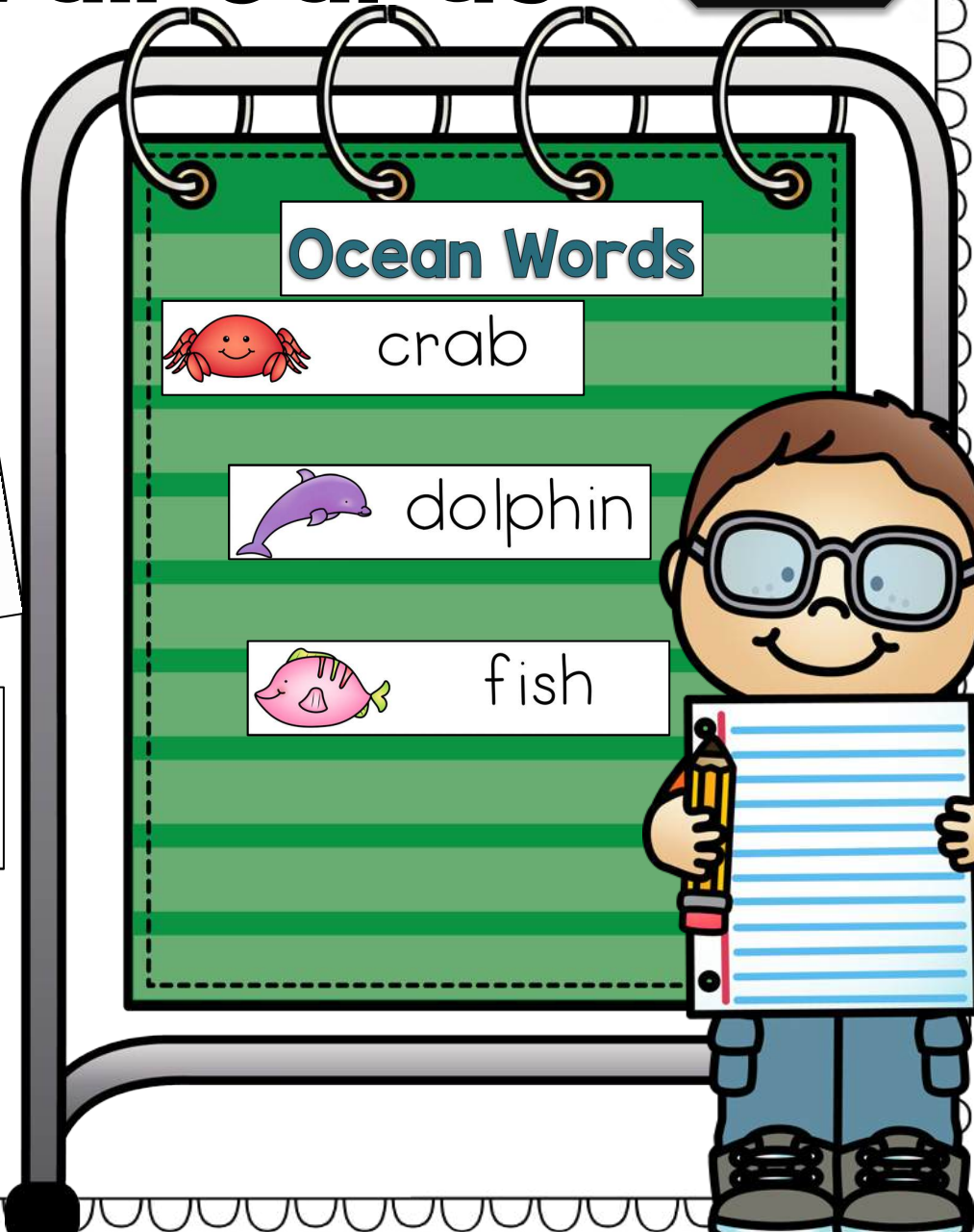
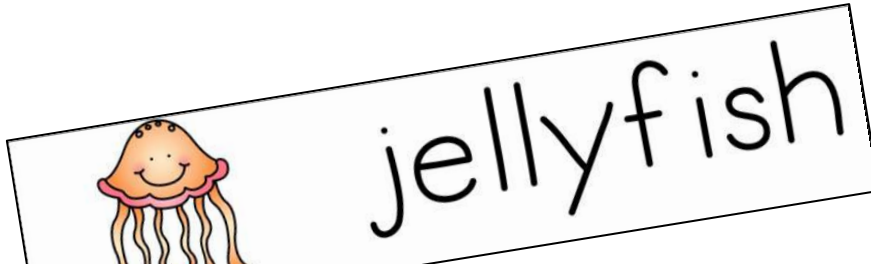
and extend it by placing the next correct piece.

Word Wall Cards

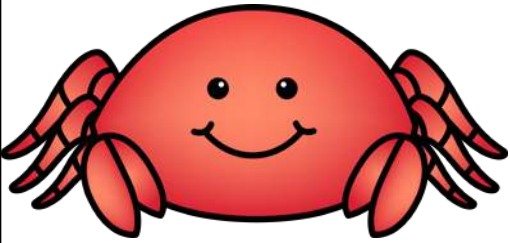
Literacy
Center

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.



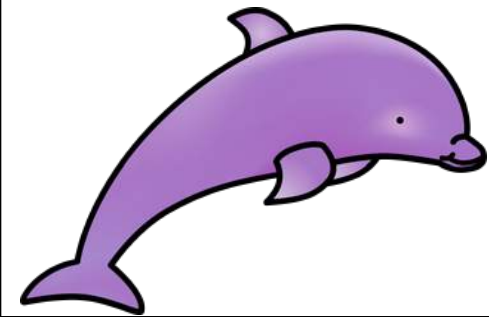
Ocean Words



crab



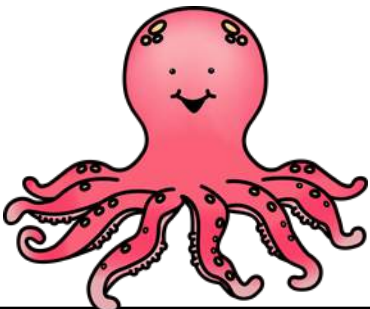
fish



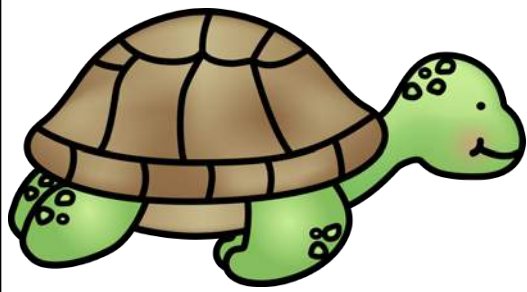
dolphin



jellyfish



octopus



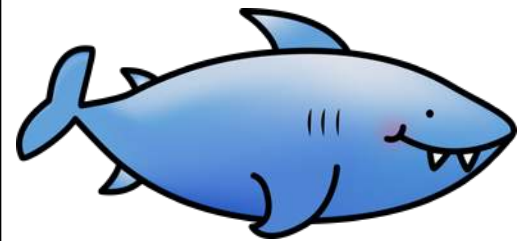
turtle



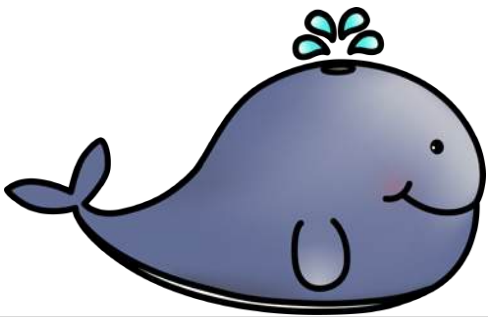
seahorse



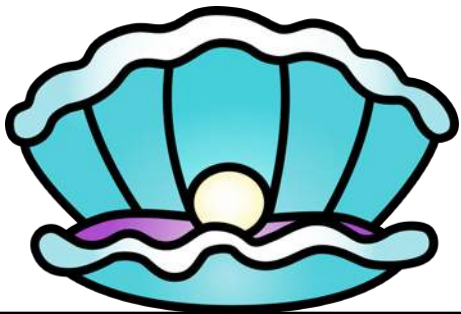
starfish



shark



whale



clam



scuba



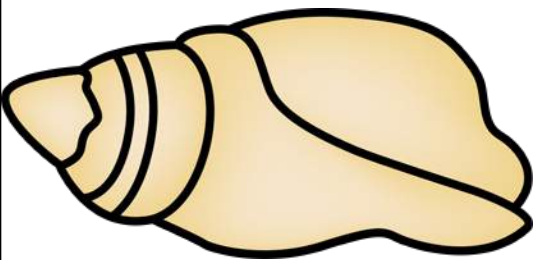
treasure



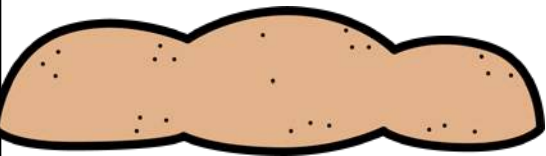
anemone



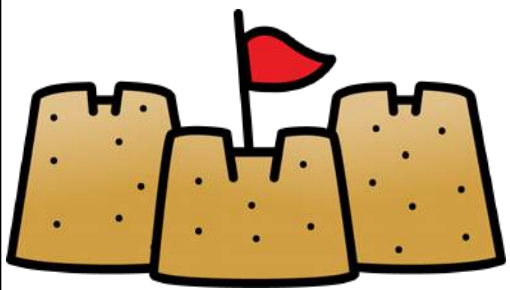
wave



shell



sand



sandcastle



sunshine



pail



shovel



sunglasses



sunscreen

Line Tracing

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

The image shows four overlapping tracing cards, each with a scalloped border and a dry-erase marker icon in the top right corner. Each card has the text "Trace the lines." at the top left. The cards contain the following illustrations and tracing paths:

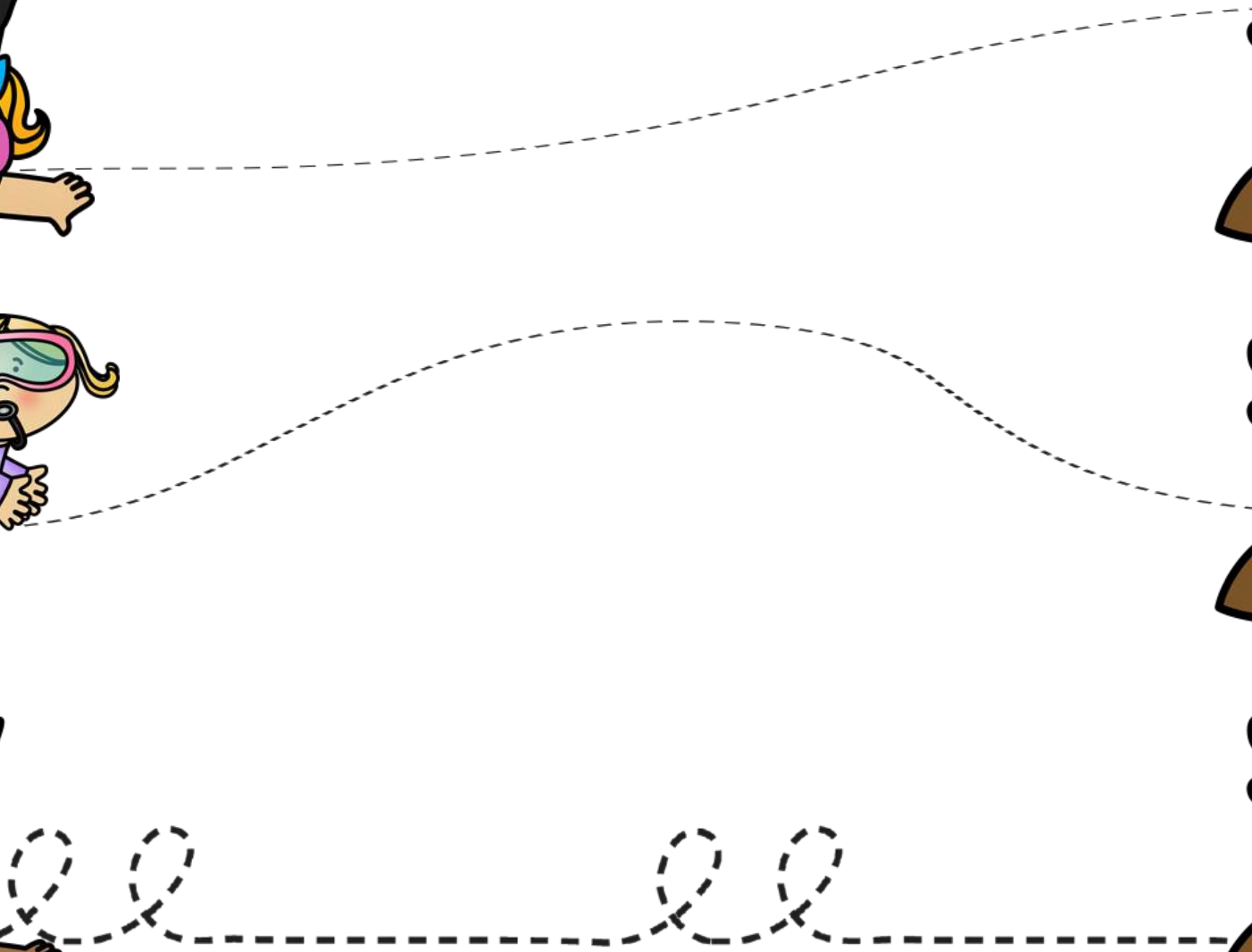
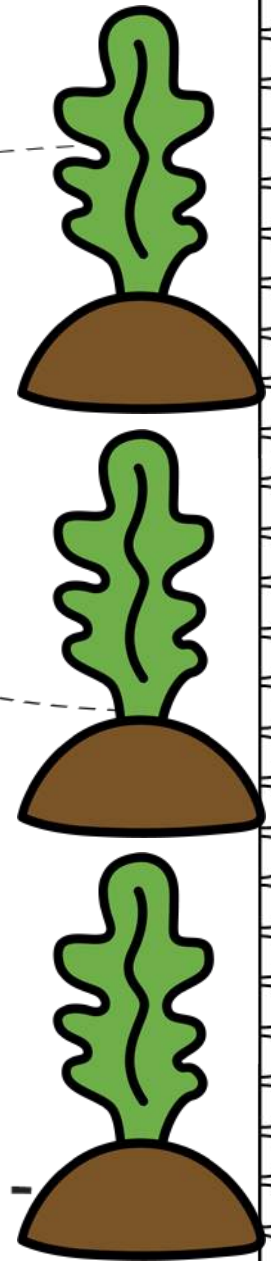
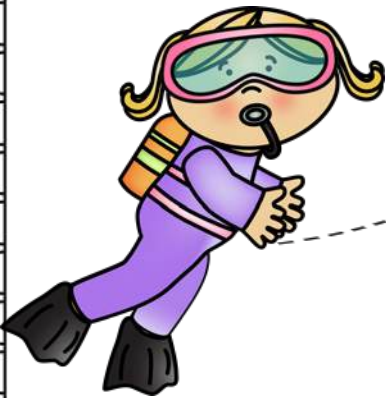
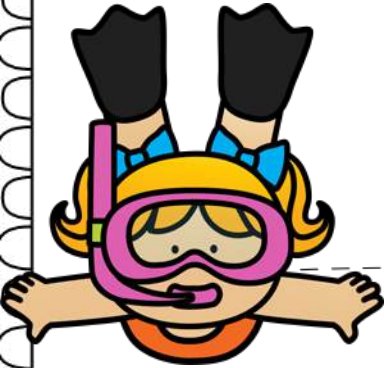
- Card 1 (leftmost):** Four yellow seahorses on the left. Dotted lines connect them to the right side of the card.
- Card 2:** Three divers (two upside down, one right side up) on the left. Dotted lines connect them to the right side of the card.
- Card 3:** Five fish (blue, purple, pink, yellow) on the left. Dotted lines connect them to the right side of the card.
- Card 4 (rightmost):** Five sea creatures (pink shell, orange starfish, blue shell, red starfish) on the left and five buckets (two pink, two blue) on the right. Dotted lines connect the sea creatures to the buckets in a crisscross pattern.

Procedure: Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser!)

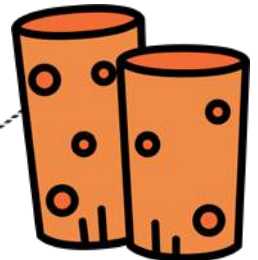
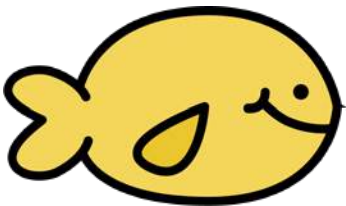
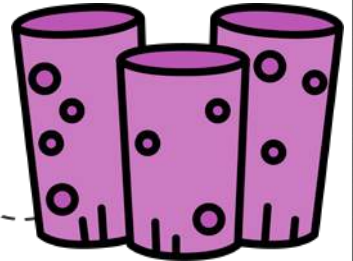
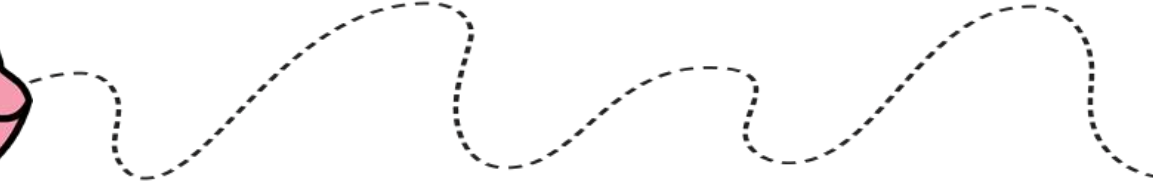
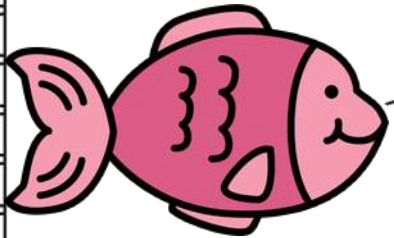
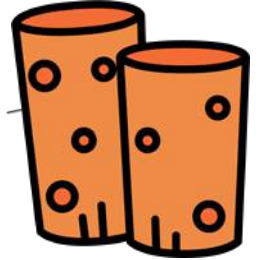
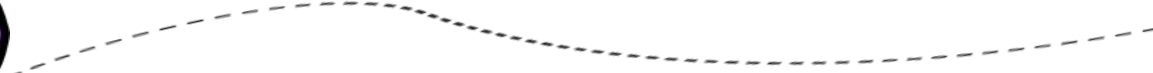
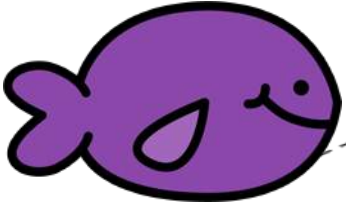
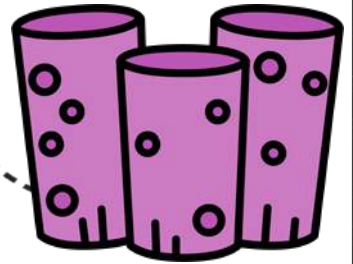
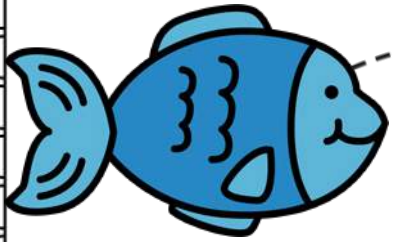
Trace the lines.



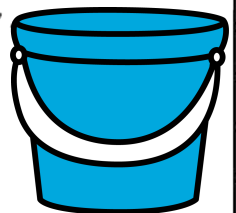
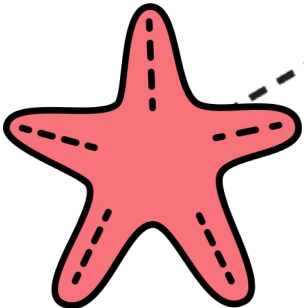
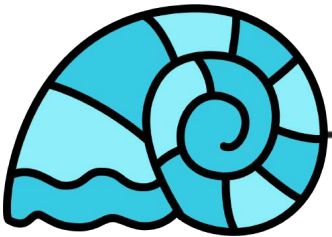
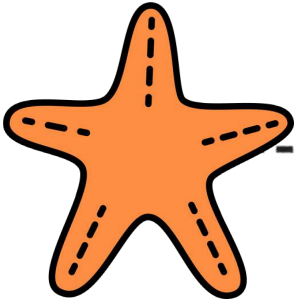
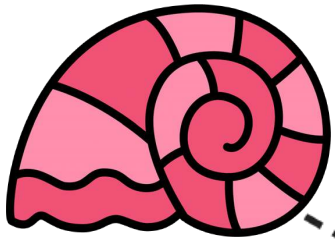
Trace the lines.



Trace the lines.



Trace the lines.

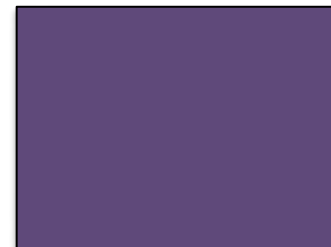
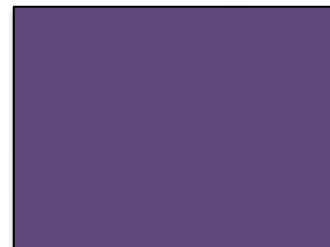
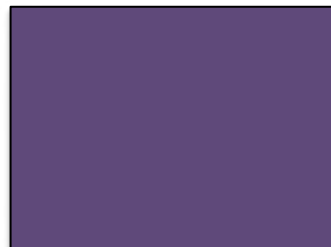
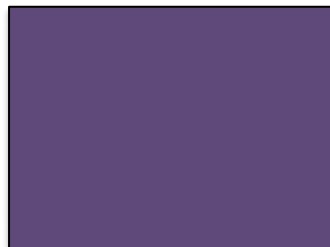
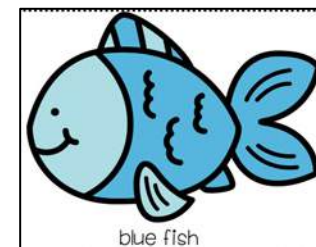
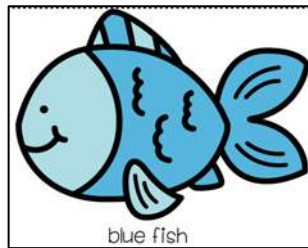


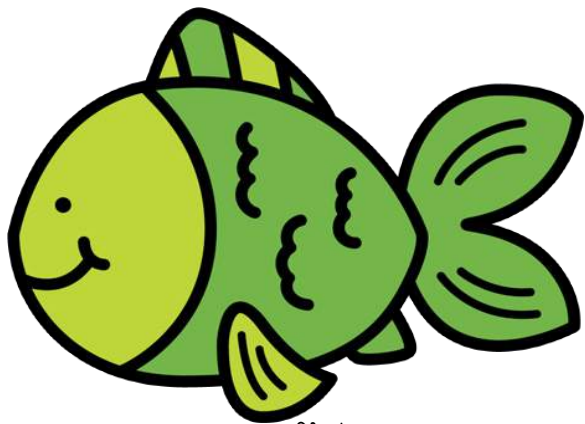
Concentration

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

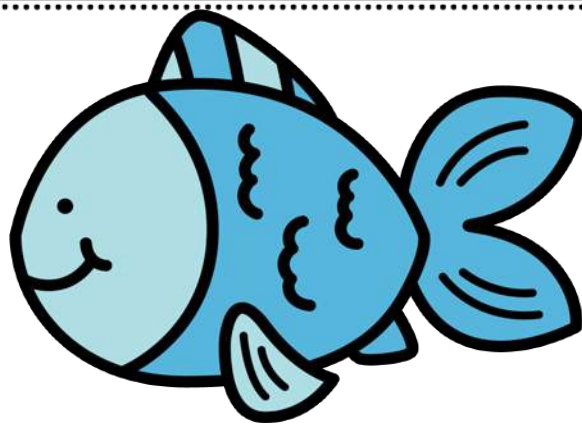
Preparation: Print the picture cards. Mat onto cardstock and/or laminate as desired. Cut apart.

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.





