



Terrific Topics

Grades  
Pre-K-1

# OCEAN

Includes activities in Language Arts, Math, Science,  
Social Awareness, Arts and Crafts, and Music



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# LANGUAGE ACTIVITIES

## Ocean Animal Arrangement

**Skills:** Sequencing, Pre-Reading

**Activity:**

Gather several plastic ocean animal toys or make copies of some of the animal patterns found on pages 38 through 49. While the children free play, invite one child at a time to come over and look at three of the animals you have placed in a row. Have the child turn his back while you rearrange the animals. Ask the child to turn around and return the animals to their original order.

## Spooning Sand

**Skills:** Fine Motor Skills, Pre-Writing,  
Eye-to-Hand Coordination

**Activity:**

Gather a bowl of sand, one empty bowl of equal size, a spoon, and a tray. Place both bowls on the tray. Allow the children to take turns using the spoon to move the sand from one bowl to the other. Encourage the children to always begin with the full bowl on the left side, as this is the way the eyes and hands move when reading and writing.



## Ocean Animal Syllables

**Skills:** Listening, Counting Syllables

**Activity:**

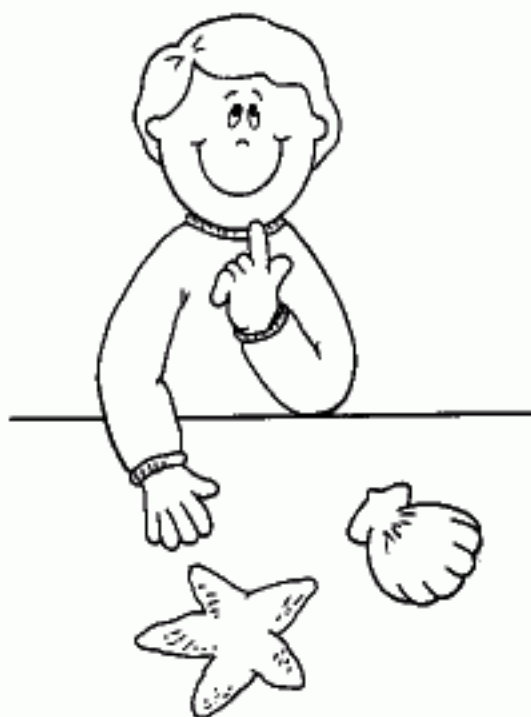
Gather the children and explain that they are going to do a listening and clapping activity. Tell them that a syllable is a small part of a word that gets a beat. Demonstrate using the word "starfish" and clap as you say each syllable. Ask the children to tell you how many syllables are in the word. Then do some syllable counting together. Have the children clap and count the syllables of other ocean animal names.

## Ocean Animal Identifications

**Skills:** Listening, Logical Thought, Identifying Ocean Animals by Description

**Activity:**

Gather the children and explain that they will be playing a listening game. Tell them that you will be describing different ocean animals and they should listen carefully to the clues. Allow the children to guess which animal you are describing. When a student thinks he knows which animal you are describing, he should hold up his hand. If the child guesses incorrectly, continue adding to the description until a child makes a correct guess. An example description could be, "I have a shell. I use my claws for protection. I walk sideways. I make holes in the sand. I am..." (a crab). Continue this activity by describing other ocean animals.



## Starfish Names

**Skills:** Pre-Writing, Using Letters to Spell Names, Alphabet Recognition

**Activity:**

Before beginning this activity, make two complete sets of alphabet letters using the starfish pattern on page 40. Write an upper case letter on each construction paper starfish. You may want to make additional cards for letters that are repeated in students' names. For example, if you have a child named Barbara, you would need a third starfish with the letter "A." Allow the children to look at these letters and find those that appear in their names. Instruct them to place the starfish in the correct order to spell their names. For very young children, make name cards for each child to use to help them identify the letters in their names.



## Language Activities

### Hidden Ocean Animals

**Skills:** Observation, Visual Acuity, Ocean Animal Recognition

**Activity:**

Make one copy of the Hidden Ocean Animals worksheet on page 50 for each child. Explain that there are two of each ocean animal hidden on the page. Have each child look closely to find the animals and then draw circles around those he sees. As he finds all of the animals in each group, have him cross out that group's name on the key at the top of the page.

### ABC Sequencing Clam Shells

**Skills:** Sequencing Letters of the Alphabet, Pre-Reading

**Activity:**

Make five copies of the ABC Sequencing Clam Shell Cards on page 51. Cut out the cards and write an upper or lower case letter of the alphabet on each one. Show the clam shell cards to the children and tell them they are to read the letters inside the shells and place them in alphabetical order. Encourage the children to sing "The Alphabet Song" if necessary to help them sequence the letters. Do this activity first as a large group, then have the children work independently with the cards.



### Ocean Rhymes

**Skills:** Listening, Distinguishing between Rhyming and Non-Rhyming Words, Creating Rhymes

**Activity:**

Gather the children and tell them that you will be saying three words in a row. Explain that two of the words rhyme and one does not. Ask volunteers to tell you which word in each group does not rhyme with the others. Word groups could include: whale, apple, tail; plate, dish, fish; man, crab, grab; shark, dark, piano. Challenge children by asking them to think of other words that rhyme with the ocean animals in your groups.

## Jumping Fish Pasting

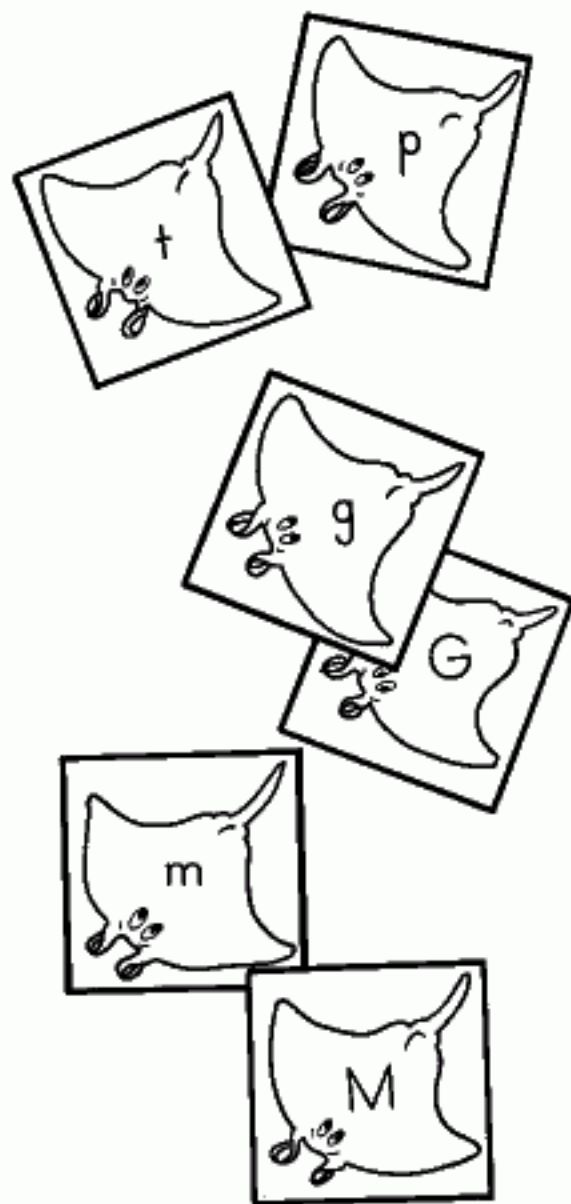
**Skills:** Fine Motor Skills, Pre-Writing, Gluing, One-to-One Correspondence  
**Activity:**

Make two copies of the Jumping Fish Worksheet on page 52 for each child. Pre-cut three fish for each child from one worksheet. Give each child the second copy of the worksheet, glue, and three fish. Ask her to glue the matching pre-cut fish on top of the ones shown on the worksheet.

## Manta Ray Letter Sorting

**Skills:** Sorting Uppercase and Lowercase Letters, Pre-Reading  
**Activity:**

Make nine photocopies of the Manta Ray Letter Sorting Cards on page 53. Cut the cards apart. Write the uppercase letters of the alphabet on one half of the cards and the lowercase letters on the other half. Show the cards to the children and explain that they are to sort the uppercase letters from the lowercase letters. Allow them to complete this activity first as a class, then in small groups.



## Manta Ray Letter Matching

**Skills:** Matching Uppercase and Lowercase Letters, Alphabet Recognition  
**Activity:**

Gather the cards made for the above activity. Explain to the children that they should match each uppercase letter to the correct lowercase letter. As an extension activity, chose a letter and display it for the class to see. Encourage the children to locate the letter on posters, wall hangings, signs, etc. found in the classroom. Be sure to have them identify it as an uppercase or lowercase letter.

## Language Activities

### Sand Crab Tracing

**Skills:** Fine Motor Skills, Tracing, Pre-Writing, Following Directions

**Activity:**

Make a sand crab template from tag board or poster board using the pattern on page 46. Fill a salt shaker with a mixture of one-half sand and one-half red-powdered tempera paint. Shake the container to mix the sand and powdered paint. Set the sand crab template, the salt shaker, craft sticks, pencils, glue, and paper at a table. Instruct the children first to trace the crab onto their papers with pencils. Next, have them cover the crab shape with a thin layer of glue. Have them use craft sticks to spread the glue on the crab patterns. Then, let them shake the colored sand onto the glue. Shake off any excess sand. Set the pictures aside to dry.

### Describing Shells

**Skills:** Fine Motor Skills, Vocabulary

**Activity:**

Provide students with a collection of shells in various shapes, sizes, and colors. Display the shells and encourage the students to think of different words to describe them. After they have described the size, color, and shape of each shell, encourage them to tell about the texture, hardness, and weight of each one.



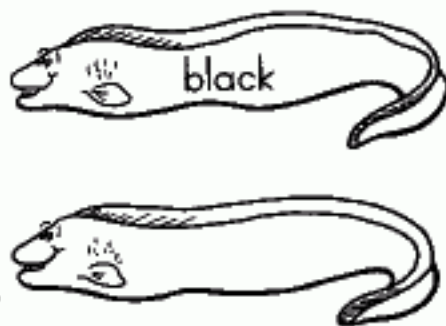
### Moray Eel Color Game

**Skills:** Color Recognition, Color Word

Recognition, Matching

**Activity:**

Cut out eight moray eels, each from a different color of construction paper, using the pattern on page 48. Cut out eight more eels from tagboard. Write a color word on each tagboard eel with a black marker. The eight color words should match the eight colors of construction paper. Display the construction-paper eels. Challenge children by having them match the appropriate color word to the eel of the same color.



## Dolphin Adventures

**Skills:** Creativity, Composing a Story

**Activity:**

Gather the children and explain that they will work together as a group to write a story. Explain that the story will be about a dolphin's adventures. Have the children work together to decide on a name for the dolphin and the adventure it will have. When they have decided on a story line, allow each child to dictate a sentence to you as you write it on chart paper or poster board. Remind each child that when she contributes a sentence to a story, her sentence should continue the thought of the sentence before it. Have each child illustrate her sentence. Combine the sentences with the pictures into a book for the children to read in small groups.

## Loud and Soft Seals

**Skills:** Auditory Discrimination, Distinguishing between Loud and Soft, Listening, Following Directions

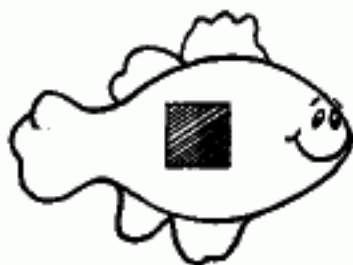
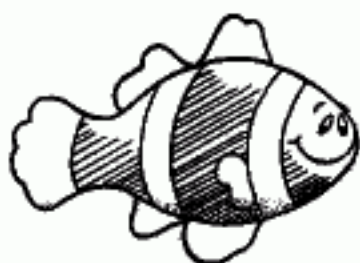
**Activity:**

Make seal sounds during circle time to get the children's attention. Begin by making soft sounds, then gradually increase the volume. Repeat the seal "barks" and challenge the class to identify the animal you are imitating. Let them join in by "barking" either loudly or softly, depending on your instructions. Then, have each child bark and let the rest of the group decide whether the sound was loud or soft.





# MATH ACTIVITIES



## Clownfish and Sea Anemone Match

**Skills:** Shape or Color Recognition, Matching Activity:

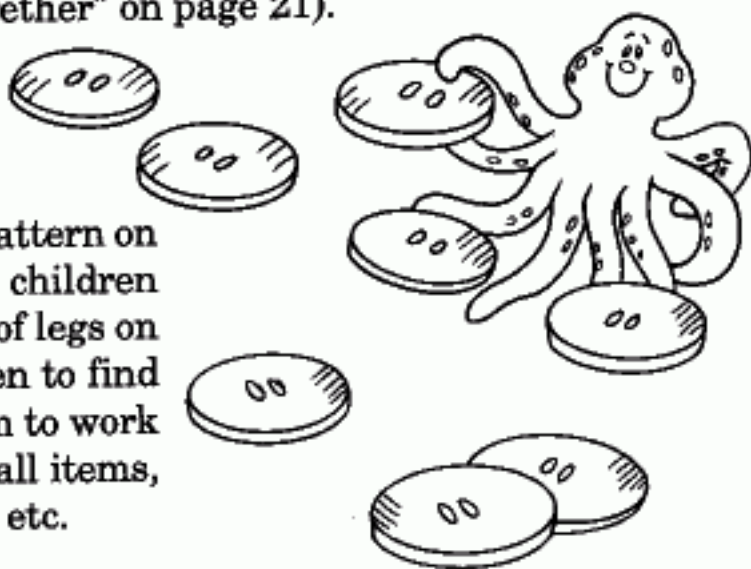
Make two tagboard patterns from the Clownfish and Sea Anemone Match patterns on page 54. Gather several pieces of construction paper in a variety of colors. Trace both of the patterns onto each color of construction paper and cut out the patterns. Allow the children to sort the patterns by color.

To create a shape matching game, cut out several clownfish and sea anemone patterns from one color of construction paper. Choose a shape (circle, square, rectangle, triangle, etc.) and draw it on a clownfish pattern and a sea anemone pattern. Repeat these steps with each of the shapes you choose. Have the children group the patterns by the shapes drawn on them. As an extension activity, you may wish to discuss the relationship between these two animals (see "Animals Working Together" on page 21).

## Octopus Counting

**Skill:** Counting up to Eight  
**Activity:**

Make a photocopy of the octopus pattern on page 43. Show the pattern to the children and have them count the number of legs on the octopus. Challenge the children to find groups of eight objects. Allow them to work in pairs to gather sets of eight small items, such as buttons, crayons, erasers, etc.



## Shell Matching Cards

**Skills:** Matching Similar Shapes, Visual Discrimination

**Activity:**

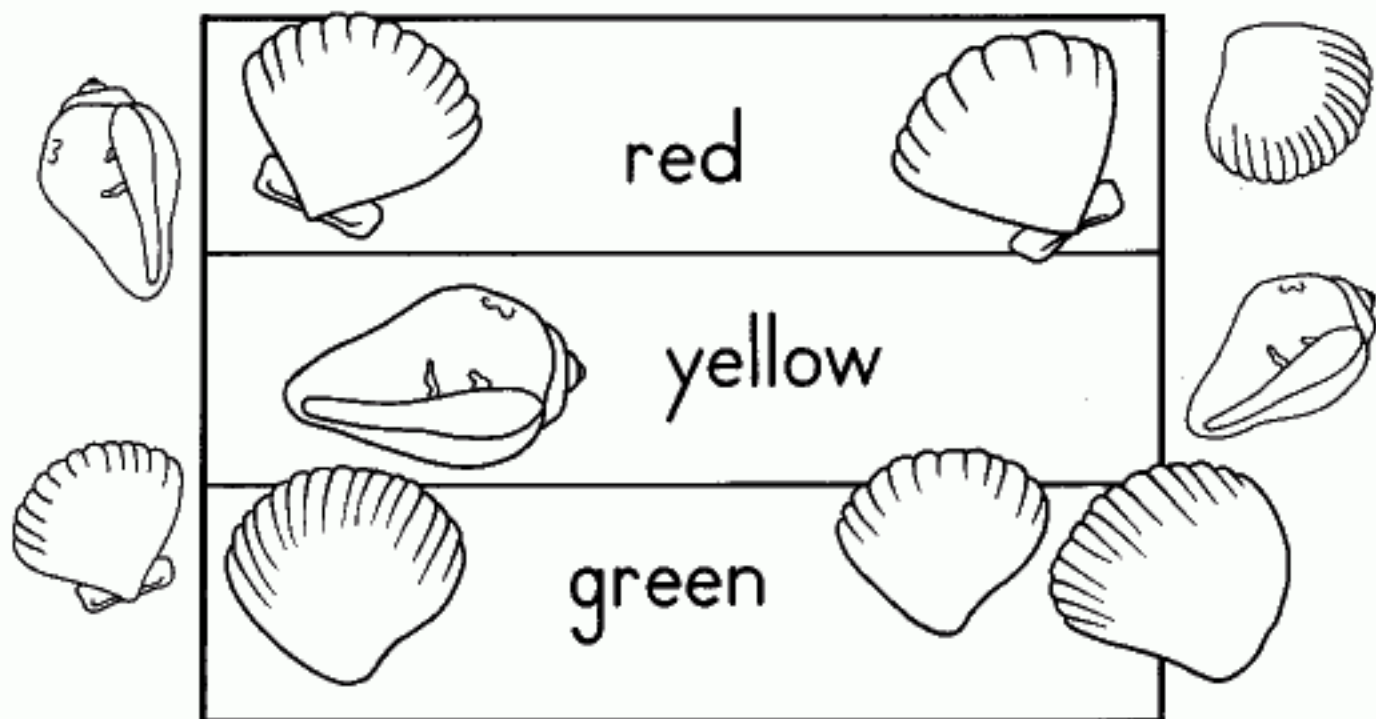
Make two copies of the Shell Matching Cards on page 55. Laminate the cards if possible and cut them out. Show the cards to the children and explain that each shell has a match that looks exactly like it. Ask for volunteers to come up one at a time and match the shells.

## Colored Shell Matching

**Skills:** Color Recognition, Matching, Classification

**Activity:**

Make a game board by cutting out a 9" x 12" piece of poster board. Divide the board horizontally into three equal-sized rows. Glue a different color of construction paper over each section. Write the appropriate color word in each row. Gather eighteen shells and divide them into three groups. Use acrylic or spray paint and paint each group of shells to match one of the colors found on the game board. Have the children sort the shells into the appropriate color box on the game board.



## Math Activities

### Fishy Number Match

**Skills:** Recognizing Numerals, Counting, Matching Numbers and Numerals  
**Activity:**

Gather an egg carton, six wooden craft sticks, construction paper, markers, and glue. Make the base for this counting game by cutting one row of six cups from the egg carton. Cut a small slot in the bottom of each cup large enough to slide the craft stick through. Turn the row of cups upside down and write a number from one to six on the side of each cup. Cut six fish from construction paper and draw a group of one to six dots on each fish. Glue the fish to the tops of the craft sticks. When the sticks have dried, allow the children to play a matching game by counting the number of dots on each fish, then placing the stick in the corresponding slot in the egg carton.



### Ocean Scene Counting and Coloring

**Skills:** Counting, Color Recognition

**Activity:**

Make one copy of the Ocean Scene Counting and Coloring worksheet on page 56 for each child in the class. Give each child a worksheet and crayons. Begin by naming a specific ocean animal and ask the children to count how many of that animal they find on their worksheets. There are 4 jellyfish, 5 angelfish, 2 clams, 2 crabs, and 1 dolphin. Assign a different color to each set of animals and instruct the children to color their worksheets accordingly. Allow them to finish coloring the scene as they wish.

## Shell Shapes

**Skills:** Shape Recognition, Creating Shapes

**Activity:**

Gather a large bowl of shells. Have the students work in pairs to create shapes by placing the shells next to each other on a table. Begin by having one child create a shape while the other child identifies it. After completing a turn, have the children switch roles.

## Sorting Starfish

**Skills:** Classification, Sorting by Size

**Activity:**

Create a sorting activity by enlarging and reducing the starfish pattern on page 40. Cut out two small starfish, two medium starfish, and two large starfish. Each of the starfish should be different color. Challenge the children to sort the starfish by size.

## Equal vs. Unequal

**Skills:** Counting, Comparing, Differentiating between Equal and Unequal Sets

**Activity:**

Make a copy of the Equal vs. Unequal Cards on pages 57 and 58. Cut out the cards and laminate, if possible. Mix and match the cards to create four pairs of equal or unequal sets. Display them for a small group of children and let them count the number of animals on each card. Have them tell you whether each pair of cards has an equal or unequal number of animals. For the pairs that are unequal, challenge the children by asking them how many animals would need to be added or subtracted to one of the cards to make the sets equal.

## Buying Ocean Animals

**Skills:** Counting, Understanding the Value of a Penny

**Activity:**

Make a copy of the Buying Ocean Animals Cards on page 59. Gather about 20 actual pennies or penny manipulatives. Place them in a container. Tell the children that they are going to pretend to go shopping for ocean animals. Show the cards to the children and explain that the price on the bottom of each card represents how many pennies they must pay for the animal. Allow the children to come up one at a time and choose an animal, then count out the number of pennies they need to purchase it.

## Math Activities

### Close Up and Far Away

**Skills:** Visual Discrimination, Discriminating between Close Up and Far Away Objects

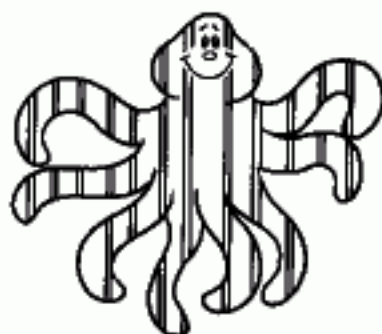
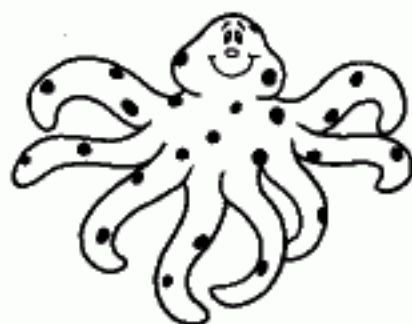
**Activity:**

Make a copy of the Close Up and Far Away Cards on pages 60 and 61. Cut the cards apart. Color and laminate if desired. Talk with the children about the differences between objects that are close up and those that are far away. Show each card to the class, and have a volunteer tell whether the animal is close up or far away. Continue until all the children have had a turn.

### Octopus Matching

**Skills:** Color and Pattern Recognition, Matching  
**Activity:**

Before beginning this activity, ask a local home decorating center to donate a wallpaper sample book. Copy and cut out the octopus pattern on page 62. Trace two patterns on the blank side of a sheet of wallpaper. Continue tracing two patterns on different sheets of wallpaper until you have ten matching pairs. Cut out the patterns. Display one octopus from each pair. Place the remaining octopuses in a plastic bag. Have the children take turns choosing an octopus from the bag and finding its match.



### Big and Small Book

**Skill:** Differentiating between Large and Small Objects

**Activity:**

Create a "Big and Small" book by duplicating the ocean animal patterns on pages 38-49. Reduce the patterns of the animals which are small (clam, sea horse, etc.). Enlarge the patterns of the animals which are big (whale, dolphin, etc.). Allow each child to choose one animal to color. Fold a 12" x 18" piece of construction paper in half to make a book cover. Give each child a piece of construction paper. Have him cut out and glue his animal on the paper. Staple the pages inside the book cover. Appropriately label each page "Big" or "Small." Let the children take turns bringing the book home to share with their families.

# SCIENCE ACTIVITIES

## Ocean Animal Homes

**Skills:** Classification, Knowledge of Ocean Animal Homes

**Activity:**

Make a copy of each of the ocean animal patterns on pages 38 through 49. Cut out the animals and show them to the children. Gather two boxes and write "Water" on the front of one and "Land" on the front of the other. Hold each animal up one at a time for the children to see. Discuss whether the animal lives in the ocean or on the land. Choose volunteers to come up and sort the animals into the appropriate boxes. Talk about some animals, such as seals and crabs, that can live both in the water and on the land.

## Crab Color Mixing

**Skills:** Color Mixing, Predicting

**Activity:**

Cut out a crab shape for each child from white fingerprint paper or construction paper. You may wish to enlarge the pattern on page 46. Explain that you are going to give each child a spoonful of red paint and a spoonful of yellow paint. Ask her to tell you what she thinks will happen when she mixes the two colors together. If she guesses that a new color will be made, ask her to identify that color. Allow each child to mix the paint on her paper and have her describe what she observes as she works. Experiment with other color combinations, such as blue and yellow or blue and red.

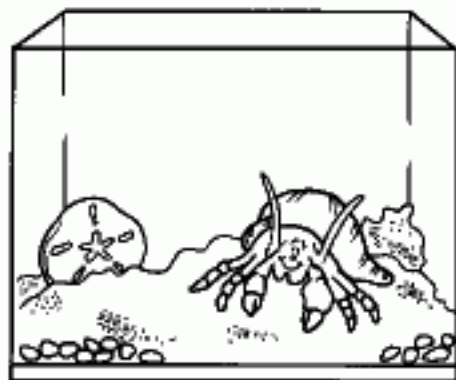


## Hermit Crabs

**Skills:** Observing and Caring for a Classroom Pet, Pre-Writing

**Activity:**

Purchase or borrow a hermit crab and an aquarium to place in your classroom. Allow the children to observe and describe the crab each day. Have them assist in the daily care of the animal. Keep a class journal to record the students' observations.



## Science Activities

### Whales in a Bottle

**Skills:** Observing, Discriminating between Objects that Float and Sink, Hypothesizing

**Activity:**

Fill a two-liter bottle halfway with water. Add a few drops of blue food coloring to the water. Inflate two small blue balloons with a small amount of air, tie a knot in the end of each, and squeeze them into the bottle. Drop a few pebbles into the water. Set the bottle on a table and allow the children to observe. Ask them to describe what they see in the bottle. Tell them that you are going to turn the bottle over and ask them what they think will happen to the balloons "whales" and pebbles. Allow the children to describe what they see as you turn the bottle over. Encourage them to use the words "floating" and "sinking." Make the bottle accessible to the children during free play for further explorations.

### How Do They Get Food?

**Skills:** Listening, Recalling Information from a Story

**Activity:**

Gather several books about ocean animals and their eating habits. Have the children listen as you read about how certain ocean animals get their food. The eating habits of the jellyfish, sea anemone, and sting plankton are especially interesting. Discuss how electric rays shock their prey or how angler fish have lures on their heads to trick small fish. When you have finished sharing these ideas with the children, ask them questions about each animal. Challenge the children by asking them to recall the information they have heard.

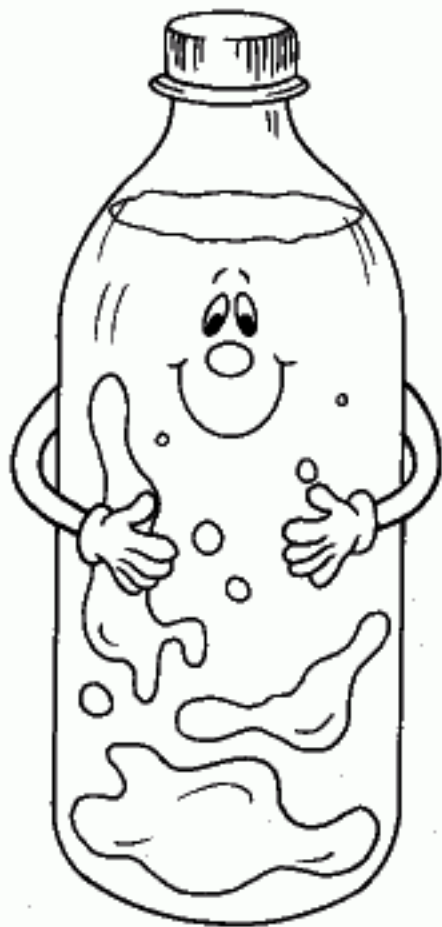


## Herbivore, Carnivore, or Omnivore?

**Skills:** Listening, Classification

**Activity:**

Gather several books about ocean animals and their eating habits. Explain to the children that a herbivore is an animal that eats plants, a carnivore eats meat, and an omnivore eats both plants and meat. Look through the books with the children and have them talk about what each animal eats. Copy the ocean animal patterns on pages 38 through 49 and have the class sort them into the following categories: herbivore, carnivore, or omnivore.



## Waves in a Bottle

**Skill:** Exploring Scientific Properties

**Activity:**

Remove the label from a clean, two-liter bottle. Fill the bottle halfway with water and add a few drops of blue food coloring. Next, pour vegetable oil into the bottle until it is three-quarters full. Place the cap securely on the bottle. Show the bottle to the children and allow them to explore the qualities of the liquids inside. Ask them to describe what they see. Encourage the children to create waves by moving the bottle from side to side. Talk with them about the properties of oil and water and explain that they will not mix together permanently. Let the children shake the bottle vigorously and then observe the liquid. Have them check the liquid once it has settled and observe how the oil and water have separated.

