

Project G.L.A.D.
Forest Grove School District
Ocean Life

Idea Pages

I. UNIT THEME: The ocean is full of life; mammals, fish, reptiles, birds, invertebrates, and plants and because of this we need to take care of our oceans.

II. FOCUS/MOTIVATION/CUE SET

- Big Book *The Important Thing About the Ocean Is...*
- Video
- Inquiry chart
- Observation charts
- Models of ocean plants and animals
- Realia- seashells, sand dollars, starfish, etc.

III. CLOSURE

- Summary letter to parents
- Social action plan
- Make an ocean mural
- Make ocean dioramas
- Field trip to the ocean
- Team chants

IV. CONCEPTS/UNDERSTANDINGS/CRITICAL LEARNINGS

Science

- The ocean is an ecosystem in which all species and “environments” are interconnected.
- There are 5 (7) oceans; North and South Pacific Ocean(s), North and South Atlantic Ocean(s), Indian Ocean, Southern (Antarctic) Ocean and Arctic Ocean.
- The 5 parts of the ocean include; tide pools, ocean surface, ocean floor (coral reef), open sea, and the abyss.
- What animals and plants live in the ocean?
- Mammals live in the ocean.
- Reptiles live in the ocean.
- Fish live in the ocean.
- Birds live on the ocean.
- Invertebrates live in the ocean.
- Plants live in the ocean.
- What are the characteristics of these ocean animals and plants?
- How do these plants and animals live in the ocean; how do they breath, eat, defend themselves, and where do they live?

- How do these species adapt to their environment?
- How are endangerment and extinction of species affected by human activities?

Social Studies

- Human activities have negatively affected ocean life.
- How can we positively affect ocean life?
- What animals and plants in the ocean are threatened or endangered?
- What are governmental policies regarding endangered ocean life?
- What careers are available in the study of ocean life?

V. VOCABULARY

change	root	stem	leaf
flower	seed	mammal	fish
reptile	bird	characteristics	species
endoskeleton	exoskeleton	invertebrate	ocean
tide pool	ocean surface	ocean floor	coral reef
open sea	the abyss	threatened	endangered
extinct	lungs	gills	scales
cold-blooded	warm-blooded	conservation	oceanographer
marine biologist	future	environment	ecosystem
regenerate	carbon dioxide	oxygen	marine
currents	tides	waves	crustaceans
mollusks	protection	adaptations	camouflage
predators	hatchlings	destroy	protect
enemies	fins	blowhole	beaks
wings	spawning	whales	dolphins
sea otters	seals	sea lions	porpoise
manatees	sharks	eels	manta rays
skates	sea horses	turtles	sea snakes
marine iguanas	crocodiles	puffins	gulls
terns	pelicans	salmon	halibut
flounders	coral	crabs	clams
squid	octopus	sea anemones	starfish
lobsters	sea urchins	shells	jellyfish
sea weeds	kelp	baleen	blubber
carnivore	herbivore	echolocation	fluke
food chain	photosynthesis	plankton	pods
prey	vertebrates		
and many other ocean animals and plants			

VI. ORAL LANGUAGE/READING/WRITING SKILLS

- Chants
- Cooperative picture file activity
- Think/pair/share
- 10/2
- Farmer in the Dell
- Expert group sharing
- Story map
- Vocabulary matching on pictorial input
- Process grid
- Team tasks
- T-Graph for social skills
- Total class modeling of reading and writing
- Done in primary language/English
- Used as reading/ writing practice- all genre
- Listen and sketch
- Focused reading
- Shared, guided, and flexible group reading
- Interactive reading
- Strip paragraph
- Expert groups
- Oral book sharing –in primary language and heterogeneous groups
- Flip chants
- Ear-to-ear reading
- Mind-mapping
- Big Books –in many languages
- Reader's Theater
- Cooperative team reading
- Reading the walls
- DEAR- Drop Everything And Read
- DEAW- Drop Everything And Write
- Reading/Writing to all genre, domains
- Journals, Logs, Mind-mapping
- International Library
 - fiction and non-fiction
 - variety of languages
- Read aloud by teacher and students of a variety of literature, including students' work
- Writers' Workshop
- Author's chair
- Choice
- Metacognition-Mini-lesson and Conferencing
- Know the meaning of words
- Know and use words correctly