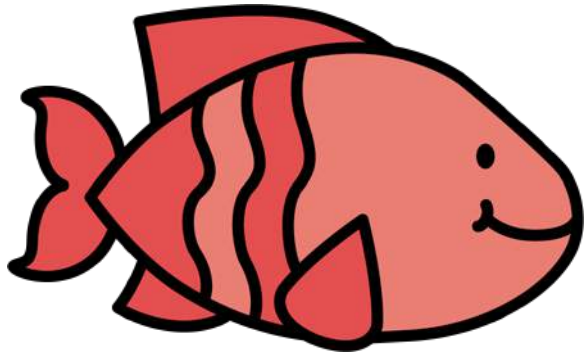
green fish



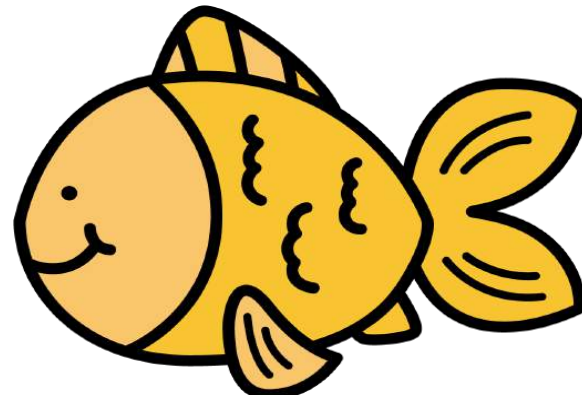
blue fish



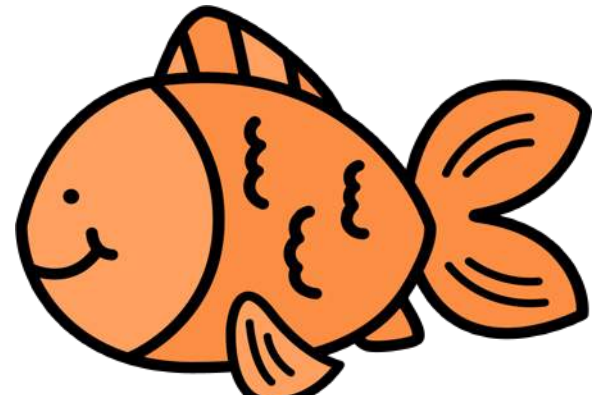
starfish



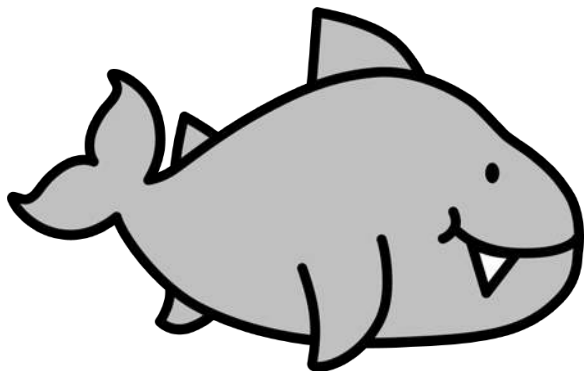
red fish



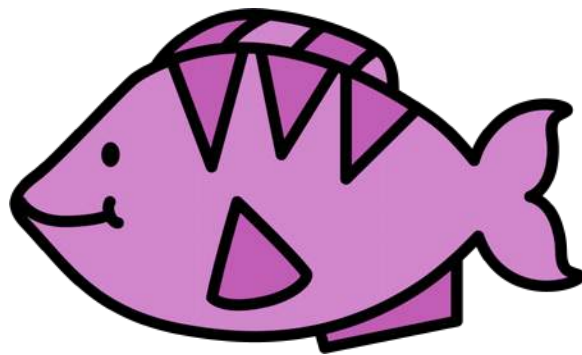
yellow fish



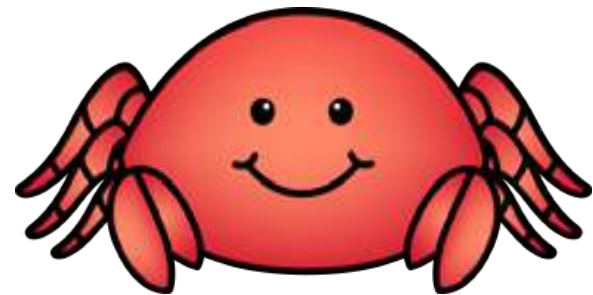
orange fish



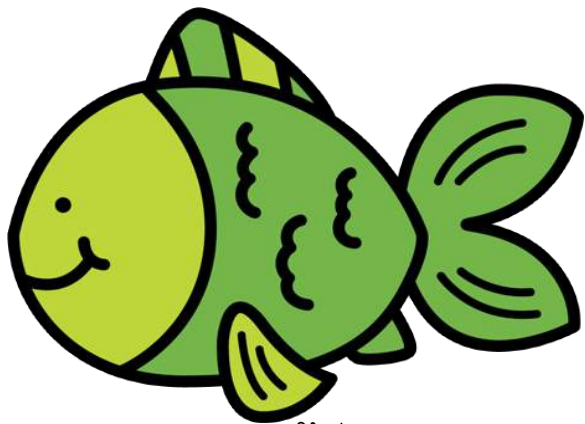
shark



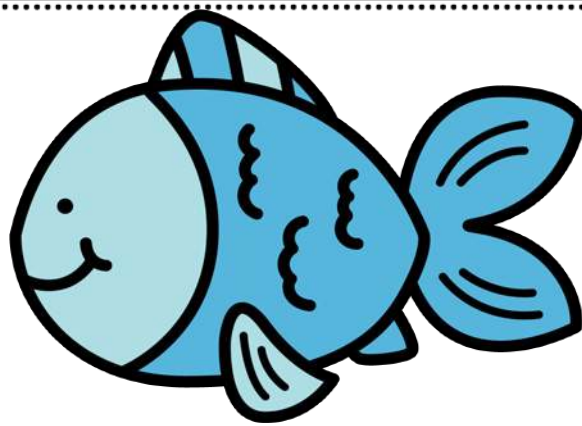
purple fish



red crab



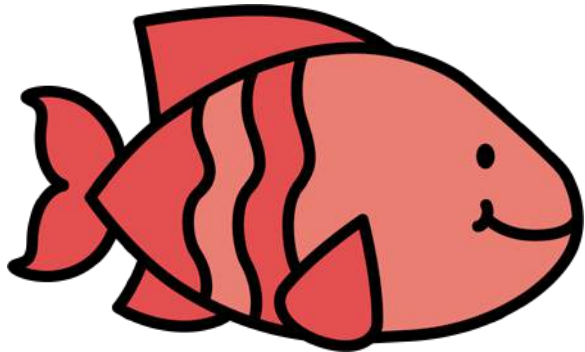
green fish



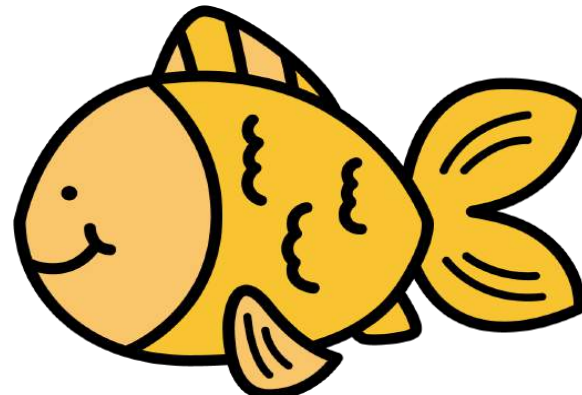
blue fish



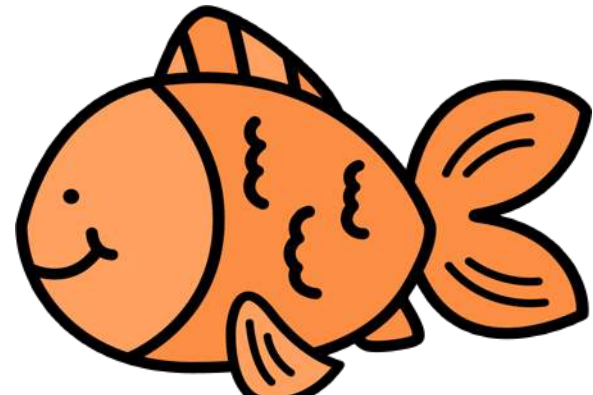
starfish



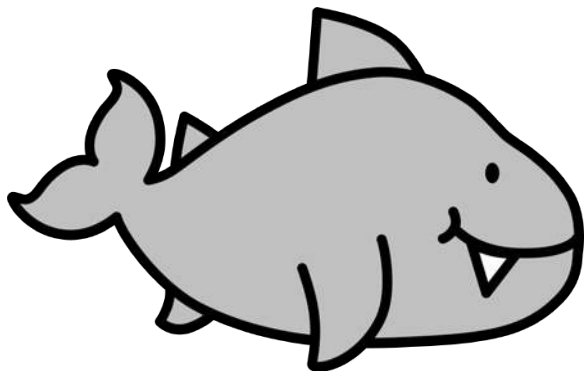
red fish



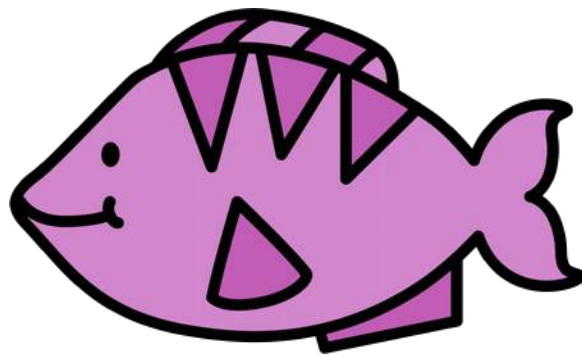
yellow fish



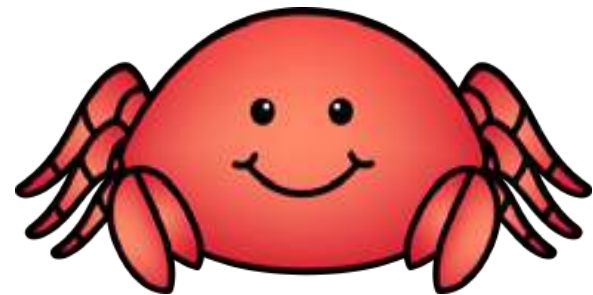
orange fish



shark



purple fish



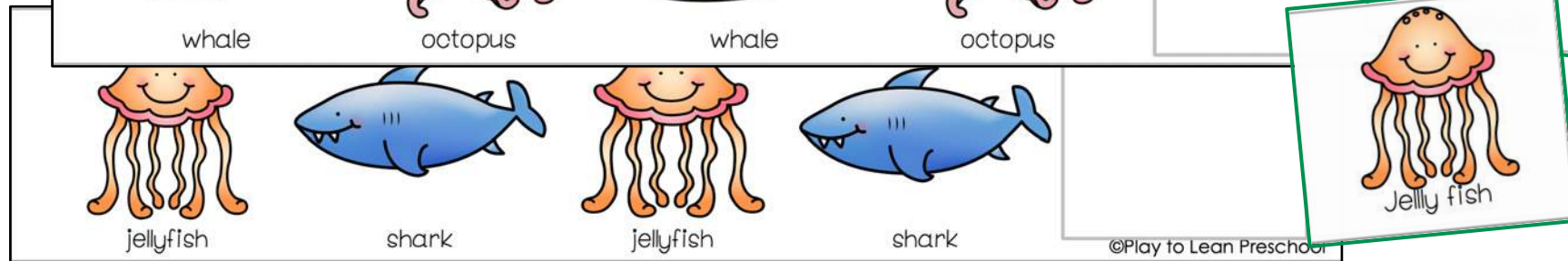
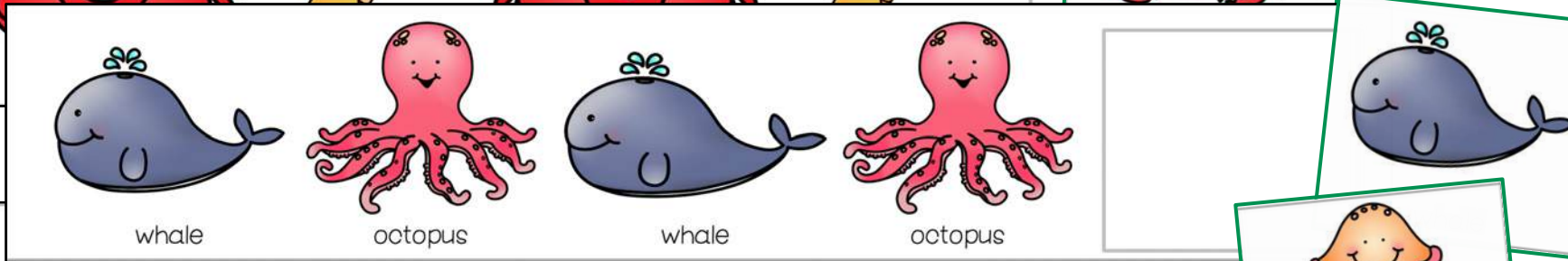
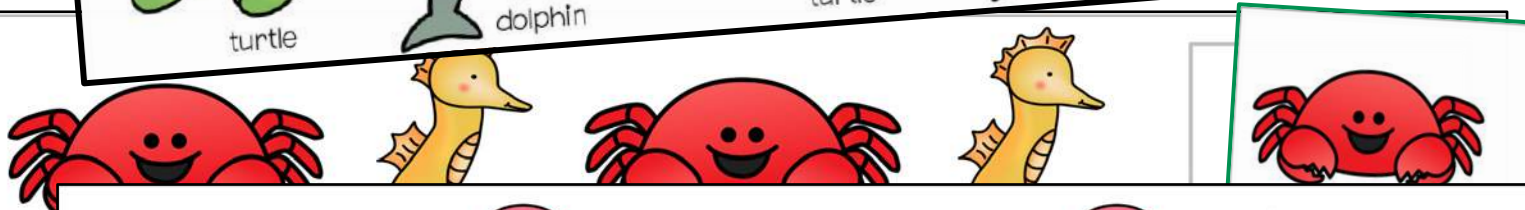
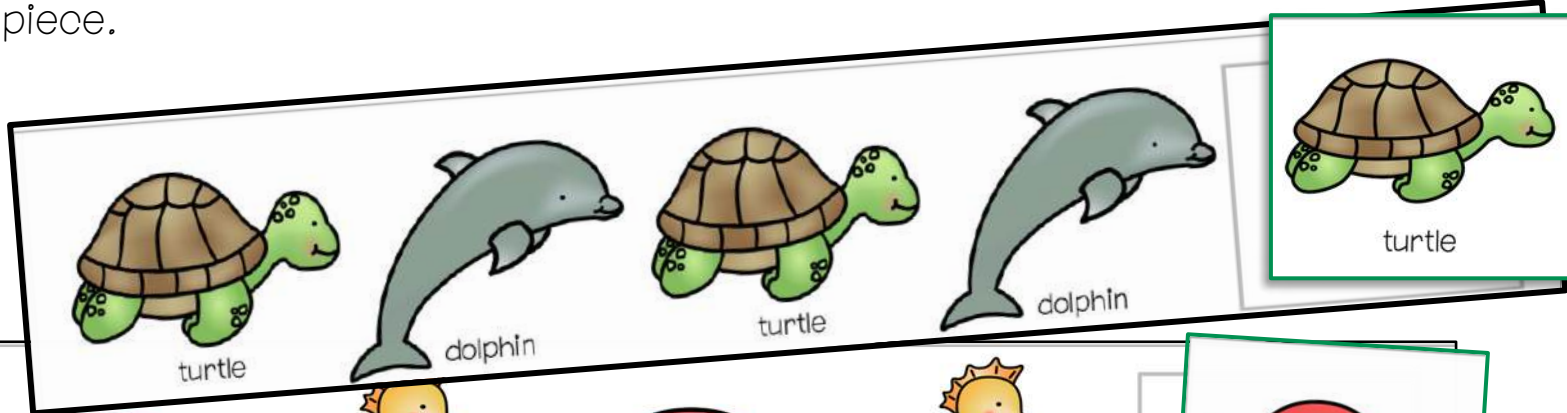
red crab

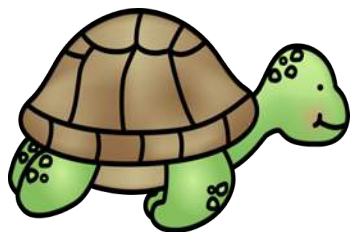
Ocean Patterns

Objective: The students will identify and extend simple patterns.

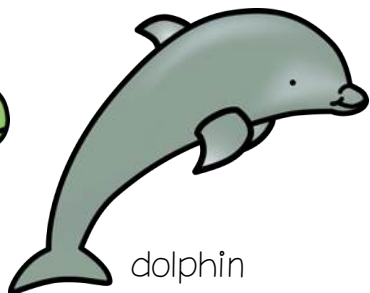
Preparation: Print the pattern cards and pieces, mat, laminate and cut apart.

Procedure: Students identify the pattern and extend it by placing the next correct piece.

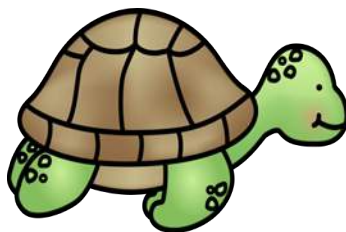




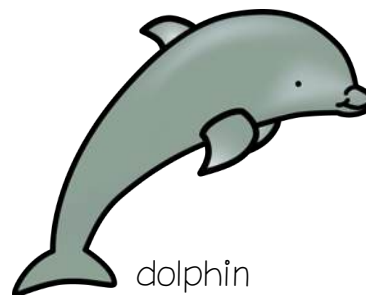
turtle



dolphin



turtle



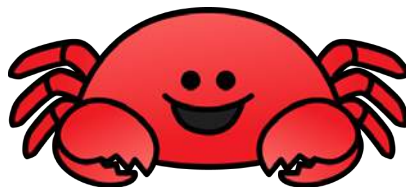
dolphin



crab



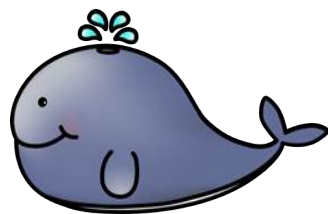
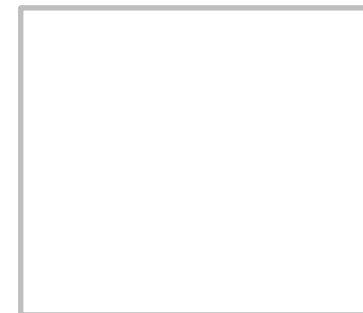
seahorse



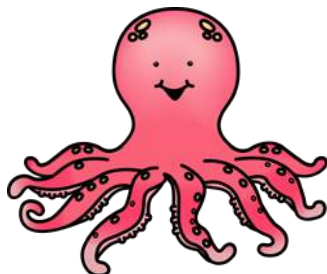
crab



seahorse



whale



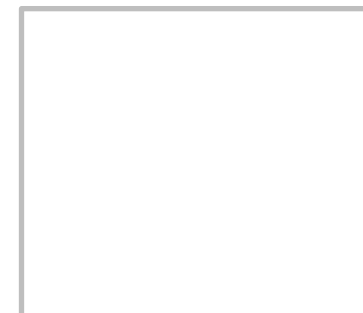
octopus



whale



octopus



jellyfish



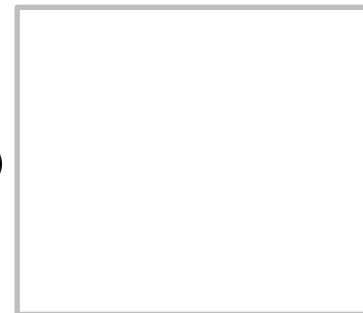
shark

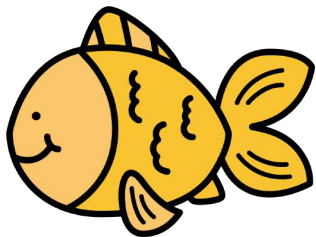


jellyfish



shark

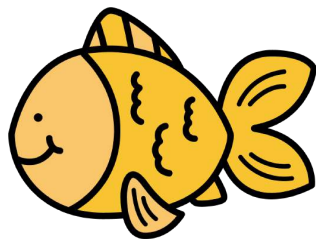




fish



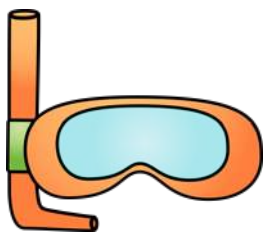
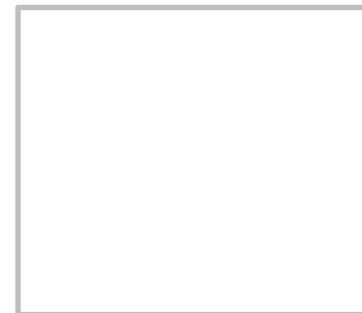
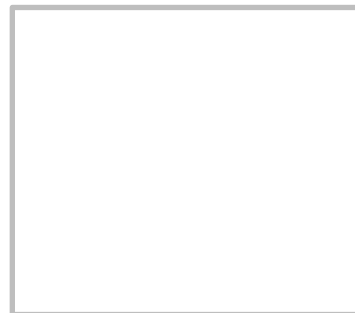
sea weed



fish



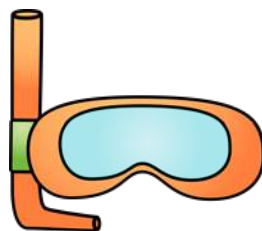
sea weed



mask



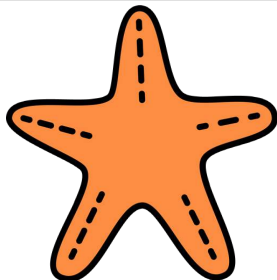
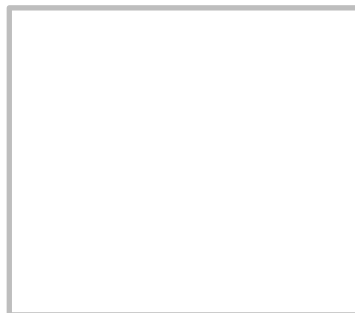
girl



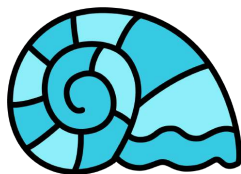
mask



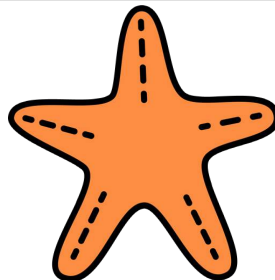
girl



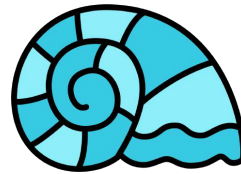
starfish



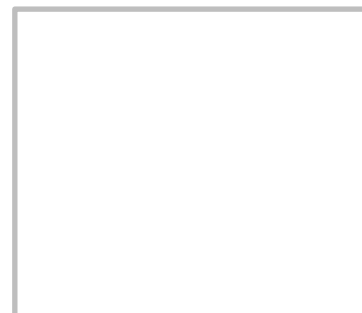
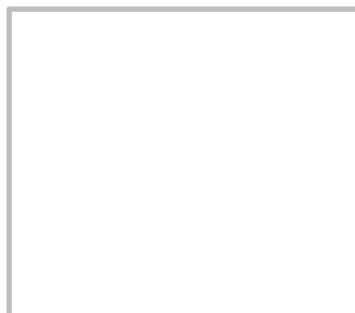
shell



starfish



shell



bucket



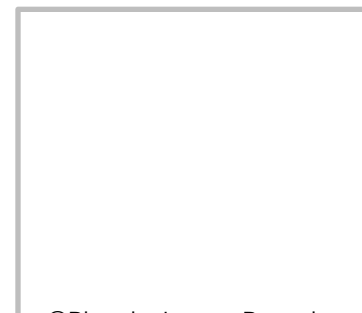
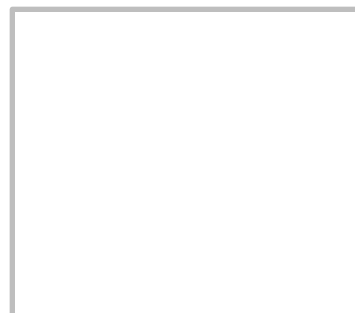
boy

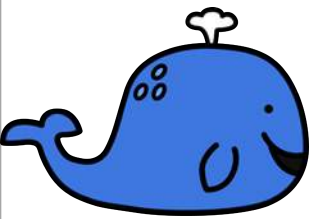


bucket

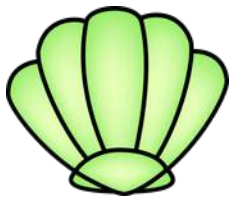


boy

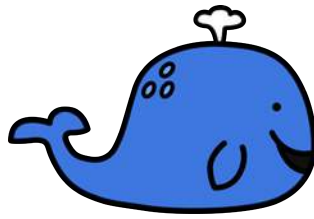




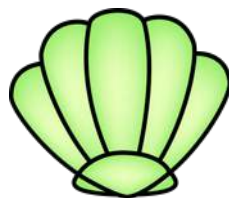
whale



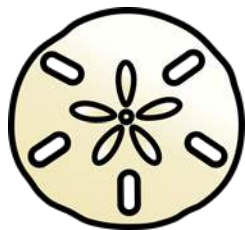
shell



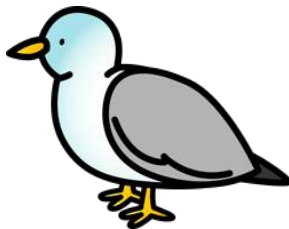
whale



shell



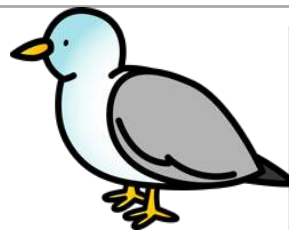
sand dollar



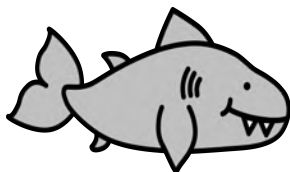
Seagull



sand dollar



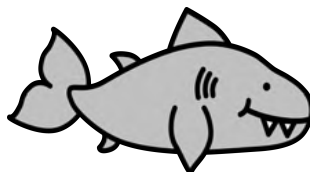
Seagull



shark



octopus



shark



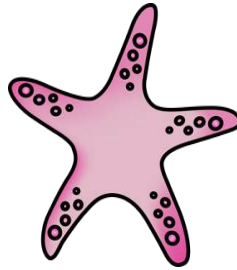
octopus



starfish



Snorkel



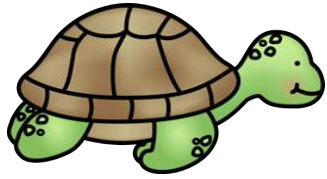
starfish



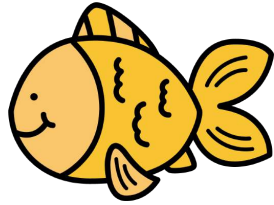
snorkel



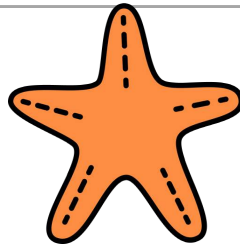
Ocean Patterns - Moveable Pieces



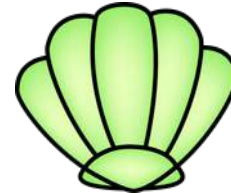
turtle



fish



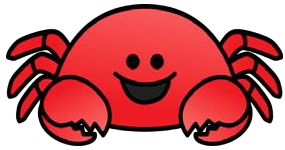
starfish



shell



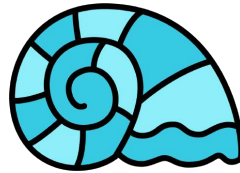
octopus



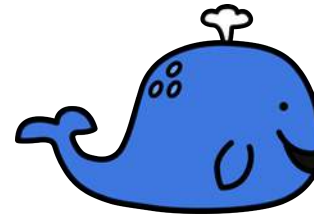
crab



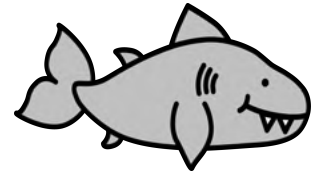
sea weed



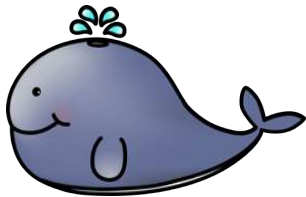
seashell



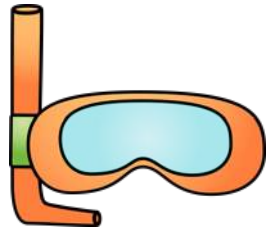
whale



shark



whale



mask



bucket



ball



starfish



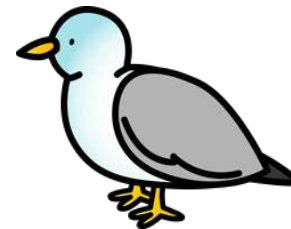
Jelly fish



girl



boy



Seagull



snorkel

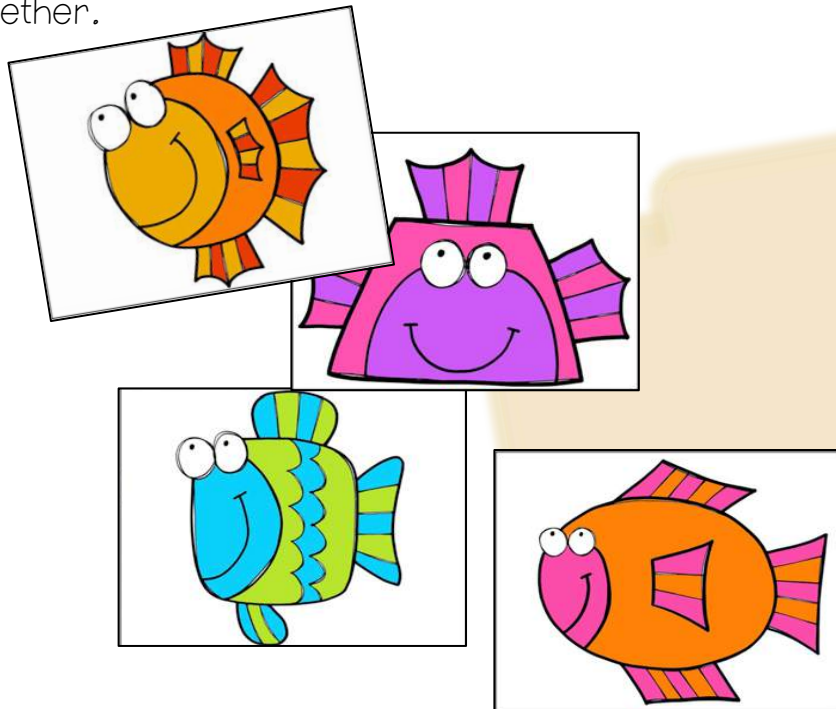
Fish Shapes

File Folder Game

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

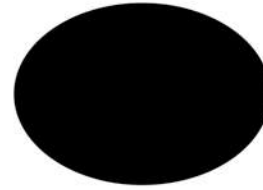
Preparation: Copy the picture cards. Glue the solid black shapes (first 2 pages) inside a file folder. Cut and laminate the fish pieces.