## Shell Examinations

**Skills:** Observation, Description, Using Scientific Tools, Tactile Awareness

**Activity:**

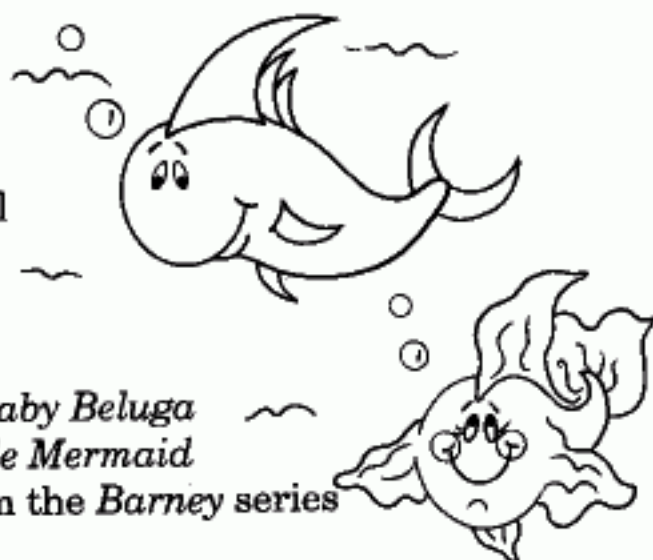
Gather a variety of shells and place them on a table along with several magnifying glasses. Allow the children to use the magnifying glasses to examine the shells. Have them describe the color, shape, and other details they see. Encourage them to describe the texture of each shell.



# MUSIC AND MOVEMENT

## Traditional Songs to Sing

Once I Caught a Fish Alive  
Over in the Meadow in an Itty Bitty Pool  
A Sailor Went to Sea



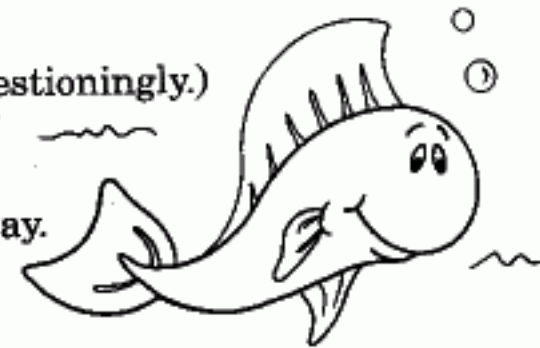
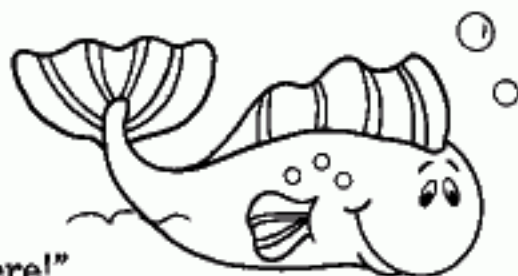
## Related Commercial Songs

Raffi's "Baby Beluga," from the album *Baby Beluga*  
Disney's "Under the Sea," from *The Little Mermaid*  
Barney's "If I Lived Under the Sea," from the *Barney* series

## Finger Plays

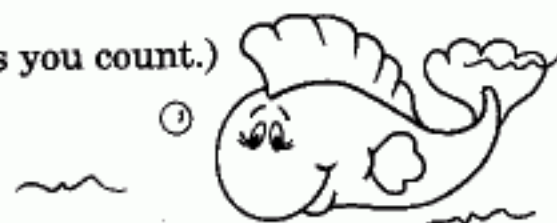
### Five Little Fishes

Five little fishes, swimming in a school.  
(Hold up five fingers, then swim with hands.)  
The first one said, "This water's cool."  
(Hold up one finger, then shiver.)  
The second one said, "There's a shark over there!"  
(Hold up two fingers, then point excitedly.)  
The third one said, "We'd better beware."  
(Hold up three fingers, then look scared.)  
The fourth one said, "Where can we hide?"  
(Hold up four fingers, then hold out hands questioningly.)  
The fifth one said, "There's a cave! Go inside."  
(Hold up five fingers, then point.)  
Then in went the fish, and the shark went away.  
And the five little fishes swam out to play.



### Eight Little Tentacles

(To the tune of "Ten Little Indians")  
One little, two little, three little tentacles,  
(Hold up the appropriate number of fingers as you count.)  
Four little, five little, six little tentacles,  
Seven little, eight, yes, eight little tentacles,  
On an octopus.



## Adapted Songs to Sing

### Way Out in the Ocean

(To the tune of "Over in the Meadow")

Way out in the ocean, on an island in the sun,  
Lived an old mother turtle and her little turtle one.  
"Crawl," said the mother. "I crawl," said the one.  
And they crawled and were happy on their island in the sun.

Way out in the ocean, in the water deep and blue,  
Lived an old mother shark and her little sharks two.  
"Swim," said the mother. "We swim," said the two.  
And they swam and were happy in the water deep and blue.

Way out in the ocean, in a cave in the sea,  
Lived an old mother eel and her little eels three.  
"Glide," said the mother. "We glide," said the three.  
And they glided and were happy in their cave in the sea.

Way out in the ocean, on a beach on the shore,  
Lived an old mother crab and her little crabs four.  
"Run," said the mother. "We run," said the four.  
And they ran and were happy on a beach on the shore.

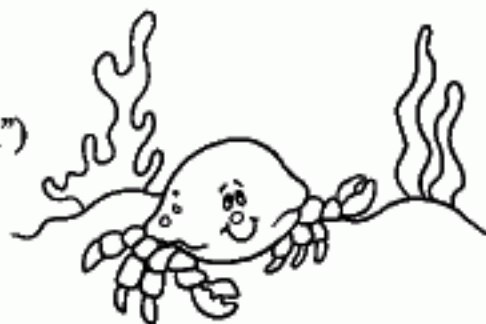
Way out in the ocean, where the deep-sea divers dive,  
Lived an old mother squid and her little squids five.  
"Swim," said the mother. "We swim," said the five.  
And they swam and were happy where the deep-sea divers dive.

### When the Fish Go Swimming By

(To the tune of "When the Saints Go Marching In")

Oh, when the fish, go swimming by.  
Oh, when the fish, go swimming by.  
I'll be on the shore watching closely,  
When the fish go swimming by.

Repeat, replacing the word "fish" with other ocean animal names.



## Music and Movement

### More Adapted Songs to Sing

#### The Fish Go Swimming

(To the tune of "The Ants Go Marching")

The fish go swimming one by one,  
Hoorah, Hoorah.

The fish go swimming one by one,  
Hoorah, Hoorah.

The fish go swimming one by one,  
The little one stopped to have some fun.  
And they all went swimming,  
Deeper in the water, to escape from an otter.  
Swim, swim, swim. Swim, swim, swim.

Substitute each phrase below for "have some fun" in the line about the little one.

Two by two: say, "How are you?"

Three by three: sing with glee.

Four by four: hide on the floor.

Five by five: say, "Be glad you're alive."

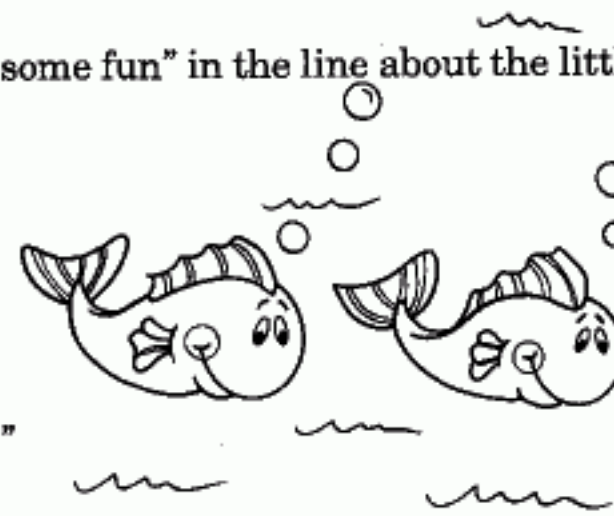
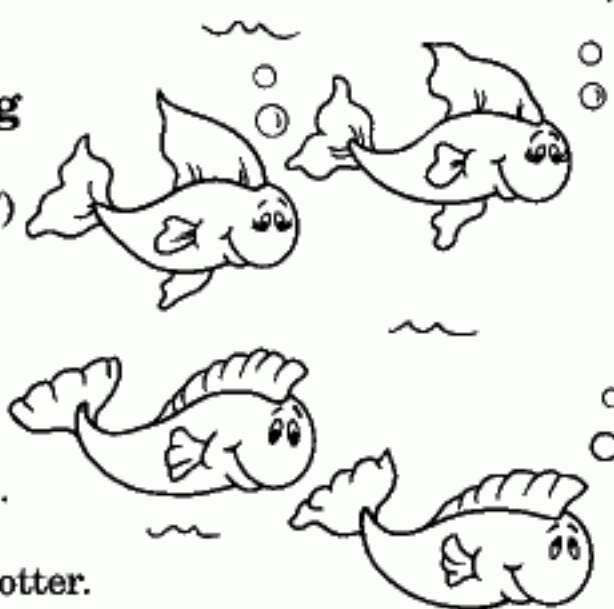
Six by six: do some tricks.

Seven by seven: look up to heaven.

Eight by eight: say, "Swimming's great!"

Nine by nine: straighten the line.

Ten by ten: say, "The End!"

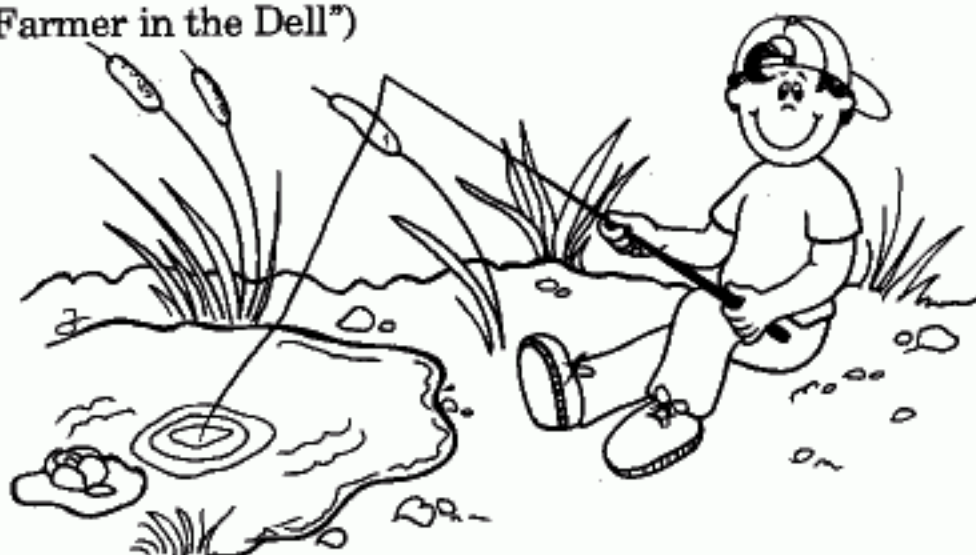


#### A Fishing We Will Go

(To the tune of "The Farmer in the Dell")

A fishing we will go,  
A fishing we will go,  
We'll have some fun,  
Playing in the sun,  
A fishing we will go.

A fishing we will go,  
A fishing we will go,  
Oh, how I wish  
To catch a fish,  
A fishing we will go.



## Other Adapted Songs to Sing

### Down by the Bay

Down by the bay, where the watermelons grow,  
Back to my home, I dare not go.  
For if I do, my mother will say,  
"Did you ever see a fish, holding a dish?"  
Down by the bay.

Continue singing replacing the quoted line with the following:

Did you ever see a shark, crying in the dark?  
Did you ever see a lobster, tickling a mobster?  
Did you ever see a squid, laughing like a kid?  
Did you ever see an eel, slip on a peel?  
Did you ever see a clam, eating toast and jam?  
Allow the children to make up more silly verses using other ocean animal names.



## Movement Activities

### Swimming Whales

Play a tape of whale songs for the children. After they have listened for a few minutes, allow them to move gracefully to the rhythms and sounds.

### Moving to Ocean Sounds

Play a tape of a variety of ocean sounds. If possible, include such sounds as dolphins, sea gulls, waves crashing on the beach, etc. Have the children listen to the sounds, then move their bodies to express how they feel when they hear the sounds.

### Sea Gull Flying

Encourage the children to pretend they are flying like sea gulls. As they fly, direct them to pretend to do the following: look out over the ocean, fly up higher, swoop down to catch a fish, etc.

# SOCIAL AWARENESS

## Field Trips

**Skill:** Exploring the Environment

**Activity:**

Arrange any of the following field trips for your class.

### The Beach

If you live in a coastal area, arrange for your class (along with several extra chaperones) to take a visit to the beach. Check with your local parks and recreation department to find out if there are specific areas or times when you and your students could go to observe ocean animals.

### Seaquarium or Ocean Life Park

If you are within traveling distance of any type of seaquarium or ocean life park (such as Sea World or Marineland), make plans for your class to visit.

### Pet Store

If you do not live near a beach or seaquarium, a good alternative field trip can be made to a local pet store. Arrange a visit to a local pet shop to see the fish, preferably one with a large variety of saltwater fish.



## Visit from a Ranger

**Skills:** Listening, Politeness

**Activity:**

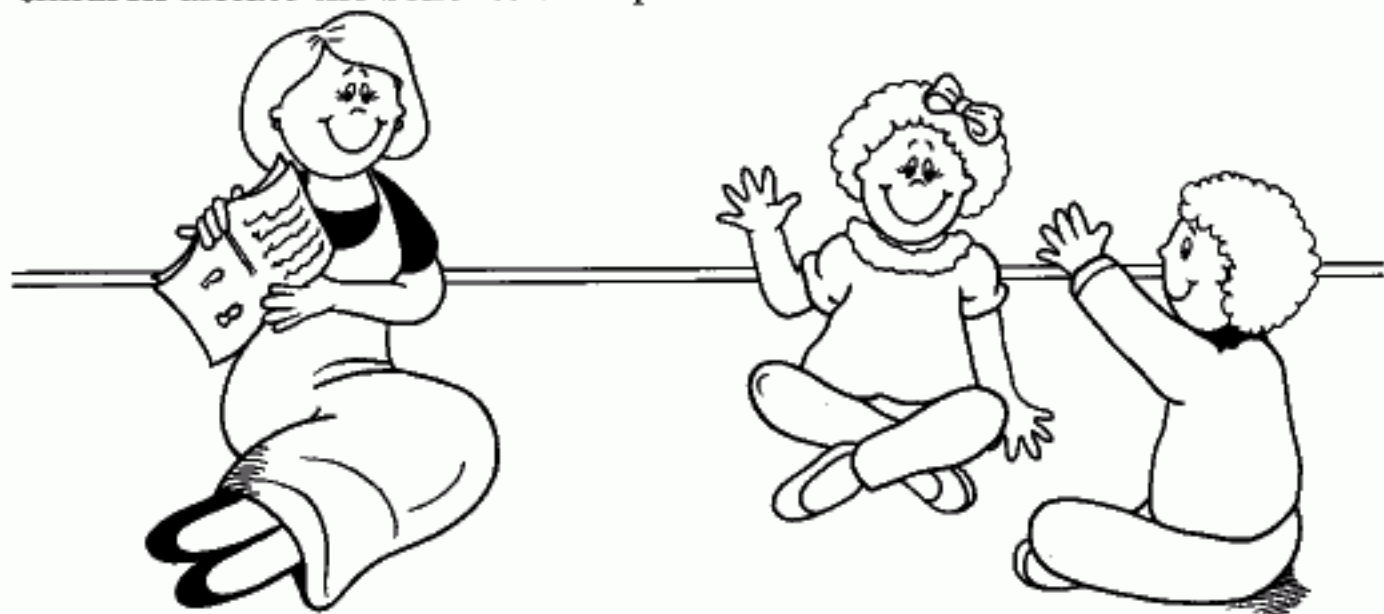
If you live near a coast, but a field trip to the beach is not possible, arrange for a visit from a beach ranger. Have the ranger talk to your children about observing and working with ocean animals at the beach.

## Animals Working Together

**Skills:** Logical Thought, Listening, Sharing Ideas

**Activity:**

Gather several books that tell about the relationship between the sea anemone and the clownfish. Explain how the clownfish uses the sea anemone for shelter and how the anemone relies on the clownfish for protection. Read the stories to the children and have them comment on the unique relationship between these two animals. Ask them to think of other relationships which require the participants to work together. Encourage the children to think of situations where they need to cooperate with others. Make a list as the children dictate the benefits of cooperation.



## Sharing Ocean Experiences

**Skills:** Sharing, Describing, Observing

**Activity:**

Send a note to parents requesting that their child bring an object to class relating to an ocean animal. The child may bring in shells collected during a trip to the beach; a stuffed animal, such as a dolphin or a whale; pictures or souvenirs from a trip to the beach or a seaquarium; pictures cut from a magazine; etc. Allow the children to take turns telling the class about their item(s) and the places from which they came.



# ARTS AND CRAFTS

## Cellophane Ocean Mural

**Skills:** Painting, Creativity, Fine Motor Skills

**Activity:**

Purchase several rolls of blue cellophane. It is available at grocery stores, craft stores, or flower shops. Cut a 12" section of the cellophane for each child. Select two or three colors of powdered tempera paint. Mix each color with a small amount of water to create paint with a thick consistency. Allow the children to work one at a time, taping their pieces of cellophane to a window or on top of white paper at the easel. Allow each child to use the thickened paint mixture to create an underwater ocean scene with ocean animals on the cellophane.

## Octopus Ink Blots

**Skills:** Fine Motor Skills, Creativity

**Activity:**

Gather a package of round paper coffee filters and several refillable squirt bottles. Cover the work area with newspapers, and have paper towels on hand for cleanup. Fill each bottle with watered down tempera paint. Allow the children to "squirt" their "octopus ink" onto the coffee filters to make creative designs.

## Sea Gull Sponge Prints

**Skills:** Drawing, Printmaking, Creativity,  
Fine Motor Skills

**Activity:**

Gather white construction paper, gray tempera paint, small bowls or pie tins, crayons, and sponges. Cut the sponges into sea gull shapes using the pattern on page 44. Place some of the gray paint into the bowls or tins. Allow each child to create an ocean scene using crayons. Have the child add sea gulls by gently pressing a sponge into the paint and then onto his paper. This activity could be done with other ocean-animal-shaped sponges.



## Starfish Printmaking

**Skills:** Creativity, Fine Motor Skills

**Activity:**

Gather several sponges and cut them into starfish shapes. (You may want to use the pattern on page 40.) Set the sponges, along with construction paper and small bowls of tempera paint, on a table. Allow the children to use the sponges and paint to make starfish prints on their papers.

## Starfish Rubbings

**Skills:** Fine Motor Skills, Following Directions

**Activity:**

Purchase a package of sandpaper and cut it into several different-sized starfish shapes. Place these "starfish", along with newsprint paper and crayons, on a table. Show children how to make a starfish rubbing by placing the starfish pattern under the paper and rubbing the surface with the side of a peeled crayon. Allow the children to make as many starfish rubbings on their papers as they desire.

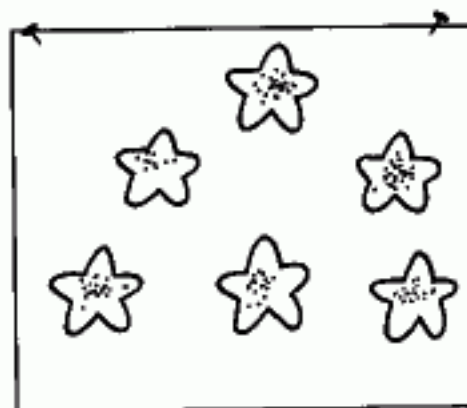


## Sand Starfish

**Skills:** Tracing, Fine Motor Skills, Following Directions, Gluing

**Activity:**

Make starfish templates from tagboard or poster board. Fill several salt shakers with sand. Place these items along with pencils, craft sticks, glue, and paper on a table. Allow two to three children to work at the table. Instruct the children to use the starfish patterns and pencils to trace several starfish on their papers. Then, they are to cover the starfish with glue and use craft sticks to spread it into thin, even layers. Have them shake the sand on the glue. Let the children shake off the excess sand, then set their papers aside to dry.





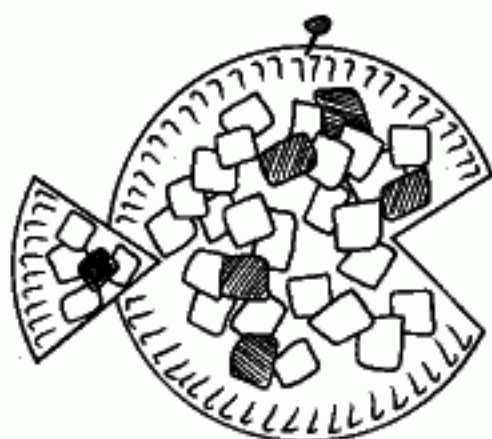
## Arts and Crafts

### Tissue Paper Fish

**Skills:** Fine Motor Skills, Creativity, Cutting, Gluing, Following Directions

**Activity:**

Gather a package of paper plates, tissue paper, pencils, scissors, and glue. Pre-mark one paper plate for each child with a pie-shaped wedge. Instruct each child to cut along the lines to remove the wedge. Next, staple the pointed side of the wedge to the opposite end of the plate to form the fish's tail. Give each child several pieces of colored tissue paper and have him tear the paper into pieces about 1" x 1". Finally, have each child decorate his fish by gluing the tissue paper pieces on the fish.

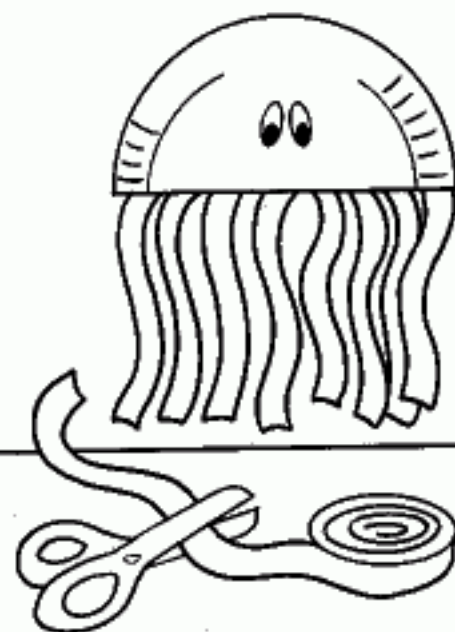


### Paper Plate Jellyfish

**Skills:** Fine Motor Skills, Creativity, Cutting, Gluing

**Activity:**

Gather a package of paper plates, glue, streamer rolls, and scissors. Allow the children to work in pairs, and give each pair a paper plate, scissors, crayons, glue, and a long strip of crepe paper. Each strip should be cut in half down the center and pre-marked into sixteen 6" sections. Instruct the children to have one partner fold and cut the paper plate in half, while the other partner cuts the crepe paper on the designated marks. Have each child take a paper plate half. Tell the child to place the paper plate half on the table so the straight edge is facing him. Instruct him to take eight strips of crepe paper and glue them along the bottom edge of the paper plate. These will be the jellyfish's tentacles. Allow him to add details to his jellyfish using crayons.



## Paper Plate Oysters

**Skills:** Fine Motor Skills, Gluing,

Painting, Following Directions

**Activity:**

Gather a paper plate and a cotton ball for each child, gray and pink tempera paint, and glue. Set the materials on a table and allow the children to work in small groups. Explain that they are to fold the paper plates in half, then paint the inside of the plates pink. When the pink paint has dried, they should paint the outside of the plates gray. To complete their oysters, have each child glue a cotton ball "pearl" in the middle of the pink inside fold.



## Underwater Scenes

**Skills:** Drawing, Painting, Fine Motor Skills, Creativity

**Activity:**

Give each child a piece of white construction paper and crayons. Encourage her to draw an underwater ocean animal scene. Tell her that when she draws, she should press down hard with the crayons. When finished, have each child paint over her paper with blue watercolor paint to make a bright underwater scene.

## See-Through Ocean Scene

**Skills:** Fine Motor Skills, Creativity, Drawing, Following Directions

**Activity:**

Have the children follow the drawing instructions listed in the above Underwater Scenes activity, but have them use newsprint paper instead of construction paper. When finished, instead of painting with watercolor, allow each child to use a cotton ball to cover his paper with baby oil. Let the pictures dry for several days. The end result will be a bright, transparent ocean scene.

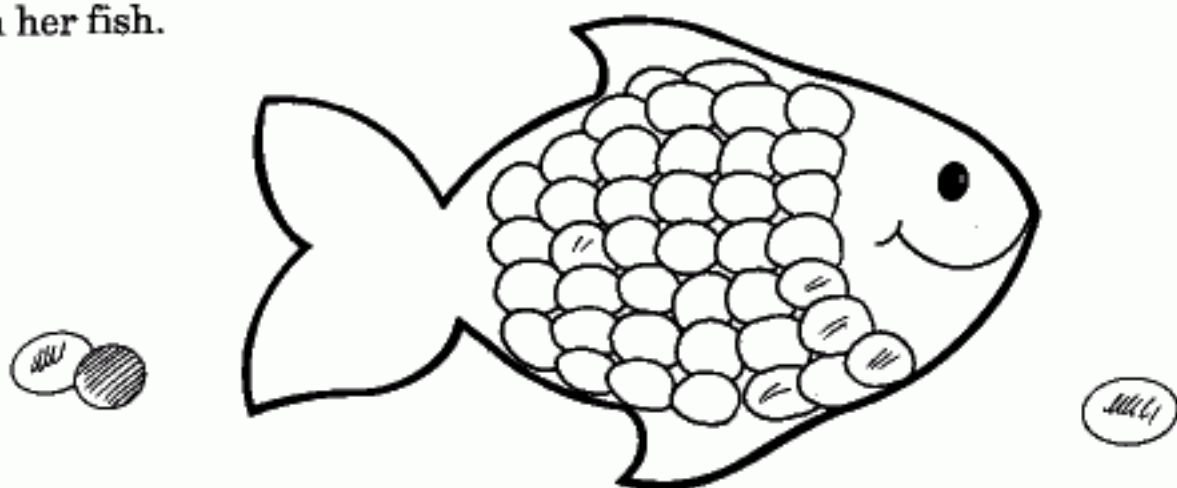
## Arts and Crafts

### Fish with Scales

**Skills:** Fine Motor Skills, Following Directions, Gluing, Drawing

**Activity:**

If you are working with very young children, pre-cut a large fish from colored construction paper for each student. You may want to use one of the patterns on page 38. For older children, draw a fish shape on each piece of construction paper and allow the children to cut out their own fish. Purchase a package of cellophane tissue paper from a craft store and cut it into several oval-shaped pieces. First, have each child use crayons to draw details such as eyes, fins, etc. on her fish. Then, allow each child to glue the shiny scales on her fish.

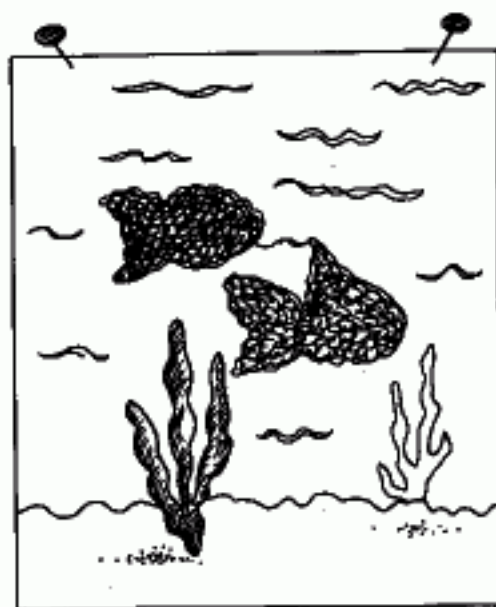


### Fish Printing

**Skills:** Painting, Fine Motor Skills, Following Directions

**Activity:**

Purchase several fish-shaped sponges or cut fish shapes from sponges. Set the sponges on a table along with newsprint paper, tempera paint, watercolors, and paintbrushes. Have the children take turns at the table making fish prints. To do this, each child dabs his sponge into the paint and presses it gently onto the paper. Encourage him to create an underwater scene using several different colors and various fish shapes. After the sponge prints are dry, allow the child to use watercolor paints to add plants and ocean water to his fish print.



## Hand-Covered Stuffed Fish

**Skills:** Fine Motor Skills, Tracing, Cutting, Gluing, Creativity

**Activity:**

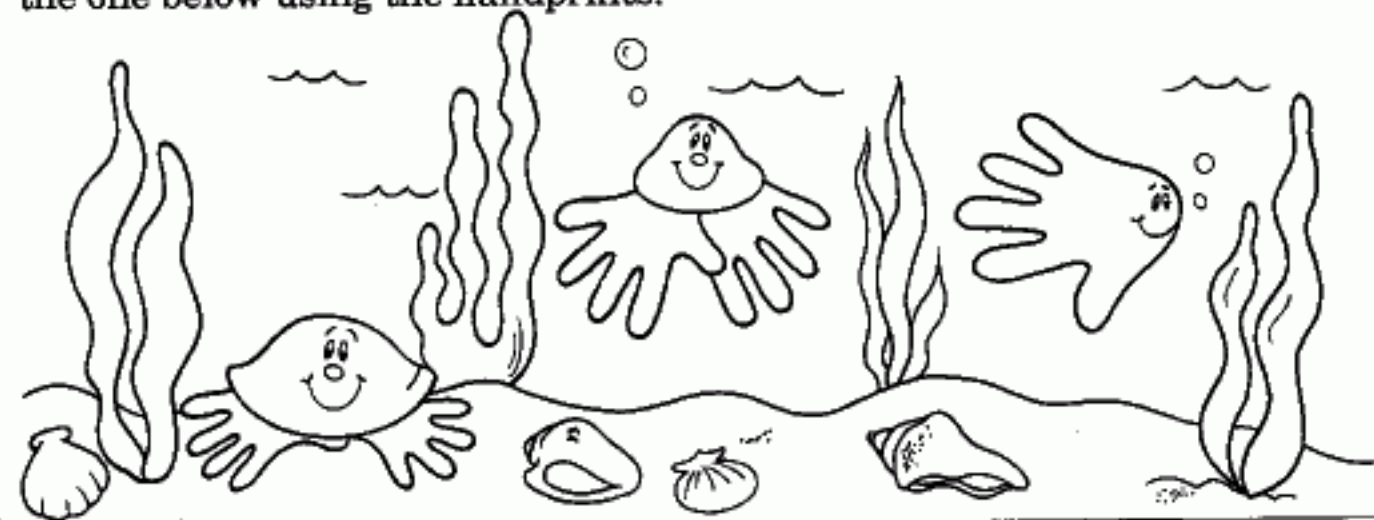
Before you begin, cut two identical fish shapes from a large piece of construction paper or butcher paper. Stack the two fish shapes so the edges are even. Draw a face on both sides of the fish. Gather a stapler, newspaper, 9" x 12" sheets of construction paper in a variety of colors, pencils, and scissors. Begin the activity by giving each child construction paper in several colors, a pencil, and scissors. Explain to the children that you would like each student to trace both his hands onto the construction paper, then cut them out. As they finish working, allow them to come up and glue their hands on the sides of the fish. Set the fish aside to dry. When the glue is dry, allow the children to help you staple around the edges of the fish, leaving about an 8" opening. Have them ball single sheets of newspaper and stuff them inside the fish. After the fish has been stuffed with newspaper, staple the opening shut and hang it from the ceiling with string.