- Summarize main ideas, facts and events in literary and informative selections
- Identify cause and effect relationships and make simple predictions
- Identify facts in literary and informative selections
- Analyze and evaluate information and form conclusions by comparing and contrasting information in reading selections
- Locate information using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams and/or tables
- Make connections between reading selections and personal experiences
- Demonstrate control of correct spelling
- Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions
- Demonstrate control of nouns, verbs, and adjectives
- Use correct sentence construction
- Learn and use the writing process as a tool to learn, reflect and communicate
- Identify/choose appropriate audience for writing
- Develop flow and rhythm of sentences, and use complex sentences to increase variety in sentence structure
- Use correct spelling, grammar, punctuation and capitalization

VII. MATH/SCIENCE/SOCIAL STUDIES SKILLS

- Threatened and endangered species graphs
- Length of whales graph
- Measurement of whales and sharks
- Creating models of ocean life
- Cooking- Seawiches, Ocean in a Cup, Iceberg Punch
- Science Explorations –Clean Up an Oil Spill, fresh water vs. salt water
- Beach Clean Up
- Make a tide pool
- Adopt a whale
- Team action plan
- Ocean mural
- Arrange parts of a cycle in order
- Identify examples of change
- Recognize and explain characteristics of living things
- Identify cause and effect relationships in biological and physical systems
- Use the senses to gather information
- Know how to observe
- Share information gained through observing by speaking, writing, drawing or constructing
- Use numbers to observe, measure, compare and communicate information
- Use previously observed information to predict possible future events
- Ask questions to solve problems
- Use integrated scientific processes of observing recorded data and predicting to answer questions

- Record data based on observations
- Classify organisms based on a variety of characteristics
- Identify basic needs of living things
- Identify how some animals gather food, defend themselves and find shelter
- Estimate solutions to problems and determine if results are accurate and reasonable
- Develop understanding of measurement and concepts related to temperature, length, and weight
- Collect, organize, display and describe simple data using number lines, bar graphs and line graphs
- Carry out simple experiments and simulations and compare the predicted and actual outcomes
- Represent and describe mathematical relationships using words, symbols, pictures, and/or manipulatives
- Select and use relevant information in the problem to solve it
- Understand the purposes and roles of rules, leaders, and participants in government
- Identify ways that people can participate in their communities and the rights and responsibilities of membership
- Identify physical characteristics of places and compare them
- Describe how peoples' lives are affected by the physical environment
- Understand that limited resources make economic choices necessary

VIII. RESOURCES AND MATERIALS

Community:

- Environmental Protection Agency
- Oregon Fish and Wildlife Service
- U.S. Fish and Wildlife Service
- National Wildlife Federation
- National Audubon Society
- Global Tomorrow Coalition/West
- Marine Education Project
- Pacific Science Center
- Project WILD (Aquatic Project WILD)
- The Whale Museum
- Newport Aquarium
- Hatfield Aquarium

Music:

- *Baby Beluga*, Raffi
- *Teachin' Tunes*, Ron Brown

Teacher Resources:

- *Tails of the Sea*, Karen Shackelford
- *Whales*, Linda Spizzirri
- *Whales*, Jo Ellen Moore, Joy Evans, and Leslie Tryon
- *Whales*, Adela Garcia
- *Fish*, Rozanne Williams
- *Ocean Life*, (The Mailbox) Kimberly Fields and Sharon Murphy
- *Oceans*, Dr. Judi Hechtman, Sandra Ford Grove, and Tonya Mester
- *Life in the Ocean*, Edward P. Ortleb
- *Endangered Oceans*, Toni Albert, M. Ed.
- *Ocean Life*, Lisa Jo Rudy
- *Whales*, Kath Buffington, Maria Fleming, Deborah Kovacs, Karen Steuer, and Nathalie Ward
- *The New York Aquarium Book of the Water World: A Guide to Representative Fishes, Aquatic Invertebrates, Reptiles, Birds, and Mammals*, William Bridges
- *The Sea Around Us*, Rachel Carson
- *The Sea*, Leonard Engel
- *A Guide for Using The Magic School Bus on the Ocean Floor in the Classroom*, Ruth M. Young, M.S. Ed.
- *The Ocean Book*, The Center for Marine Conservation