Procedure: Students place matching pictures together.



Fish Shapes

Literacy Center



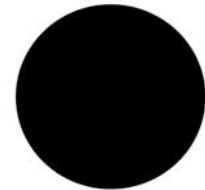
oval



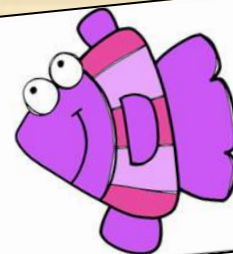
hexagon



diamond



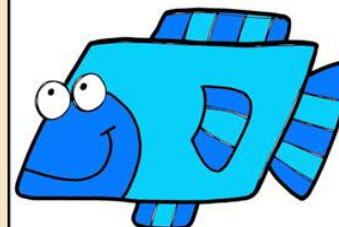
circle



triangle



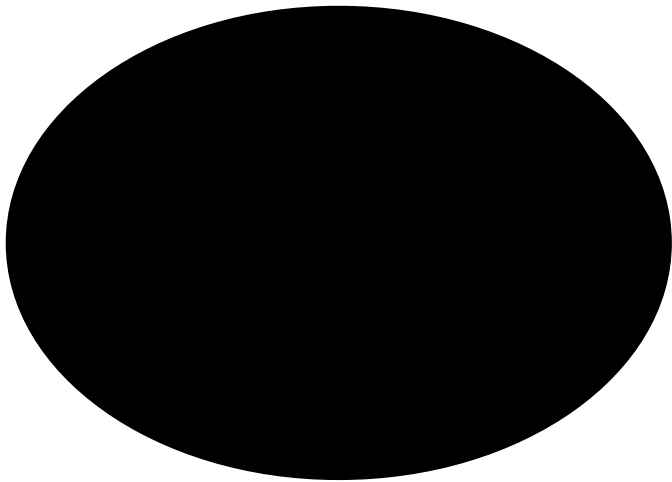
trapezoid



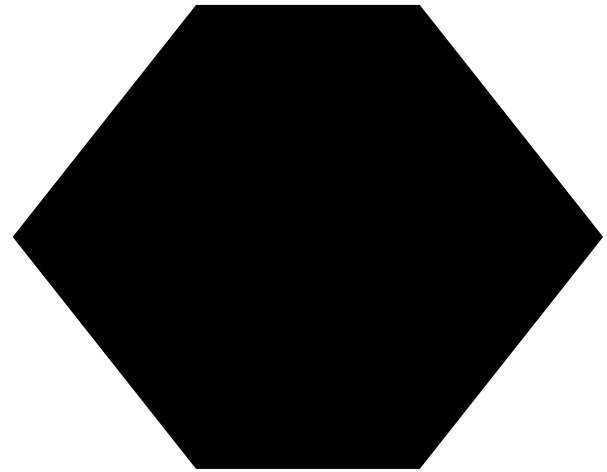
parallelogram



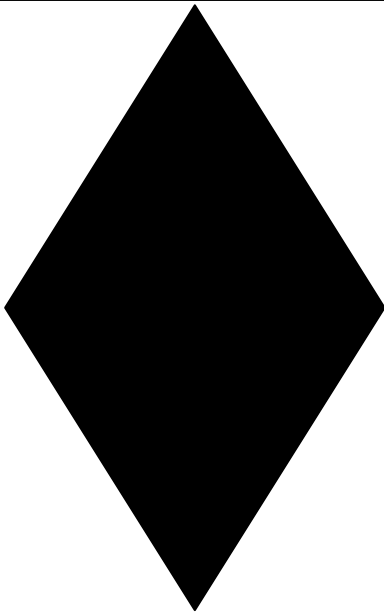
square



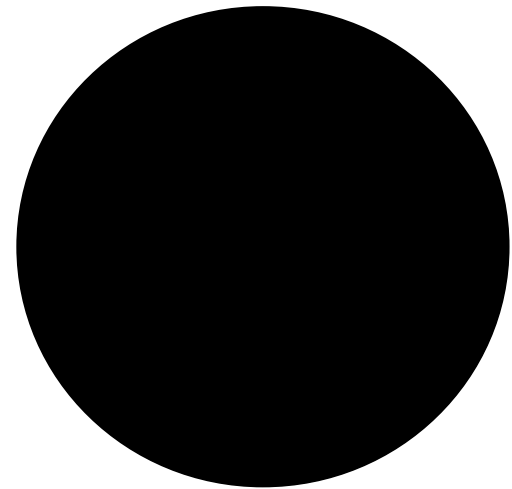
oval



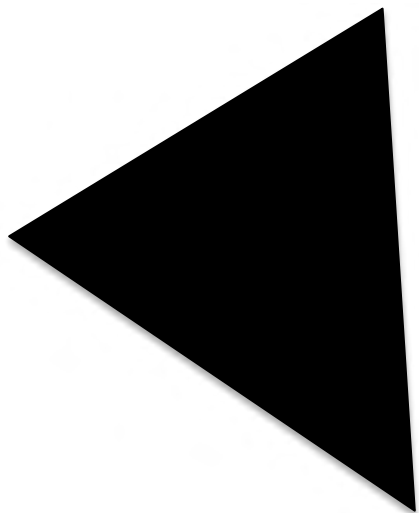
hexagon



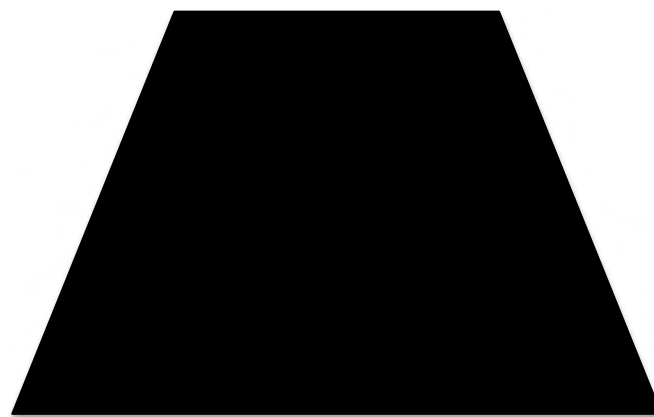
diamond



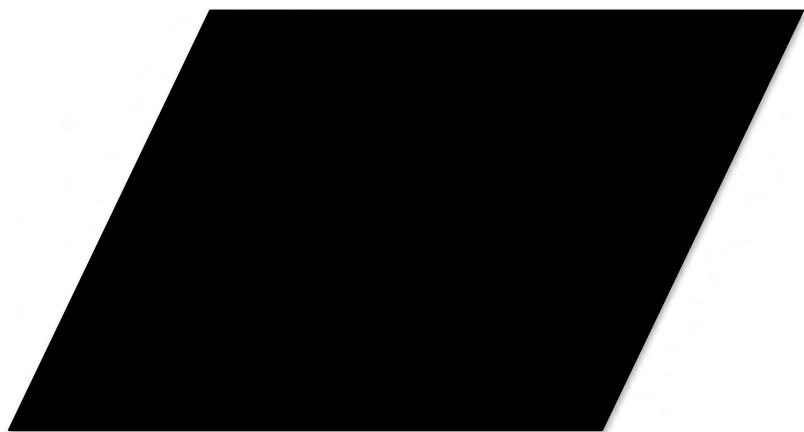
circle



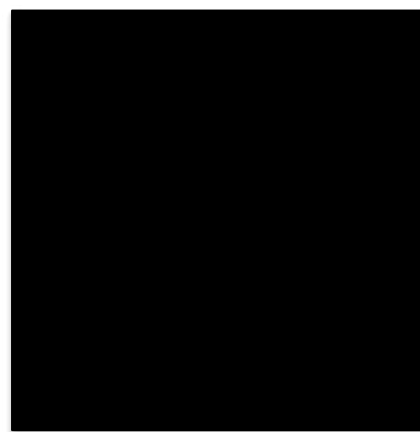
triangle



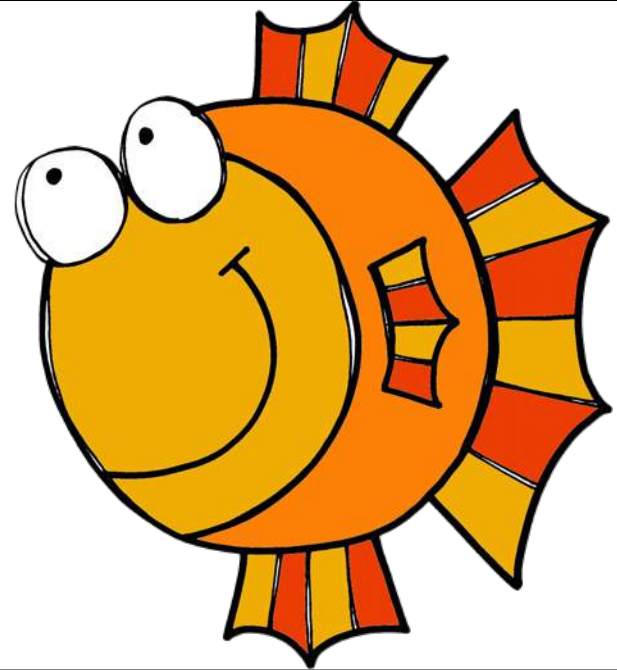
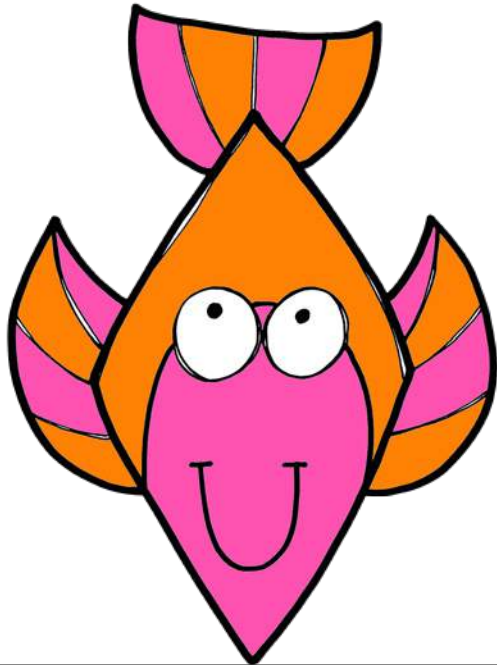
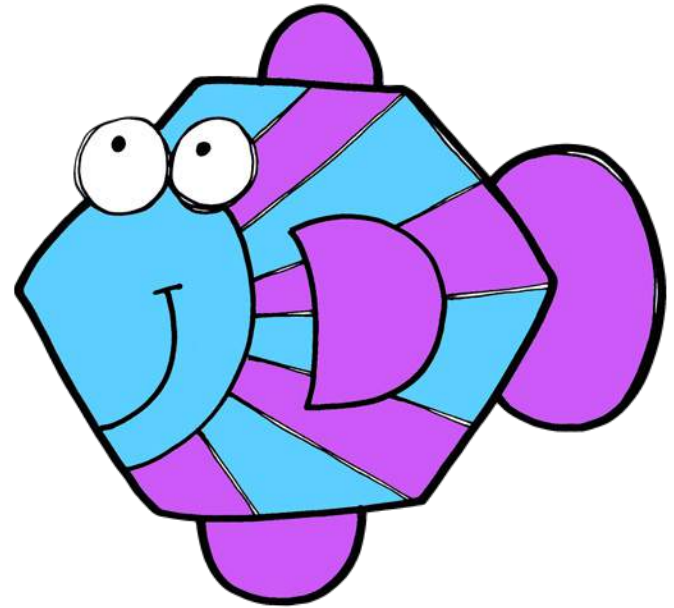
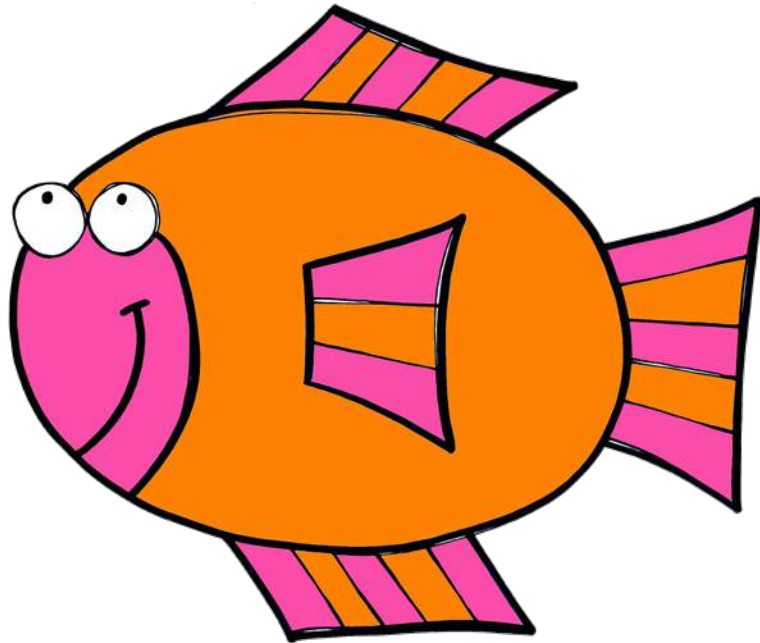
trapezoid

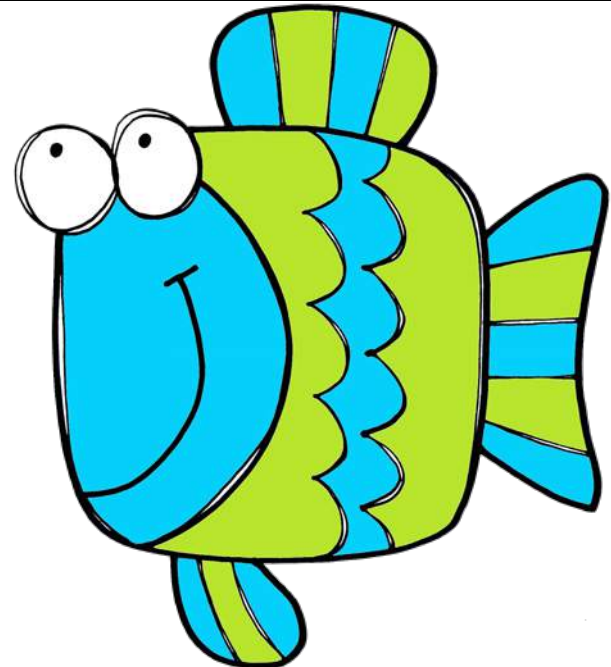
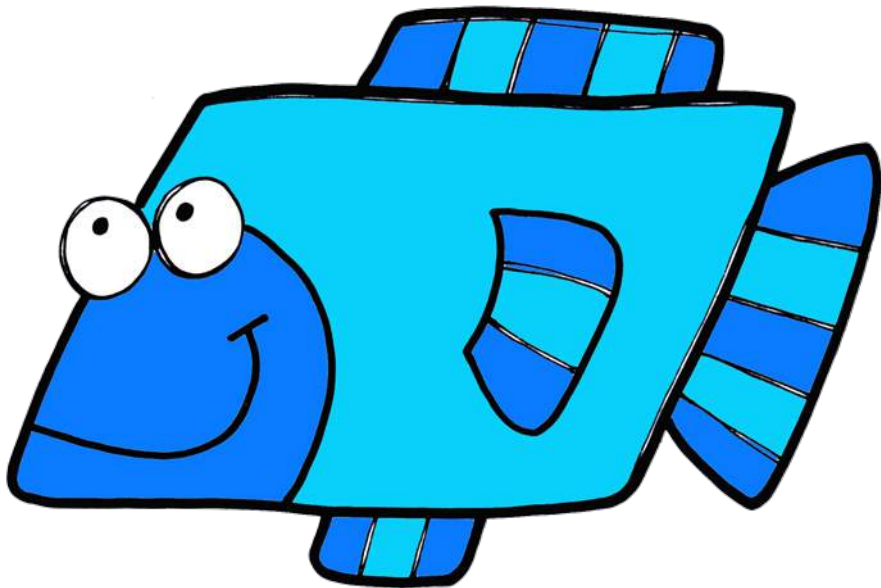
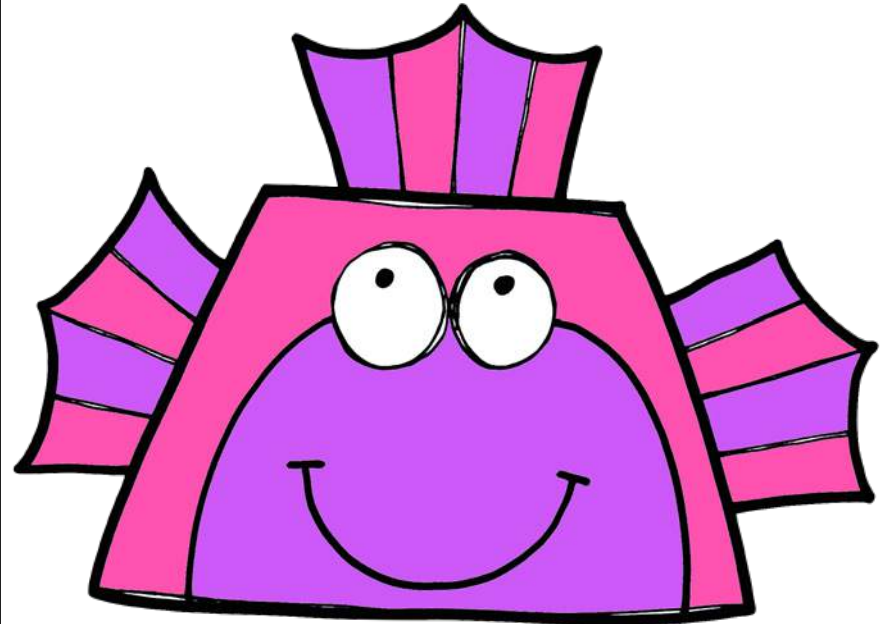
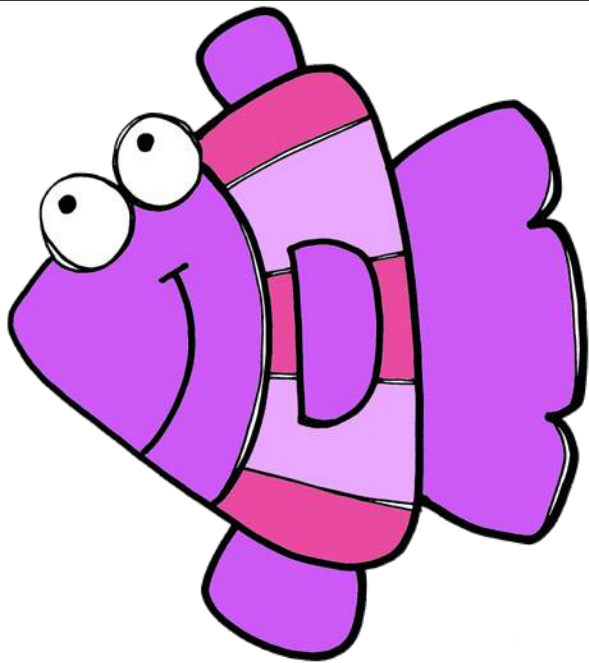


parallelogram



square

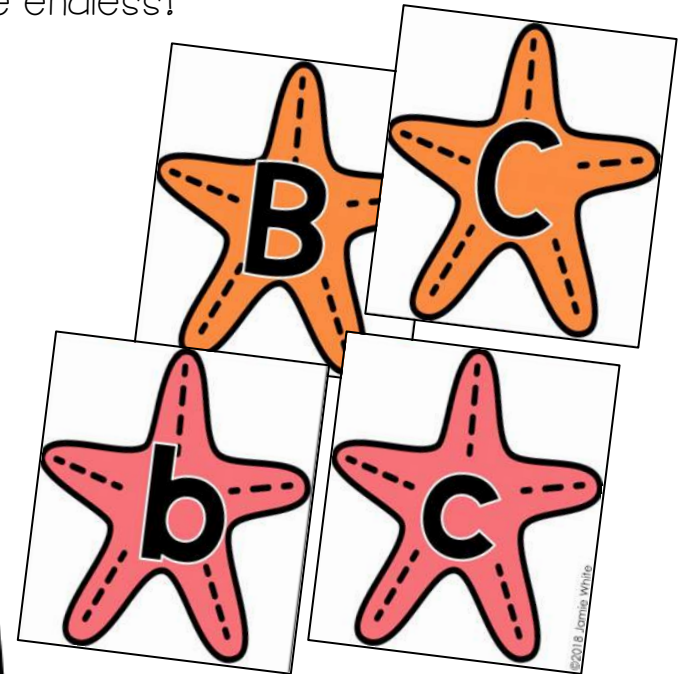
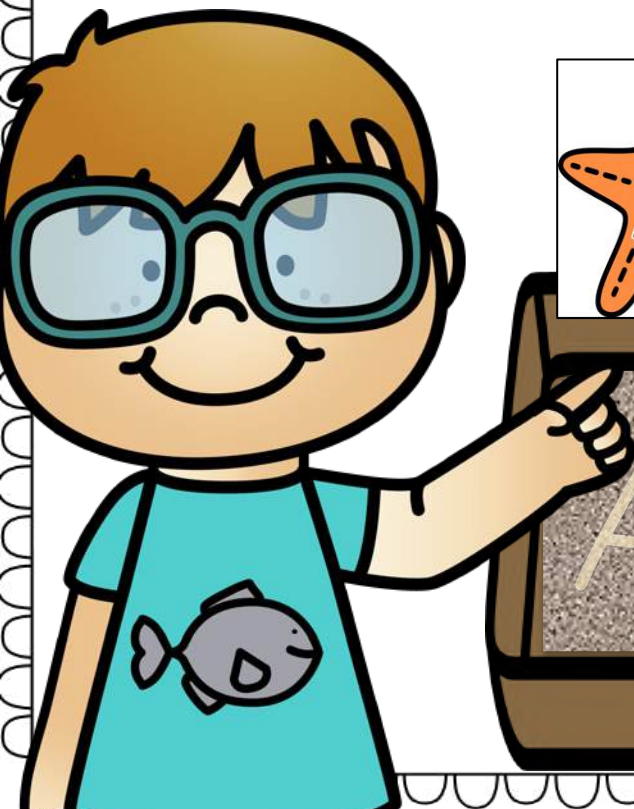