## Handprint Ocean Animals

**Skills:** Fine Motor Skills, Creativity, Following Directions

**Activity:**

Allow each student to press his hand in tempera paint and then carefully press it on a piece of paper. When the student's paper is dry, have him make an ocean animal using the handprint. Students could make fish, octopuses, crabs, etc. Let them add details using markers. (An alternative would be to have students cut traced outlines of their hands from construction paper and glue the patterns to sheets of white paper.) Create an ocean scene like the one below using the handprints.



## Arts and Crafts

### Colored Sand and Salt Shakers

**Skills:** Fine Motor Skills, Creativity, Gluing

**Activity:**

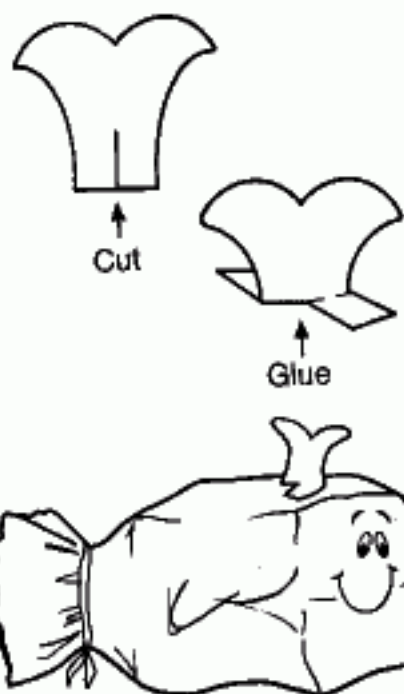
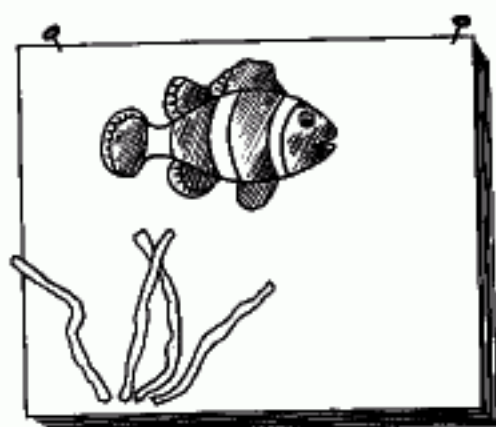
Gather several salt shakers and fill each with a mixture of equal parts of clean sand and powdered tempera paint. Set the salt shakers, along with construction paper and glue, on a table. Allow the children to use the glue to make ocean animal designs on their papers and then cover them with different salt shaker mixtures.

### Pipe Cleaner Sea Anemone with Clownfish

**Skills:** Creativity, Fine Motor Skills, Following Directions, Gluing, Drawing

**Activity:**

Give each student a copy of the clownfish pattern on page 54, several brightly-colored pipe cleaners, a sheet of blue construction paper, glue, and scissors. Let her color, cut out, and glue the clownfish in the top center of the construction paper. Then, have her create a sea anemone by gluing the pipe cleaners under as shown the clownfish as shown.



### Paper Bag Whales

**Skills:** Fine Motor Skills, Following Directions

**Activity:**

Provide one white paper bag for each child in your class. Set the following materials on a table: string, glue, construction paper, scissors, and crayons. Make a model whale by drawing details, such as a mouth and eyes, on the bottom of the bag. Then, blow air into the bag until it is partially full. Use the string to tie the open end of the bag closed. To make a spout, cut a 3" x 4 1/2" spout shape from blue construction paper. From the bottom of the spout, make a 1 1/2" cut up the center to form two tabs. Fold one tab backward and one tab forward. Secure the spout on top of the whale by gluing the tabs to the bag.

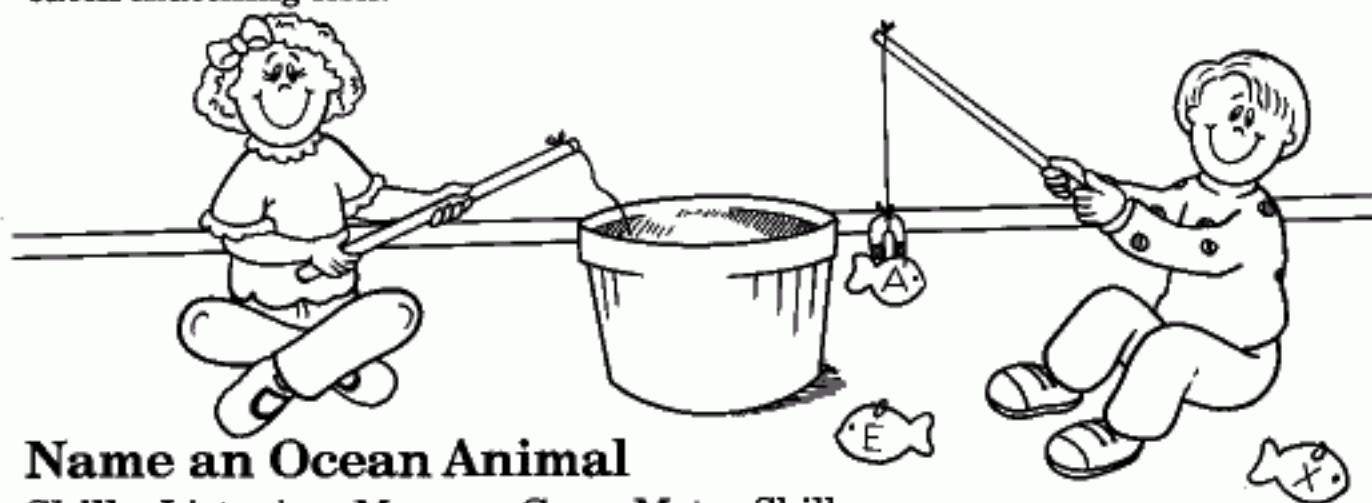
## INDOOR GAMES

### Fishing With Magnets

**Skills:** Fine Motor Skills, Gross Motor Skills, Matching, Eye-to-Hand Coordination

**Activity:**

Gather a large box or tub. Cut out several fish shapes from colored construction paper. Attach a paper clip to each fish. Place the fish in the box or tub. To make a fishing pole, tie one end of a string to a stick. Tie the other end of the string to a magnet. To catch a fish, have a child hold the magnet end of the fishing pole over the box or tub. Adjust the level of difficulty of this game for the developmental level of your children. For very young children, have them simply try to catch the fish. To increase the difficulty slightly, ask the children to catch a certain color fish. You may have the children catch one fish, then try to catch another fish of the same color. Challenge children by drawing shapes, letters, or numbers on the fish and ask them to try to catch matching fish.



### Name an Ocean Animal

**Skills:** Listening, Memory, Gross Motor Skills

**Activity:**

Gather a bean bag and a recording of a song about ocean animals. Have the children sit in a circle. Explain that they are going to play a passing and listening game. Tell the children that you are going to play music and they are to pass the bean bag around the circle. When the music stops, the child holding the bean bag should stand up and name an ocean animal. He should then sit down and resume passing the bean bag when the music begins again. Continue playing until all the children have had a turn to name an ocean animal.

## Indoor Games

### Go Fish

**Skills:** Recognizing Ocean Animals, Matching, Counting

**Activity:**

Make two copies of each of the Go Fish Cards on pages 63-64. Color, cut out, and laminate the cards if possible. Gather a small group of two to four children and teach them to play the traditional game of "Go Fish" with the ocean animal cards. Allow one child to pass out five cards to each participating child. Place the rest of the deck face-down on the table. Each child takes a turn asking a player for a card to match one of those he is holding. If the player makes a match, he places both cards on the table. If he does not, he draws a card and the next player takes a turn. The game ends when all of the cards have been matched. If you wish to have the children keep score, the child with the most matches wins. Teach a different group of children how to play each day until all the students have learned the game.



### Color Simon Says

**Skills:** Color Recognition, Gross Motor Skills, Listening, Ocean Animal Movements, Following Directions

**Activity:**

Gather the children and play this adapted version of the traditional game "Simon Says." The play is similar to the traditional game, except that certain children are directed to do the movement. For example, you might say, "Simon says, 'If you're wearing red, swim like a fish.'" Call out different attributes, and ask the children to move like different ocean animals.

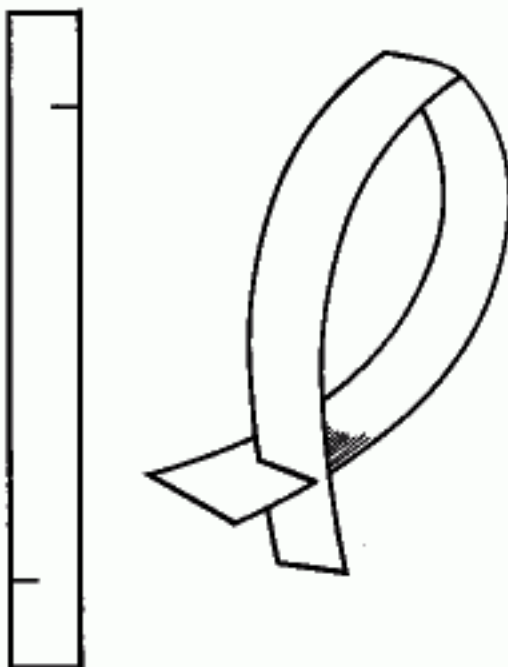


## Paper Flying Fish

**Skills:** Fine Motor Skills, Following Directions

**Activity:**

Cut several 1" x 8" strips of colored construction paper for each child in the class. Make a  $\frac{1}{2}$ " cut  $1\frac{1}{2}$ " from each end as shown. Place the cuts on opposite sides of the strips. Give each child a strip of paper and show her how to make a flying fish by carefully folding and fitting the slots together. Explain that when the fish is tossed into the air, it will glide and twirl down to the ground. Remind the children to be careful not to step on the fish that land near their feet.

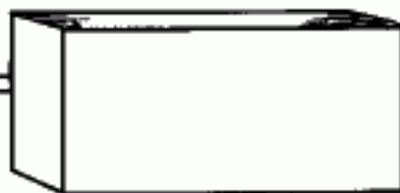
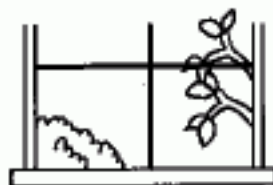
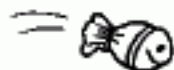


## Flying Fish Socks

**Skills:** Gross Motor Skills, Throwing, Eye-to-Hand Coordination

**Activity:**

Get a large box. Paint the box blue to represent the ocean. Ask parents to send in any unmatched socks they do not want. This should provide you with a variety of sizes, styles, and colors to use for flying fish. Have the children use permanent markers to decorate the socks to resemble fish. Be sure they wear smocks to protect their clothes. Once the fish have been decorated, allow the children to help you partially fill them with handfuls of dried beans, then secure the ends with rubber bands. Let the children take turns tossing the flying fish socks into the box. You may wish to divide the children into teams and keep score.





# OUTDOOR GAMES

## Follow the Leader Fish

**Skills:** Observation, Gross Motor Skills, Creativity

**Activity:**

Gather the children on the playground and explain that they will be playing a version of the game "Follow the Leader." Tell them that you will be selecting a child to be the "leader fish" and the others are to pretend to be a school of fish. Explain that schools of fish move in the same direction together when swimming. Take turns choosing students to act as the "leader fish," and have them lead the other swimming fish around the playground.

## Hidden Seashells

**Skills:** Fine Motor Skills, Exploration

**Activity:**

Fill a bucket with a variety of medium to large seashells. Without the children seeing, hide the shells in a sandbox. Allow them to hunt for the shells and collect them in the bucket. When all of the shells have been found, allow a volunteer to hide them again for the rest of the group.



## Crab Walk Relay Race

**Skills:** Gross Motor Skills, Cooperation

**Activity:**

Establish a relay course by marking a starting line and a turn-around point. Divide the children into equal-sized teams of three or four. Tell the children that they will be having a relay race. Explain that during the race they will be crawling like crabs. Demonstrate a crab walk for the children. Beginning at the starting line, each child will crawl to the turn-around point and then return to the starting line. He will then tag the next person, who will follow the same procedure. The winning team is the first to have all of its members finish.



## Ever-Moving Sharks

**Skills:** Gross Motor Skills, Following Directions, Knowledge of Sharks

**Activity:**

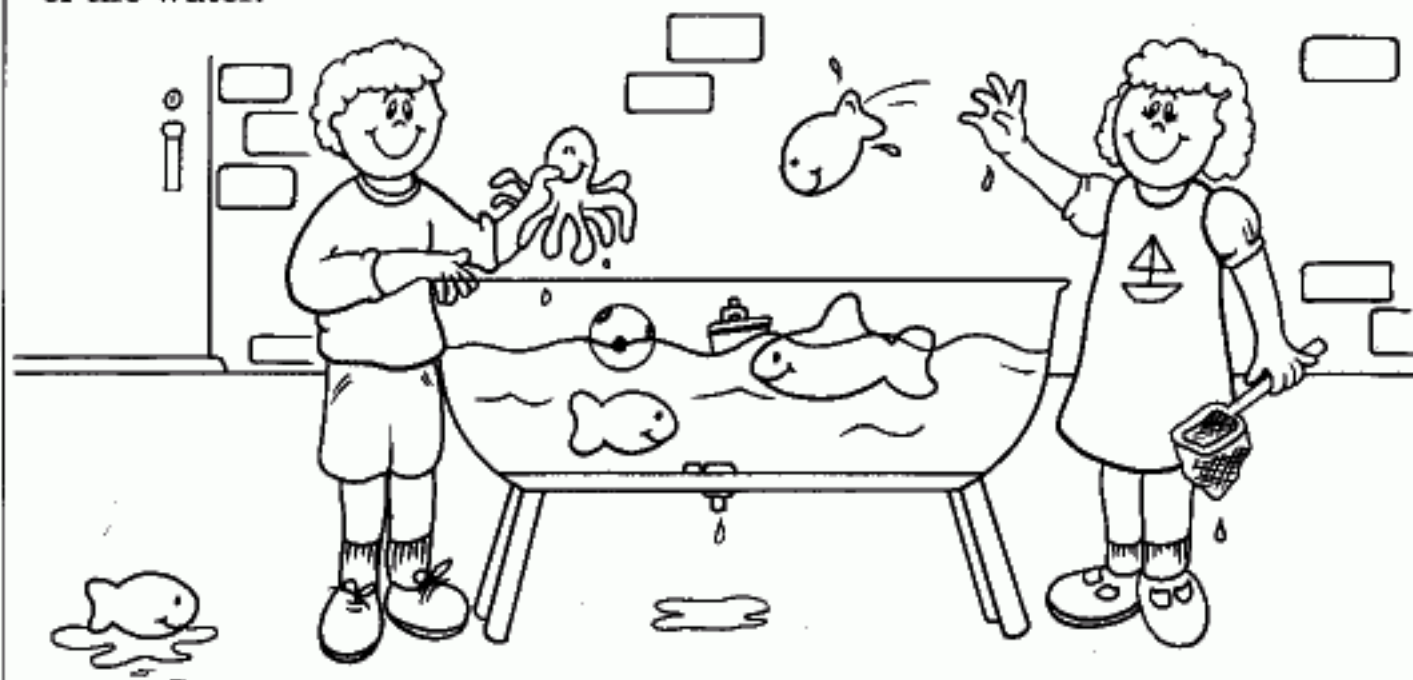
Talk with students about sharks. Explain that some types of sharks continue moving all of the time, even when eating, resting, and sleeping. Tell the children that they are going to have a contest to see who can keep moving the longest. (You may wish to use this activity before naptime to get students ready for a good rest.) Give each child a token, such as a button, at the beginning of the competition. Explain that when a student stops moving, he must turn in his token. The last child to have a token is the winner. If more than one of the children is left holding a token at the end of play time, each of these students has succeeded at the task.

## Water Table

**Skills:** Gross Motor Skills, Exploring Water, Fine Motor Skills, Eye-to-Hand Coordination

**Activity:**

Take a water table or an infant bathtub out to the playground. Fill it with homemade saltwater and ocean animal-related toys, such as small plastic fish (or you may cut them from colored sponges), aquarium plants, pebbles, wind-up toys, etc. Have the children use aquarium nets to fish the items out of the water.



## Outdoor Games

### Ocean Animal Obstacle Course

**Skills:** Gross Motor Skills, Following Directions, Creativity, Counting

**Activity:**

Make a copy of any of the ocean animal patterns on pages 38-49 for the obstacle course. Number the pictures in order and hang them on different playground "stations." Explain to the children that they will be moving from station to station when you say, "Change stations!" When they arrive at each station, they are to look at the ocean animal posted there, then move and act like the ocean animal shown. For example, station 1 might have a picture of a fish, and at this station, they are to "swim" around in the immediate area until you call for them to change stations. Station 2 might then have a picture of a crab, and the children will crawl around like crabs until moving on to the next station. Begin by positioning a few children at each station, then after they have moved like the animal shown for a short time, call for the children to move on to the next station. Students will follow the stations in order. The children beginning at the last station will move to station 1.



### Ocean Tag

**Skills:** Fine Motor Skills, Eye-to-Hand Coordination

**Activity:**

One student is a "shark" while the others are "fish." The "shark" tries to catch the "fish" by "swimming" as quickly as he can. Each "fish" tagged becomes another "shark." Continue until all the "fish" have been caught.



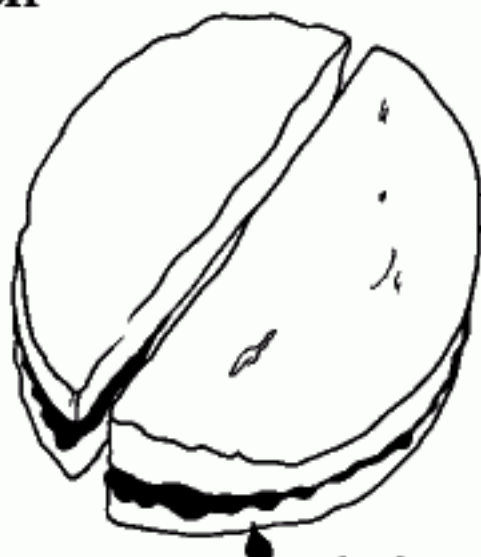
# SNACK TIME SUGGESTIONS

## Shell Salad

Gather shell-shaped pasta, mayonnaise, celery, olives, onions, and a variety of cheeses. Pre-cut the celery and olives into small pieces. Allow the children to help you grate the cheeses. While the pasta is boiling, have the children help you place all of the ingredients into small bowls. When the pasta is finished, give each child a portion and allow him to spoon selected toppings on the shells. Mix and enjoy the salad.

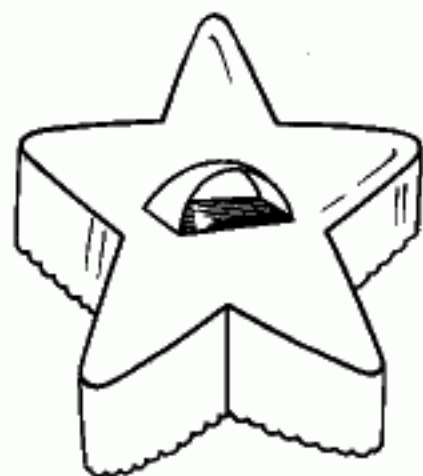
## Peanut Butter Jellyfish Sandwich

Have the children prepare traditional peanut butter and jelly sandwiches. Allow them to pretend the jelly is from jellyfish. Provide circle-shaped cookie cutters for the children to use to make jellyfish-shaped bread for their sandwiches, then cut them in half. For an interesting treat, allow them to spread butter or margarine on their bread. This will add an interesting flavor.



## Starfish Finger Gelatin

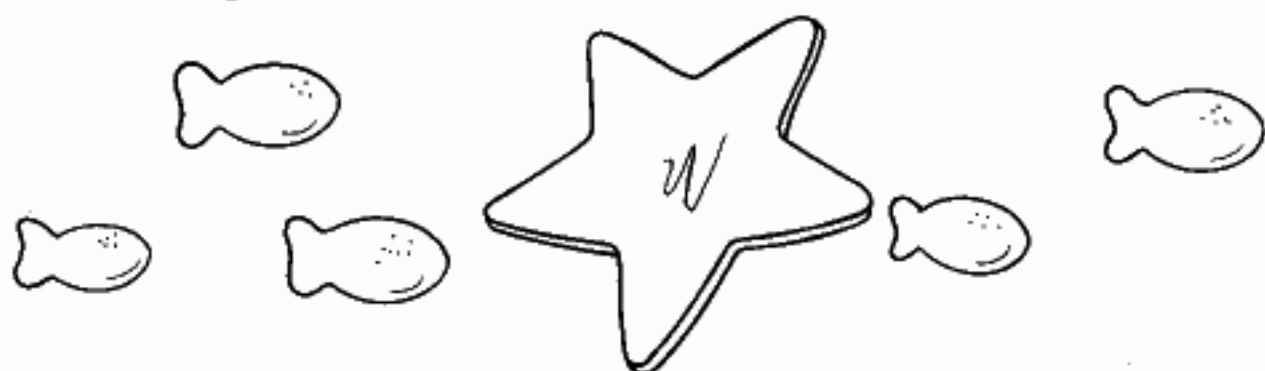
Purchase a package of gelatin mix and follow the directions on the box to make finger gelatin. When cooled, allow the children to cut the gelatin into starfish shapes using star-shaped cookie cutters.



## Snack Time Suggestions

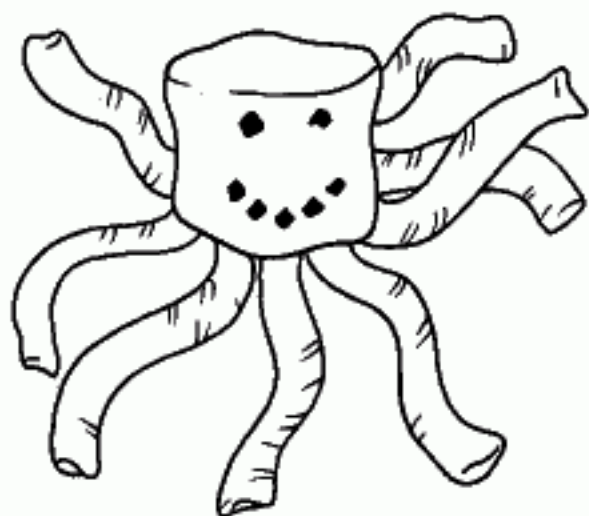
### Goldfish and Starfish

For an interesting ocean animal snack, serve the children goldfish crackers and slices of cheese. Allow them to use star-shaped cookie cutters to make starfish shapes out of the cheese.



### Marshmallow Octopuses

Purchase a package of large marshmallows, cotton swabs, dark food coloring, and string licorice. Have each child paint a face on the "octopus" (marshmallow) using a cotton swab and food coloring. Let her cut several pieces of licorice into eight equal lengths, about 2" long. Have her place the eight lengths of licorice into the bottom of the marshmallow to represent the octopus' legs.



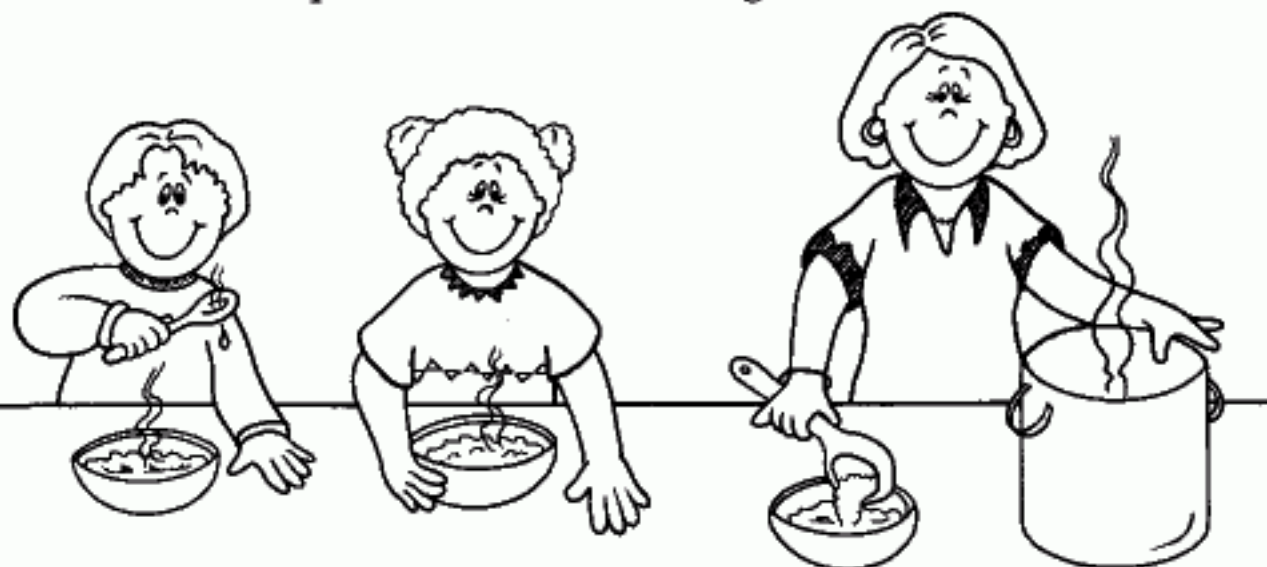
### Ocean Animal Lunch

If possible, ask the cafeteria staff to prepare fish sticks or clam strips for lunch one day during your ocean animal unit. Encourage the children to discuss the look, taste, and texture of the foods. Allow the children to talk about any other ocean animals they have tasted. Be sure to check with parents for food allergies before introducing new foods.



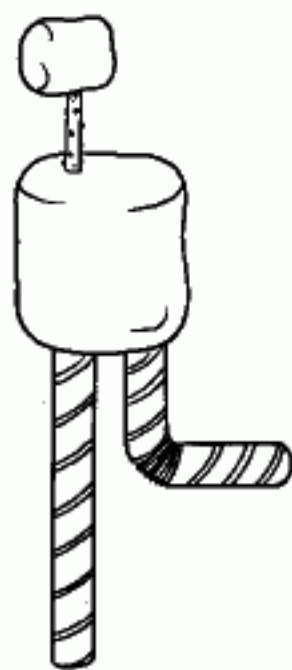
### Clam Chowder

Bring in several cans of white or red clam chowder. Heat the chowder in the microwave or on the stove according to the directions on the can. Serve the chowder to the children as a snack. You may also wish to provide oyster crackers for them to eat with the chowder. As they are eating, ask them to identify some of the ingredients. Encourage them to describe the taste and texture of the chowder. If possible, provide both types of clam chowder and have the children compare and contrast the ingredients and flavors.