Web Sites:

- www.seaworld.org
- www.buschgardens.org
- www.seaworld.org/Songs/voc.html
- www.EnchantedLearning.com

Non-fiction:

- *Usborne Mysteries and Marvels of Ocean Life*, Rick Morris
- *The Ocean Atlas*, Anita Ganeri
- *Questions and Answers About Seashore Animals*, Michael Chinery
- *The Great Undersea Search*, Kate Needham
- *Whales*, Seymour Simon
- *Sharks*, Seymour Simon
- *Fishes*, Alwyne Wheeler
- *Fish*, Science Safari Series
- *Whales, Dolphins, and Porpoises in the Zoo*, Roland Smith
- *Whales and Dolphins*, Anton Ericson
- *Do Whales Have Belly Buttons?*, Melvin and Gilda Berger
- *Seashore Babies*, Kathy Darling
- *A Sea Full of Sharks*, Betsy Maestro
- *Tiger Sharks and Other Dangerous Animals*, Anita Ganeri
- *I Wonder Why the Sea Is Salty*, Anita Ganeri

- *Field Guide to the Orca*, David G. Gordon and Chuch Flaherty
- *Shoreline*, Barbara Taylor
- *Coral Reef*, Barbara Taylor
- *The Underwater Alphabet Book*, Jerry Pallotta
- *Sea Lion*, Caroline Arnold
- *Fin Whales*, Sarah Palmer
- *Humpback Whales*, Sarah Palmer
- *The Blue Whale*, Kazue Mizrimura
- *Whales*, Althea
- *Sea Mammals*, Jean H. Sibbald
- *Coral Reef*, Norman Barrett
- *Discover Ocean Life*, Alice Jablonsky
- *Exploring an Ocean Tide Pool*, Jeanne Bendick
- *How to Hide an Octopus, and Other Sea Creatures*, Ruth Heller
- *Life in the Oceans*, Lucy Baker
- *Oceans*, Katherine Carter
- *What's in the Deep Sea?*, Peter Seymour
- *Whales*, Gail Gibbons
- *The Vanishing Manatee*, Margaret Goff Clark
- *Bill Nye the Science Guy's: Big Blue Ocean*, Bill Nye

Fiction:

- *Coral Reef Hideaway*, Doe Boyle
- *Seal Pup Grows Up*, Kathleen Weidner Zoehfeld
- *Dolphin's First Day*, Kathleen Weidner Zoehfeld
- *Sea Lion Roars*, C. Drew Lamm
- *The Magic School Bus Takes a Dive*, Joanna Cole
- *The Magic School Bus On the Ocean Floor*, Joanna Cole
- *Sea Shapes*, Suse MacDonald
- *Exploring the Deep, Dark Sea*, Gail Gibbons
- *Swimmy*, Leo Lionni
- *The Fish Book*, Christopher Angelfish
- *Out of the Ocean*, Debra Frasier
- *The Whales*, Cynthia Rylant
- *Into the Sea*, Brenda Z. Guiberson
- *Sea Turtles*, Caroline Arnold
- *Do the Whales Still Sing?*, Dianne Hofmeyr
- *Listening to Whales Sing*, Faith McNulty
- *Baby Beluga*, Raffi
- *Whale Song*, Tony Johnston
- *A House for a Hermit Crab*, Eric Carle
- *Sea Squares*, Joy N. Hulme
- *Turtle Watch*, Goerge Ancona
- *Scaly Babies*, Ginny Johnston and Judy Cutchins

- *Alphabet Sea*, Carolyn Spencer

Books in Spanish:

- *Dentro Del Arrecife De Coral*, Katy Muzik
- *En el Fondo del Mar*, Kate Needham
- *En El Piso Del Oceans*, Joanne Cole
- *El Mar*, Maria Rius
- *La vida en el océano*, Alice Jablonsky
- *Bajo las olas*, Kristin Joy Pratt
- *Me pregunto por qué el mar es salado*, Anita Ganeri
- *Podría ser un pez*, Allan Fowler
- *¿Qué hay en el mar?*, Lada Josefa Kratky
- *Una jornada de Esperanza/A Journey of Hope*, Bob and Diane Harvey
- *La ballena*, Angela Royston
- *Nadarín*, Leo Lionni

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Unit Planning Pages

I. FOCUS/MOTIVATION

- Big Book *The Important Thing About the Ocean Is...*
- Video
- Inquiry chart
- Observation charts
- Models of ocean plants and animals
- Realia- seashells, sand dollars, starfish, etc.
- Super-marine biologist awards, badges, notebooks
- Class aquarium
- Field trip to Newport Aquarium

II. INPUT

- Pictorial input: the Earth's oceans
- Pictorial input: the layers of the ocean
- Comparative input: whales and fish
- Narrative input: "The Race for Life: Sea Turtles"
- Read-alouds: *Into the Sea, The Whales, Swimmy, Sea Shapes, The Magic School Bus On the Ocean Floor, The Underwater Alphabet Book, Sharks, Whales*

III. GUIDED ORAL PRACTICE

- Chants
- Cooperative picture file activity
- Think/pair/share
- 10/2
- Farmer in the Dell
- Expert group sharing
- Story map
- Vocabulary matching on pictorial input
- Process grid
- Team tasks
- T-Graph for social skills

IV. READING/WRITING ACTIVITIES

Whole Class

- Total class modeling of reading and writing
- Done in primary language/English

- Used as reading/ writing practice- all genre
- Listen and sketch

Cooperative Choices

- Focused reading
- Shared, guided, and flexible group reading
- Interactive reading
- Strip paragraph
- Expert groups
- Oral book sharing –in primary language and heterogeneous groups
- Flip chants
- Ear-to-ear reading
- Mind-mapping
- Big Books –in many languages
- Reader's Theater
- Cooperative team reading
- Reading the walls

Individual Choices/Writers' Workshop

- DEAR- Drop Everything And Read
- DEAW- Drop Everything And Write
- Reading/Writing to all genre, domains
- Journals, Logs, Mind-mapping
- International Library
 - fiction and non-fiction
 - variety of languages
- Read aloud by teacher and students of a variety of literature, including students' work
- Writers' Workshop
 - Author's chair
 - Choice
 - Metacognition-Mini-lesson and Conferencing

V. EXTENSIONS/ACTIVITIES FOR INTEGRATION

- Plays/Role-playing –“On My Way Home”, “The Rescue of Comet”
- Guided Imagery
- Cooking- Seawiches, Ocean in a Cup, Iceberg Punch
- Science Explorations –Clean Up an Oil Spill, fresh water vs. salt water
- Beach Clean Up
- Make a tide pool
- Adopt a whale
- Music/movement
- Poetry
- Art- gyotaku
- Right Brain Activities

VI. CLOSURE/EVALUATION

- Home-school connections
- Process inquiry and observation charts
- Team action plans
- Letters to parents
- Team presentation of chants
- Make an ocean mural
- Make ocean dioramas
- Field trip to the ocean
- On going assessment

Read-Alouds

Fiction

- *Into the Sea*, Brenda Z. Guiberson
- *The Whales*, Cynthia Rylant -Scholastic
- *Swimmy*, Leo Lionni -Scholastic
- *Sea Shapes*, Suse MacDonald
- *Out of the Ocean*, Debra Frasier –Scholastic
- *Dolphin's First Day*, Kathleen Weidner Zoehfeld- Scholastic
- *Seal Pup Grows Up*, Kathleen Weidner Zoehfeld- Scholastic
- *Sea Lion Roars*, C. Drew Lamm -Scholastic
- *Coral Reef Hideaway*, Doe Boyle –Scholastic
- *Exploring the Deep, Dark Sea*, Gail Gibbons – Scholastic
- *The Magic School Bus On the Ocean Floor*, Joanna Cole –Scholastic
- *The Magic School Bus Takes A Dive*, Joanna Cole –Scholastic
- *Sea Turtles*, Caroline Arnold -Scholastic