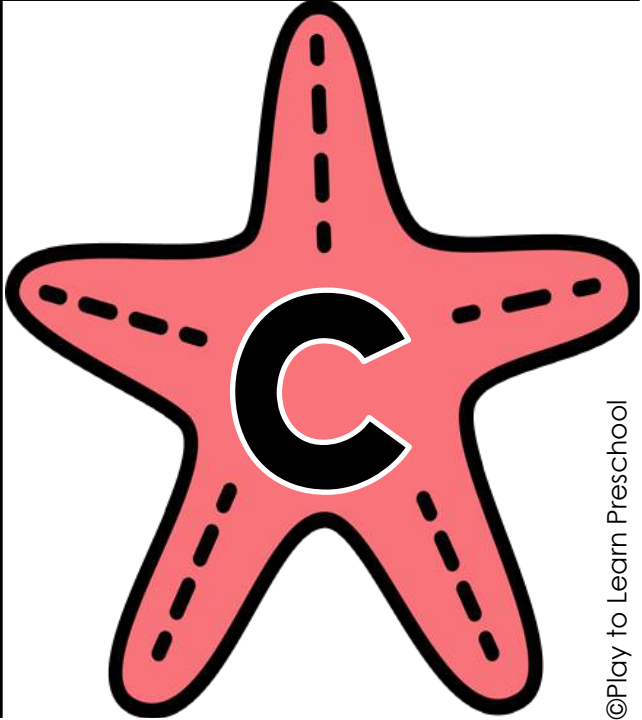
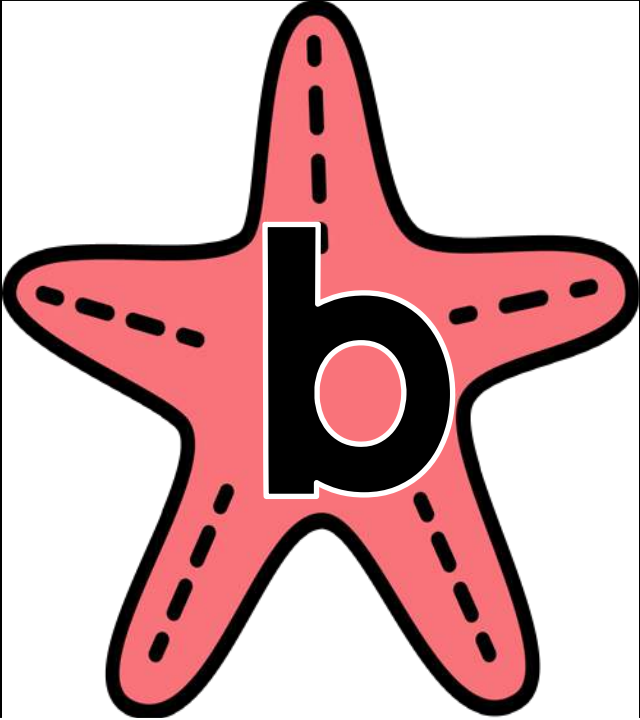
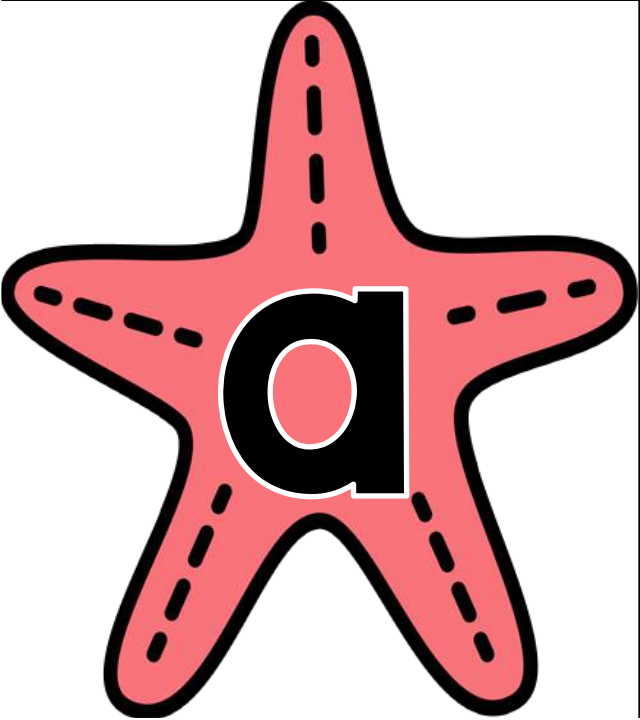
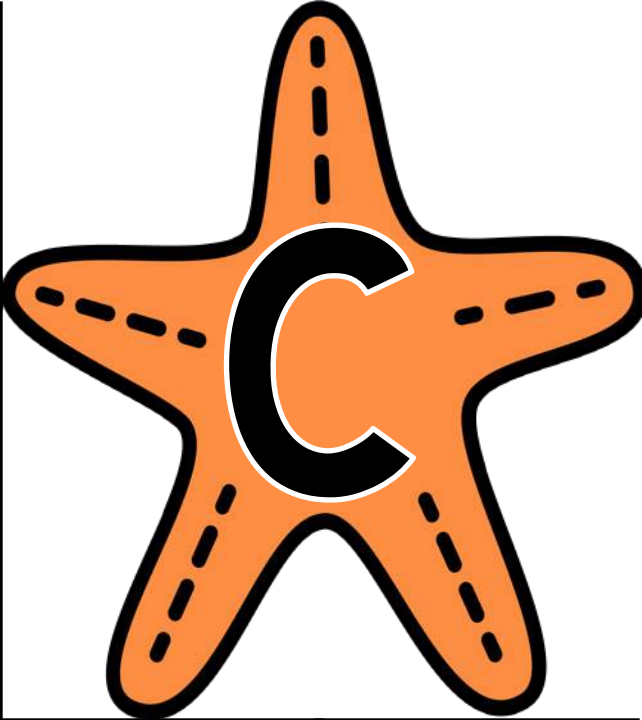
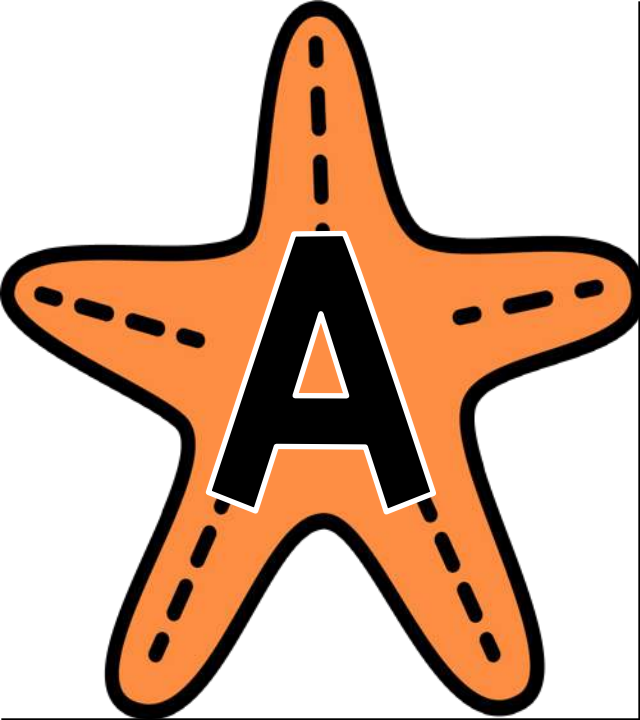


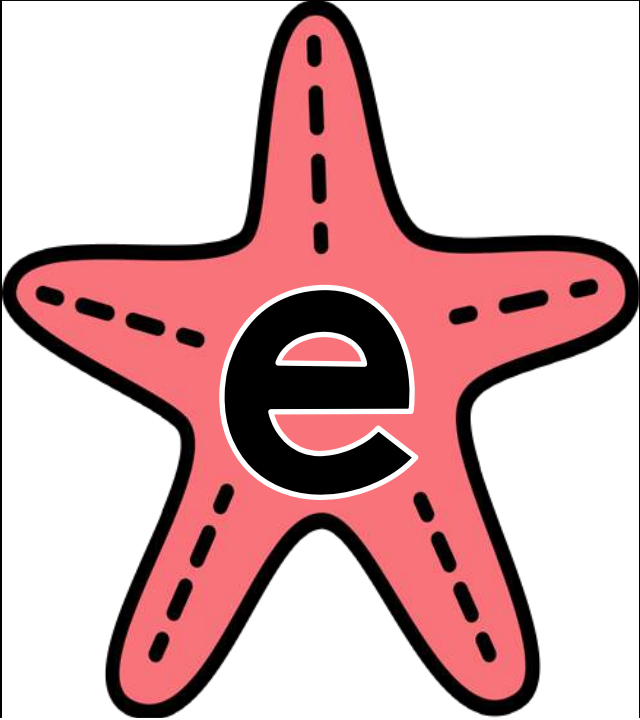
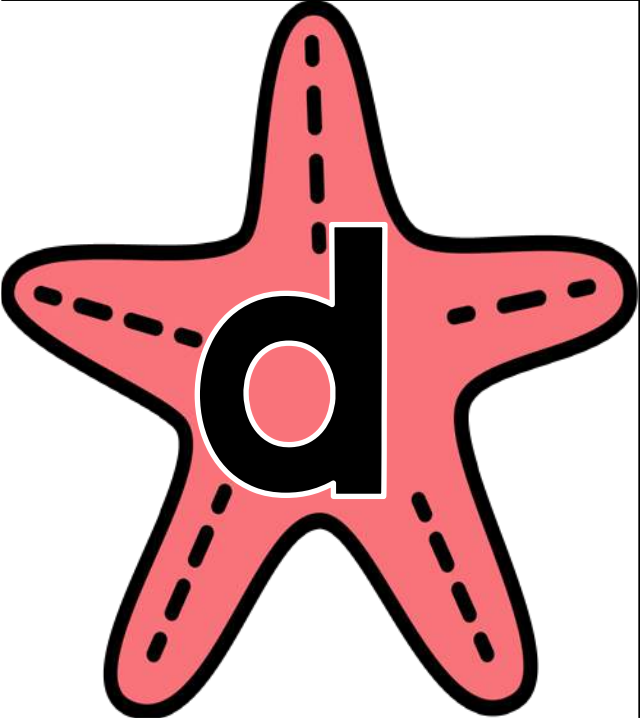
Sand Tray Letters

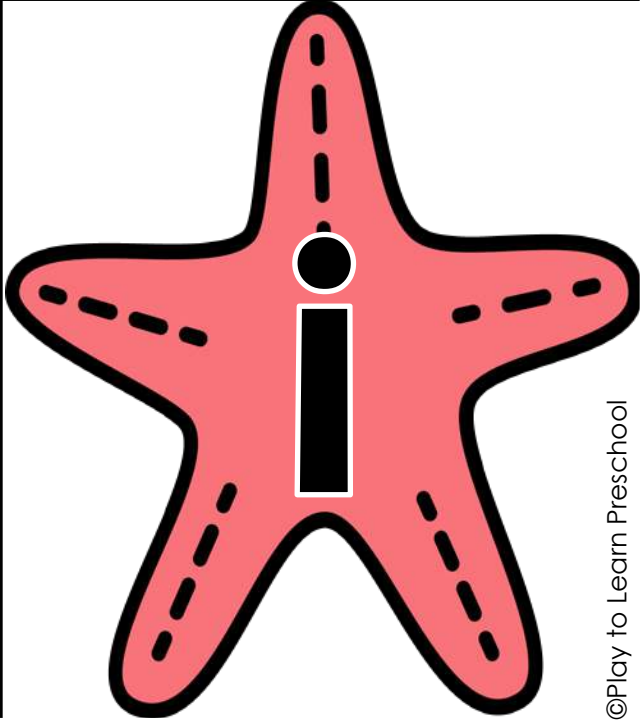
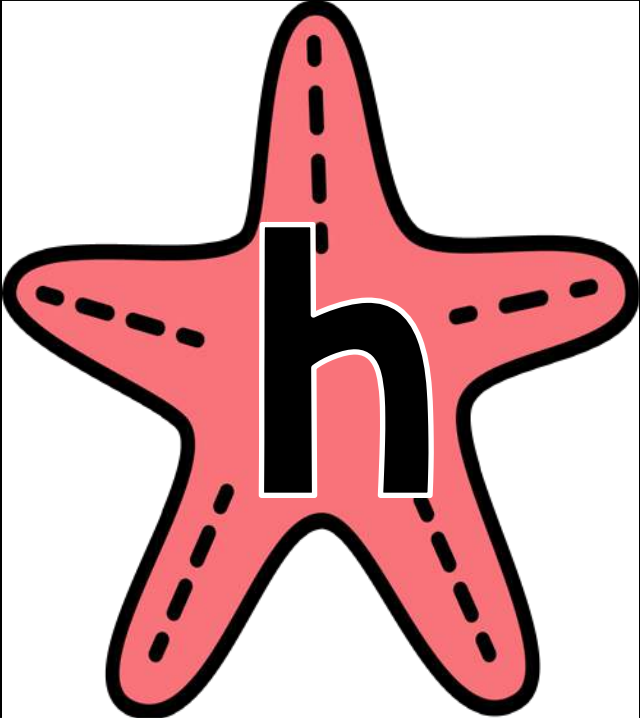
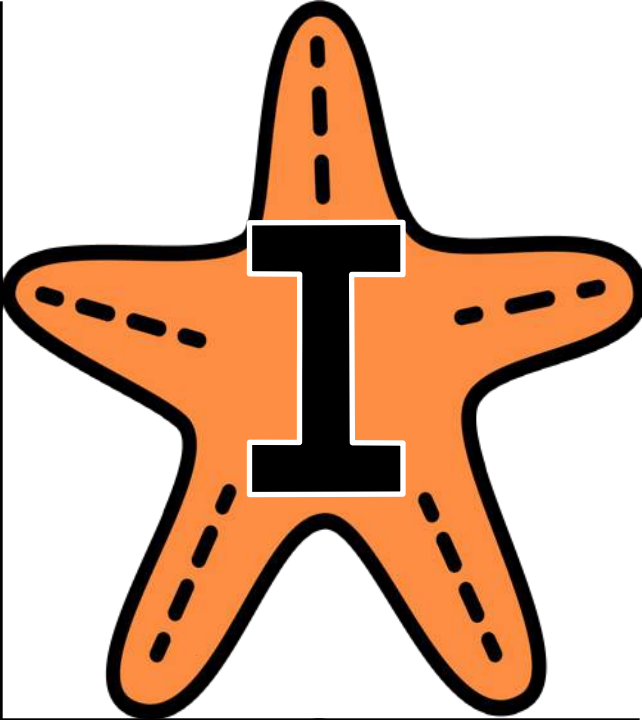
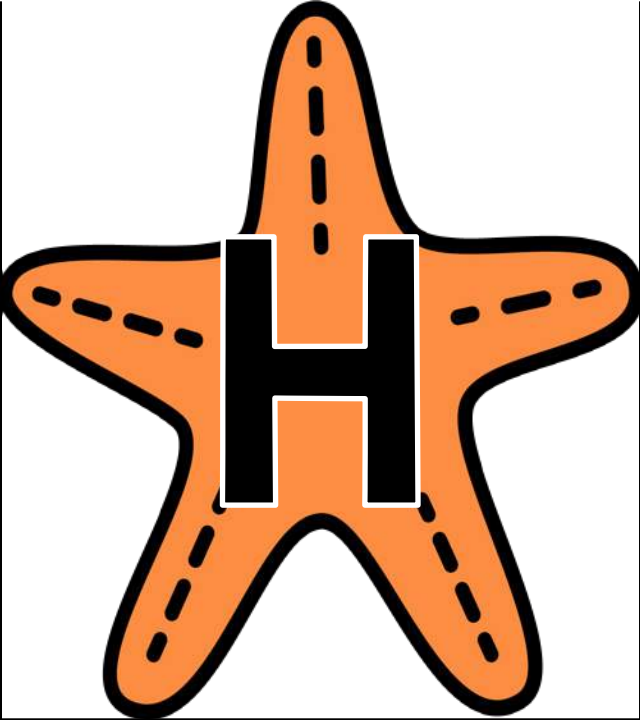
Pre-Writing

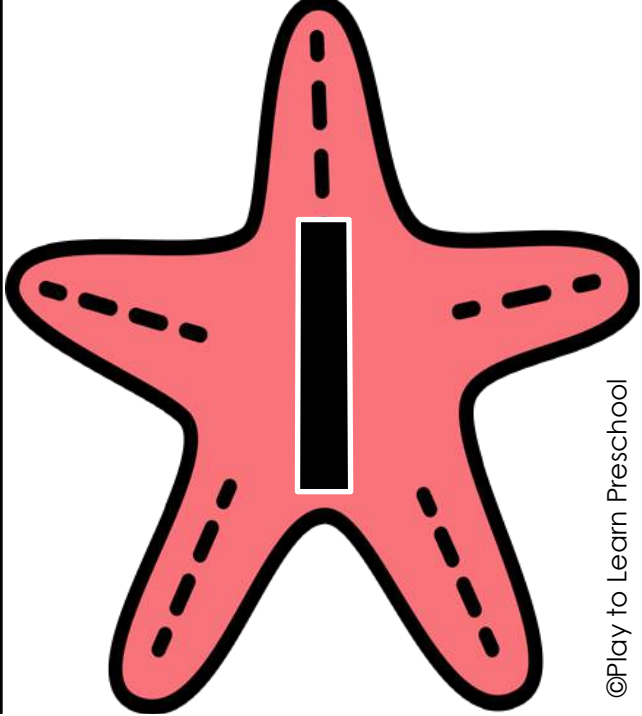
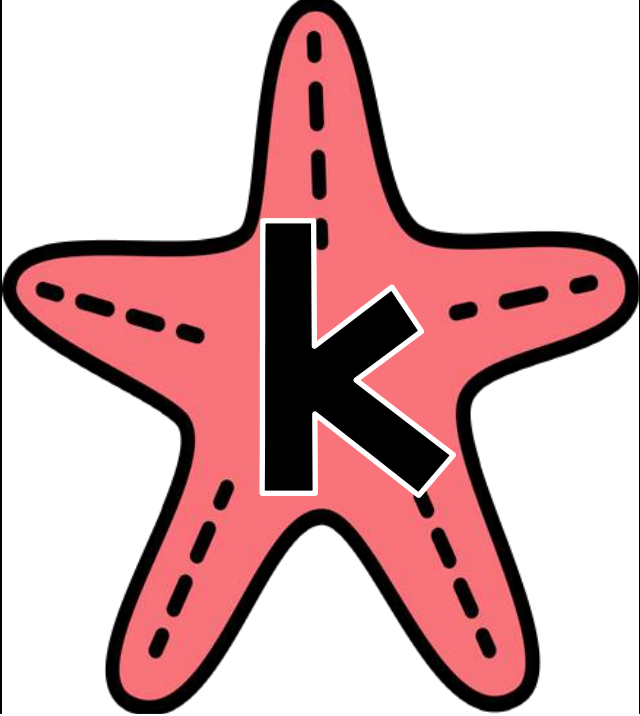
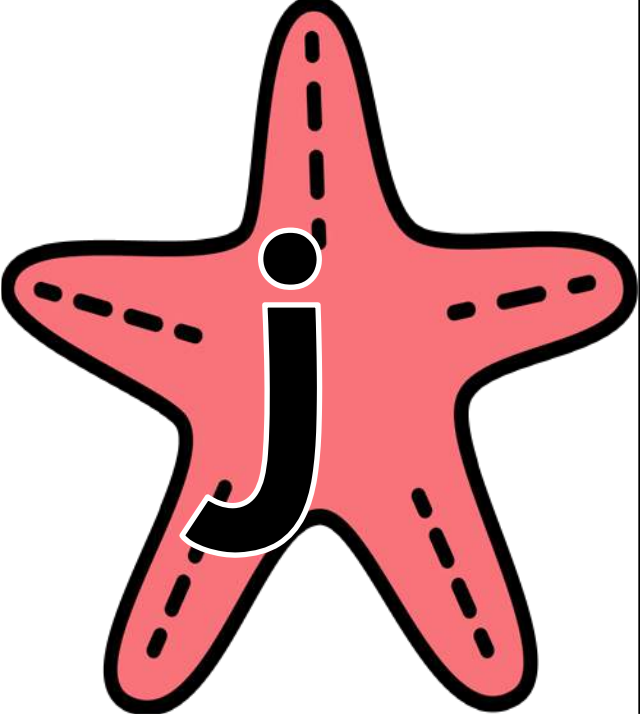
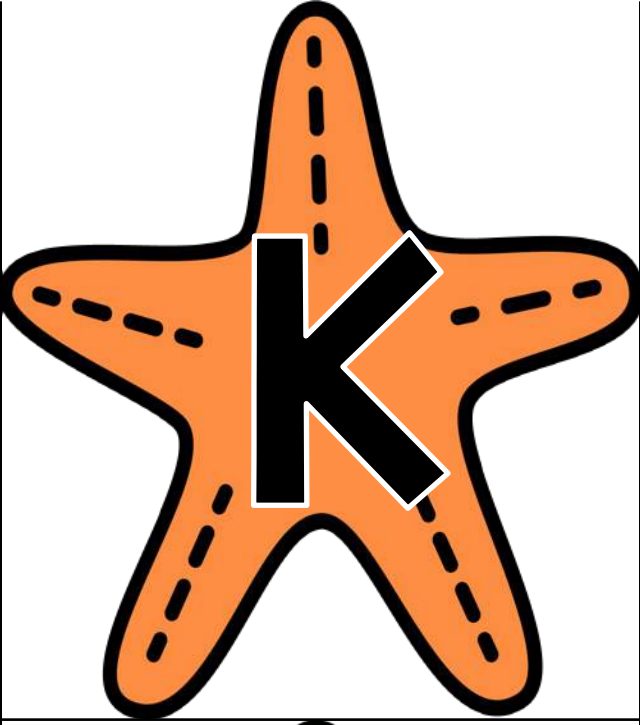
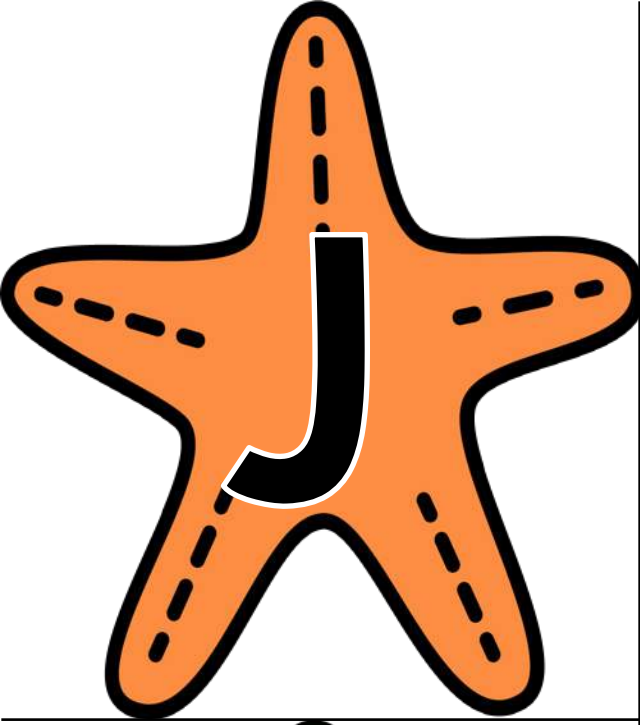
- Print the cards.
- Mat, Laminate, and Cut apart.
- Fill a small shallow tray or shoebox lid with sand. Using the starfish cards, students can trace the letters in the sand.
- You could also use these sand tray letters at the writing center, alphabet center, in the pocket chart, or at math center. The possibilities are endless!