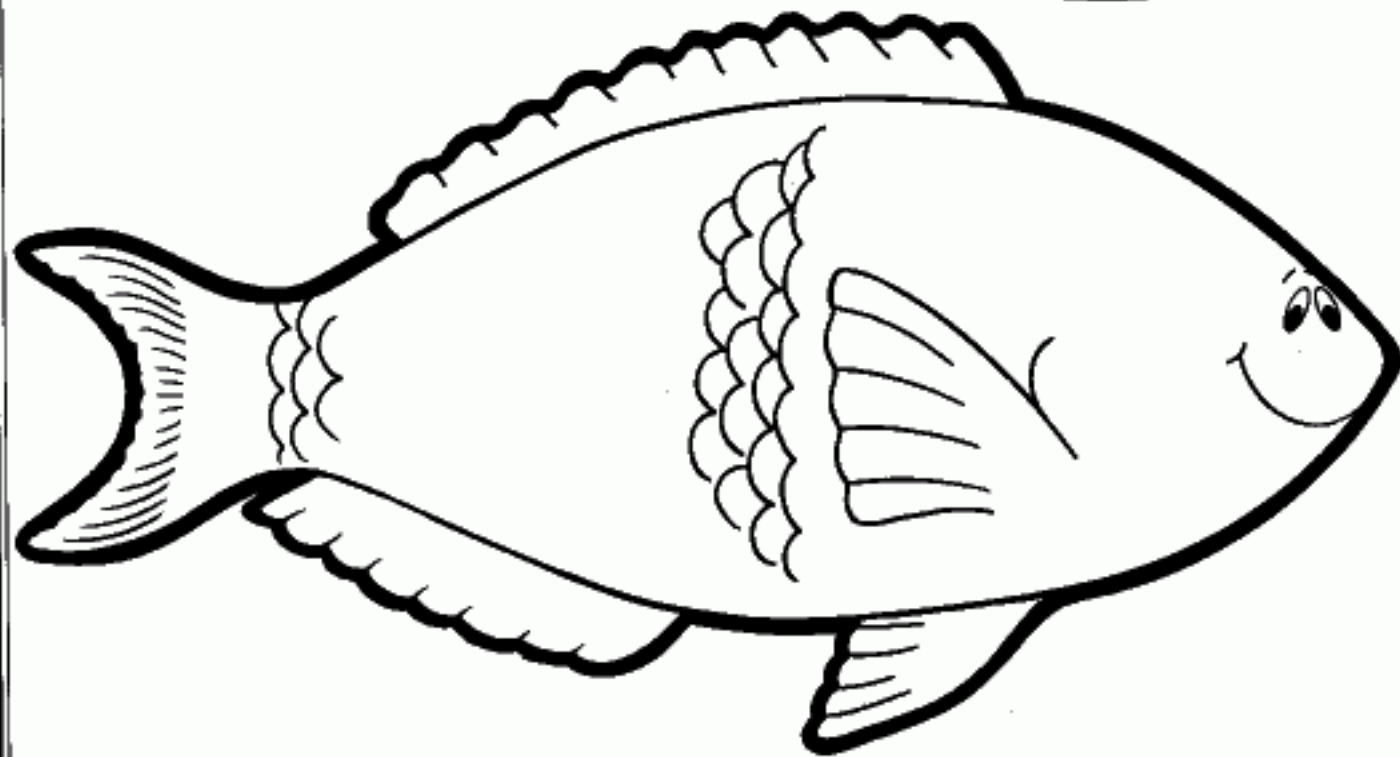
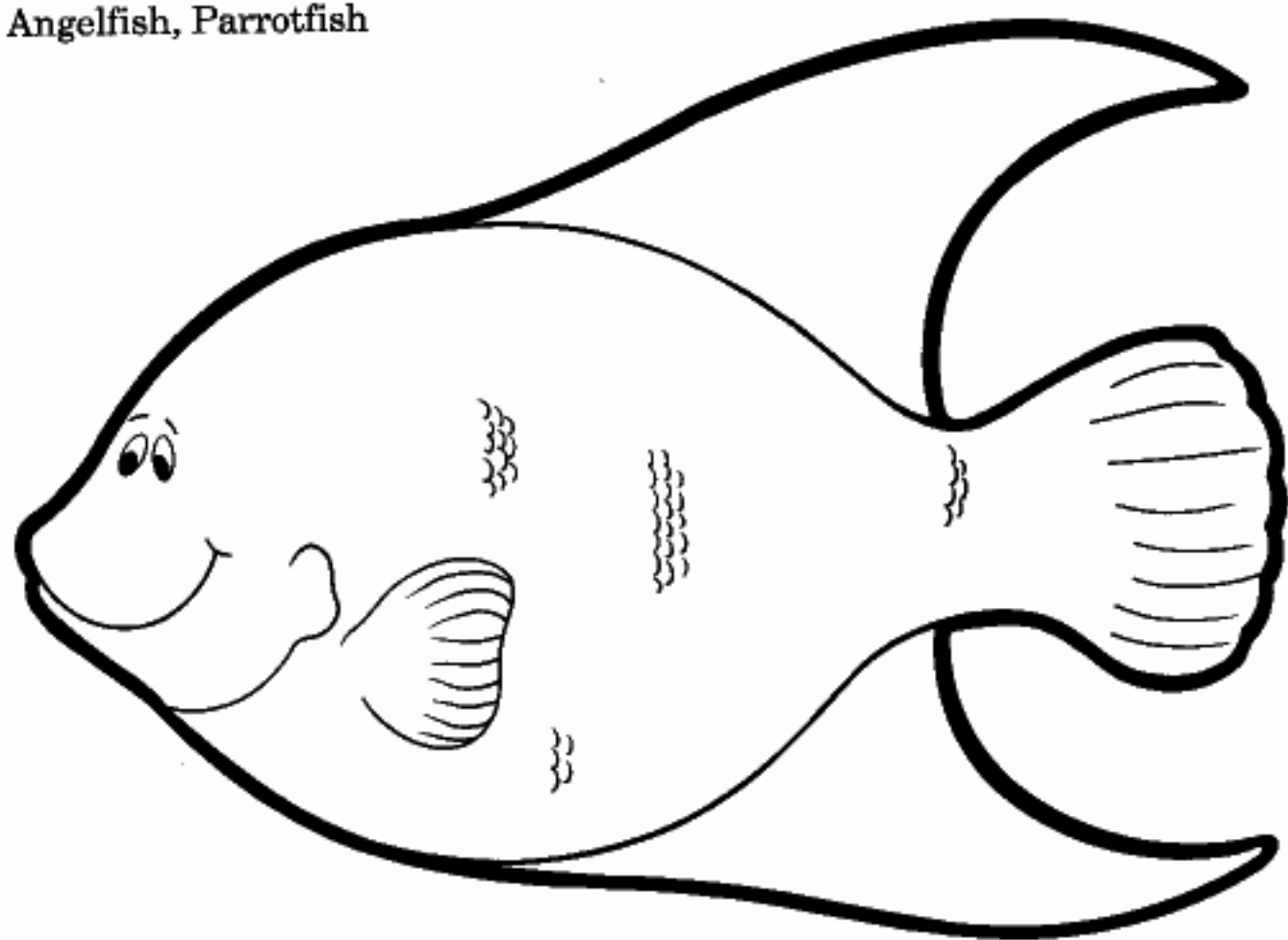
### Marshmallow Flamingos

Gather the following materials: large and miniature marshmallows, cotton swabs, red food coloring, pretzel sticks, and bendable straws. Allow the children to use the cotton swabs and food coloring to paint the marshmallows a pinkish-red color. Cut the straws in half and give each child two halves of a straw and one pretzel stick. Show the children how to assemble their "flamingos" by gently pushing the end of each straw into to the bottom of the marshmallow. These will be the flamingo's legs. For the head, press one end of the pretzel stick into the top of the marshmallow. Place a miniature marshmallow on the opposite end of the pretzel stick.

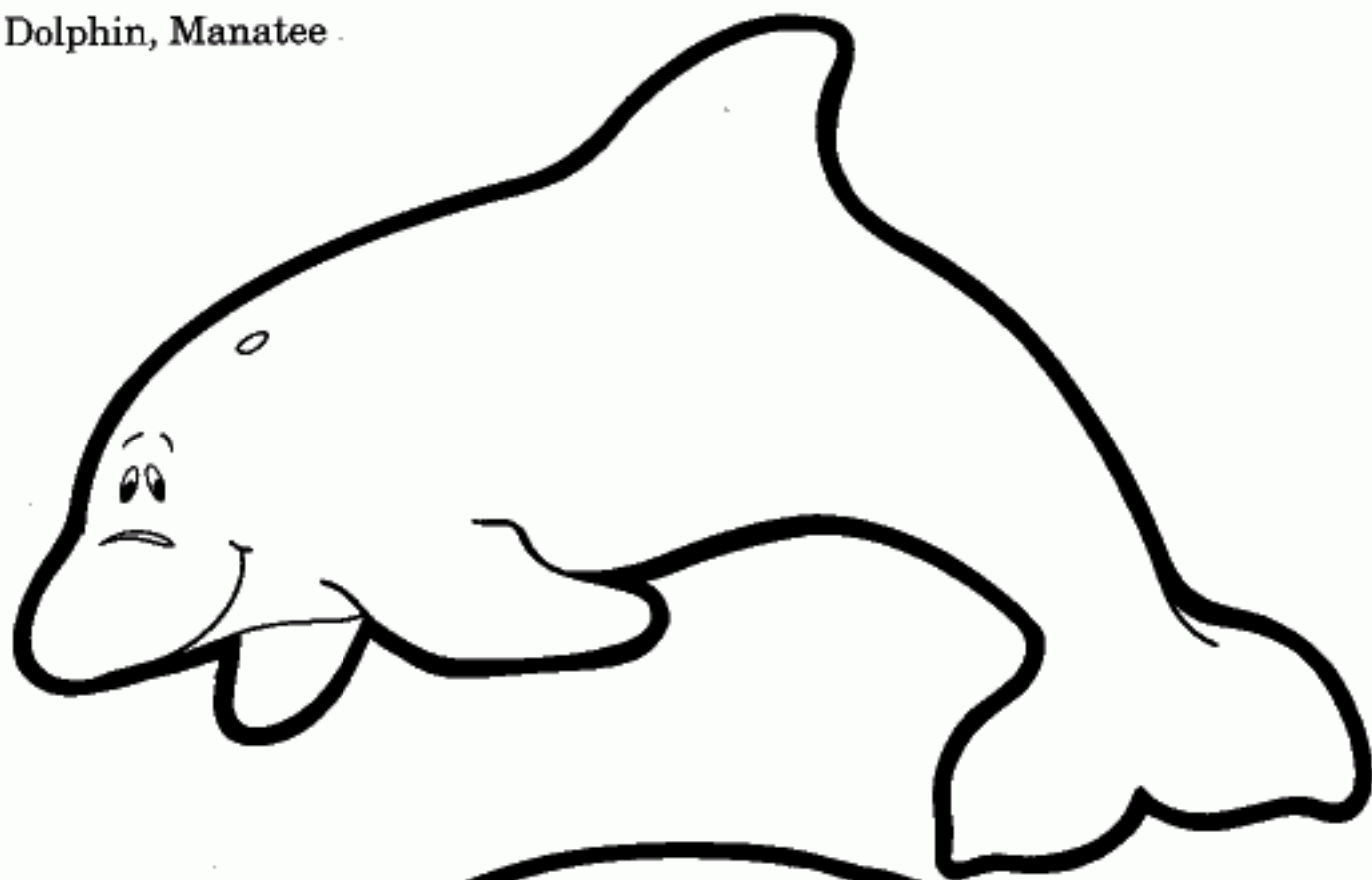


**Patterns**

Angelfish, Parrotfish



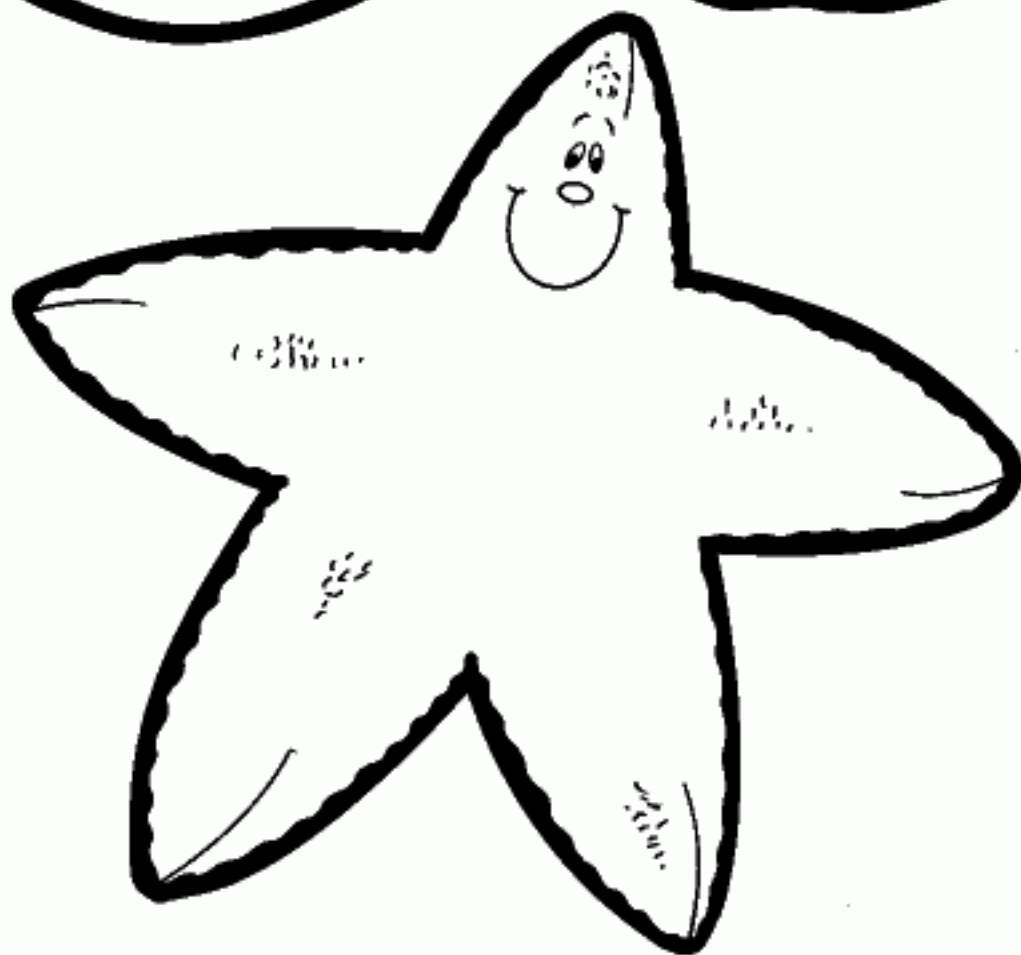
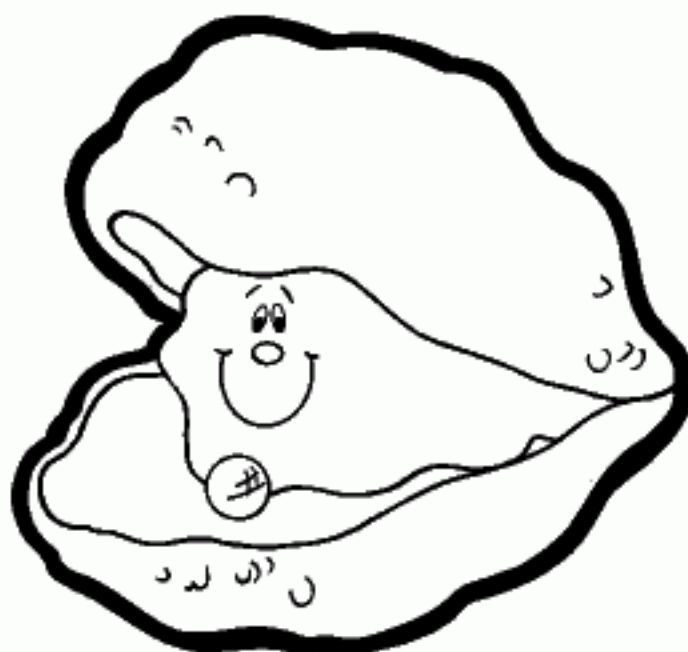
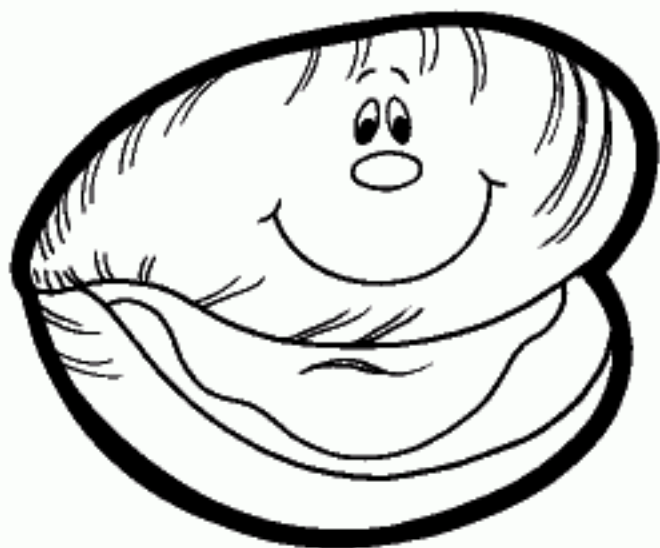
Dolphin, Manatee