Non-fiction

- *I Wonder Why The Sea Is Salty*, Anita Ganeri
- *Do Whales Have Belly Buttons?*, Melvin and Gilda Berger –Scholastic
- *Questions and Answers About Seashore Animals*, Michael Chinery – Scholastic
- *Sharks*, Seymour Simon –Scholastic
- *Whales*, Seymour Simon –Scholastic
- *The Underwater Alphabet Book*, Jerry Pallotta
- *Fishes*, Alwyne Wheeler
- *Fish*, Science Safari Series –Learning Palace
- *Seashore Babies*, Kathy Darling –Scholastic
- *A Sea Full of Sharks*, Betsy Maestro -Scholastic

The Important Thing About the Ocean Is...

by Chelsea Fassold

The important thing about the ocean is the life within it.

The ocean is home to many creatures.

Mammals, reptiles, fish, birds, invertebrates, and plants live in the ocean.

But, the important thing about the ocean is that there is life within it.

The important thing about the ocean is the life within it.

Mammals are warm-blooded.

Their bodies are covered with fur or hair.

Mammals give birth to live young.

They all have lungs and breathe air (oxygen).

Reptiles are cold-blooded.

Their skin is scaly.

Reptiles lay eggs.

They also have lungs and breathe air (oxygen).

But, the important thing about the ocean is that there is life within it.

The important thing about the ocean is the life within it.

There are three types of fish; bony fish, sharks and rays, and lampreys.

Fish are cold-blooded.

All fish, except lampreys, are covered with scales.

Most fish lay eggs.

Fish breathe using their gills to get oxygen.

But, the important thing about the ocean is that there is life within it.

The important thing about the ocean is the life within it.

Birds are warm-blooded.

Their skin is covered with feathers.

Birds have strong wings and bones.

Their bones are hollow.

They lay eggs.

Birds have lungs and breathe air (oxygen).

But, the important thing about the ocean is that there is life within it.

The important thing about the ocean is the life within it.

Invertebrates are cold-blooded.

They do not have a backbone.

Some invertebrates have an exoskeleton, an outer skeleton.

Invertebrates lay eggs or larva.

There are invertebrates that can regenerate their limbs.

Plants use the sun that filters through the water for photosynthesis, which helps them grow.

Water and the carbon dioxide in the water provide food for these plants.

Some types of plants, in the ocean, can grow up to a foot a day.

But, the important thing about the ocean is that there is life within it.

The important thing about the ocean is the life within it.

Many creatures have made the ocean their home.

Life in the ocean includes mammals, reptiles, fish, birds, invertebrates, and plants.

But, the important thing about the ocean is that there is life within it.

The Important Thing About the Ocean's...

By Chelsea Fassold

Narrative Input Chart

Sea Turtle Narrative

1. Although sea turtles spend their entire lives in the sea, the female sea turtle comes up on land to lay her eggs. Her flippers are not adapted to walking on land, so she has to drag herself up on the beach.
 2. Then she uses her flippers to dig a nest hole in the sand.
 3. The sea turtle lays about 100 eggs in her nest. (Put 100 eggs in her nest)
 4. As soon as the eggs are dropped into the nest, 20 of them are eaten by raccoons and other animals. (Remove 20 eggs)
- *Ask students to figure out how many eggs are left each time some are removed. You could also write out the math problems with numbers and symbols as you tell the story.
5. Fifteen more are eaten by ghost crabs that dig into the nest. (Remove 15 eggs)
 6. High tides or heavy rains destroy about 15 more eggs. (Remove 15 eggs)
 7. Thirty more eggs are stolen by poachers, who sell them to people to eat. (Remove 30 eggs)
 8. It takes about two months for sea turtle eggs to hatch. Only 20 of these eggs will hatch. (Replace the 20 remaining eggs with 20 baby turtles)
 9. After the little turtles struggle out of the nest hole, they must race to the sea- and the race is very dangerous.