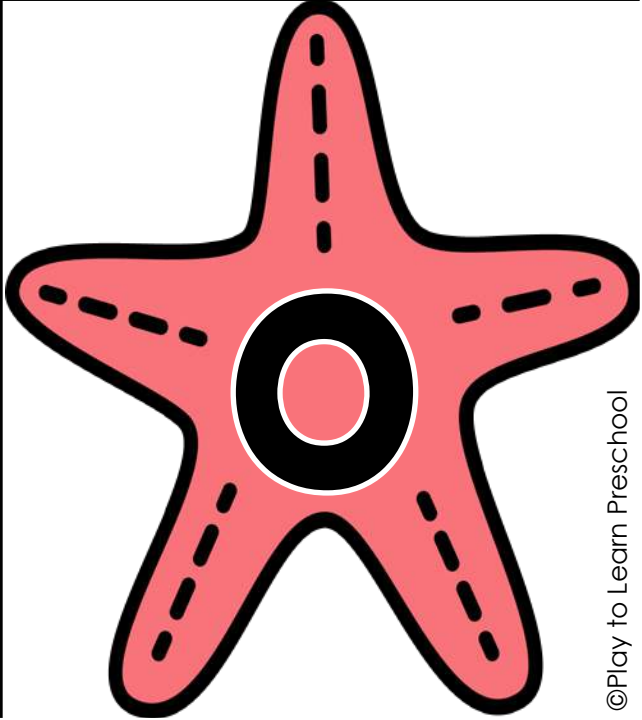
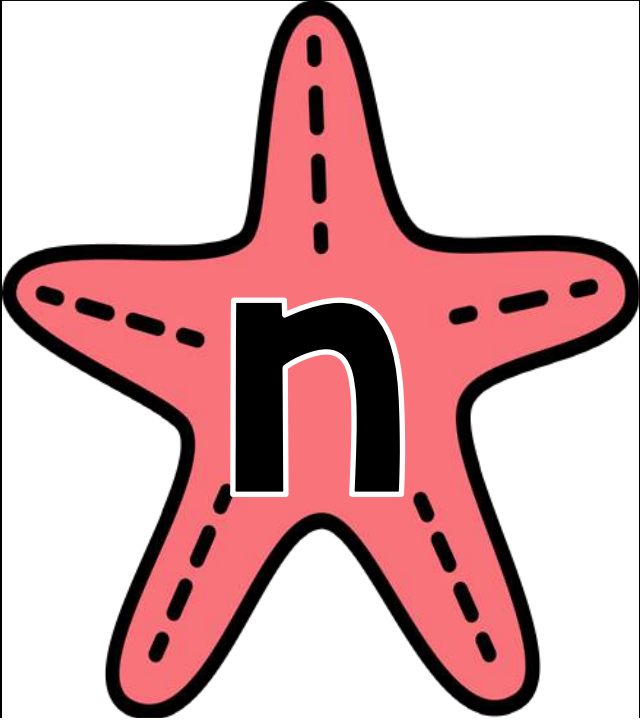
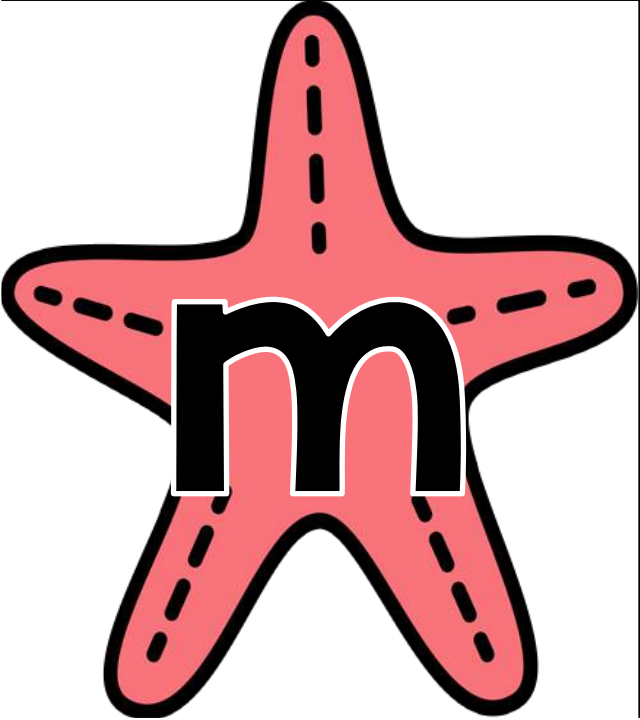
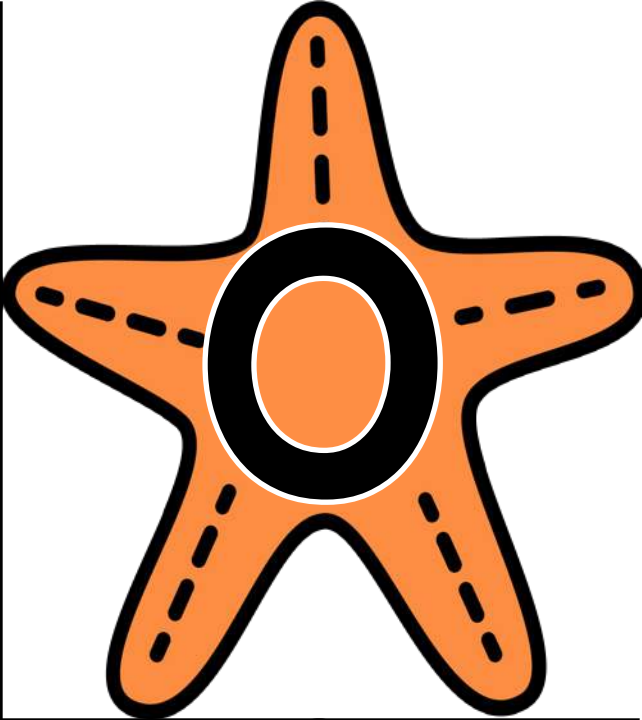
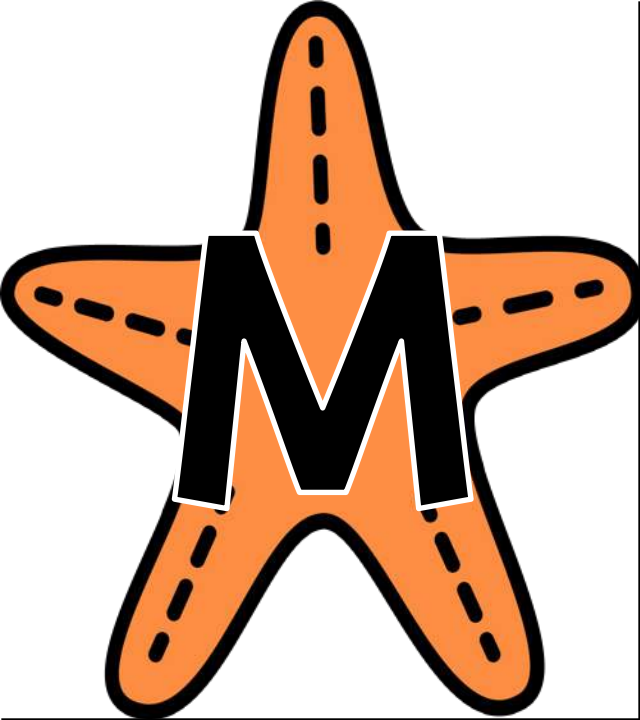


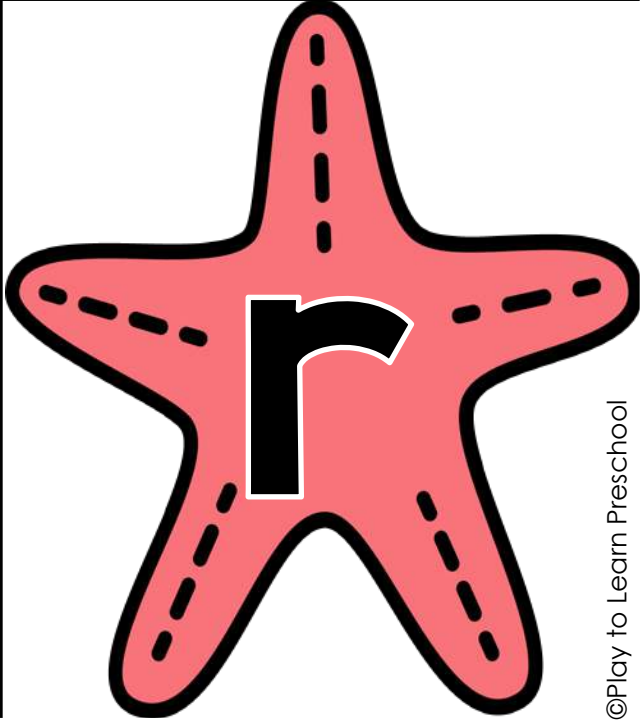
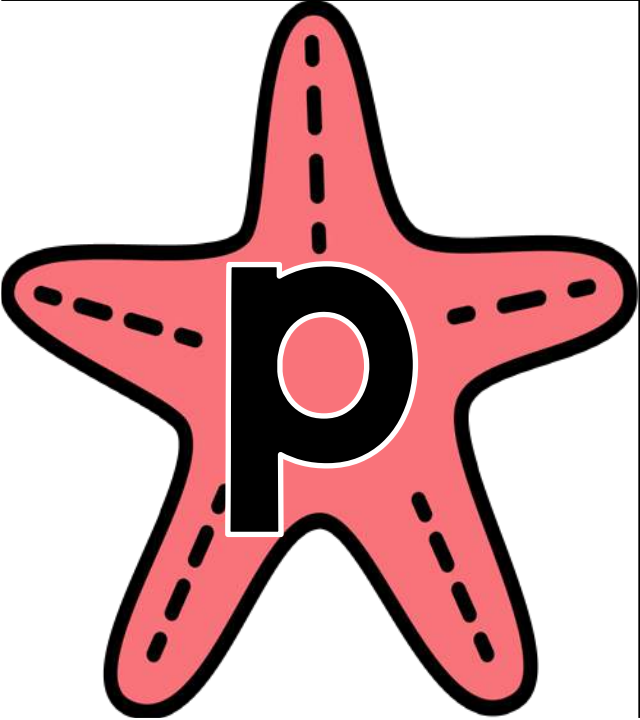
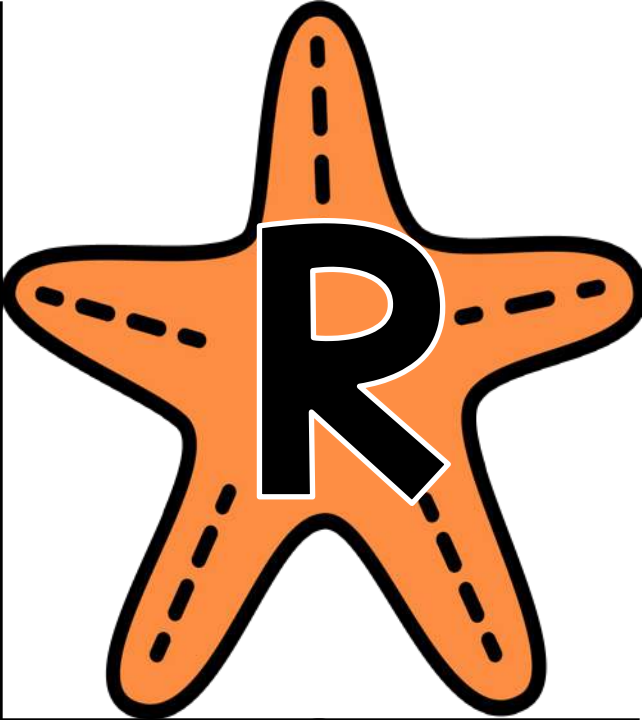


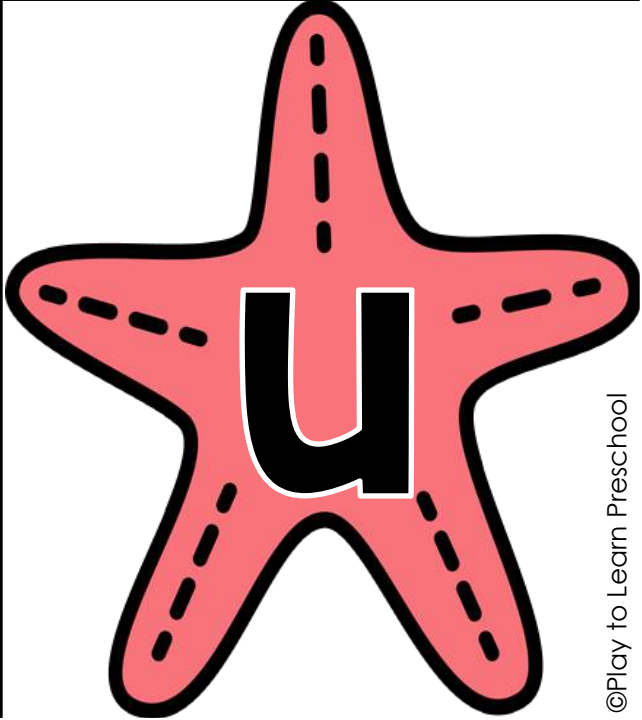
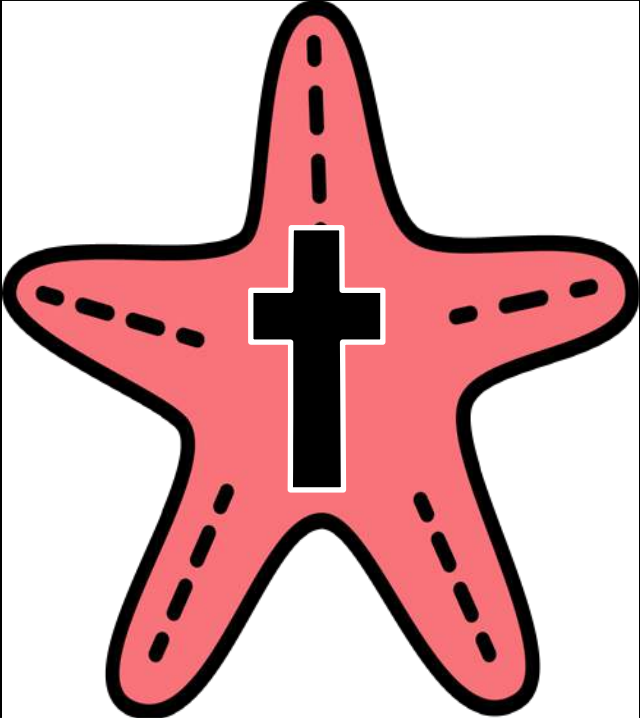
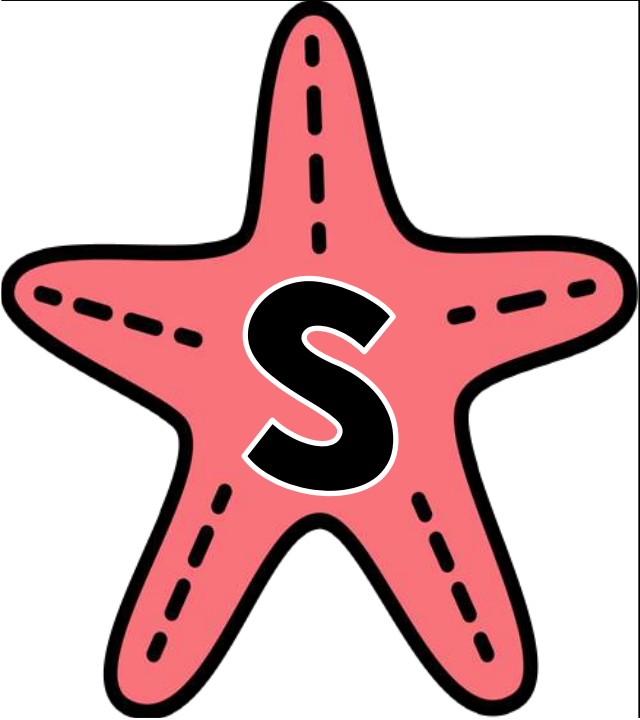
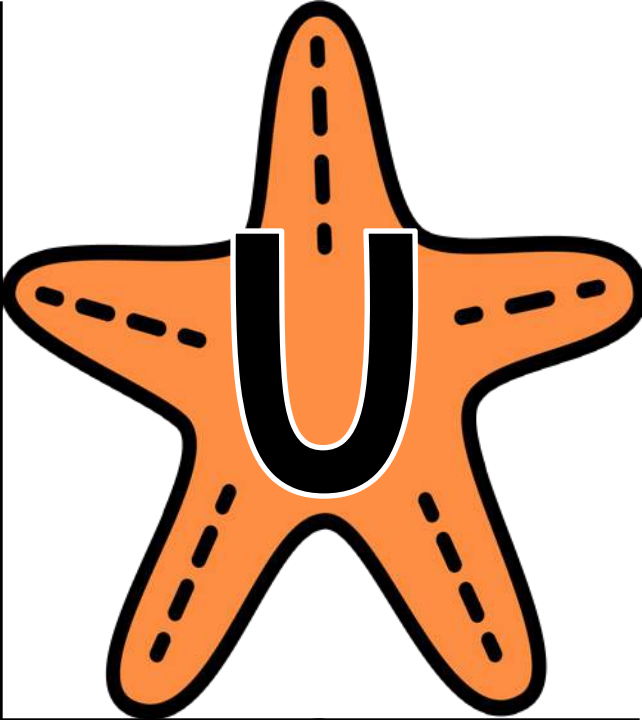
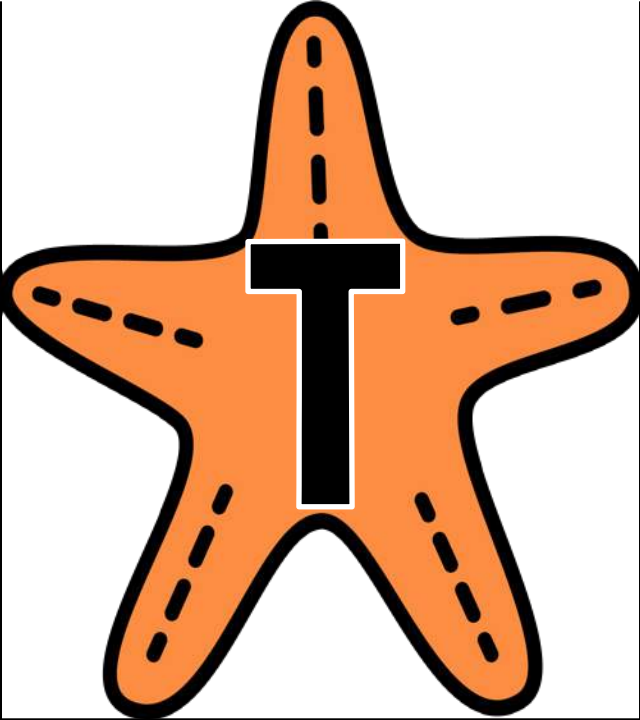
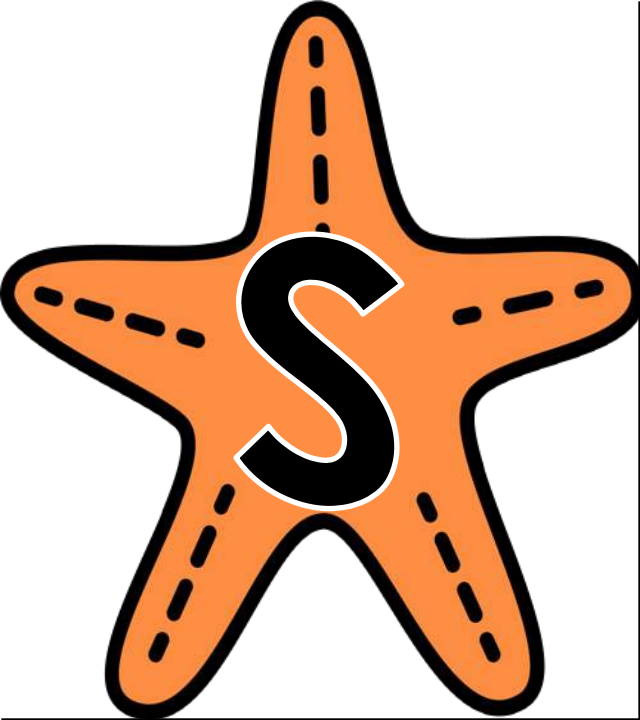


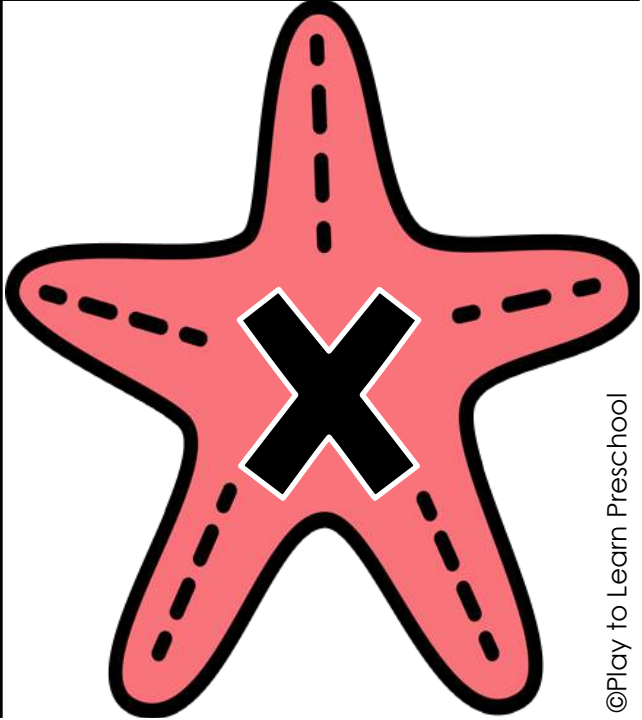
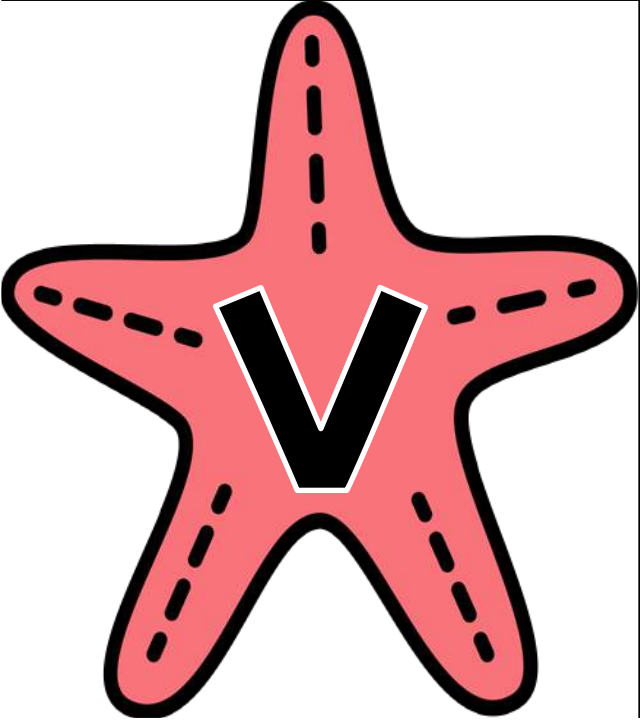
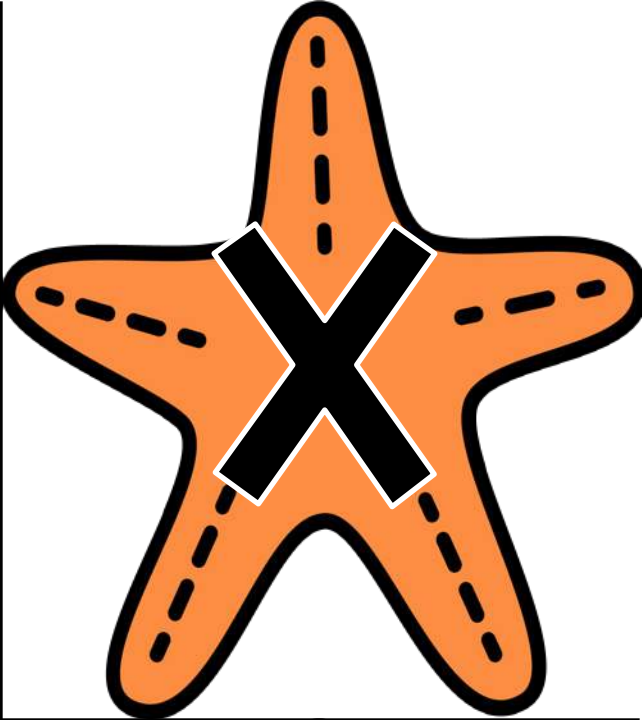


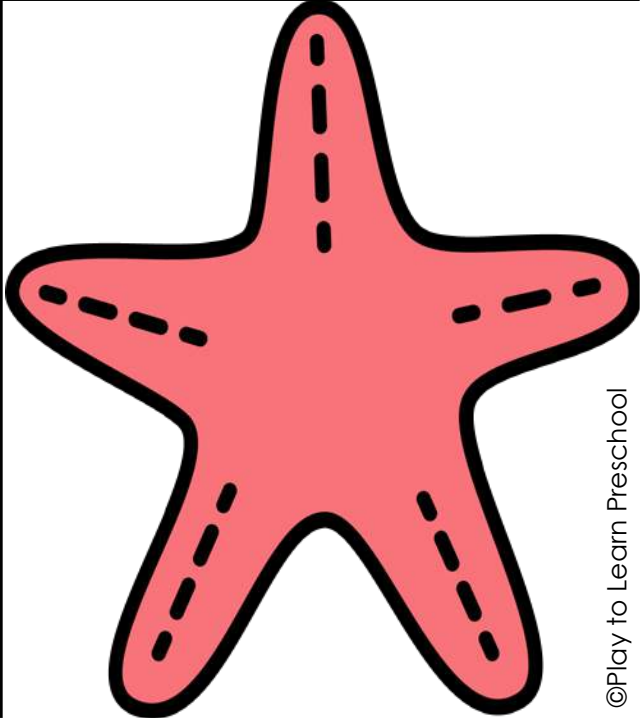
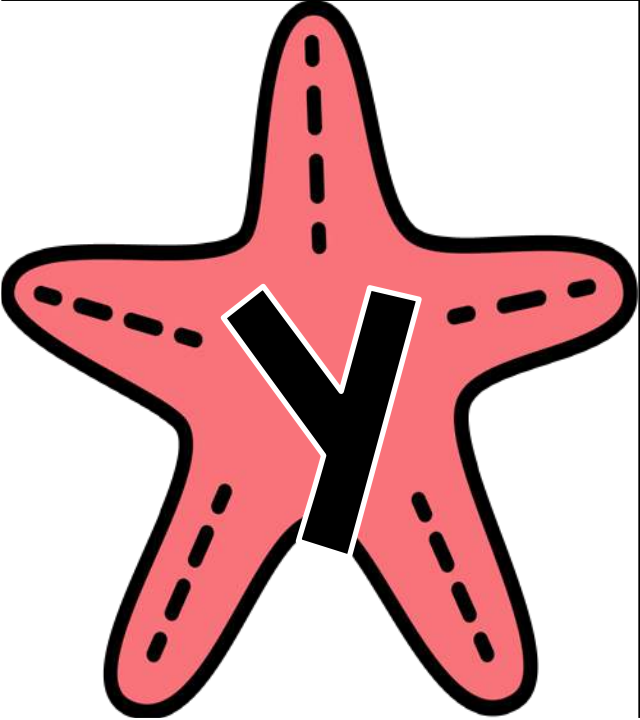
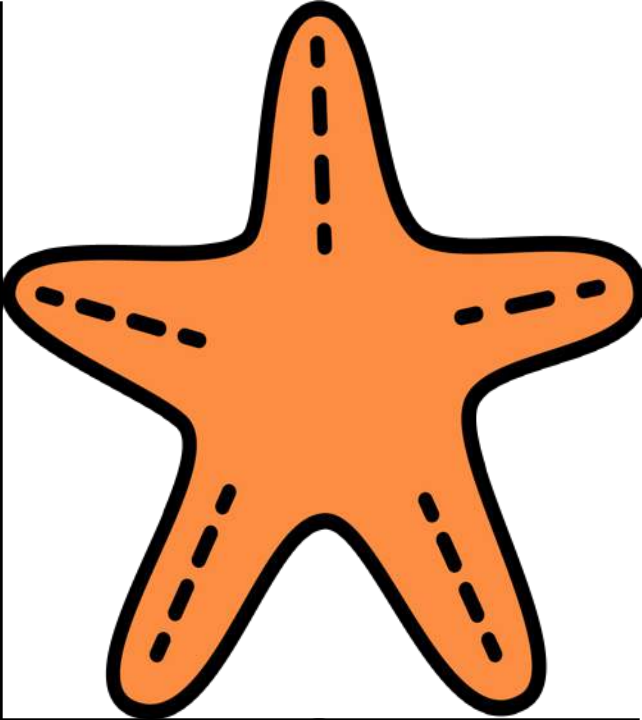
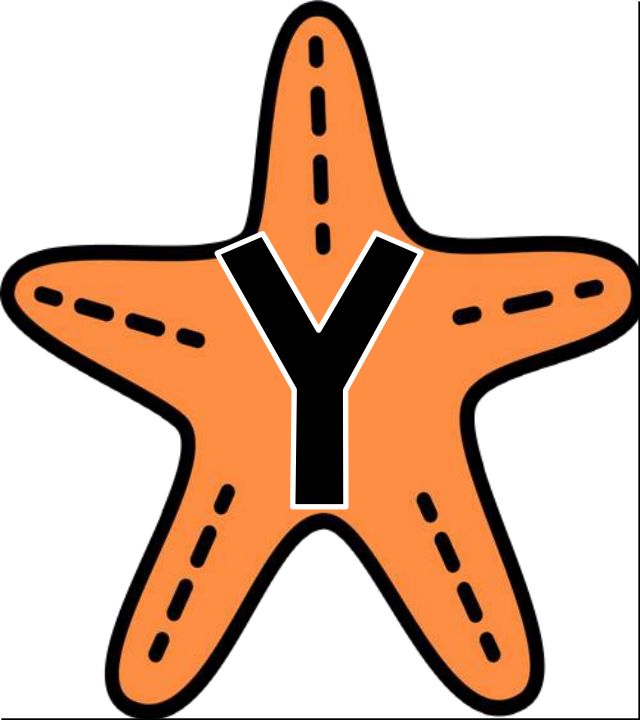








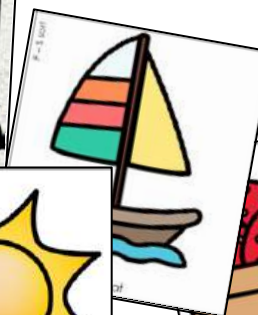
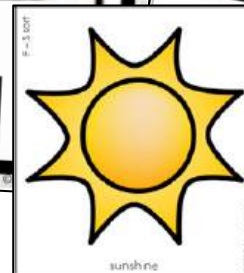
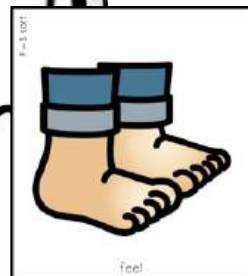
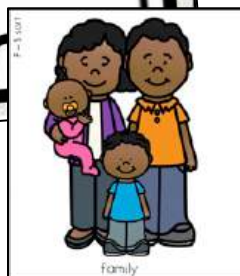
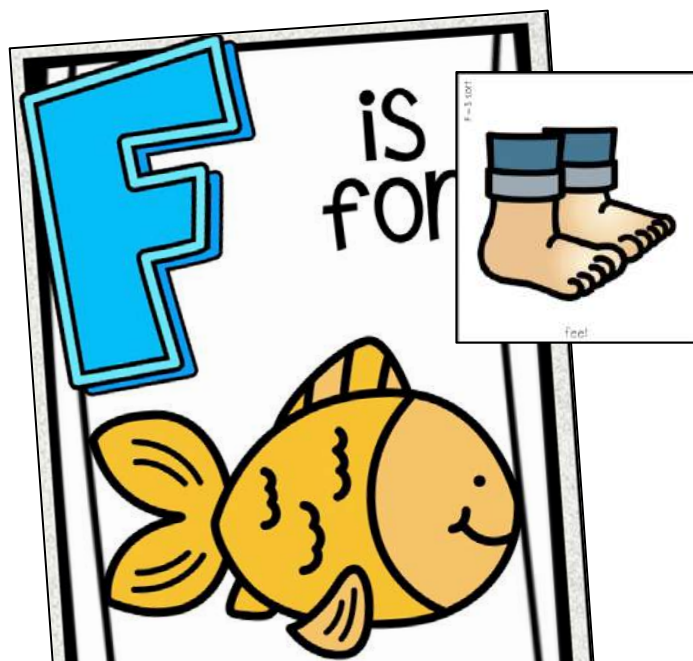




Fish or Sand?