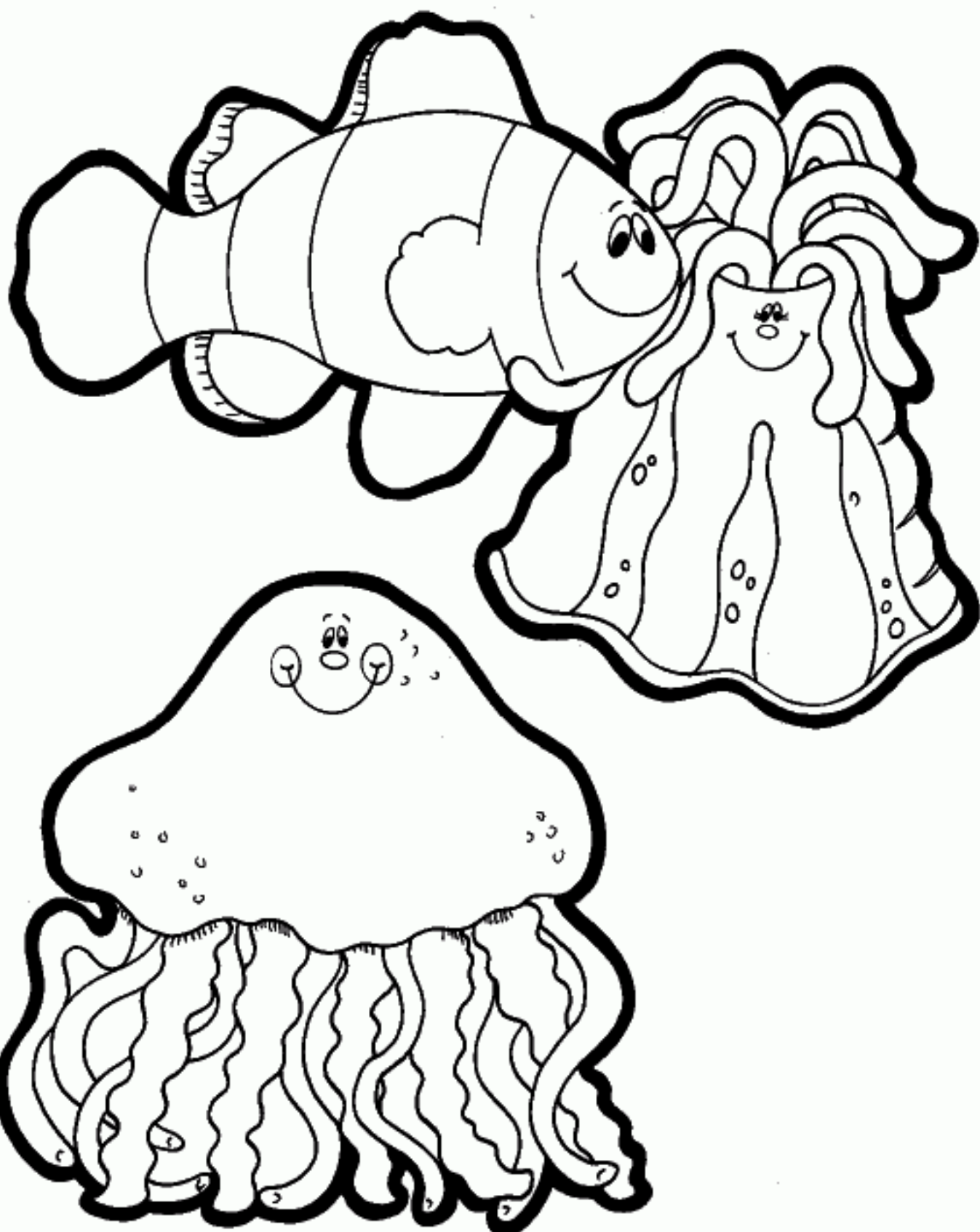


# Patterns

Clam, Oyster, and Starfish

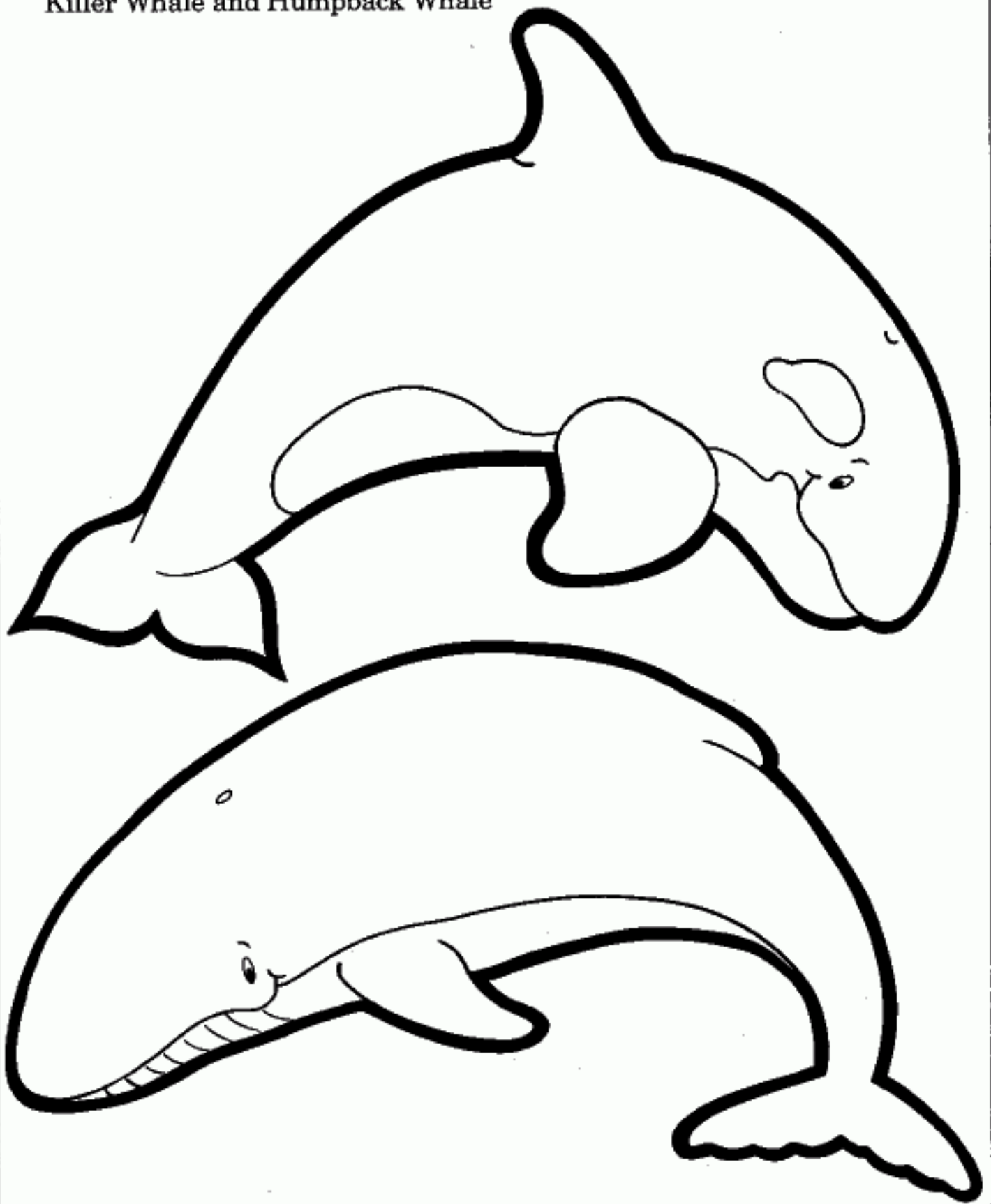


Clownfish and Sea Anemone, Jellyfish

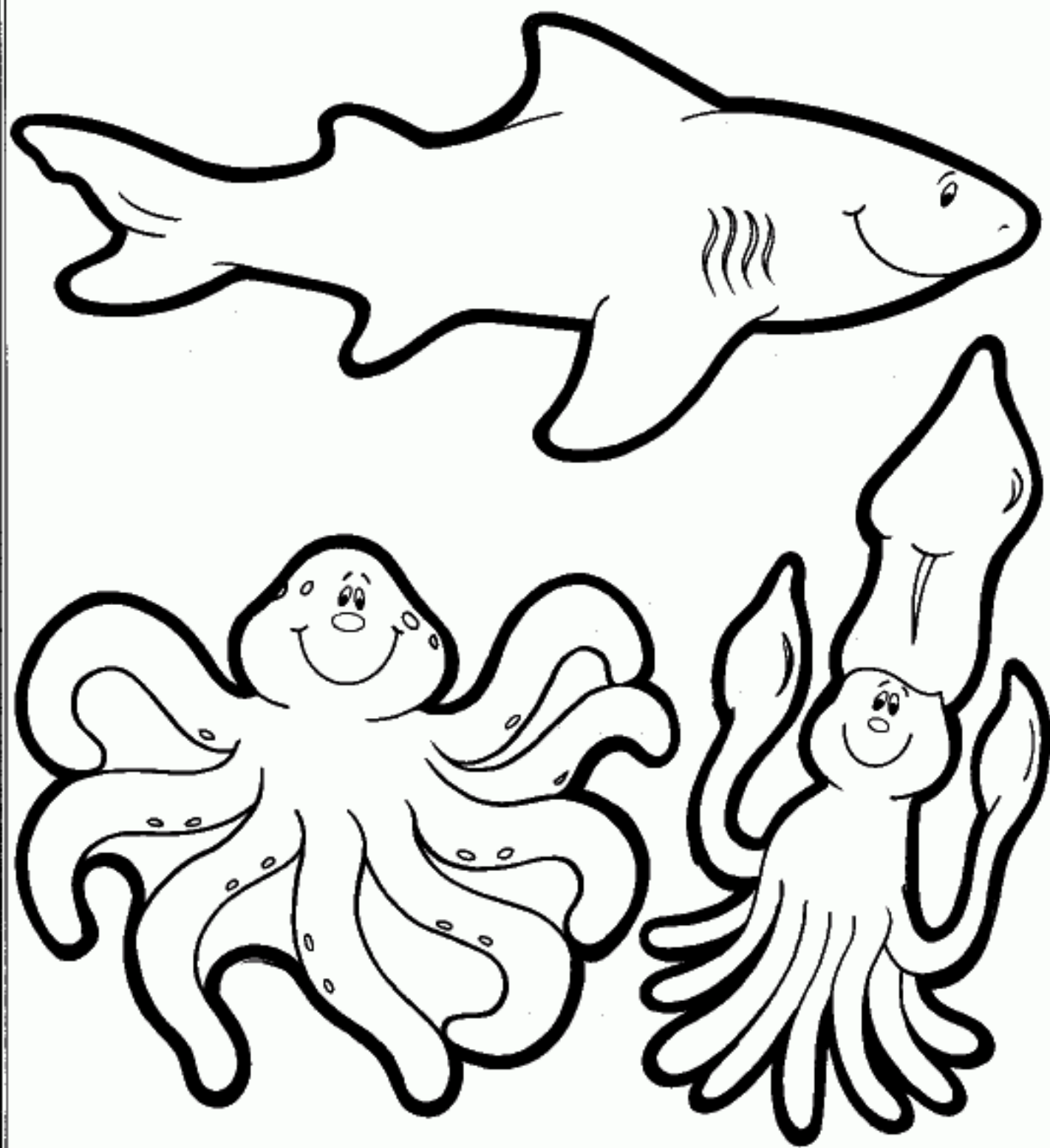


**Patterns**

Killer Whale and Humpback Whale

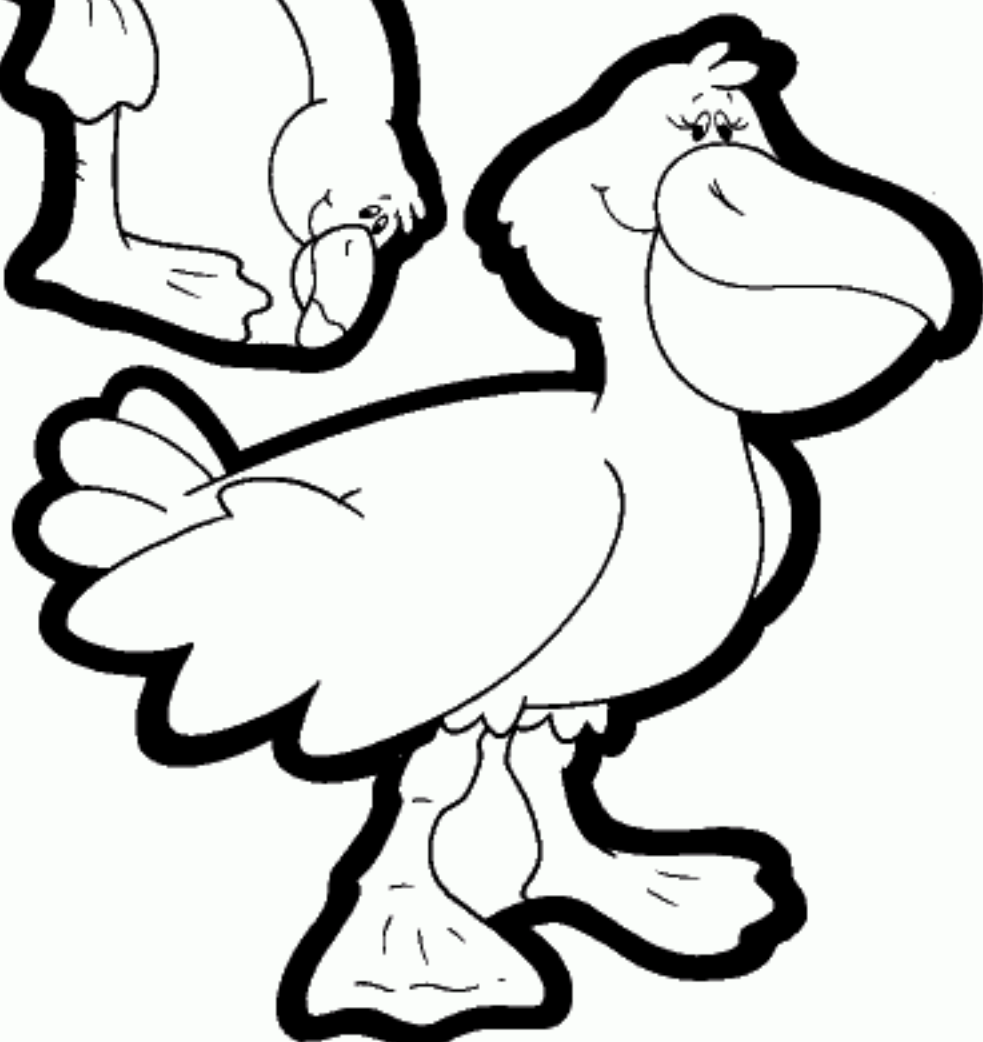
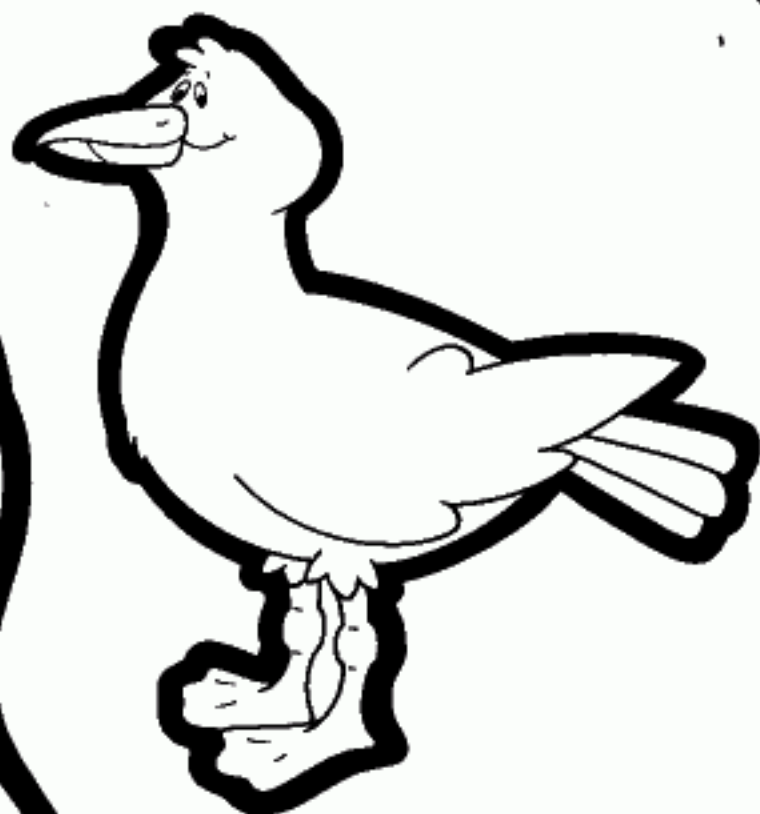
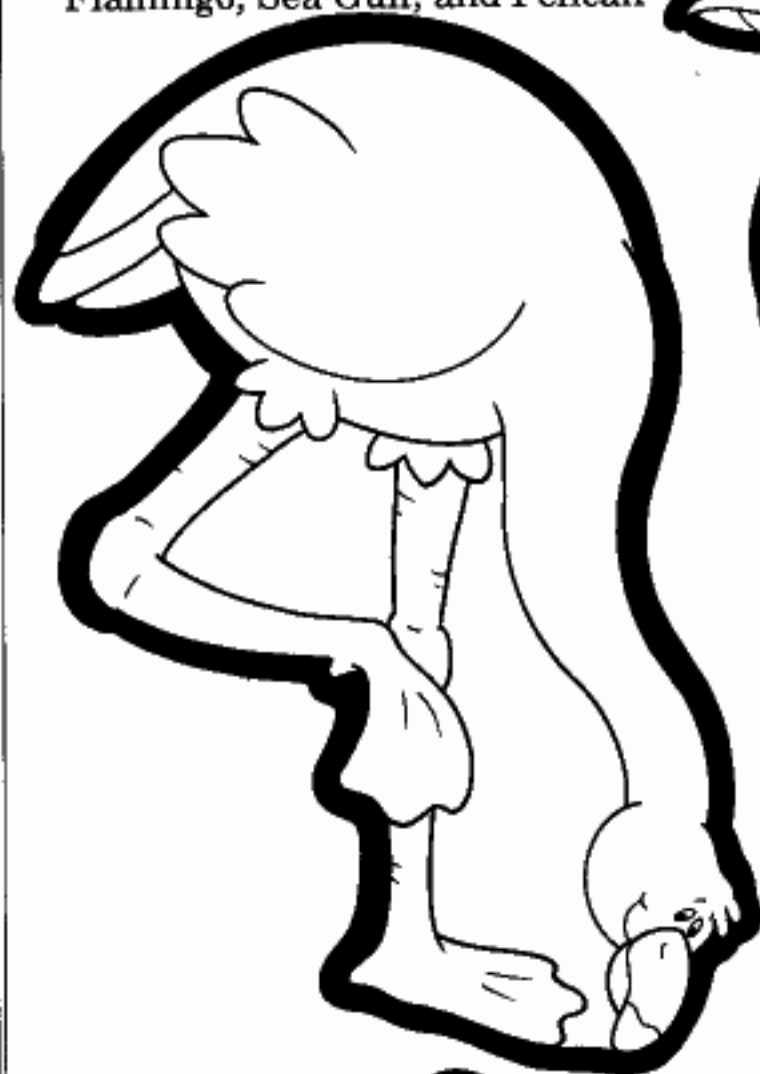


Shark, Octopus, and Squid

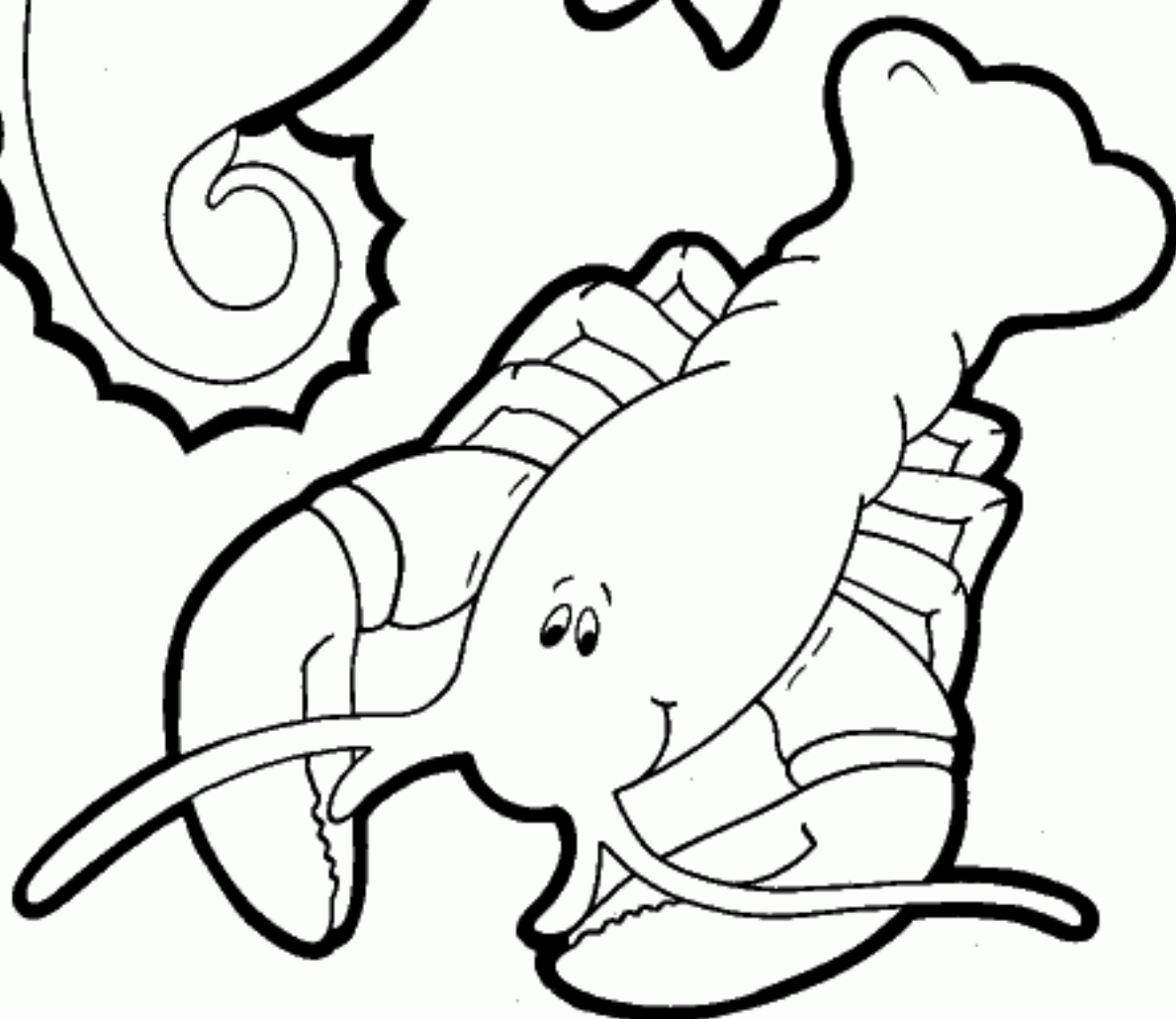
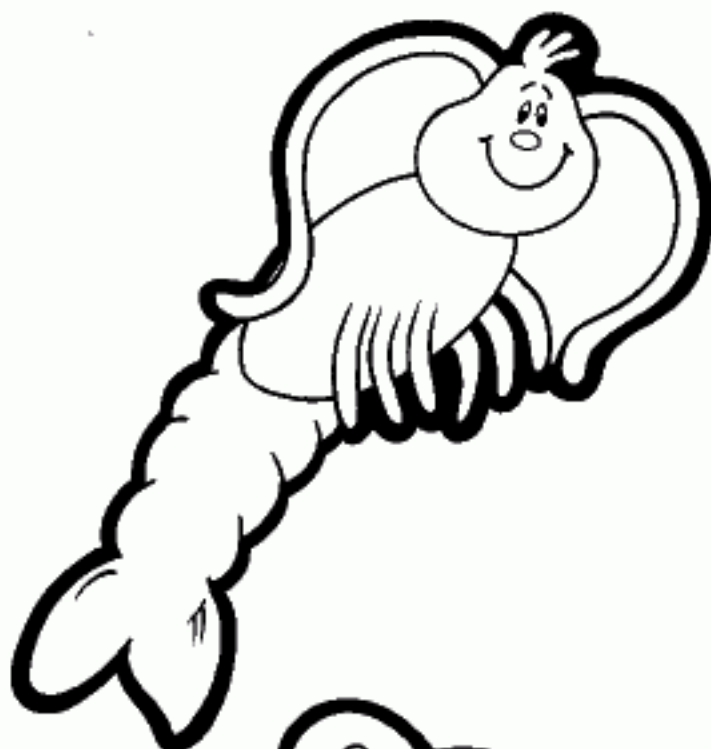
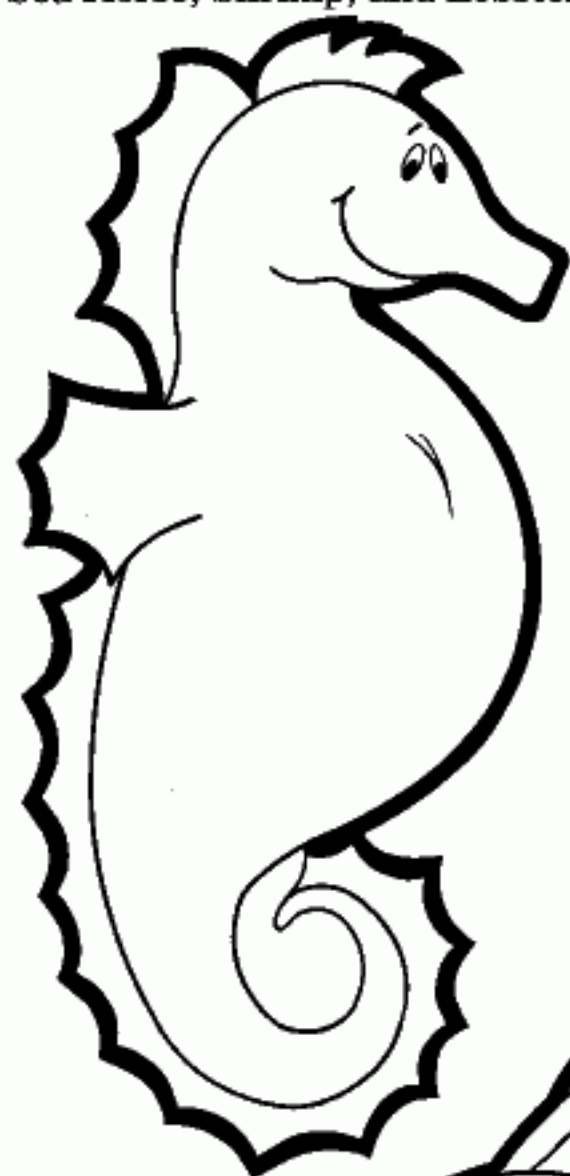


**Patterns**

Flamingo, Sea Gull, and Pelican

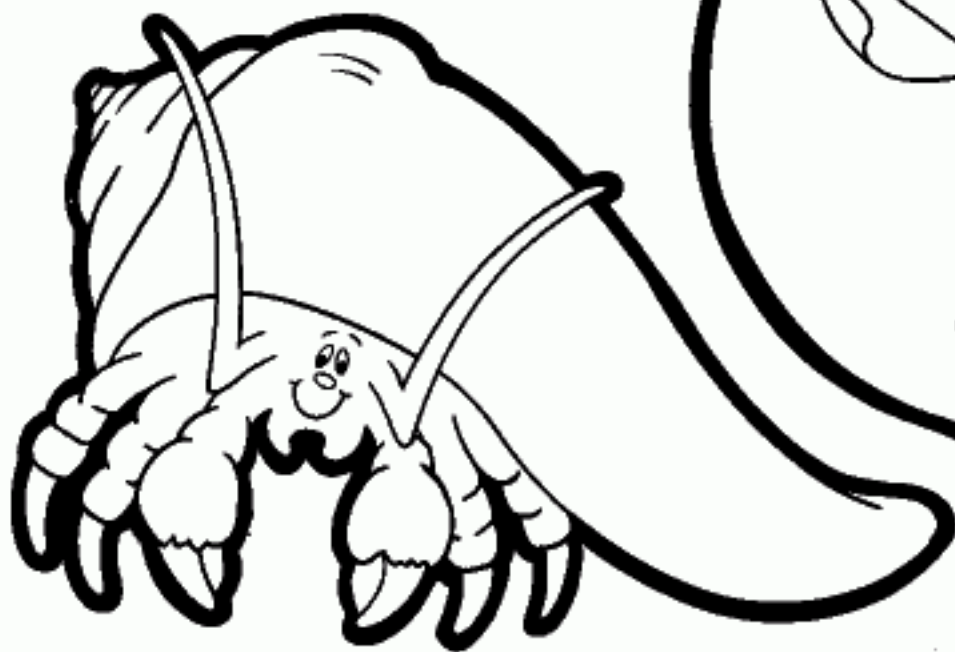
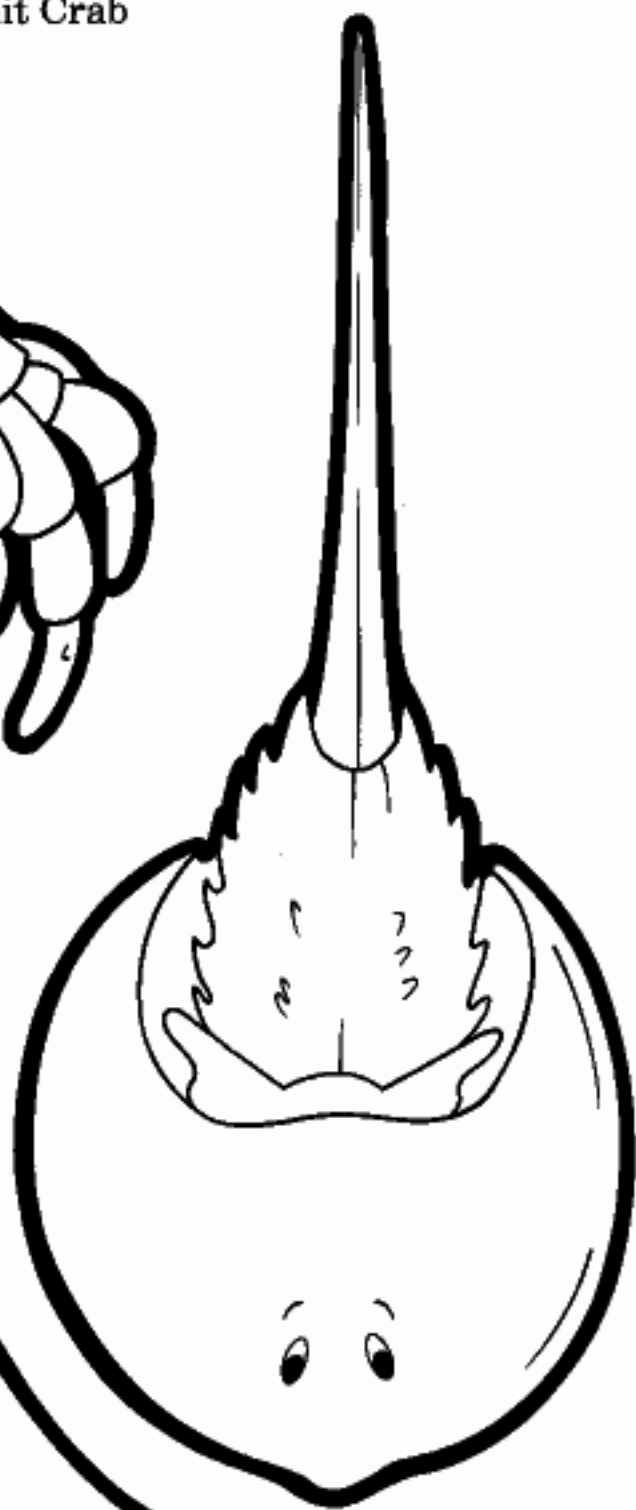
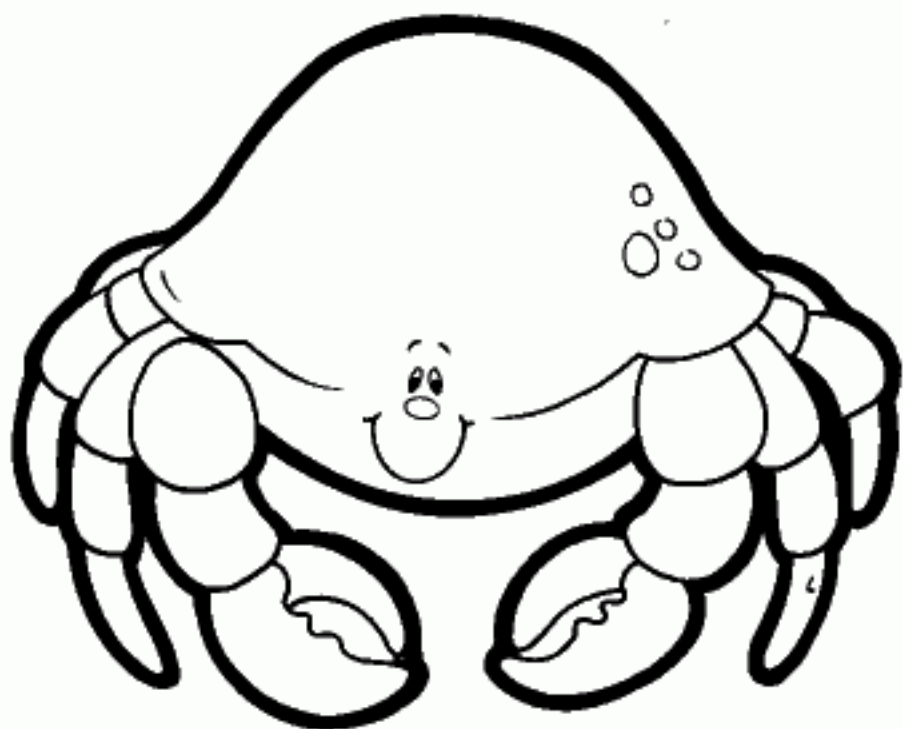


