

Next Generation Science Standards
2-LS4-1

Extension Activity
Common Core ELA
Literacy W.K.2
Literacy W.1.2
Literacy W.2.2

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Exploring Marine Science and Aquaculture Grades K-2

Creature Feature

Developed by the University of Maine Cooperative Extension
Revised and formatted by Maine Agriculture in the Classroom

Activity Description:

This activity serves as an introduction to some basic marine life, especially for youth who have never visited the ocean or who have not yet been introduced to the organisms that live in the marine environment. A key is included for your reference.

Learning Objectives:

Students will

- Become familiar with common marine organisms
- Practice using observation skills

Vocabulary List

- *Adaptation*: a change in a plant or animal that makes it better able to live in a particular place or situation.
- *Marine*: of or relating to the sea or the plants and animals that live in the sea.

Materials:

Whiteboard or Newsprint
Ocean Life objects

Ocean Life photos
Colored Pencils

Scrap Paper
Ocean Life Sorting Sheet

Procedure:

Engage

1. Begin by accessing the youth's prior knowledge:
 - a. *Has anyone visited the ocean before?*
 - b. *What was it like?*
 - c. *What type of plants or animals did you notice at the shore? In the water?*
2. Brainstorm initial thoughts and ideas by making a KWL Chart (What we **K**now, What we **W**onder about, What we **L**earned).



Explore

3. Place youth in cooperative learning groups of 3-4. Explain that they will be meeting some creatures from the ocean during this activity!
4. Distribute the ocean objects and photos to each group.
5. Prompt the groups to use their hand lens to observe each creature and then draw at least one creature (including all of its features) on a piece of paper.
6. Ask the youth: "Can you name this creature? If not, try to give it a name based on its characteristics (i.e. pinchy, slimy, etc.)."

Explain

7. When everyone is finished drawing, bring the group back together for a discussion.
8. Have each artist share their creature with the group. Encourage the youth to discuss what letter the creature's name begins with (i.e. Crab begins with "C").
 - a. *What are the features of your creature?*
 - b. *What do you think they are used for? (What is their function?)*
9. Help the youth identify the creatures and where in the ocean we might find them.

Elaborate

10. Divide the youth into cooperative learning groups of at least 6 participants. Make sure students bring their creatures with them.
11. Encourage youth to work as a group to sort the creatures using the Ocean Life Sorting Sheet.
 - a. *Work together to sort your ocean animals into 2 groups.*
 - b. *Be ready to explain how you sorted them.*
12. Bring the group back together and have the youth share the reasons why they sorted the photos and objects the way they did.

Evaluate

13. Facilitate a discussion about these activities:
 - a. *Has anyone ever seen any of these creatures in real life?*
 - b. *Do any of these creatures remind you of another animal? Or movie character?*
 - c. *Which was your favorite creature and why?*
 - d. *Why do you think animals in the ocean look different from animals on land?*
 - e. *What do animals need to survive in the ocean?*

Extension Ideas:

- Play a game called "Which of These Things is Not Like the Others"? This is similar to the card sort, but the facilitator can build in additional levels of deeper thinking. For example: ask the youth "Which of these things is not like the others?" and give them photos of a lobster, crab, and fish. The answer is fish because lobsters and crabs have legs, but fish do not. The youth can even come up with their own sets to challenge each other.
- Practice writing skills by asking youth to write a description of what their creature looks like. This activity could turn into a class book.



Additional Resources:

- *About Habitats: Oceans* by Cathryn Sill (NSTA outstanding science book for 2013)
- Pratt, K.J. 1994. *A Swim Through the Sea*. Nevada City, CA: Dawn Publications.
- Pulley Sayre, A. and J. 2006 *One is a Snail, Ten is a Crab: A counting Feet Book*. Cambridge, MA: Candlewick Press.
- PowerPoint of above: <https://www.slideshare.net/ismes/one-is-a-snail-ten-is-a-crab>
- *Ocean Counting* by Janet Lawler for early primary; NSTA outstanding trade book 2014

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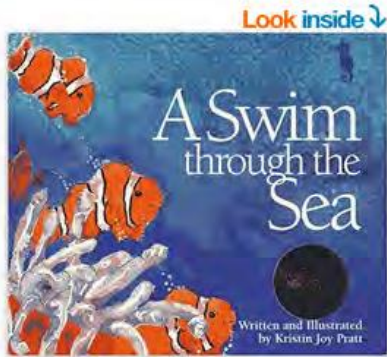
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A Swim Through the Sea Paperback – April 1, 1994

by Kristin Joy Pratt (Author)

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Praised by Jacques Cousteau, this book, illustrated and written by a 16 year-old, is a classic introduction to the marine habitat. This 1994 alphabet and alliteration book continues to be a favorite of kids, parents, and teachers everywhere. It is truly an exceptional swim through an alphabet of sea creatures. Each page highlights a selected species with a full-color illustration and a paragraph of



Flip to back

One Is a Snail, Ten is a Crab: A Counting by Feet Book Paperback –

March 14, 2006

by April Pulley Sayre (Author), Jeff Sayre (Author), Randy Cecil (Illustrator)

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KIRKUS REVIEWS





Name of Animal: _____



My questions about this animal: _____





Sea Turtle

Photo credit: Steve Jurvetson, FlickrCreative Commons



Jelly fish

Photo credit: Pixabay





Threadfin Butterflyfish

Photo credit: Adrian Pingstone/Wikipedia/Creative Commons



Yellow Tang Fish

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Tiger Shark

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Starfish

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Tropical Fish (name unknown)

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Octopus

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Whale

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Manatee

Photo credit: NOAA



Whale Shark

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Sea anemone

Photo credit: Pixabay



Seaweed

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