Beginning Sound Sort

Children sort pictures by their beginning sounds:
F (for fish) or **S** (for sand).

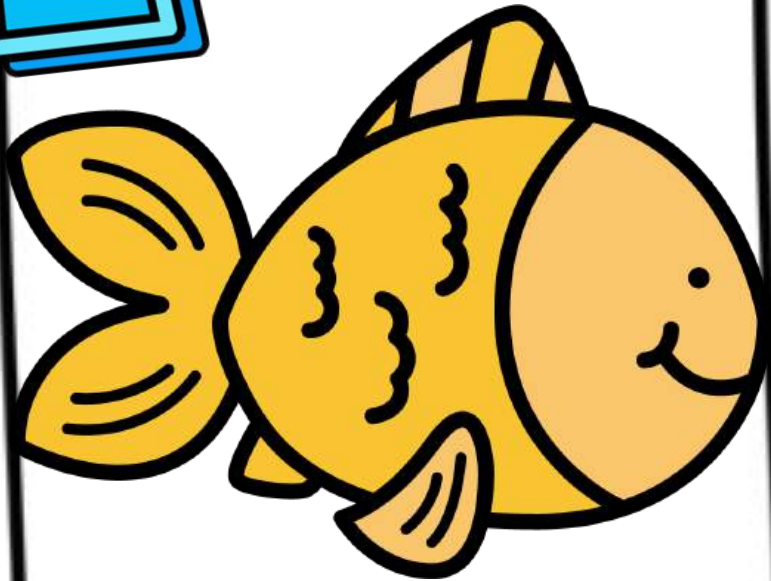


Answer Key:

- | | |
|------------|--------------|
| frog | strawberries |
| fire truck | sailboat |
| flowers | sun |
| fork | sick |
| fox | sandwich |
| flip flops | school |
| farmer | swings |
| family | stool |
| feet | stop |

F

is
for



Fish

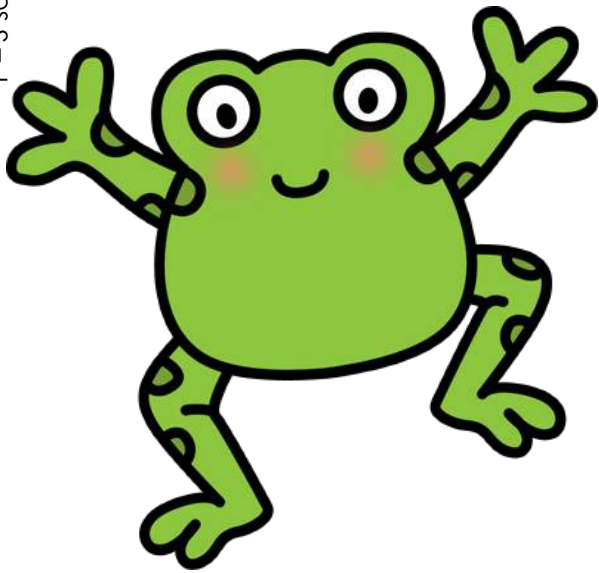
S

is
for



Sand

F - S sort



frog

F - S sort



fire truck

F - S sort



flowers

F - S sort



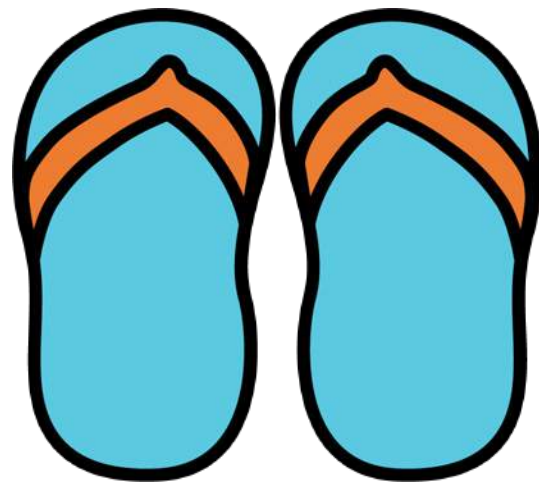
fork

F - S sort



fox

F - S sort



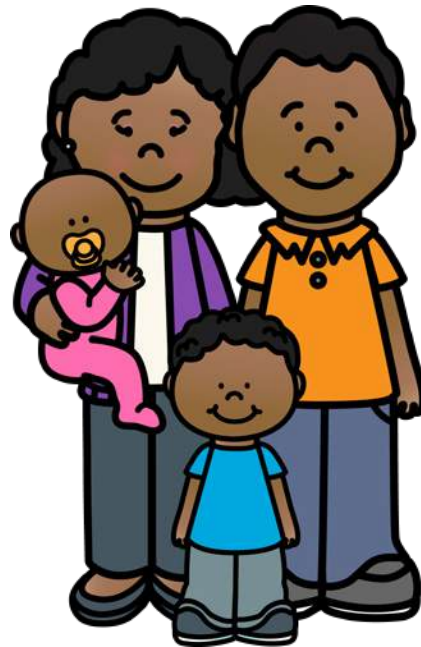
flip flops

F - S sort



farmer

F - S sort



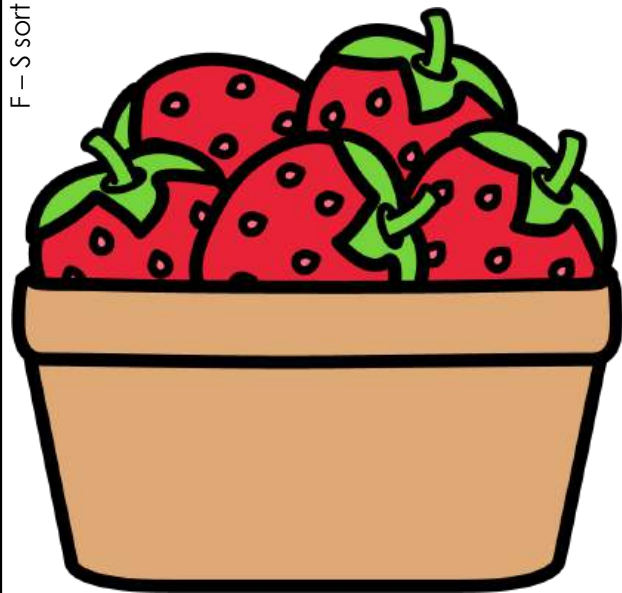
family

F - S sort



feet

F - S sort



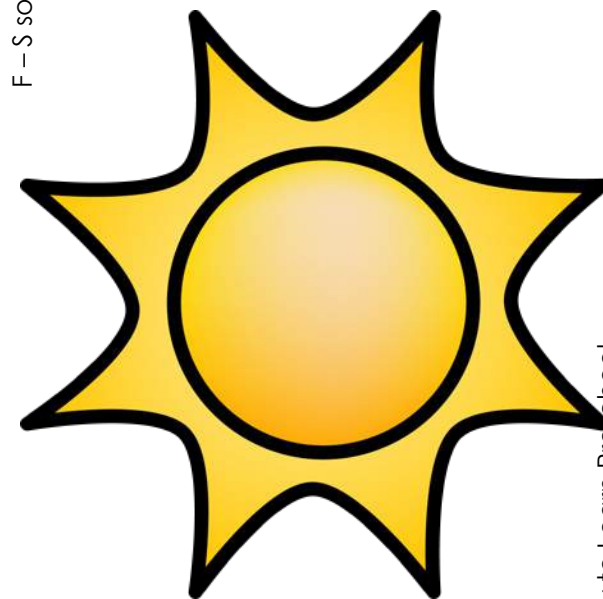
strawberries

F - S sort



sailboat

F - S sort



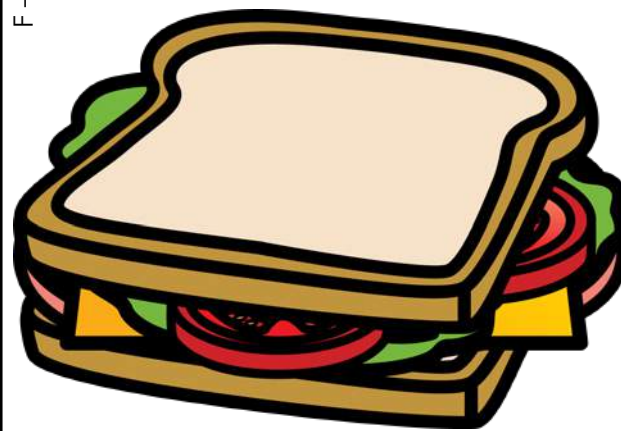
sunshine

F - S sort



sick

F - S sort



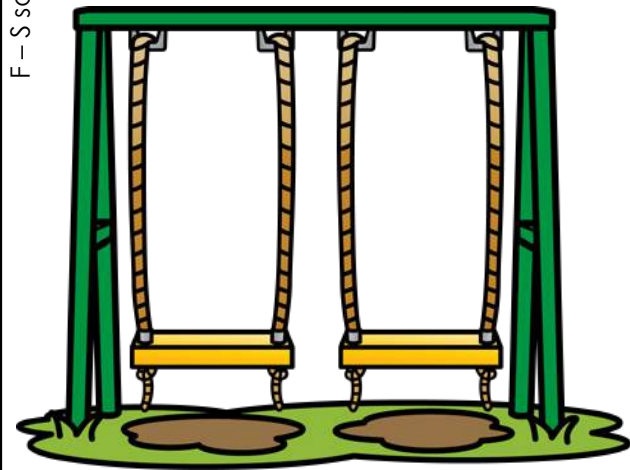
sandwich

F - S sort



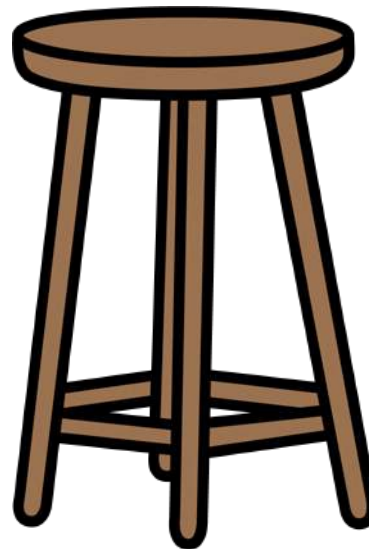
school

F - S sort



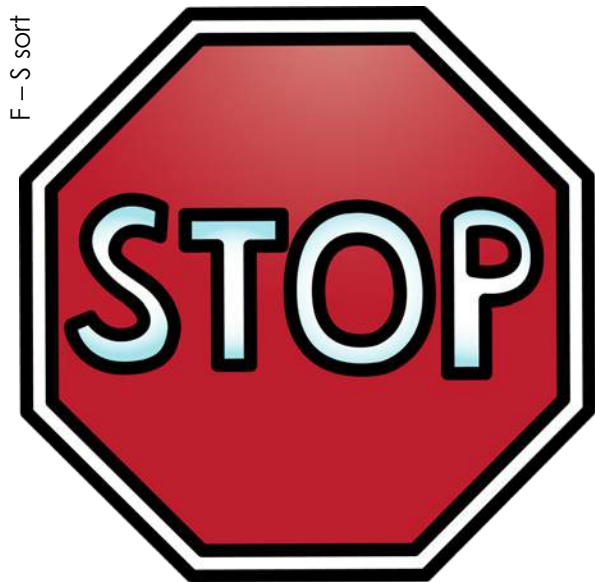
swings

F - S sort



stool

F - S sort



stop

Sea Shell Syllables

Sorting 1 and 2-syllable words

Invite children to clap the syllables of each word and sort the shells into the correct bucket.



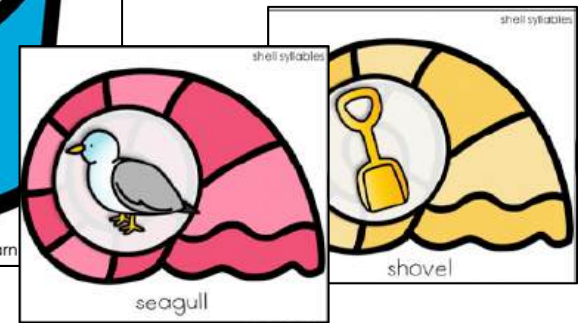
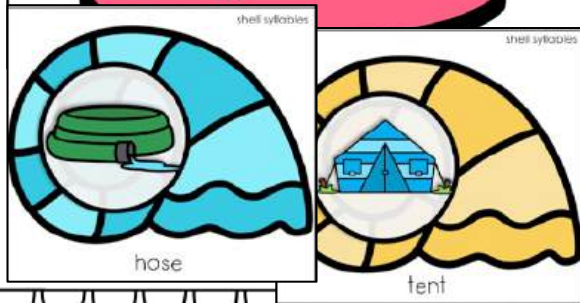
Answer Key:

1 syllable

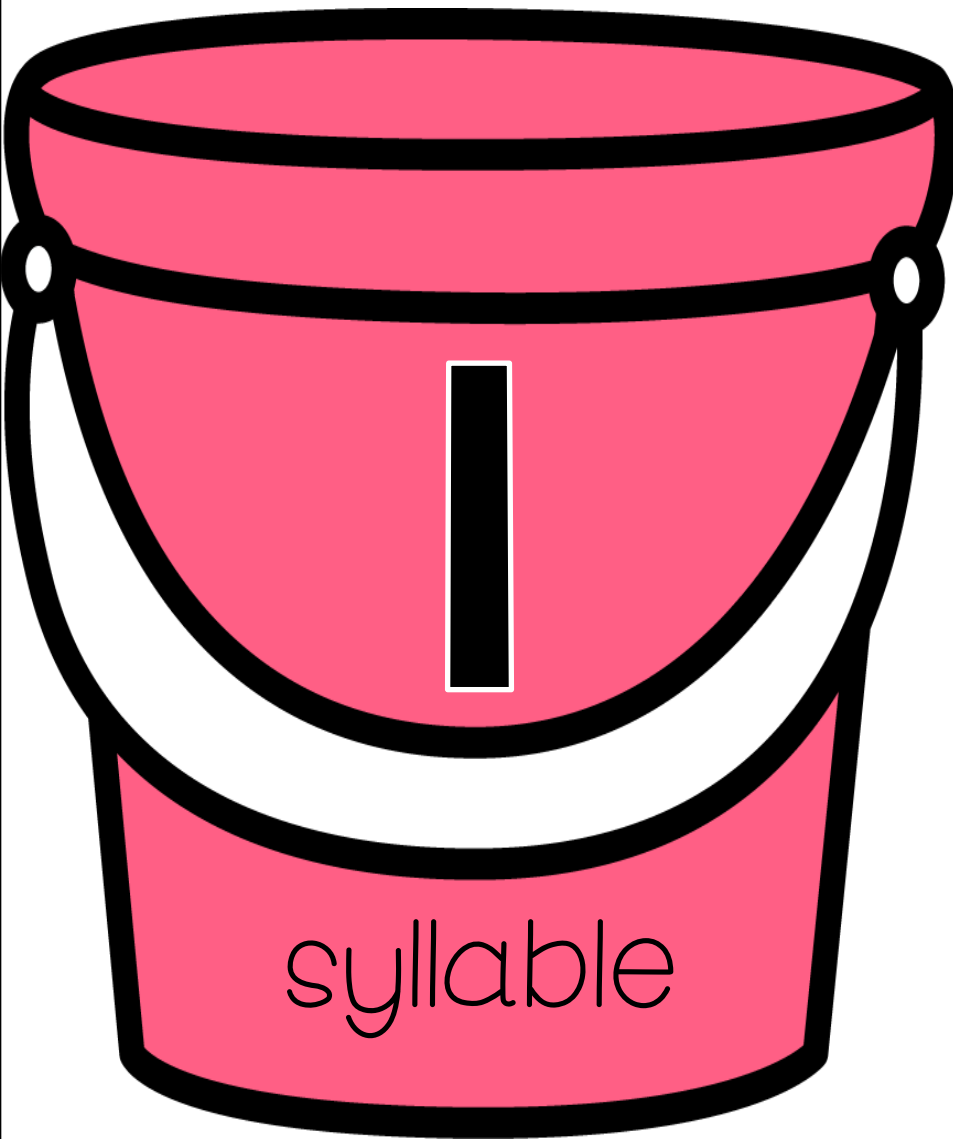
ball
tent
hose
whale
sand
sun
crab
shark
clam

2 syllables

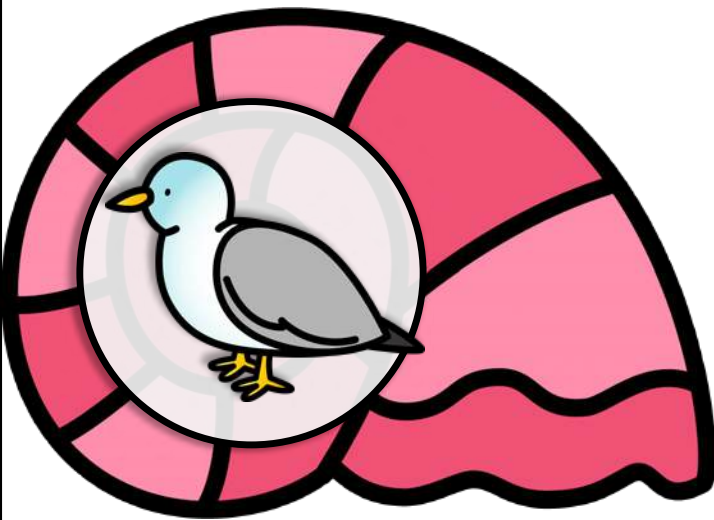
seagull
shovel
flashlight
bucket
ice cream
mermaid
starfish
dolphin
bubbles