Sea Horse, Shrimp, and Lobster

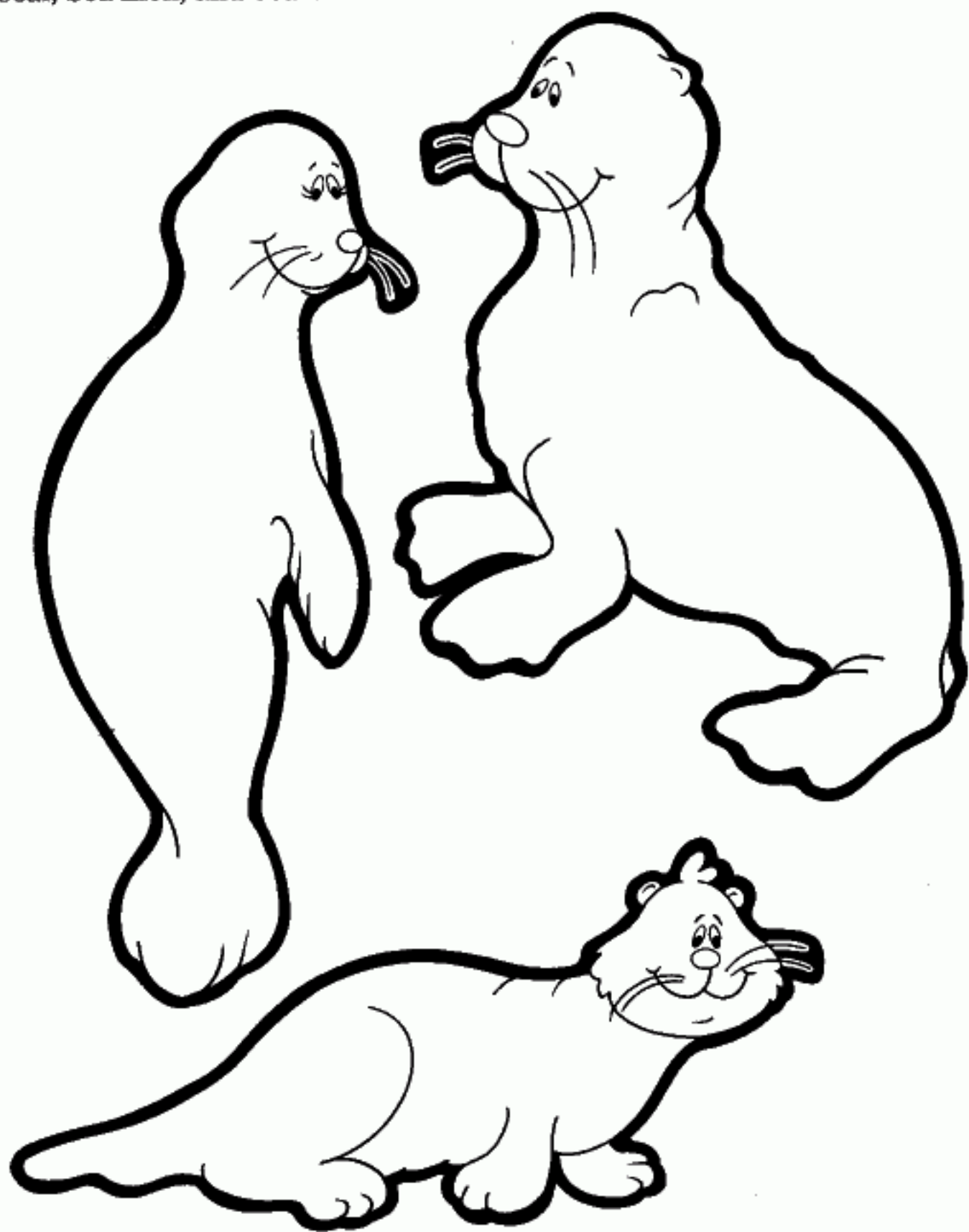


**Patterns**

Sand Crab, Horseshoe Crab, and Hermit Crab



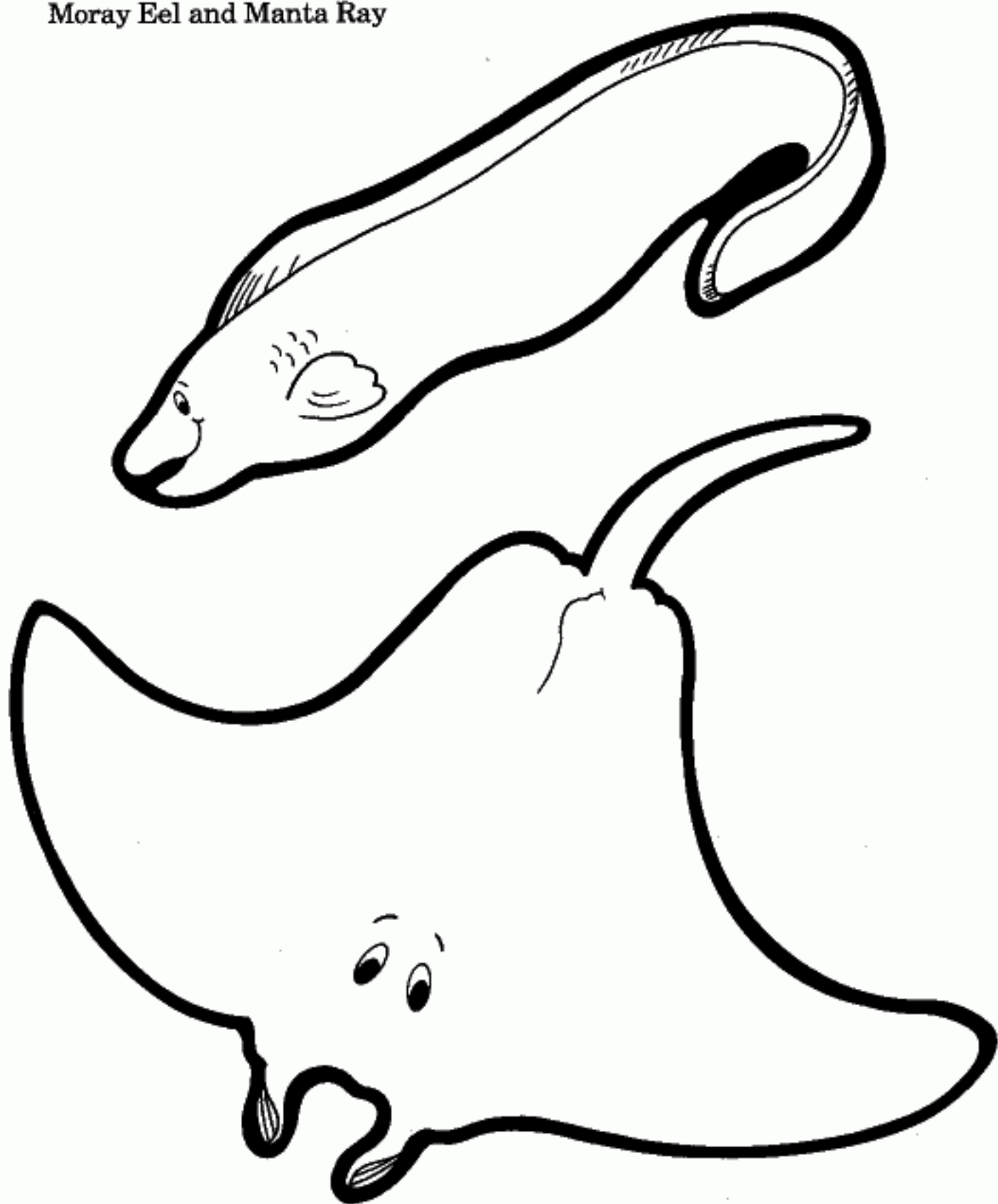
Seal, Sea Lion, and Sea Otter



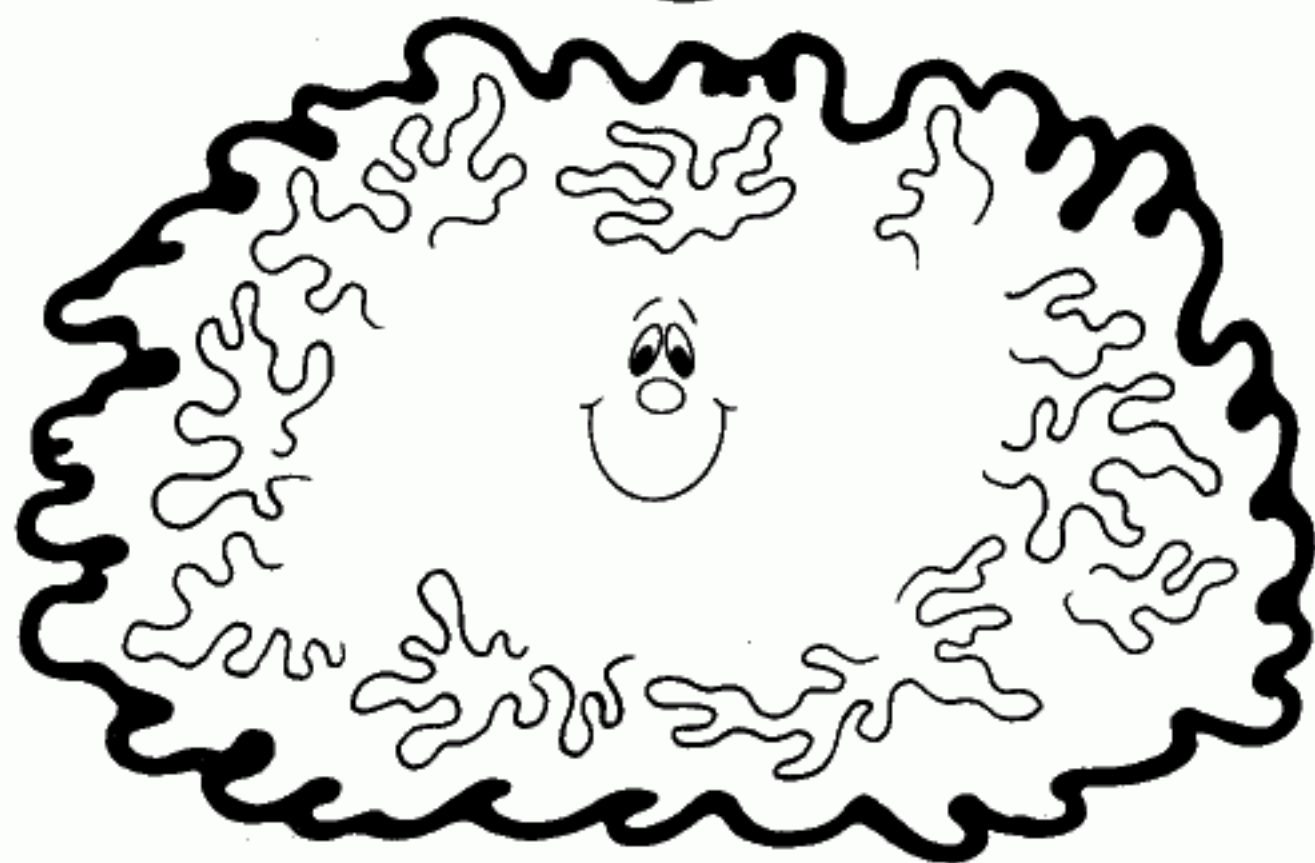
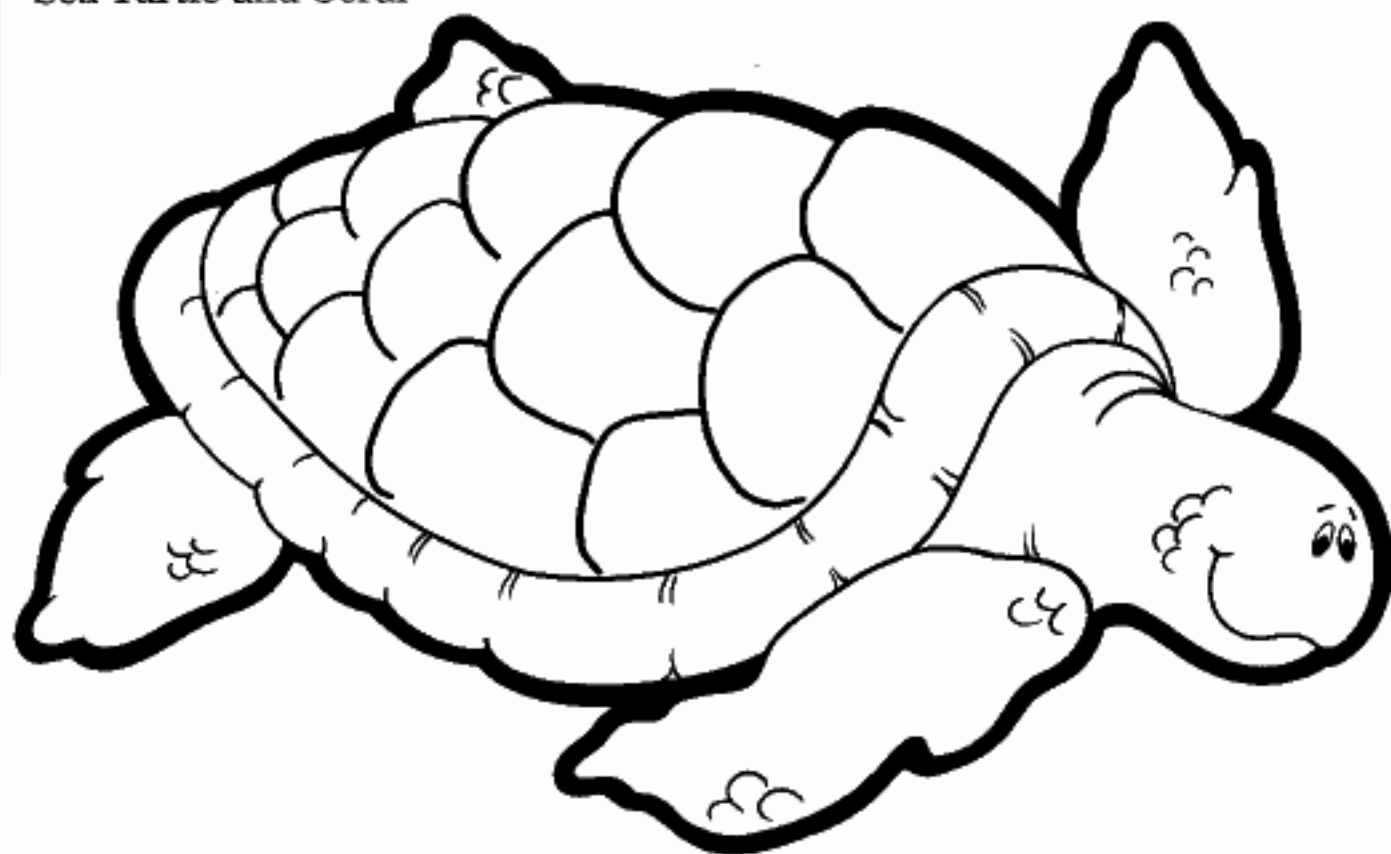


**Patterns**

Moray Eel and Manta Ray

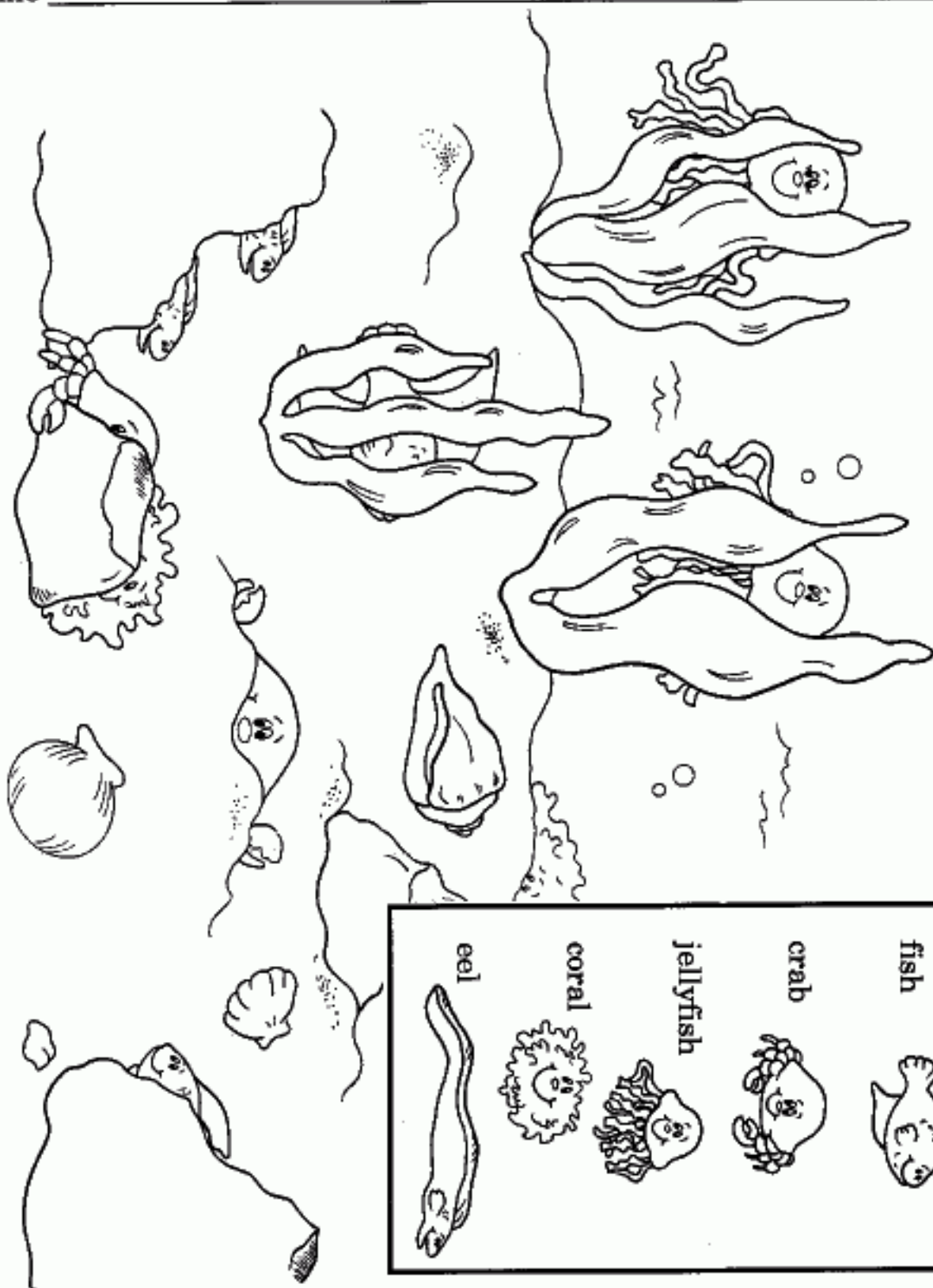







Sea Turtle and Coral



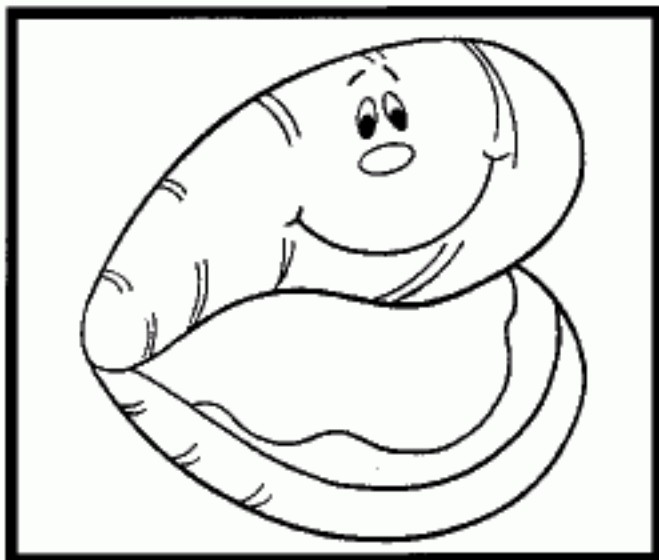
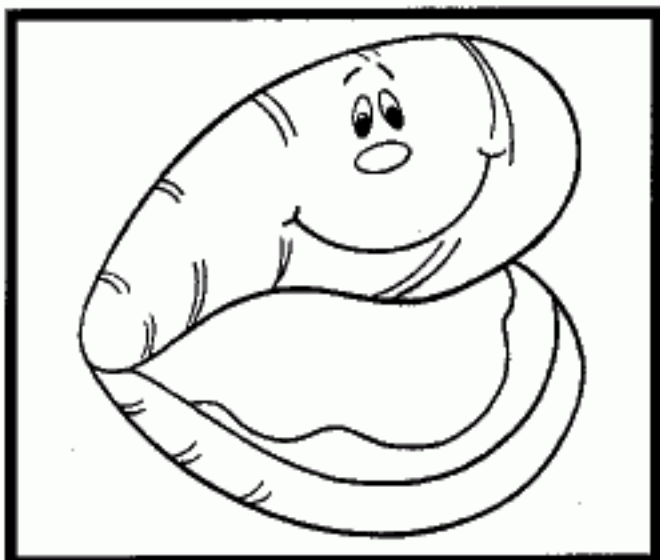
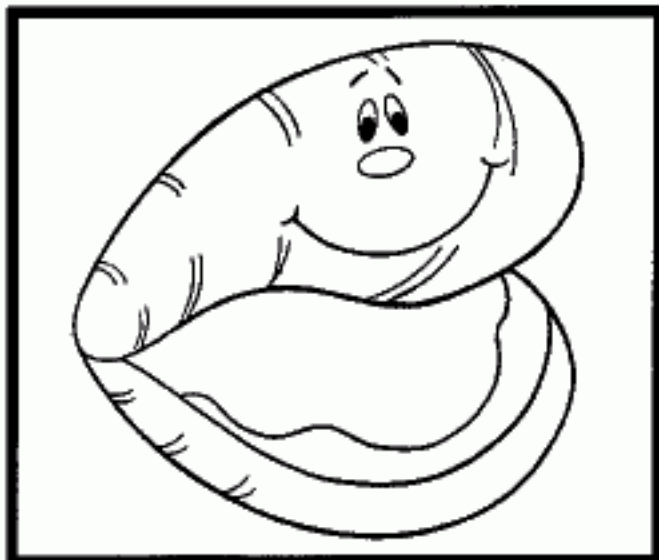
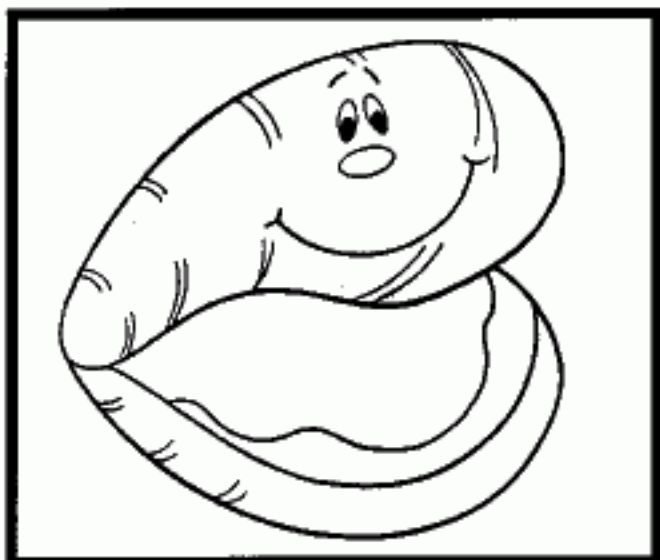
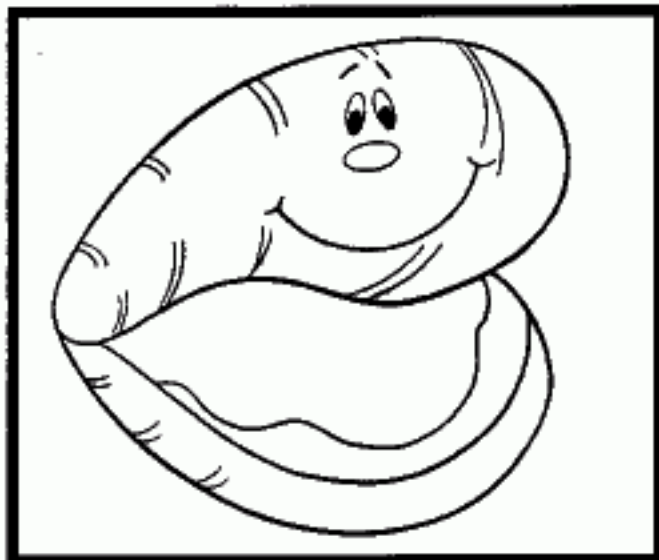
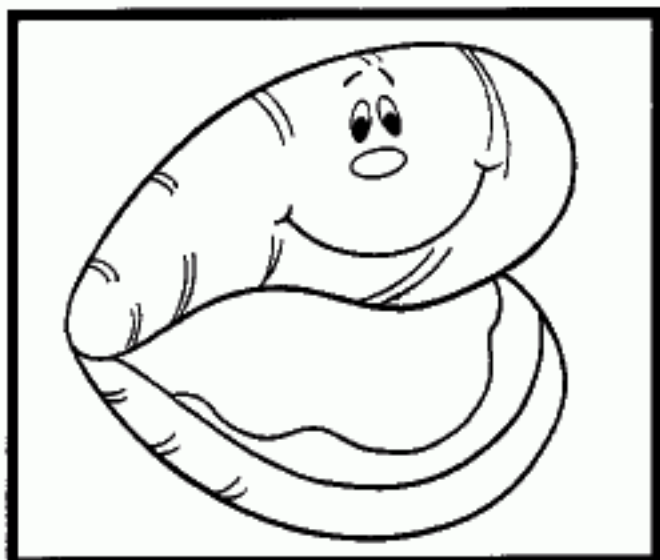
**Worksheet**  
**Hidden Ocean Animals Worksheet**

Name \_\_\_\_\_



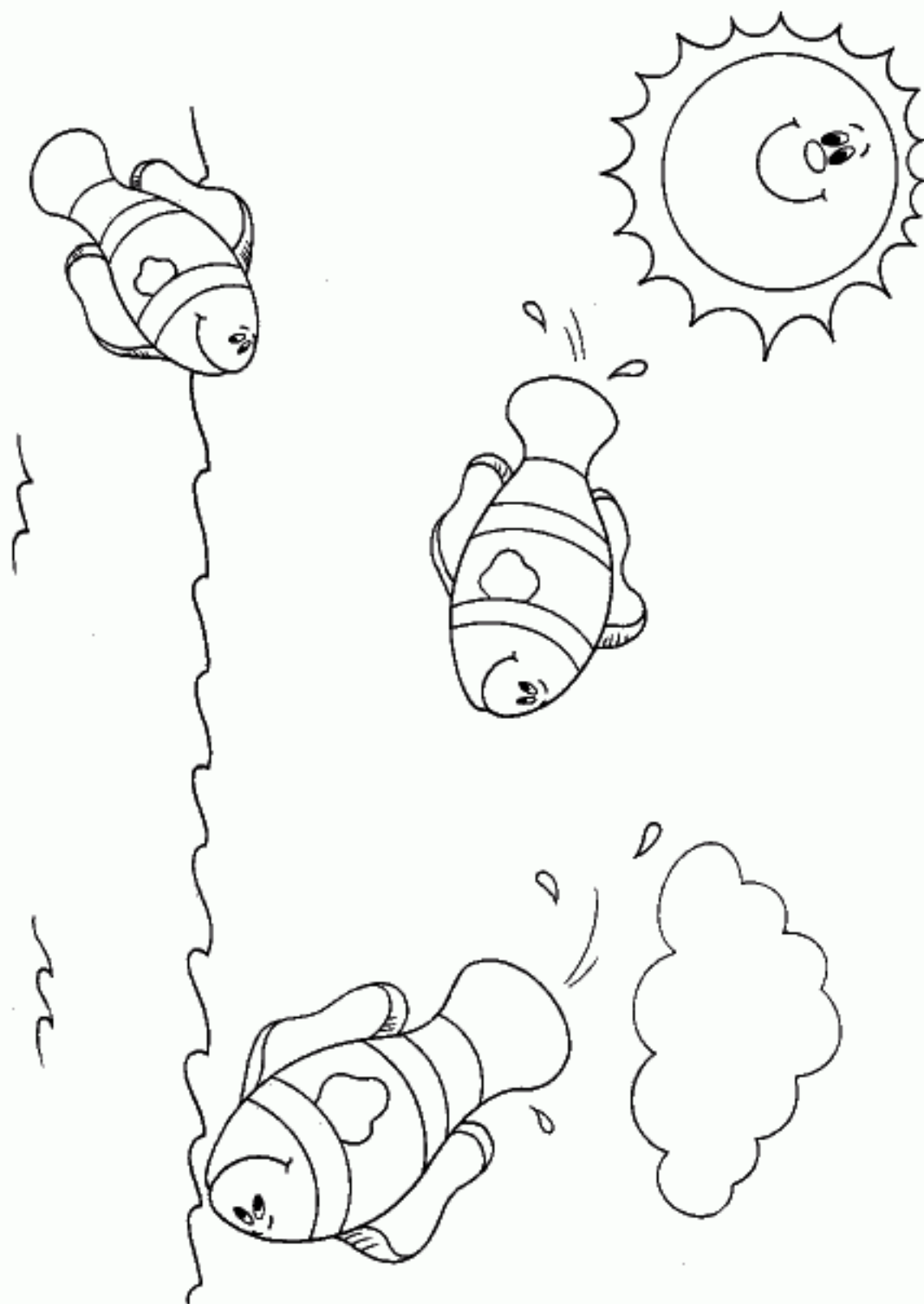
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	crab
	jellyfish
	coral
	eel

ABC Sequencing Clam Shell Cards

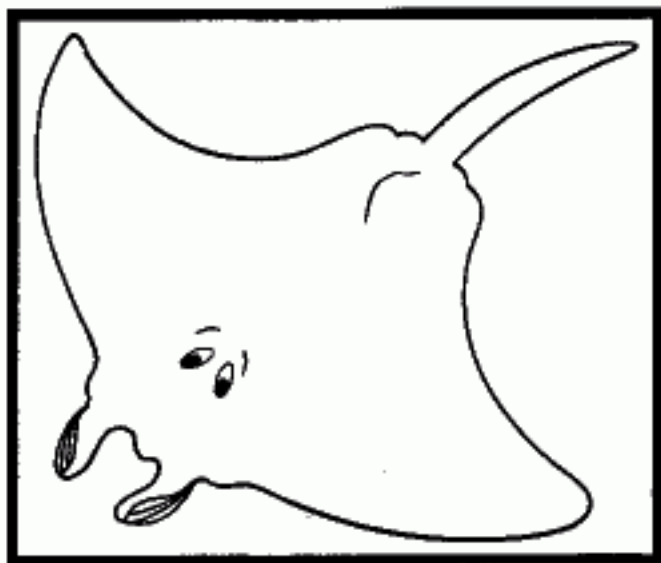
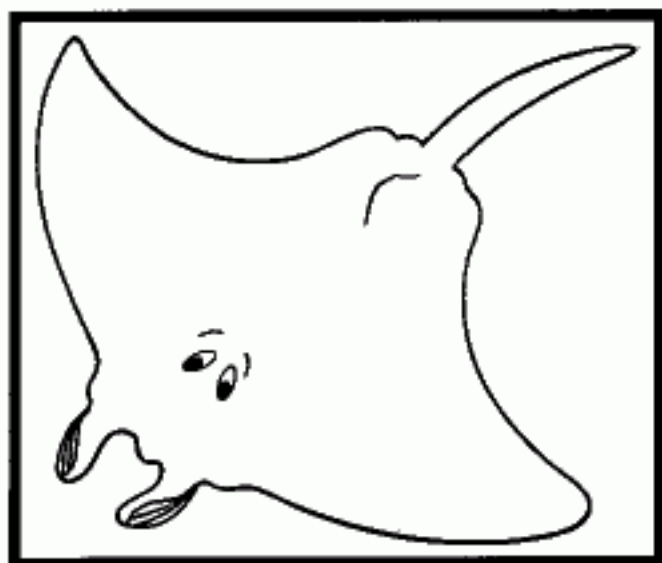
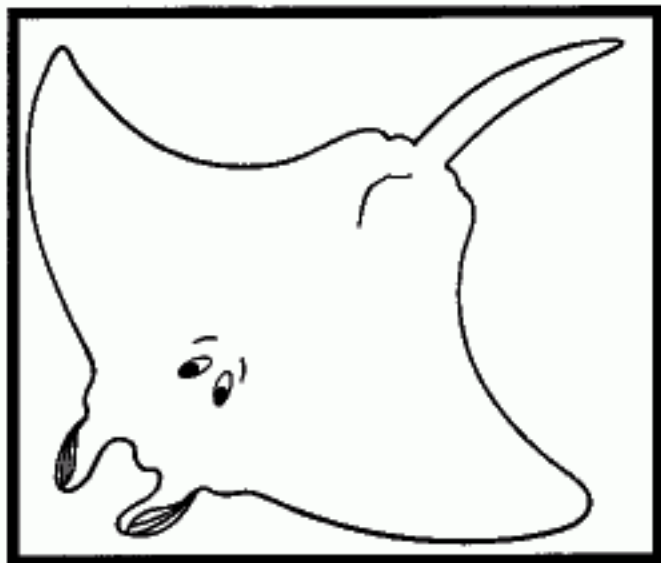
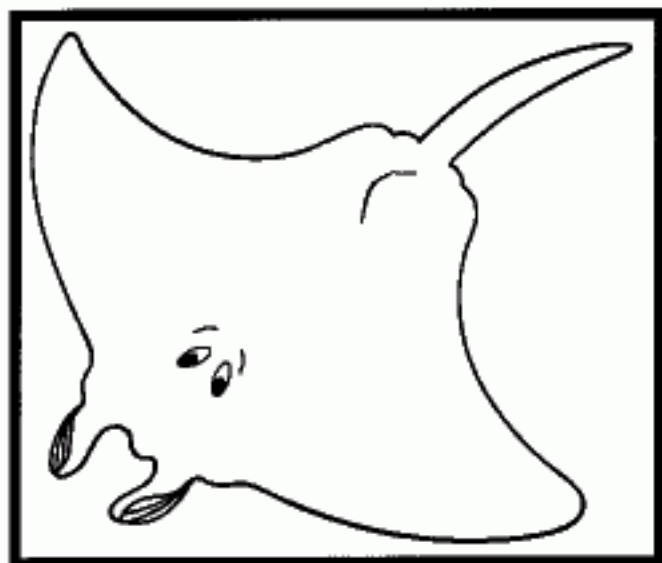
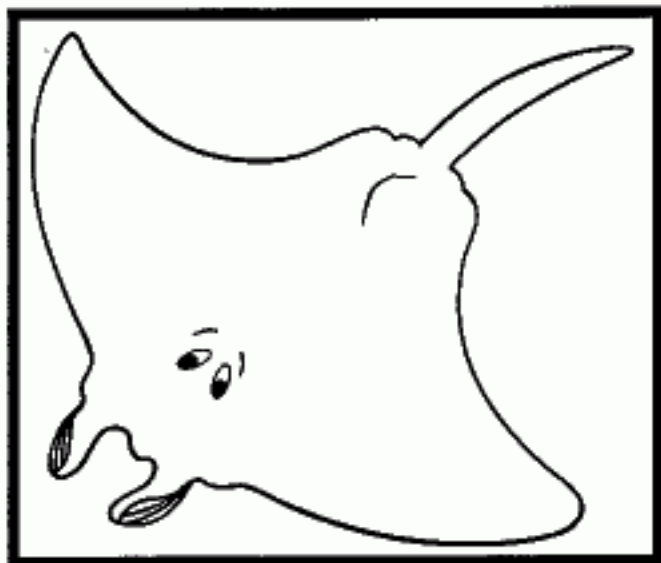
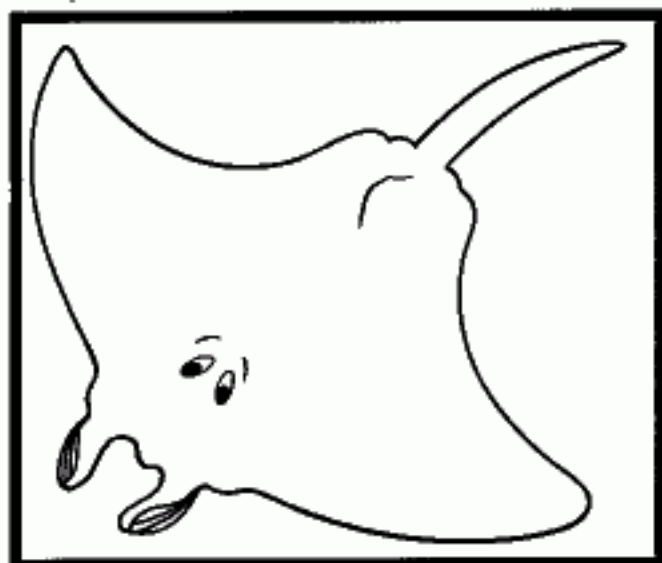


**Worksheet**  
**Jumping Fish Worksheet**

Name \_\_\_\_\_

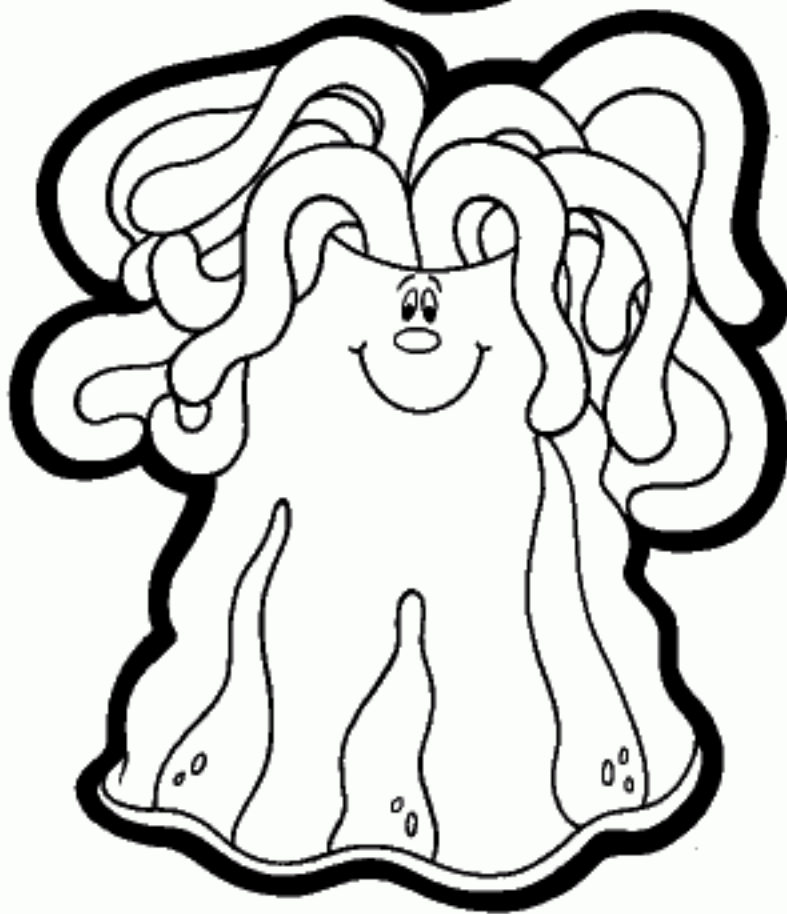
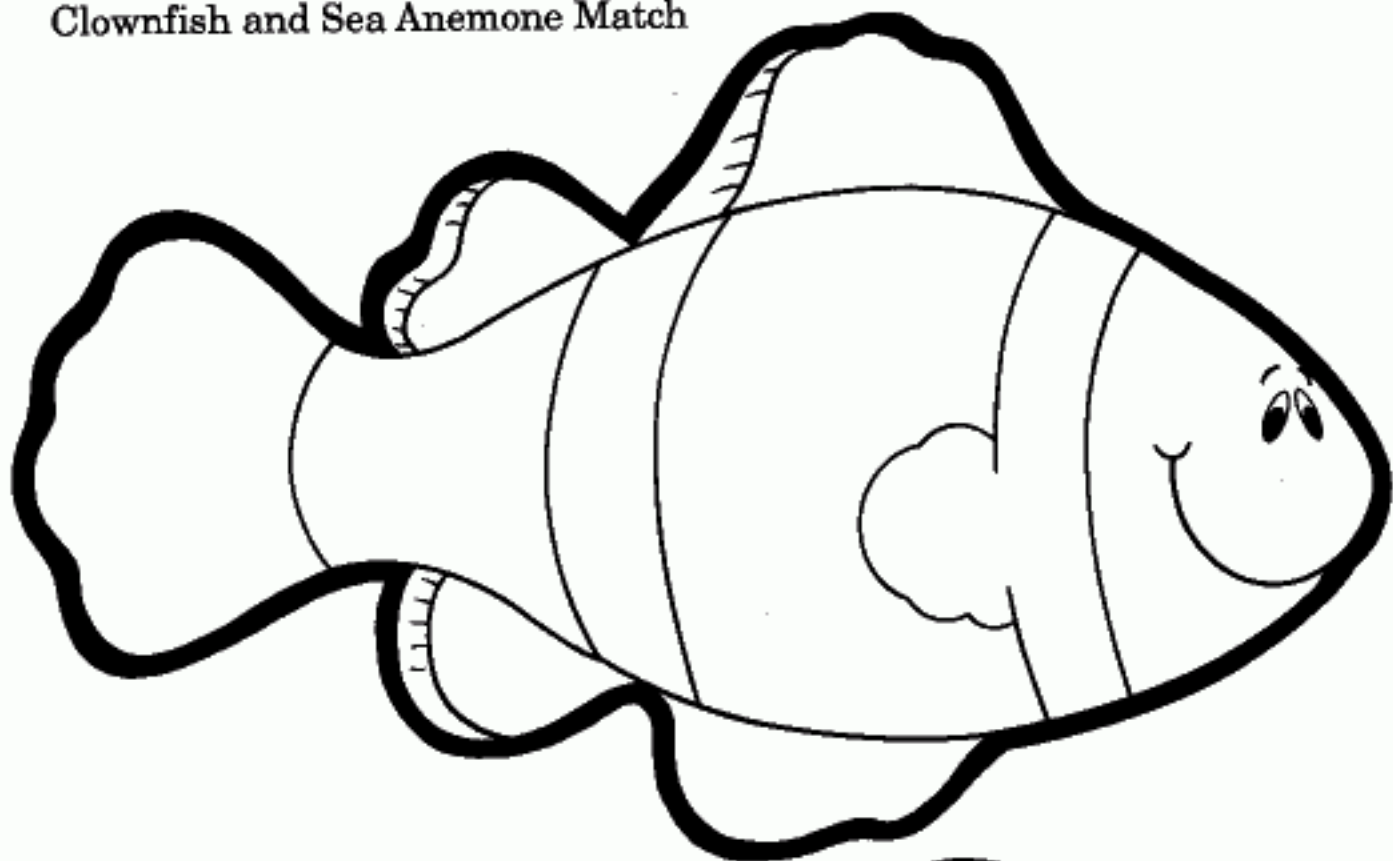


Manta Ray Letter Sorting Cards

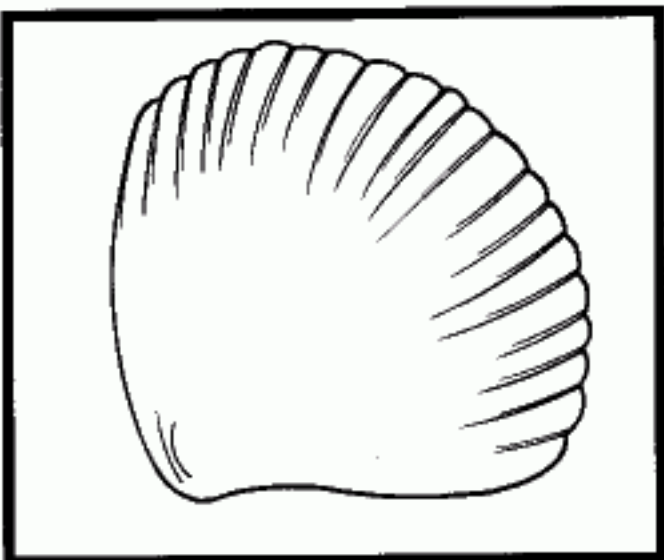
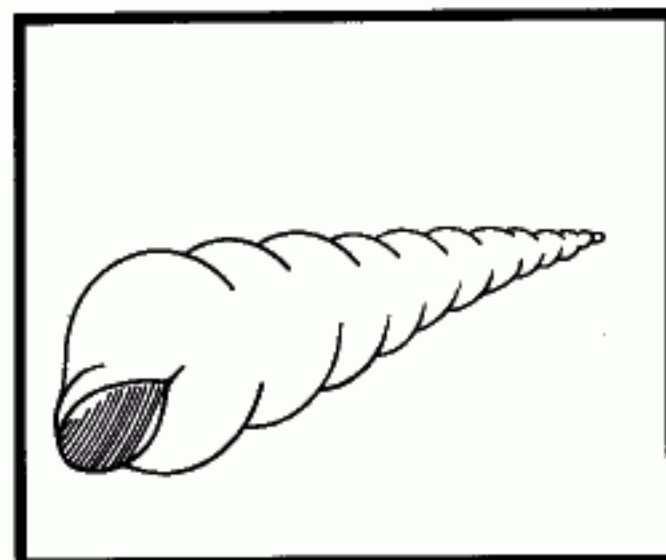
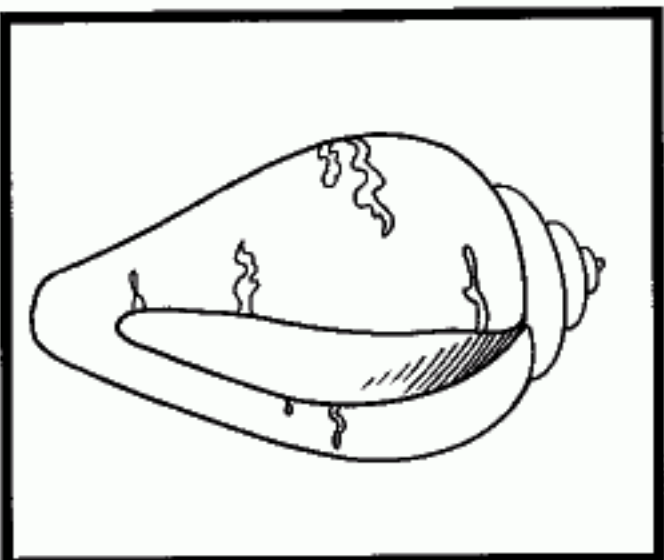
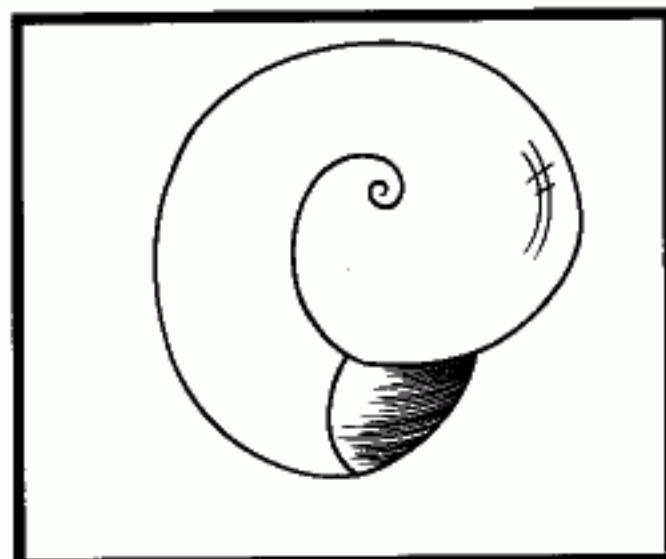
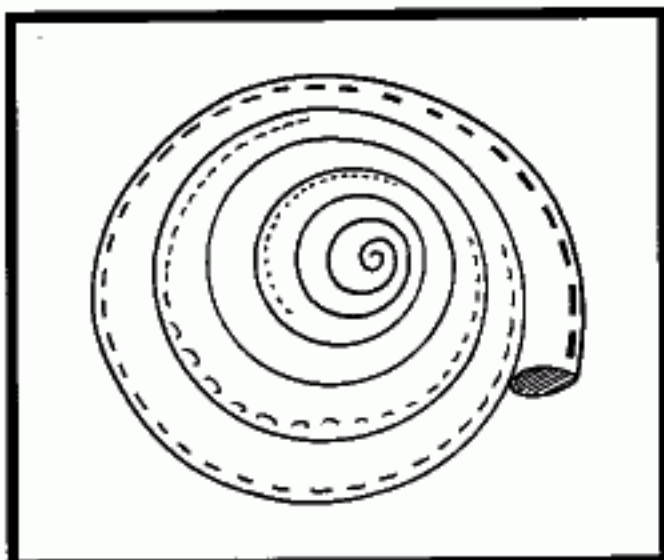
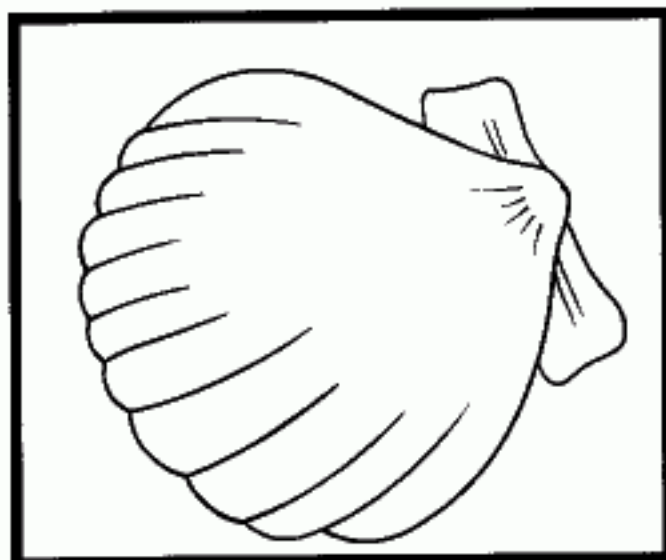


**Patterns**

**Clownfish and Sea Anemone Match**



Shell Matching Cards

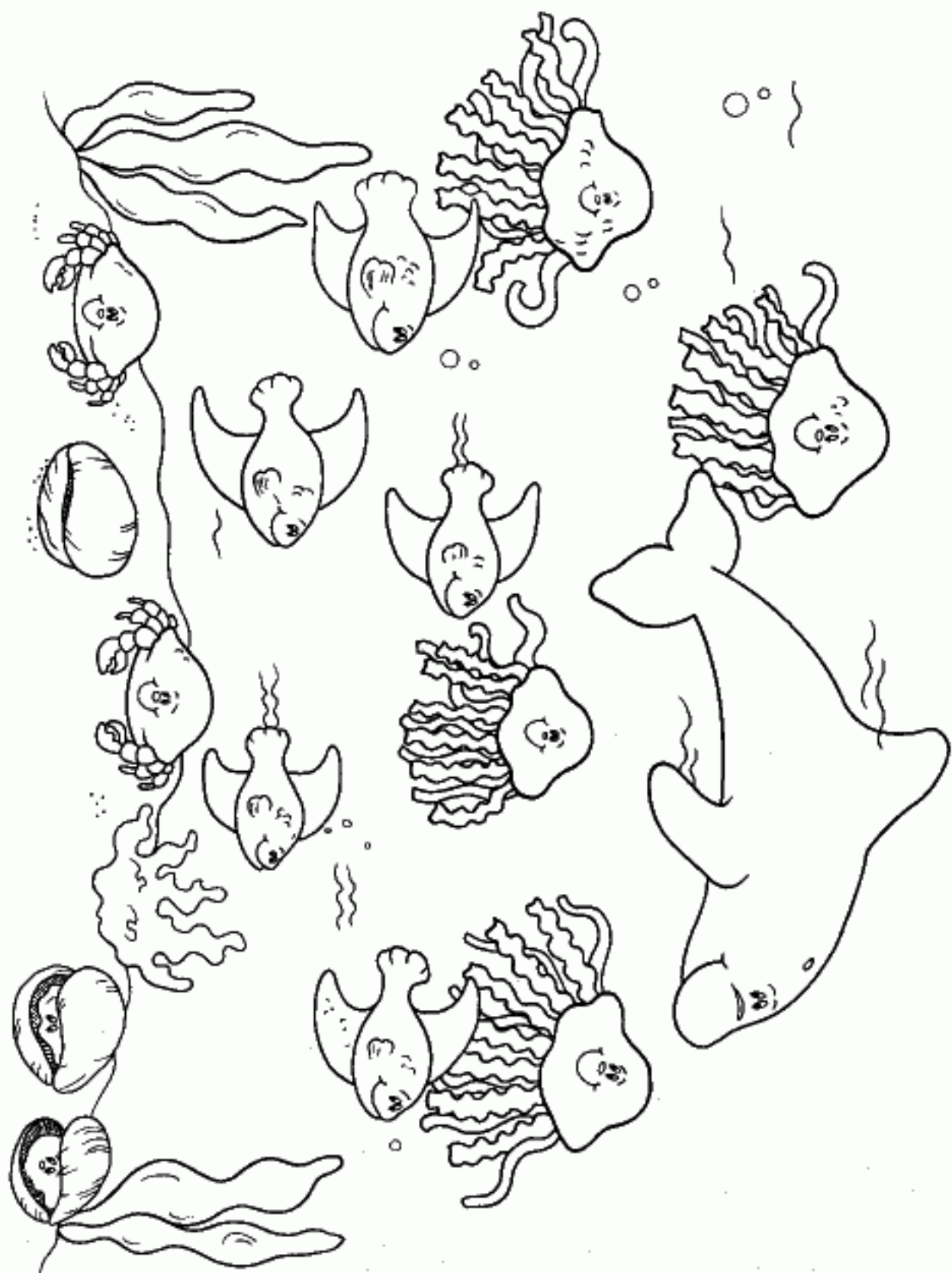




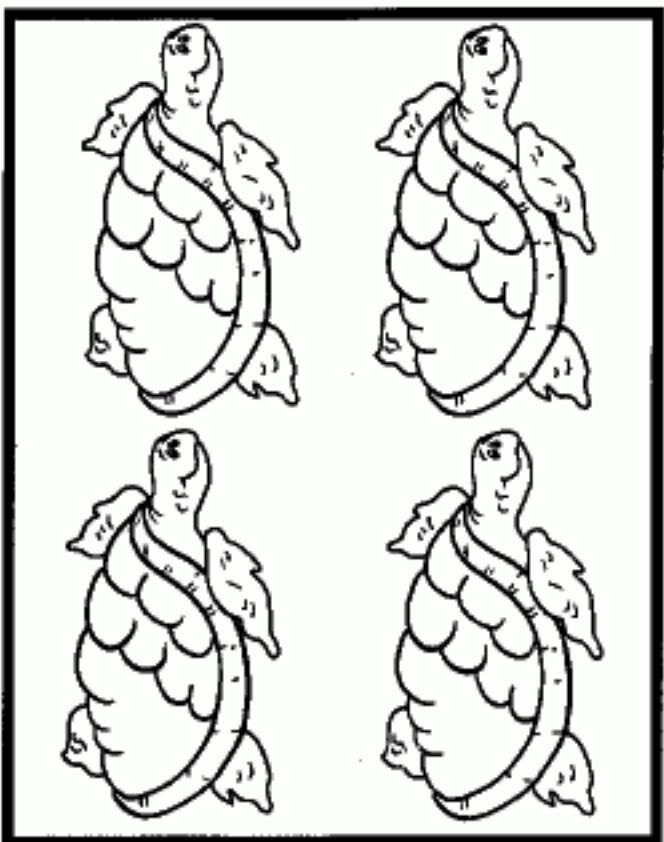
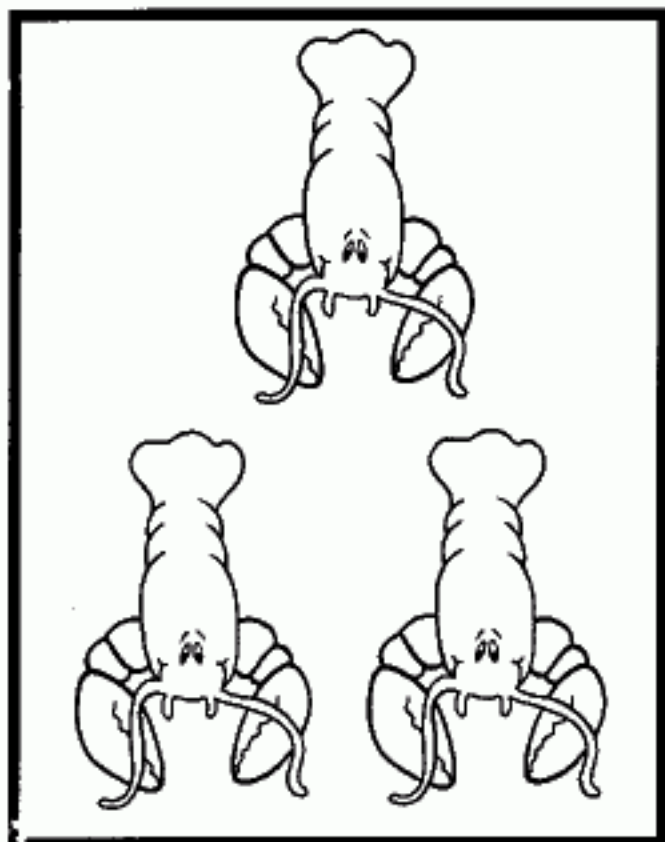
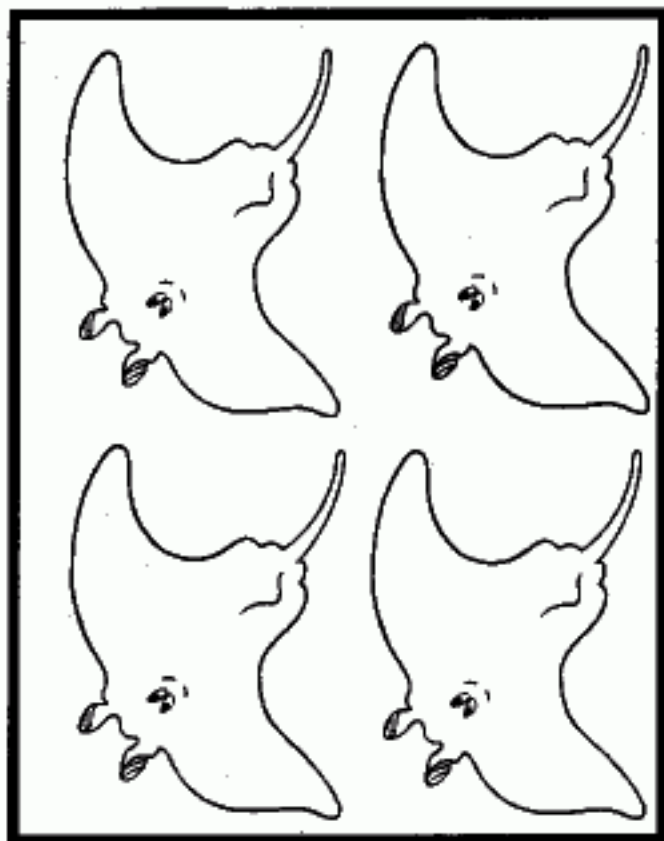
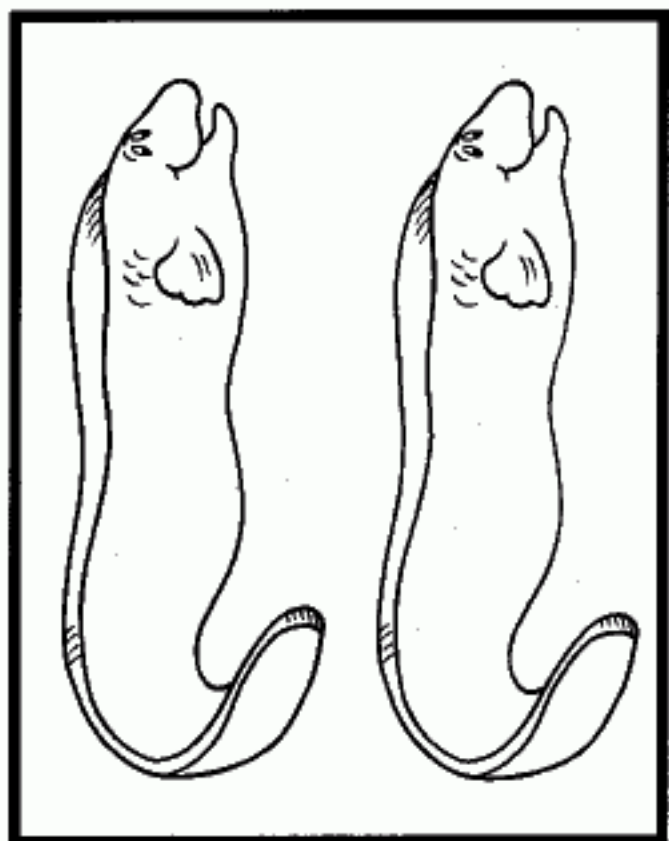
# Worksheet

## Ocean Scene Counting and Coloring Worksheet

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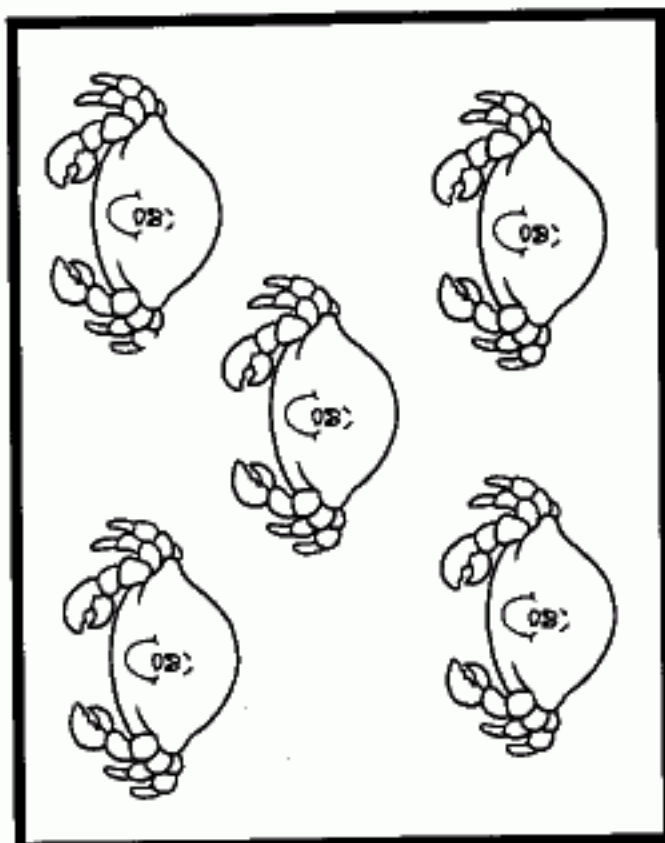
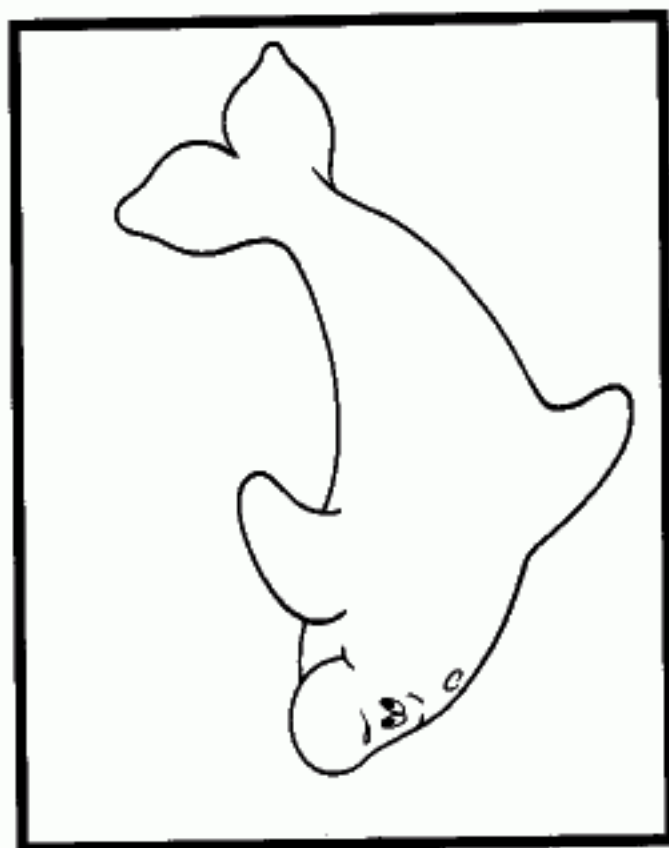
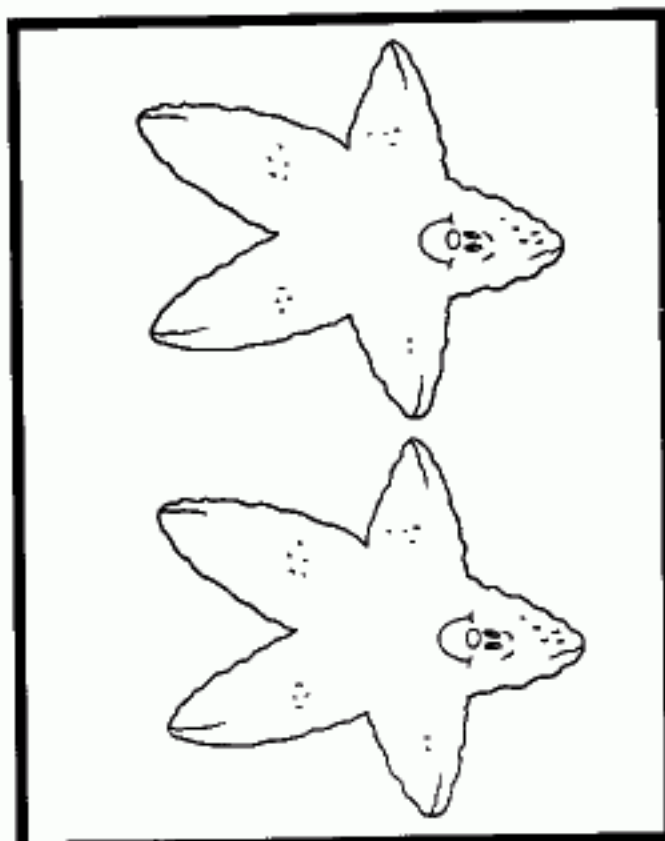
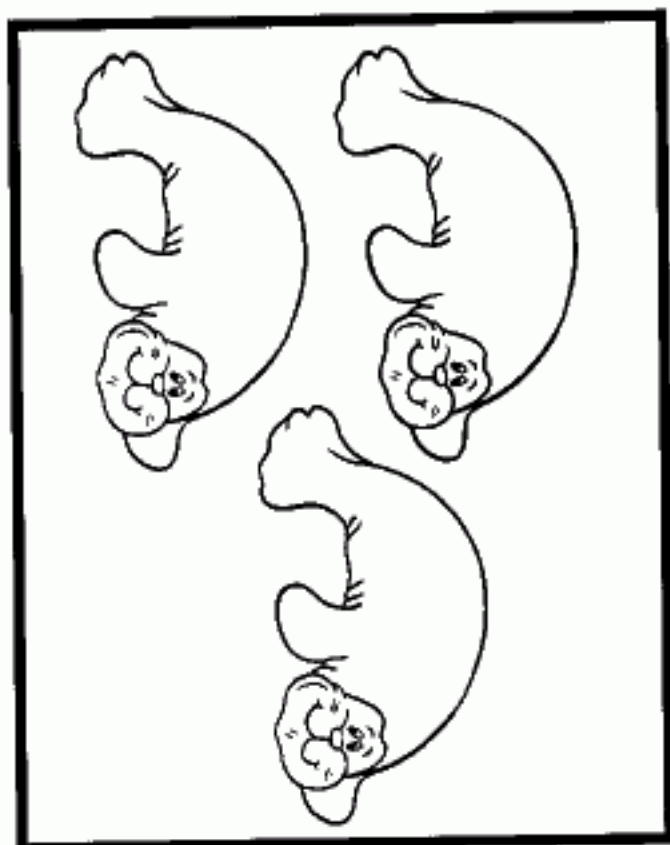