©Play to Learn

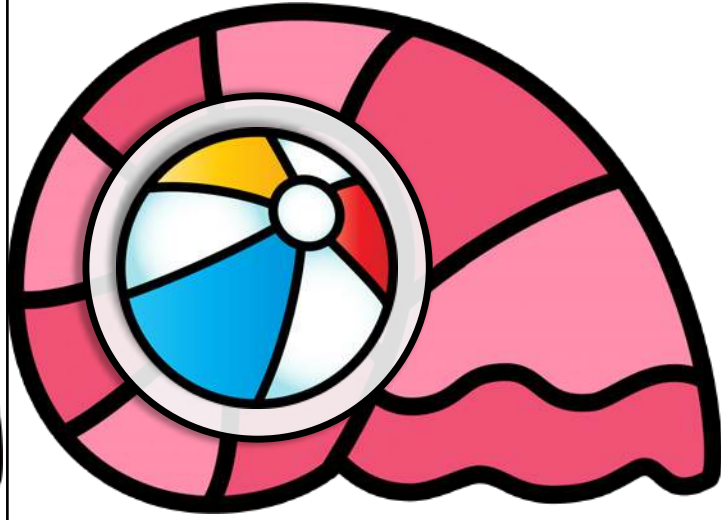


shell syllables



seagull

shell syllables



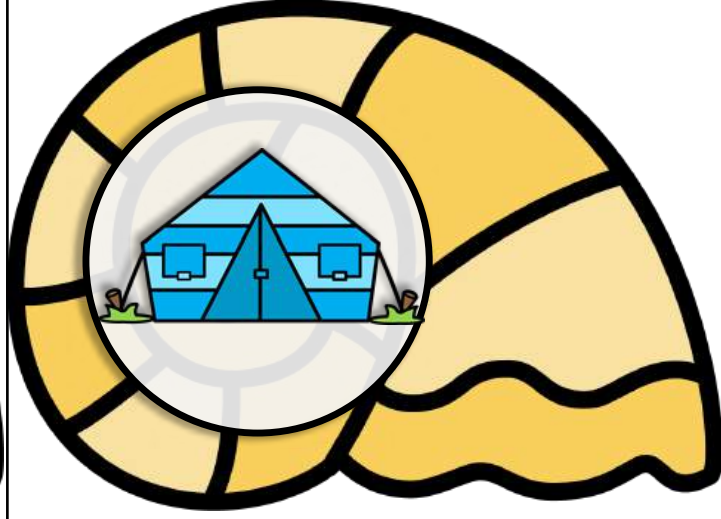
ball

shell syllables



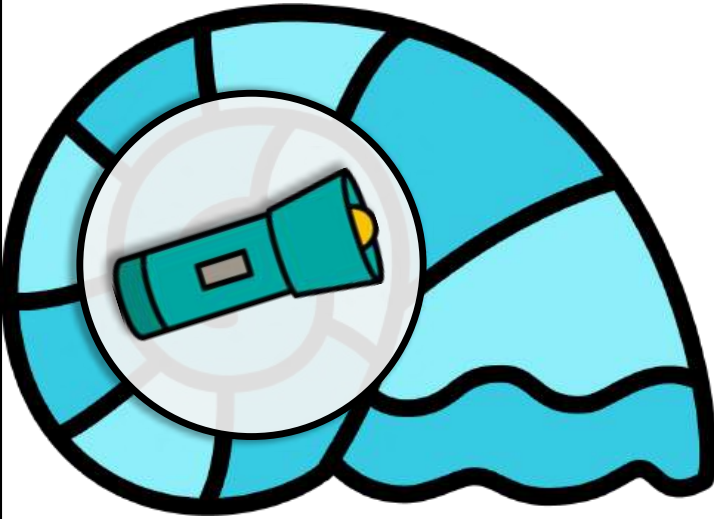
shovel

shell syllables



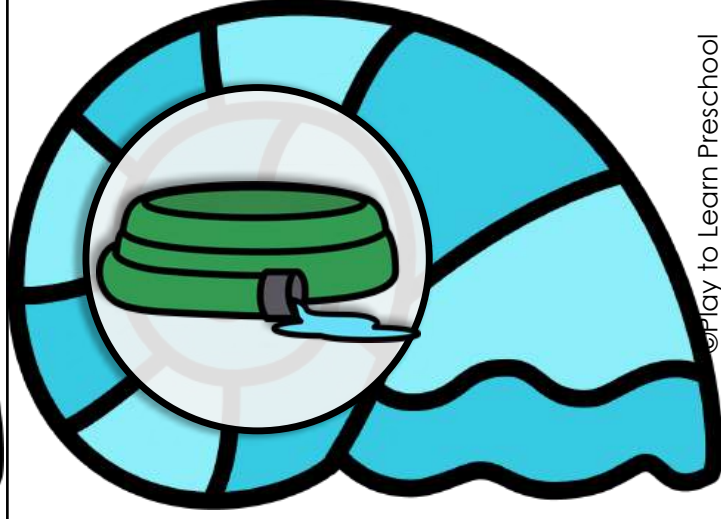
tent

shell syllables



flashlight

shell syllables



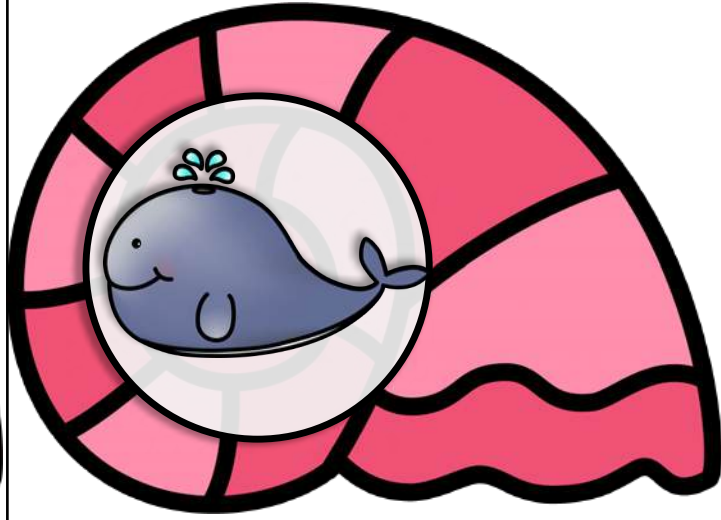
hose

shell syllables



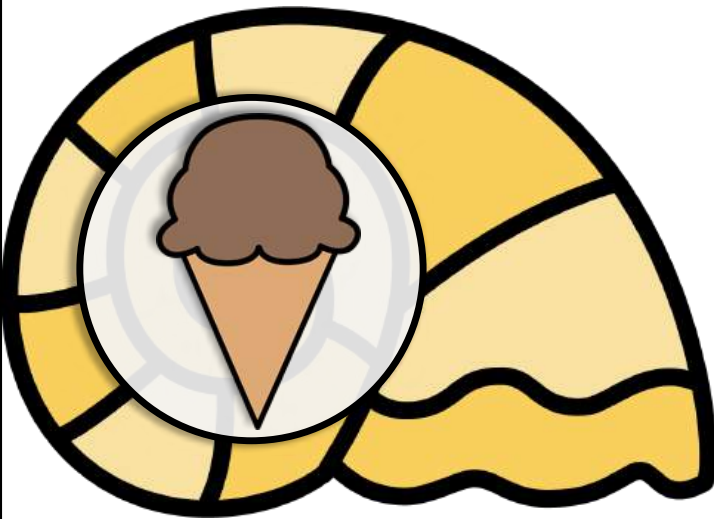
bucket

shell syllables



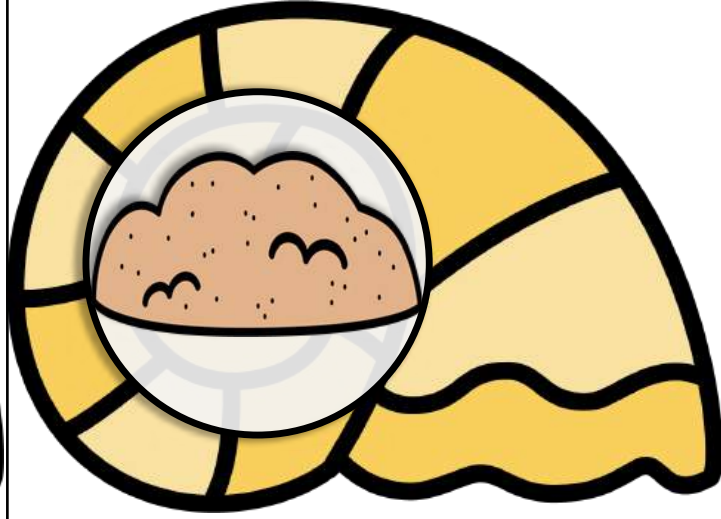
whale

shell syllables



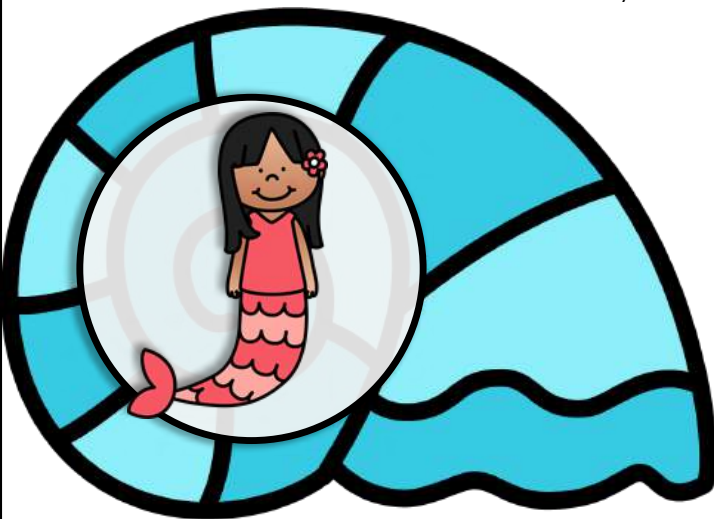
ice cream

shell syllables



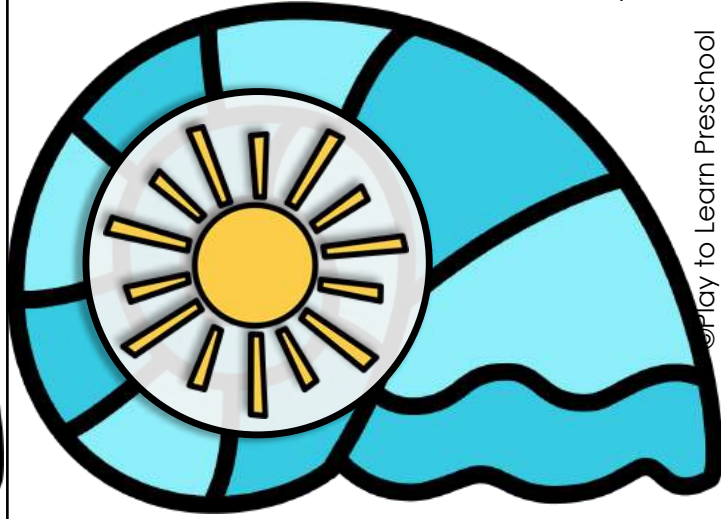
sand

shell syllables



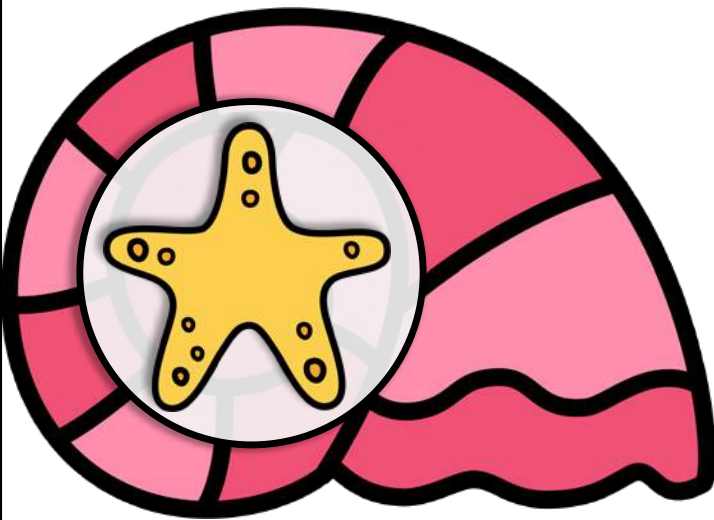
mermaid

shell syllables



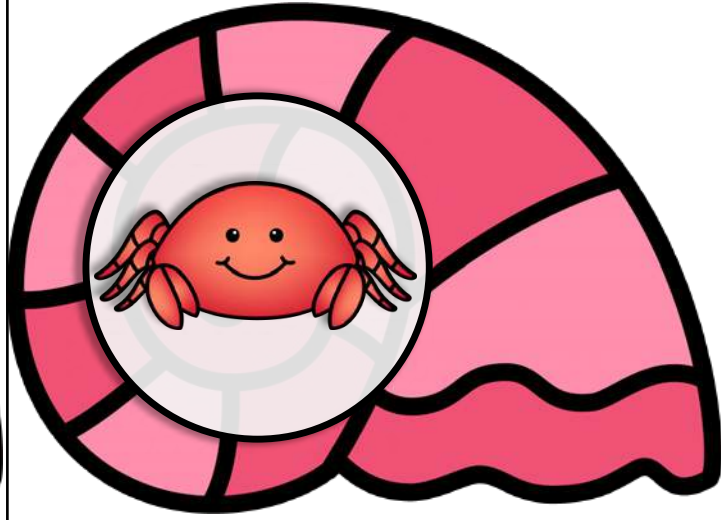
sun

shell syllables



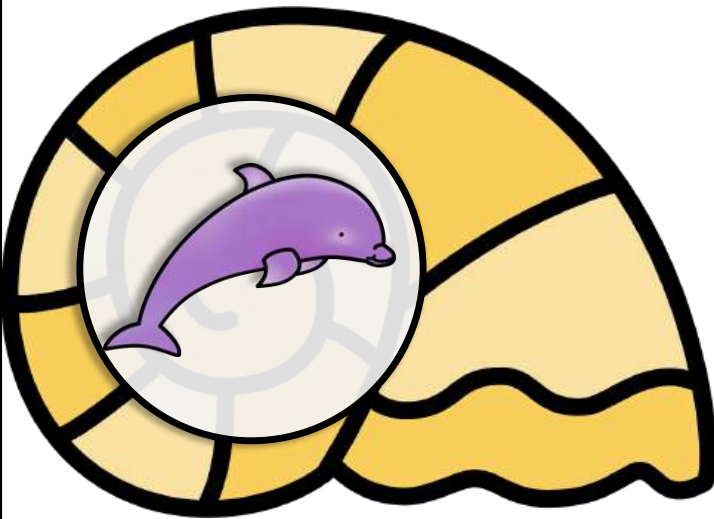
starfish

shell syllables



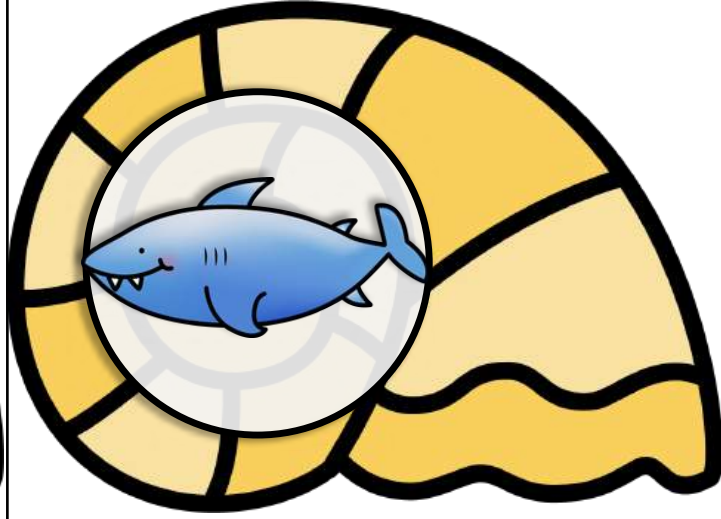
crab

shell syllables



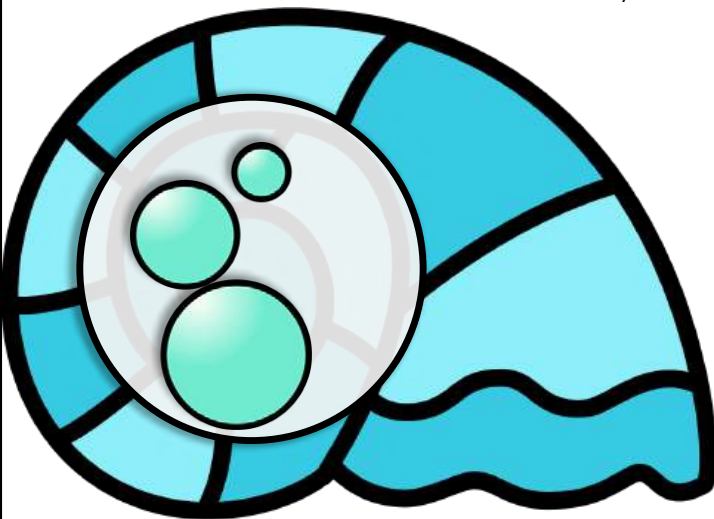
dolphin

shell syllables



shark

shell syllables



bubbles

shell syllables



clam

At the Beach

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 collated. 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

At the Beach



Read by:

©Play to Learn Preschool



I see the sun.

©Play to Learn Preschool

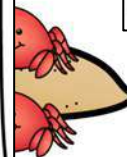
I see 1 bucket.

©Play to Learn Preschool



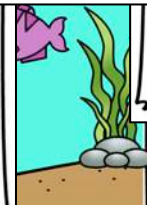
I see 3 shells.

©Play to Learn Preschool



I see 2 crabs.

©Play to Learn Preschool



I see 2 fish.

©Play to Learn Preschool

I see 2 friends.

©Play to Learn Preschool

I
see

At the Beach



Read by:

©Play to Learn Preschool

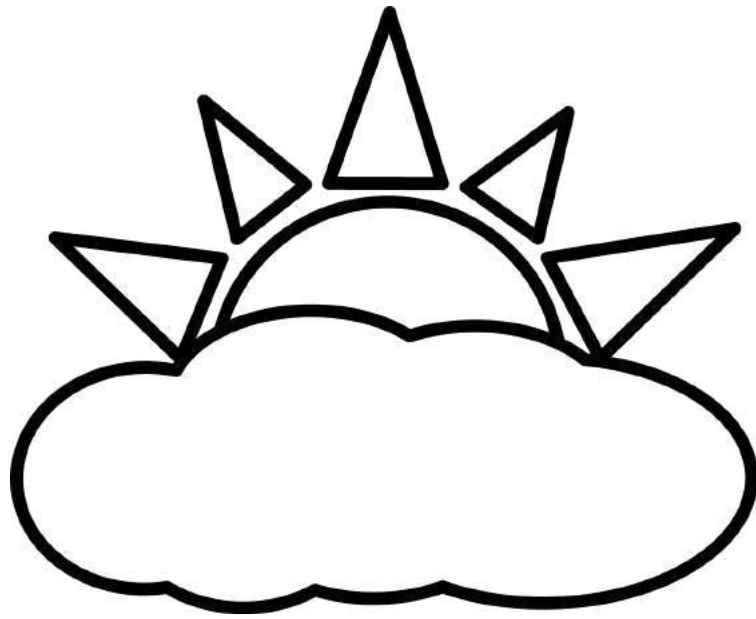
I
see

At the Beach



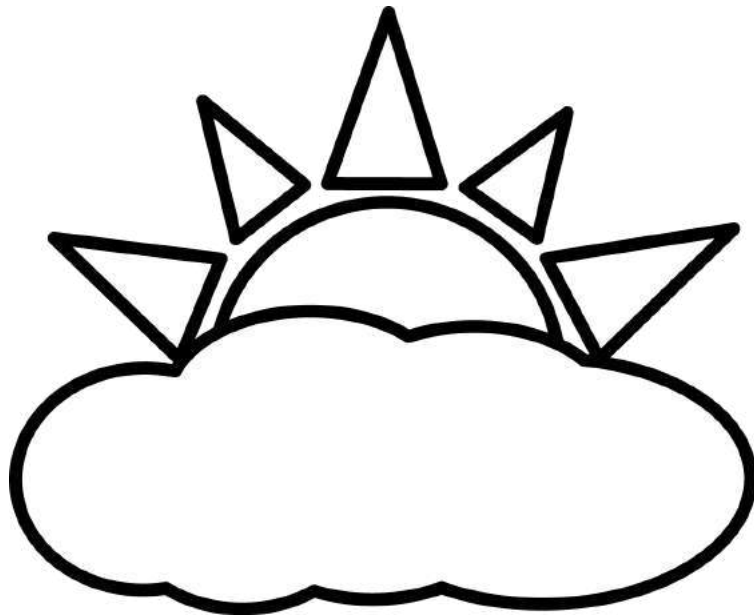
Read by:

©Play to Learn Preschool



I see the sun.
• • • •

©Play to Learn Preschool



I see the sun.
• • • •

©Play to Learn Preschool



I see 1 bucket.

©Play to Learn Preschool



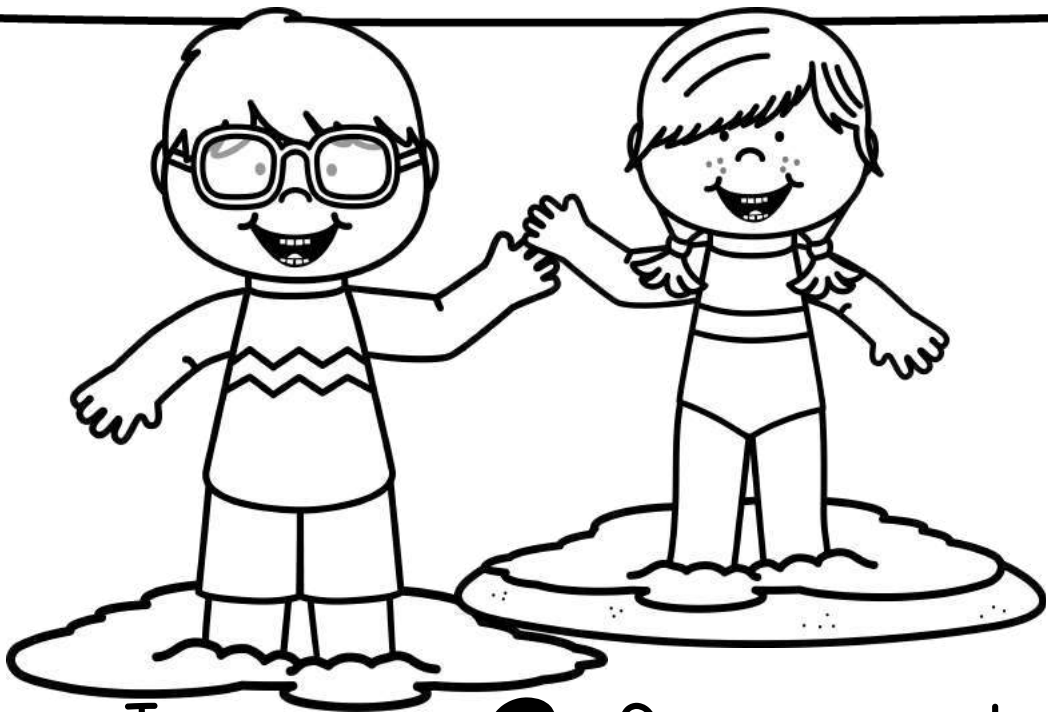
I see 1 bucket.

©Play to Learn Preschool



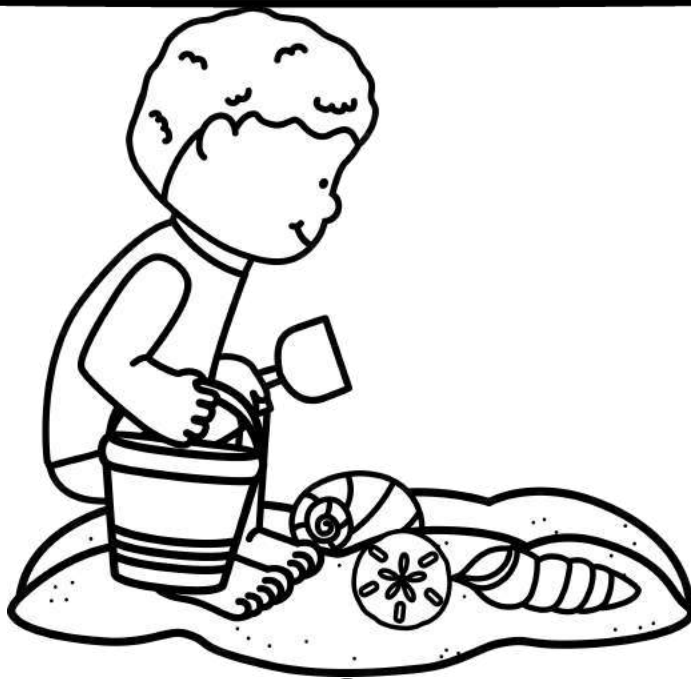
I see **2** friends.

©Play to Learn Preschool



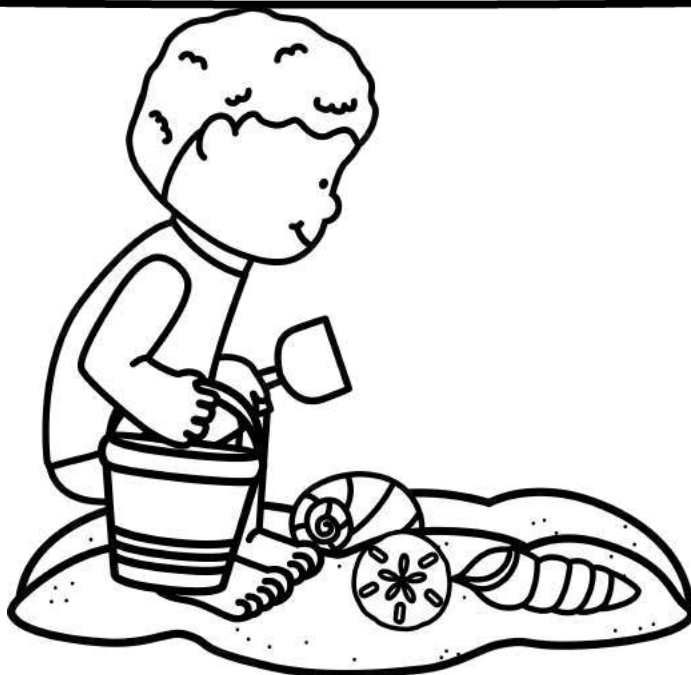
I see **2** friends.

©Play to Learn Preschool



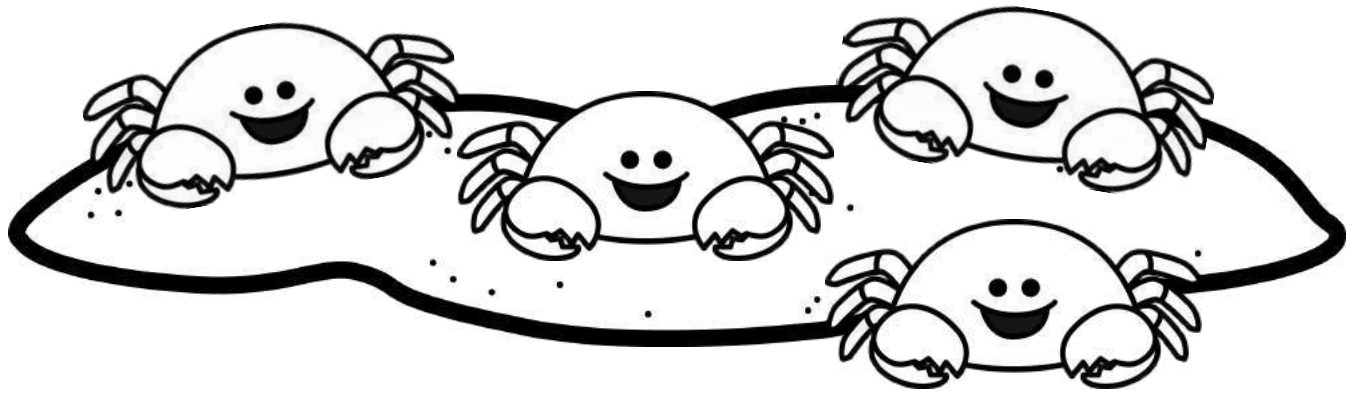
I see **3** shells.
• • • •

©Play to Learn Preschool



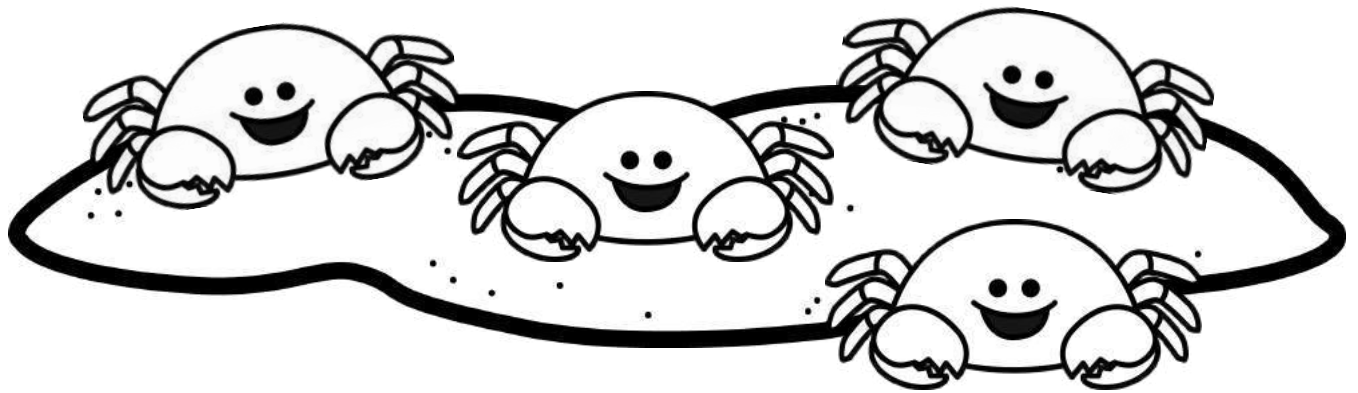
I see **3** shells.
• • • •

©Play to Learn Preschool



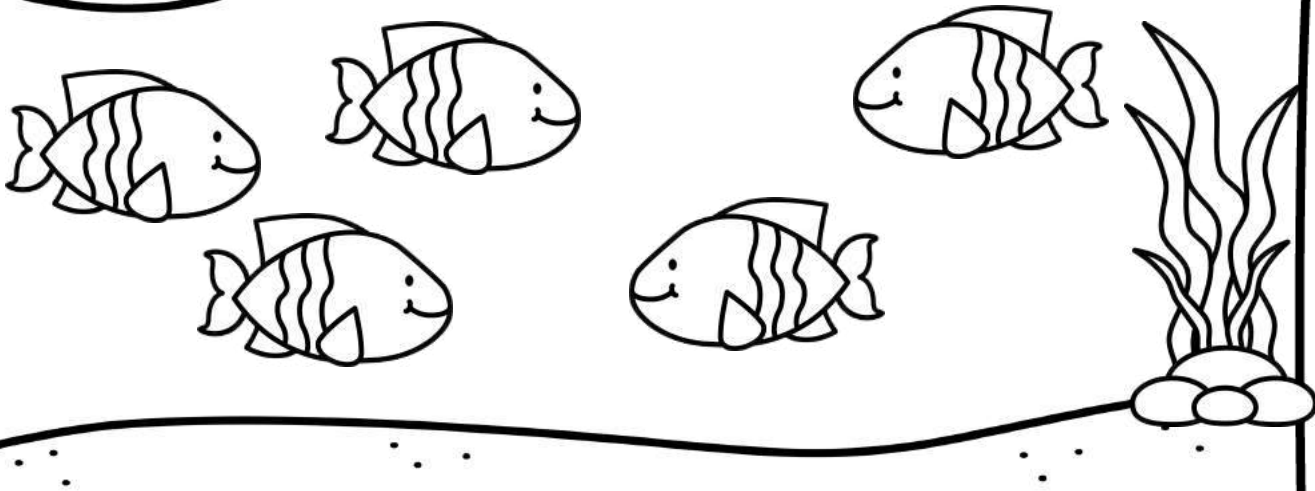
I see **4** crabs.