Equal vs. Unequal Cards

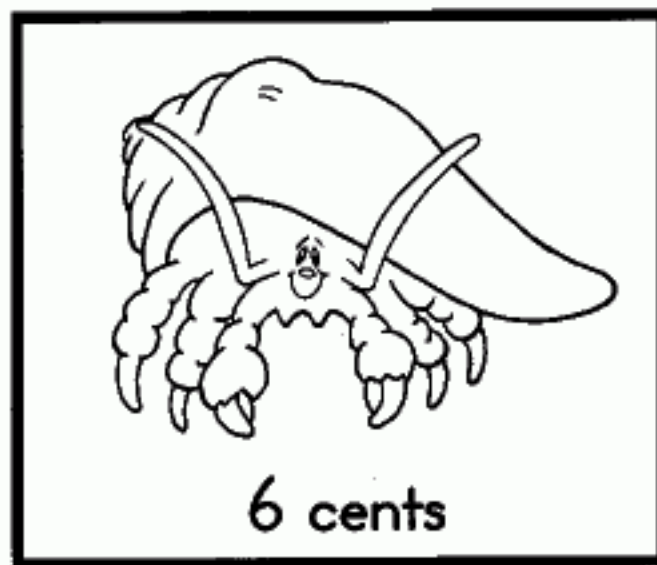
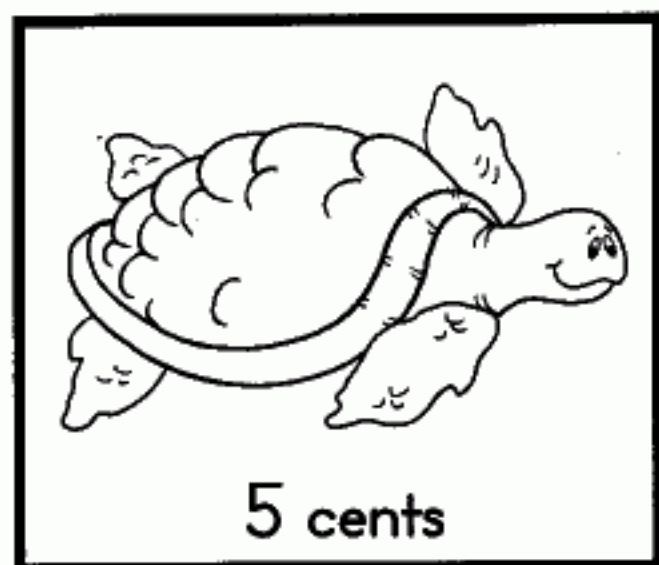
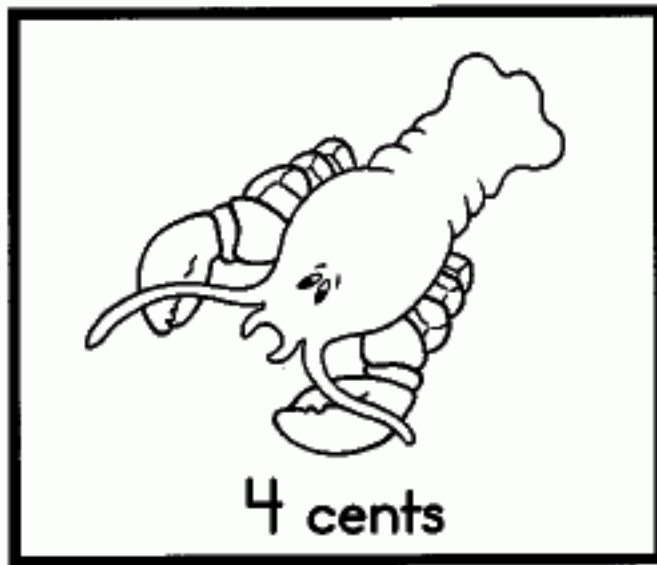
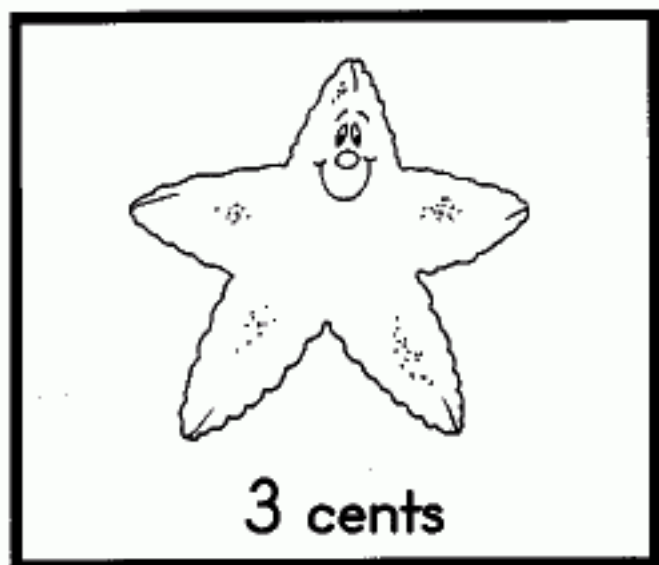
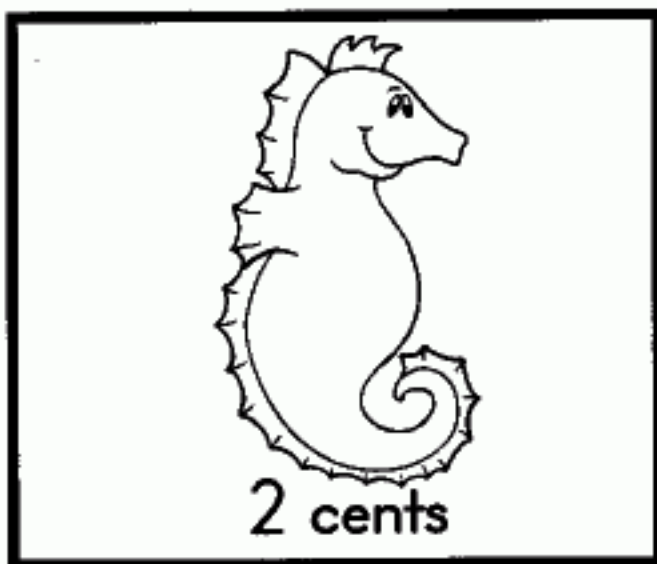
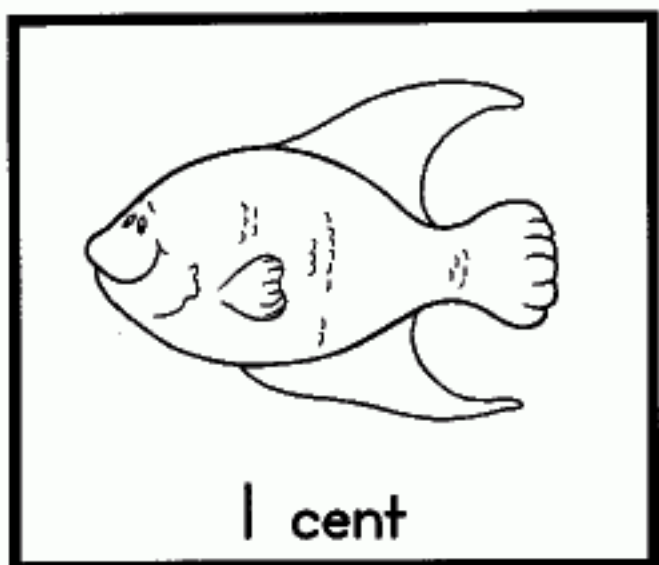


# Patterns

## Equal vs. Unequal Cards

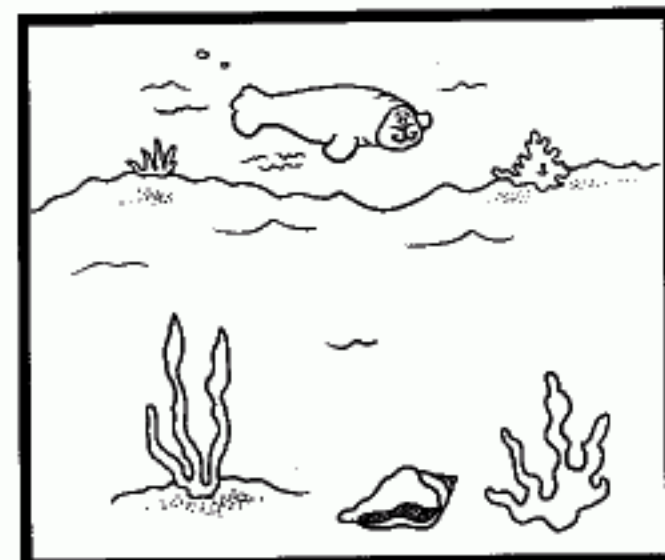
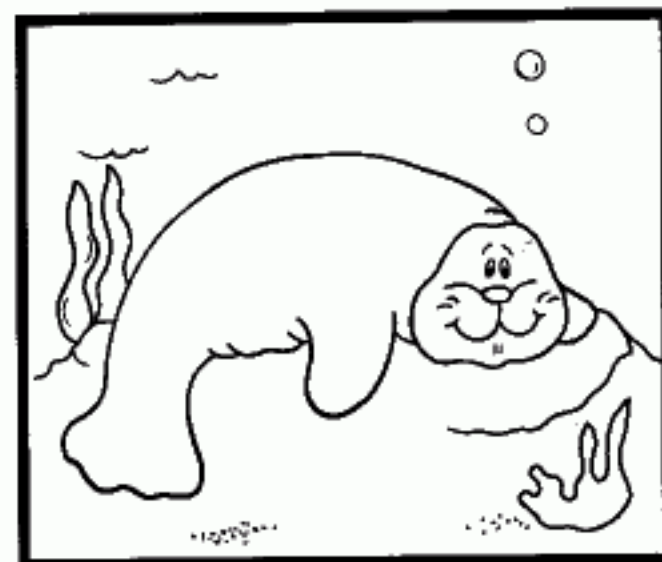
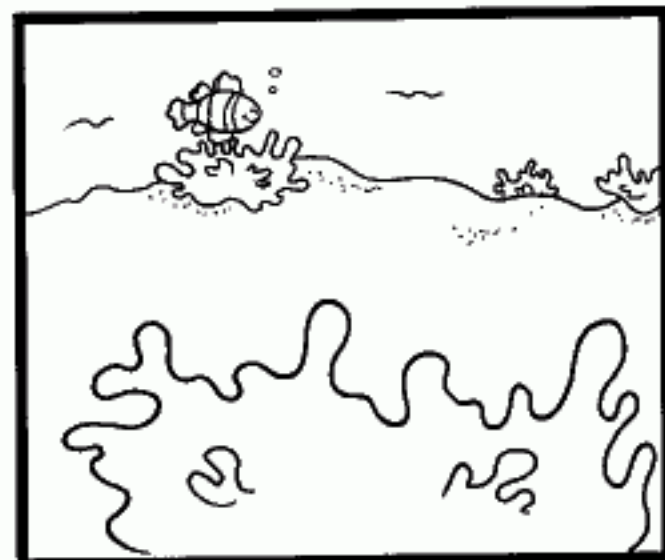
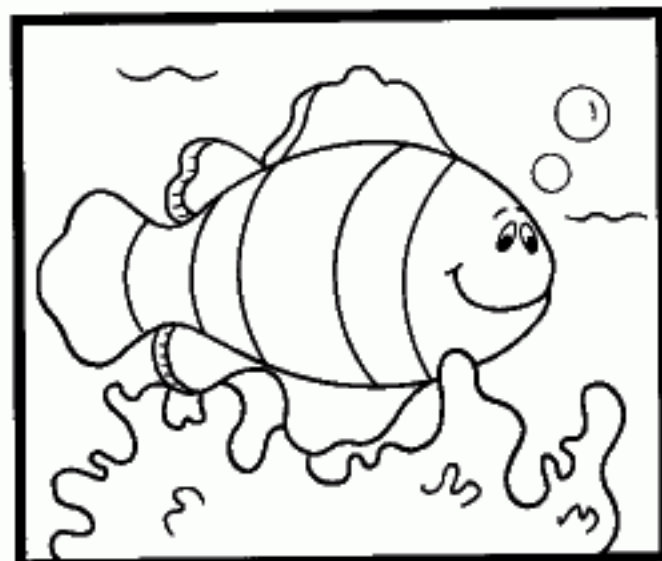
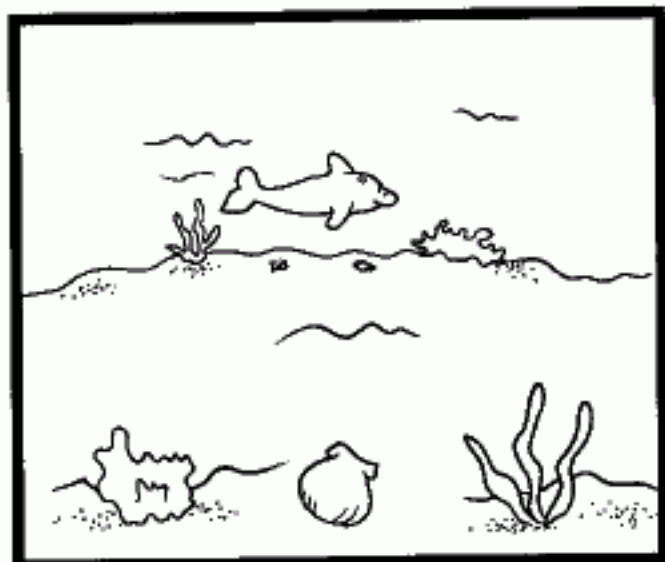
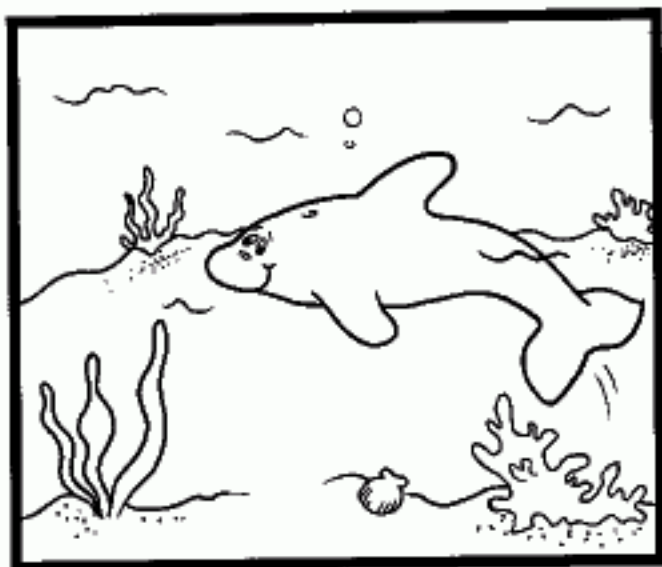


Buying Ocean Animal Cards

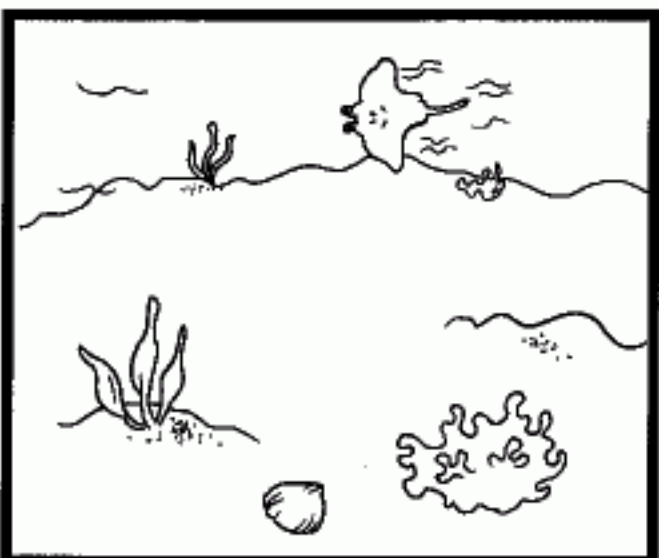
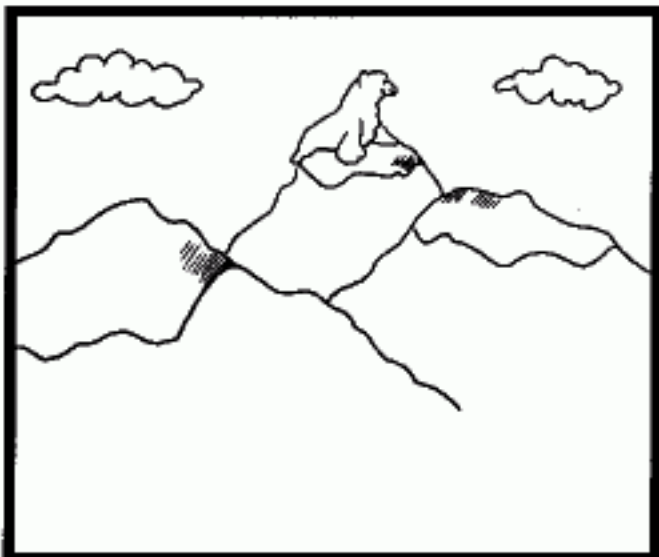
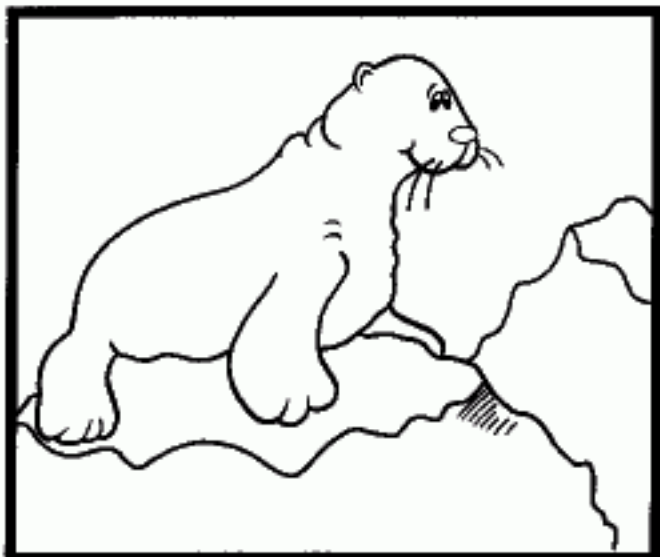
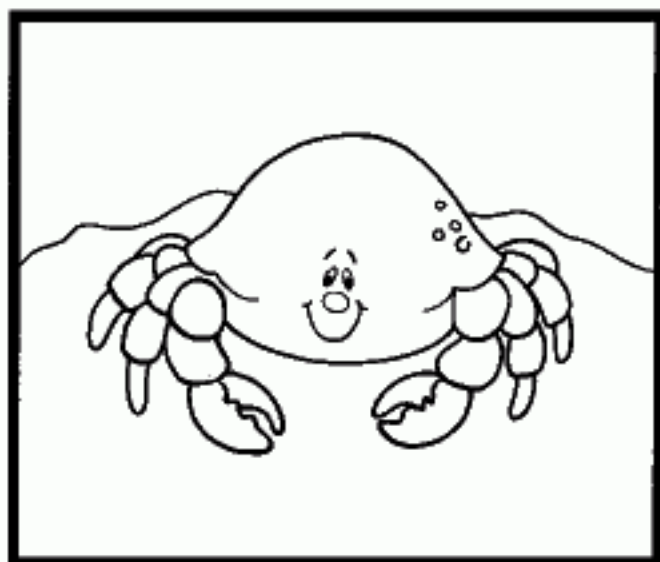


# Patterns

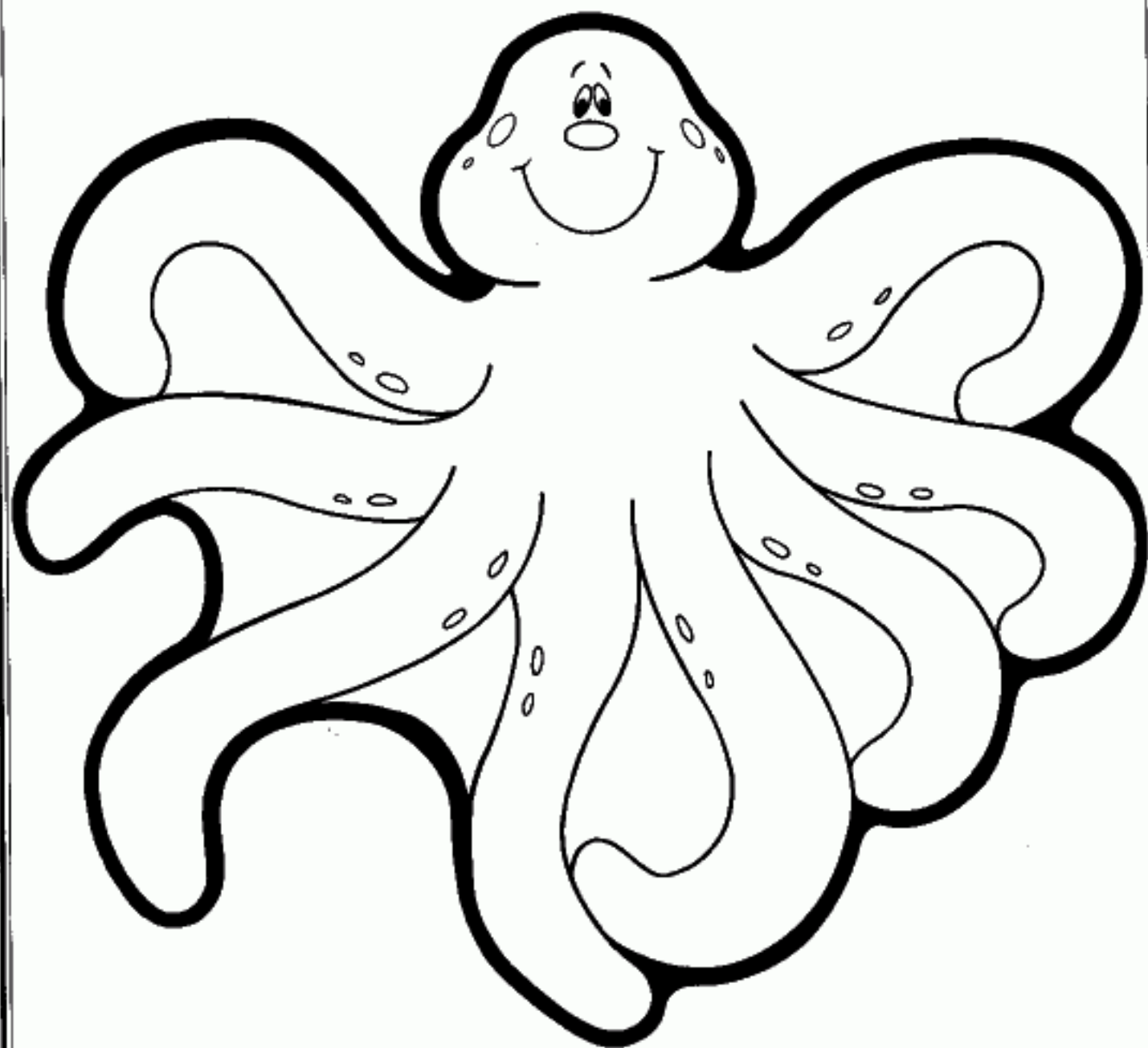
## Close Up and Far Away Cards



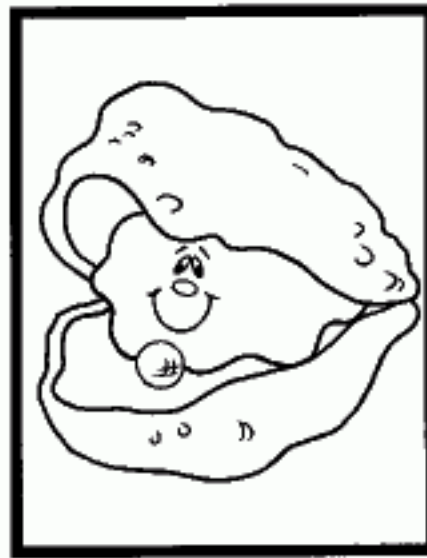
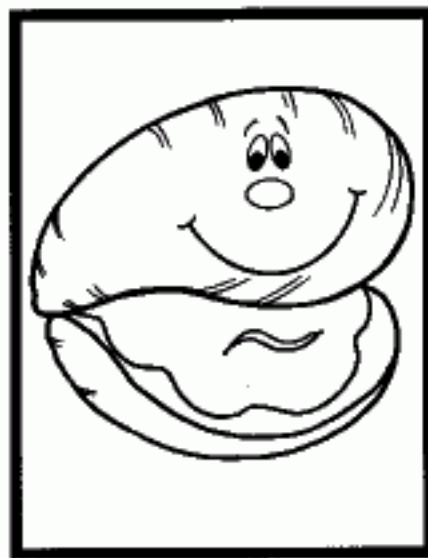
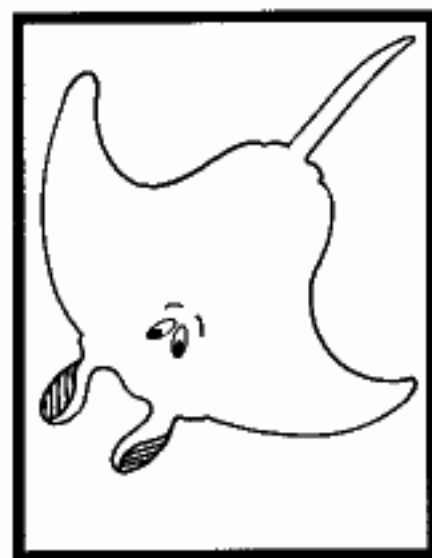
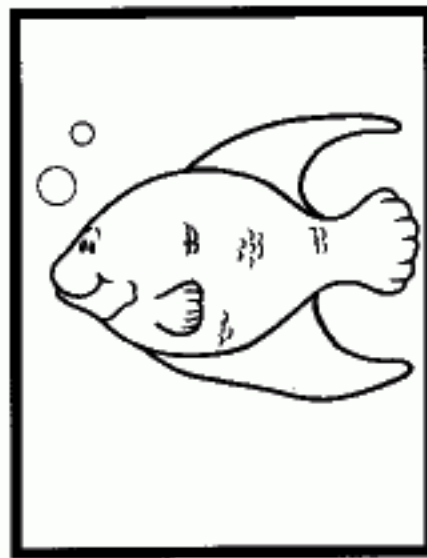
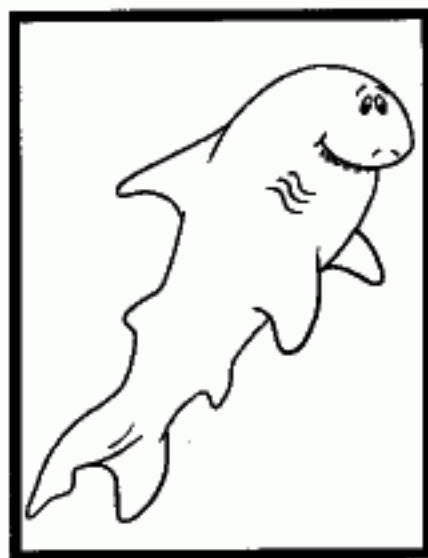
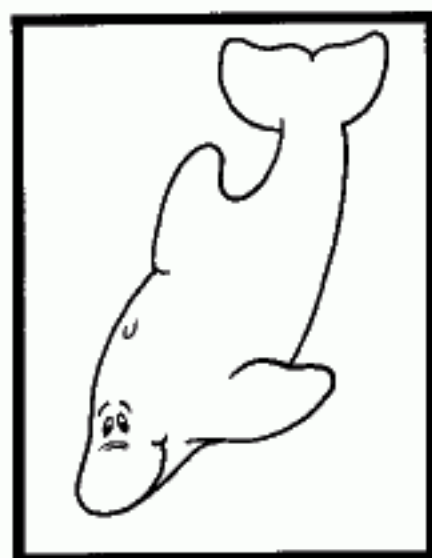
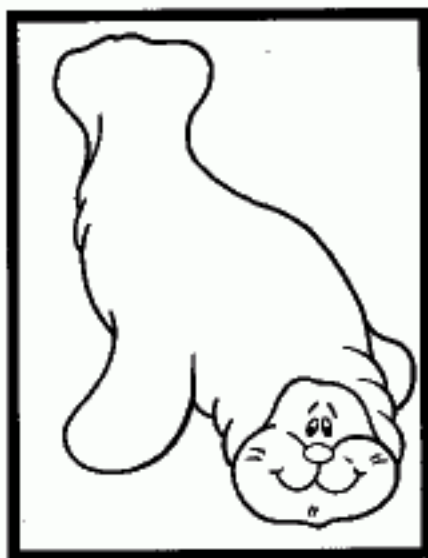
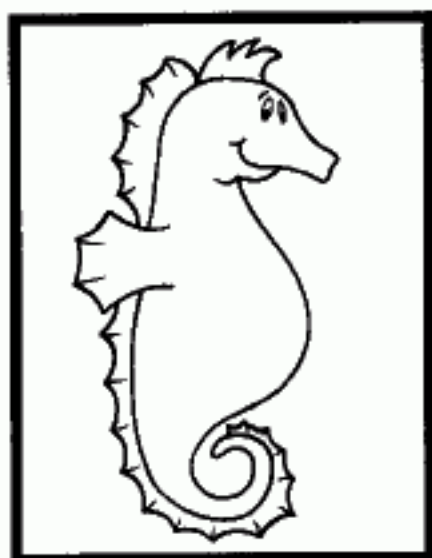
Close Up and Far Away Cards



**Patterns**  
Octopus Matching



Go Fish Cards





Patterns  
Go Fish Cards