©Play to Learn Preschool



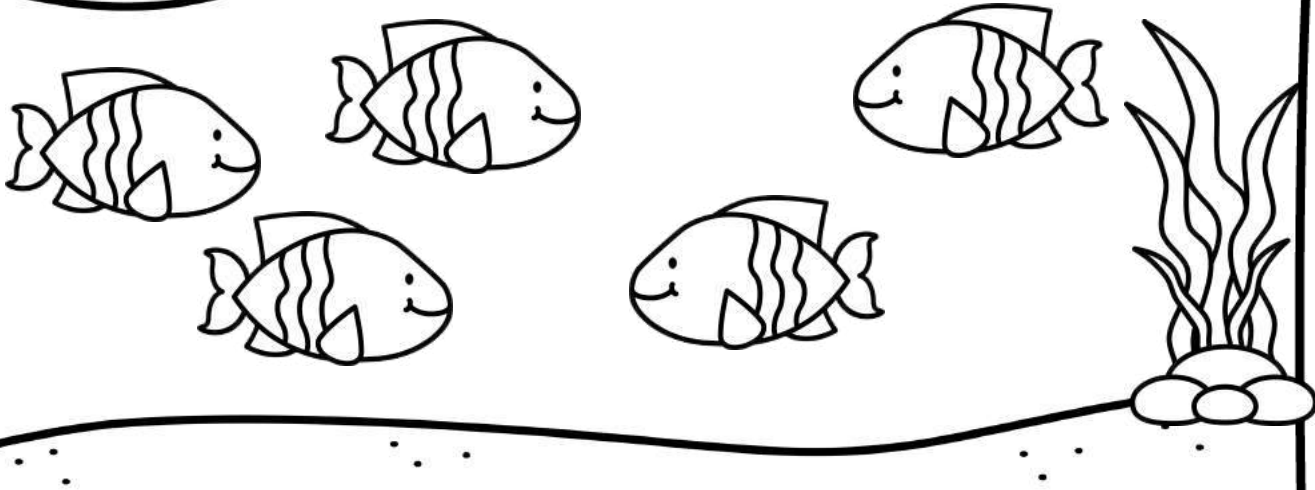
I see **4** crabs.

©Play to Learn Preschool



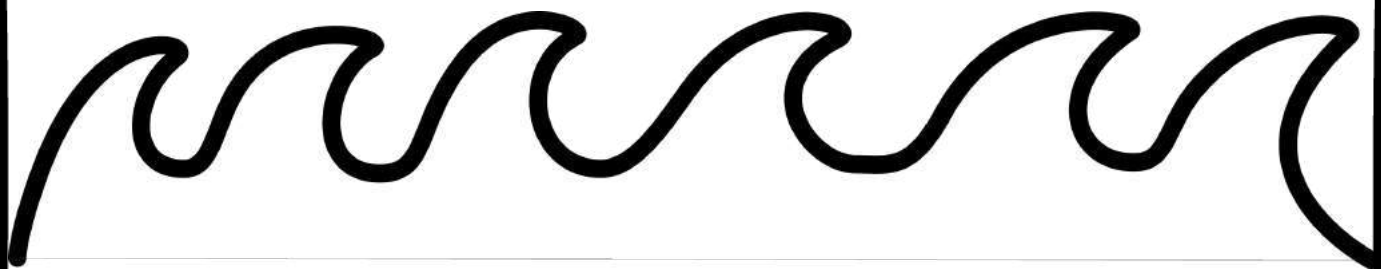
I see **5** fish.

©Play to Learn Preschool



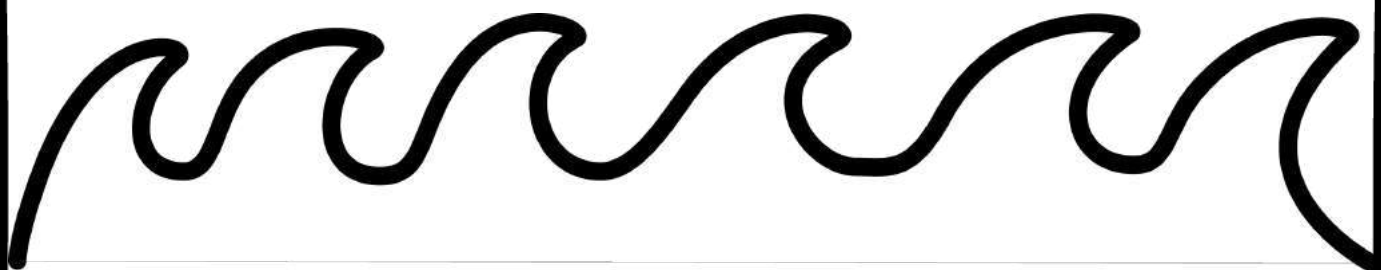
I see **5** fish.

©Play to Learn Preschool



I see **6** waves.

©Play to Learn Preschool



I see **6** waves.

©Play to Learn Preschool

I
see

At the Beach



Read by:

©Play to Learn Preschool

I
see

At the Beach



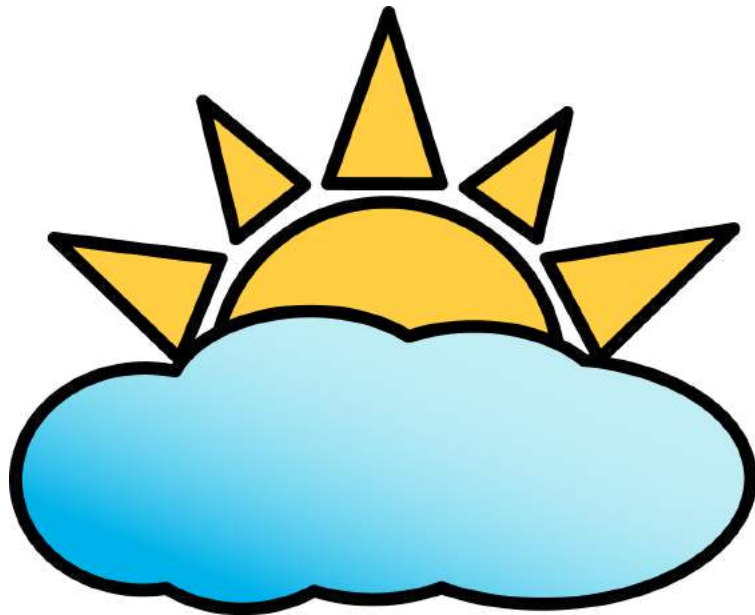
Read by:

©Play to Learn Preschool



I see the sun.
• • • •

©Play to Learn Preschool



I see the sun.
• • • •

©Play to Learn Preschool



I see 1 bucket.

©Play to Learn Preschool



I see 1 bucket.

©Play to Learn Preschool



I see **2** friends.
• • • •

©Play to Learn Preschool



I see **2** friends.
• • • •

©Play to Learn Preschool



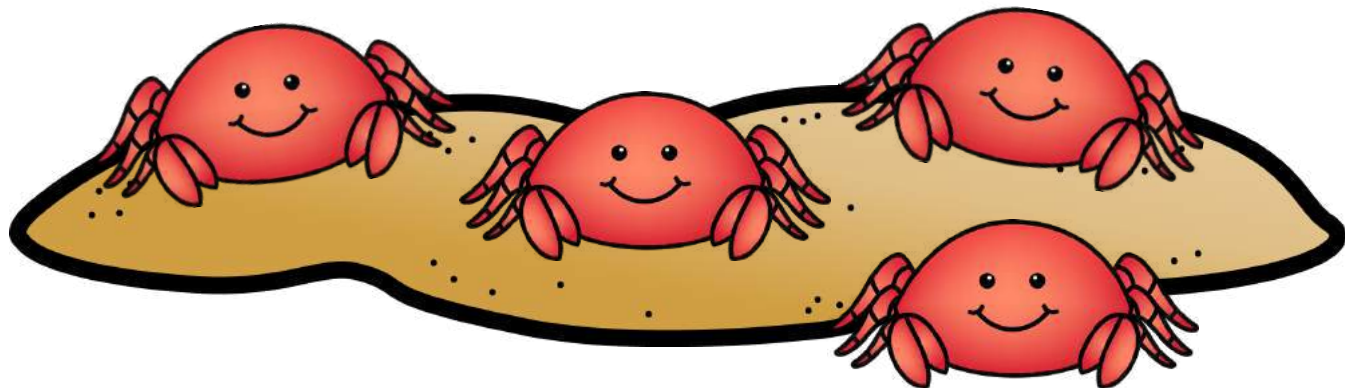
I see **3** shells.
• • • •

©Play to Learn Preschool



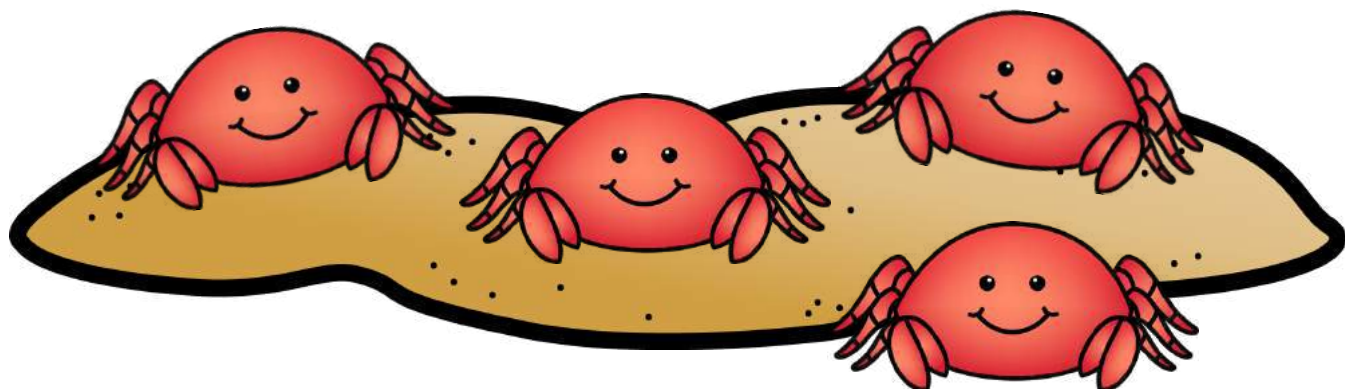
I see **3** shells.
• • • •

©Play to Learn Preschool



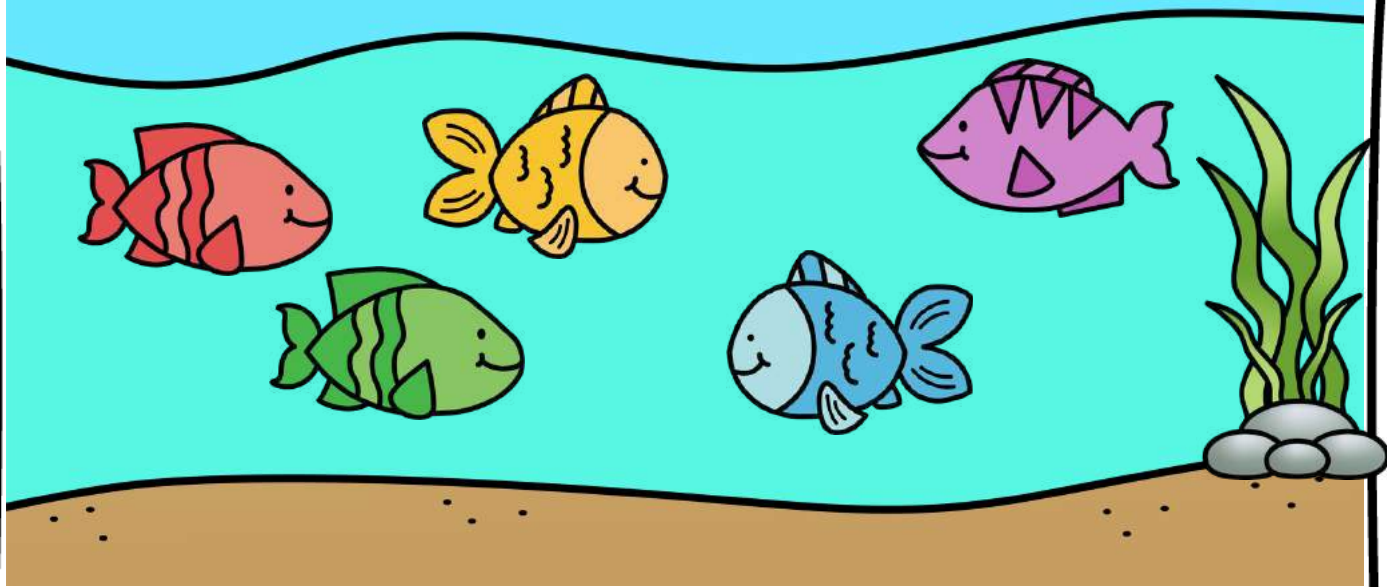
I see **4** crabs.

©Play to Learn Preschool



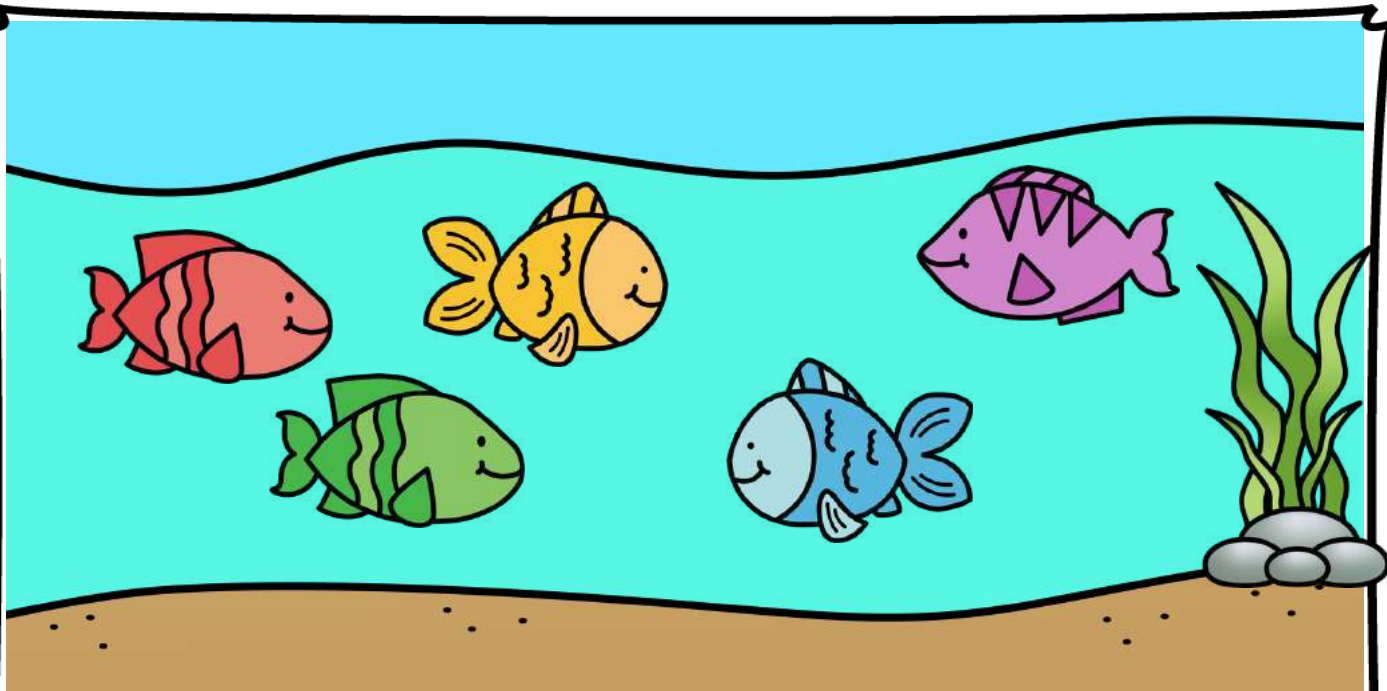
I see **4** crabs.

©Play to Learn Preschool



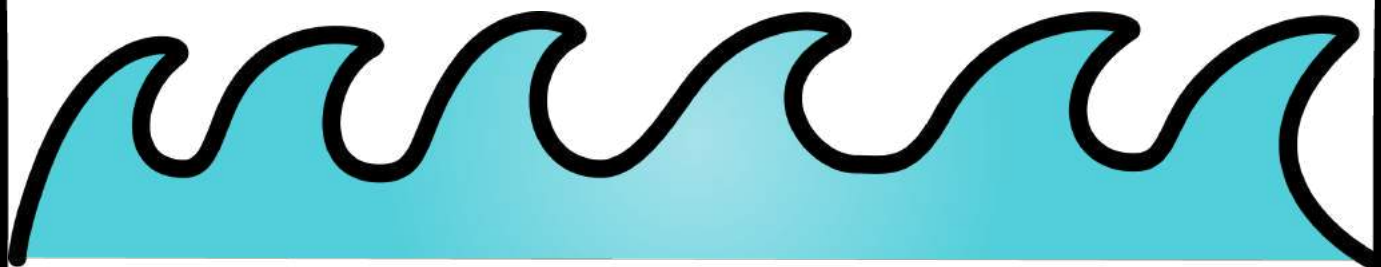
I see **5** fish.

©Play to Learn Preschool



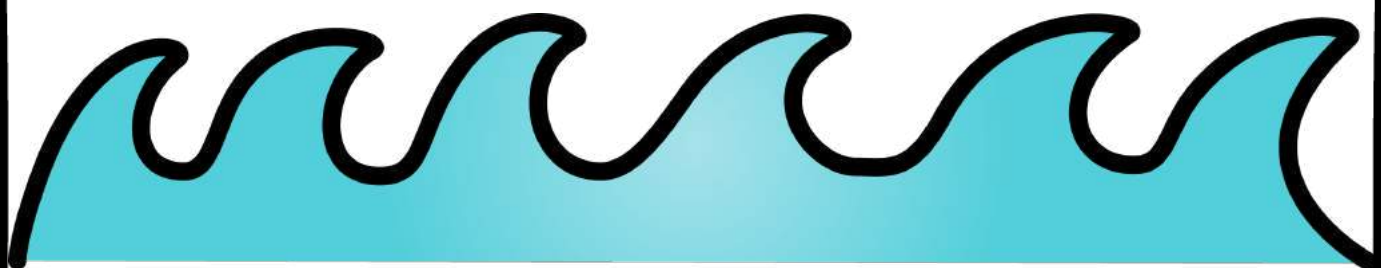
I see **5** fish.

©Play to Learn Preschool



I see **6** waves.

©Play to Learn Preschool



I see **6** waves.

©Play to Learn Preschool

Practice writing your sight words.

I

see

©Play to Learn Preschool

Practice writing your sight words.

I

see

©Play to Learn Preschool

I read my book to these people:

©Play to Learn Preschool

I read my book to these people:

©Play to Learn Preschool

Strategies for Developing C.O.W.

For Emergent Readers, developing Concept of Word is the #1 goal. It's the watershed event that will lead them right into becoming a Beginning Reader!

When using these Sight Word books:

- Encourage the students to point to each word. Their pointer finger now becomes their "Reading Finger"!
- Monitor the students as they point to each word. Words that have more than 1 syllable, or pages that have an extra word in the pattern will be tricky for Emergent Readers.
- After reading, have the students choose a page. Ask them to point and locate each sight word. (Can you find "like"? Can you find "to"?)
- Write each sight word on an index card and add it to a binder ring of sight words.
- Copy 1 page of the book onto a sentence strip. Cut the words apart to make a sentence puzzle that the students have to put together.
- Send the books home and challenge the students to read them to lots of people. Each one can sign their name at the end of the book.
- Send home the "Information for Parents" page to help parents support their Emergent Readers at home.

Suggestions for Home:

Congratulations! Your child is an Emergent Reader! You might find your Emergent Reader “pretending” to read familiar books at home. Lots of these books might even be memorized. This is an important step toward becoming a reader!

At school, your child will be doing lots of literacy activities aimed at developing “Concept of Word.” Developing Concept of Word is an important event in a young child’s life! It occurs when a child is able to consistently point to each word as s/he reads it. Children who have developed Concept of Word understand that a word is a group of letters that has a white space before and after it.

Here are a few activities to do at home to help your child develop Concept of Word:

1. Ask your child to read familiar books to you.
2. Encourage your child to point to each word as s/he reads.
3. Ask your child to find sight words. “Can you point to ‘I’?” “Can you point to ‘see’?”
4. Practice writing the sight words.
5. Make a “word wall” at home. Write the sight words on post-it notes and display them on the fridge, on the closet door, or on the bathroom mirror.
6. Help your child master the basic sight words.
7. Read every day to and with your child. Make reading a special and important part of your day!

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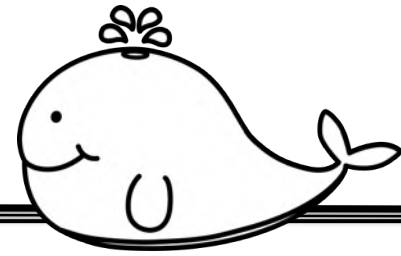
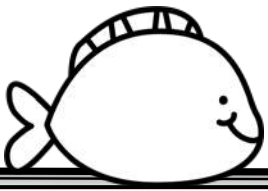
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Ocean Books

for Preschoolers



Ocean/Beach

- *Pete the Cat at the Beach* by James Dean
- *Llama Llama Sand & Sun* by Anna Dewdney
- *Clifford Puppy Days Beach Day* by Quinlan B Lee and Steve Haefele
- *Commotion in the Ocean* by Giles Andreae
- *Way Down Deep in the Deep Blue Sea* by Jan Peck
- *Over in the Ocean in a Coral Reef* by Marianne Berkes
- *There Was An Old Lady Who Swallowed A Shell* by Lucille Colandro

Fish

- *The Rainbow Fish* by Marcus Pfister
- *The Pout Pout Fish* by Deborah Diesen
- *Hooray for Fish* by Lucy Cousins
- *Fidgety Fish* by Ruth Galloway
- *Barry the Fish with Fingers* by Sue Hendra
- *Fish is Fish* by Leo Lionni
- *Ten Little Fish* by Audrey and Bruce Wood

Whales

- *Humphrey the Lost Whale* by Wendy Tokuda and Richard Hall
- *The Snail and the Whale* by Julia Donaldson
- *The Whale in my Swimming Pool* by
- *Guess Who Ocean Friends* by Jodie Shepherd and Laura Oversat

Sharks

- *Chomp* by Melissa Mattox
- *The Three Little Fish and the Big Bad Shark* by Will Grace
- *Swimmy* by Leo Lionni
- *Smiley Shark* by Ruth Galloway
- *Super Shark Encyclopedia* by DK Publishing

Ocean Animals

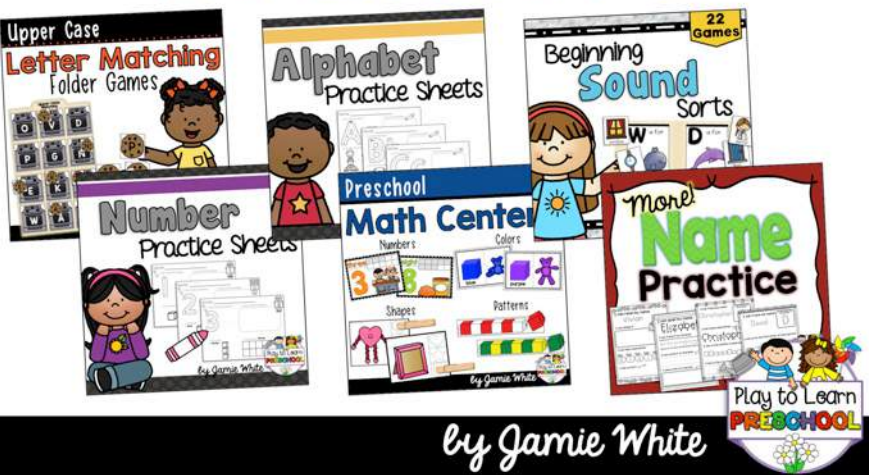
- *Mister Seahorse* by Eric Carle
- *I'm the Biggest Thing in the Ocean* by Kevin Sherry
- *Ocean Creatures* by National Geographic Kids
- *A Hole at the Bottom of the Sea* by Jessica Law and Jim McDonald
- *Sea Turtles* by Gail Gibbons
- *A House for Hermit Crab* by Eric Carle
- *The Clumsy Crab* by Ruth Galloway
- *Octopus Escapes Again* by Laurie Ellen Angus
- *Secret Seahorse* by Stella Blackstone

More resources

for preschool and Pre-K learners:

Printable Resources for

Preschool Learners



Find literacy, math, name practice, dramatic play, and unit lesson plans for preschool students.

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These talented artists made this possible.



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