10. As they race to the sea 1 sea turtle is eaten by a lizard,
(Remove 1 egg)
11. 2 are eaten by a raccoon, (Remove 2 eggs)
12. 3 are eaten by crabs, (Remove 3 eggs)
13. and 4 are eaten by seabirds. (Remove 4 eggs)
14. Even after the little sea turtles reach the water, they are
not out of danger. Two more are eaten by seabirds, (Remove
2 eggs)
15. 4 are eaten by fish, (Remove 4 eggs)
15. and 2 are eaten by sharks. (Remove 2 eggs)
16. Only 2 sea turtle hatchlings may live!
17. This sea turtle mother will lay about 100 eggs every two
weeks during the season. She will lay eggs from 3 to 10 times
during one season. How many eggs could she lay in one season?
How many little turtles might survive?
18. Sea turtles have survived for millions of years. The
earliest turtles go back to the Triassic period, 180 million
years ago, when dinosaurs were on earth. But today, the
activities of people have put sea turtles in danger of being
destroyed. Seven of the eight species of sea turtles are either
endangered or threatened. It is up to all of us to protect
these reptiles.

Graphic Organizer



Process Grid Plan

Animal	Warm or Cold-Blooded	Part(s) of the ocean	Food	Young	Enemies	Special Features
Mammals	Warm-blooded					
Birds	Warm-blooded					
Reptiles	Cold-blooded					
Fish	Cold-blooded					
Invertebrates	Cold-blooded					

Chants, raps, and poems

Fish Here, Fish There

By Chelsea Fassold

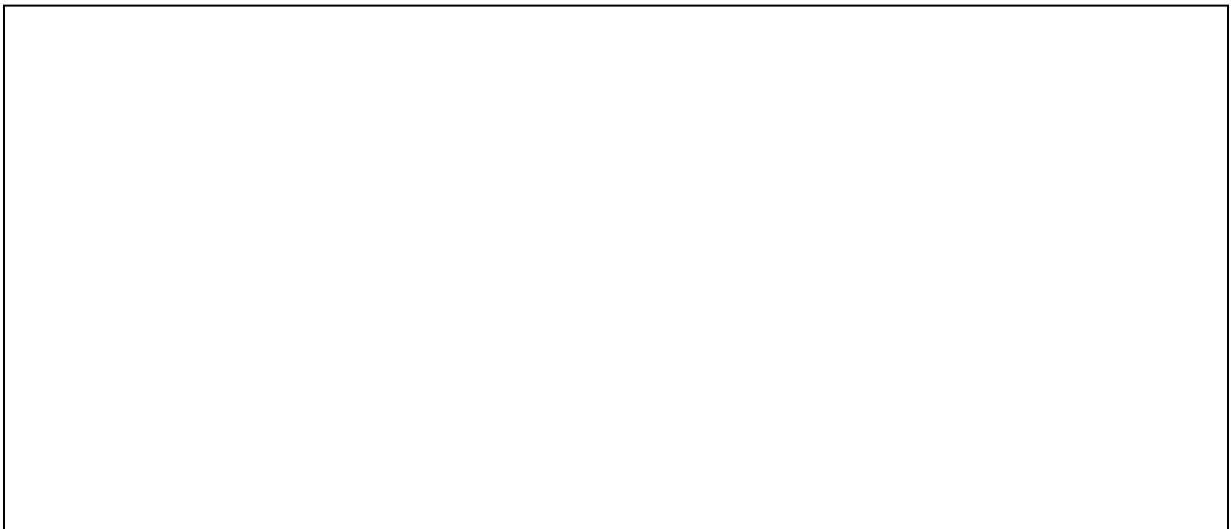
Fish here, fish there,
Fish, fish everywhere!

Fish in a pond,
Fish in a lake,
Fish in an ocean,
Fish in a tank.

Fish here, fish there,
Fish, fish everywhere!

Striped tiger sharks hunting,
Spotted salmon spawning,
Winged flying fish jumping,
Flat flounders hiding.

Fish here, fish there,
Fish, fish everywhere!
Fish! Fish! Fish!



A Diver

(to the tune of "Bingo")

by Chelsea Fassold

A diver went into a tide pool

To see what he could find-

C-R-A-B-S

C-R-A-B-S

C-R-A-B-S

He saw some hermit crabs.

A diver went onto the surface

To see what he could find-

P-U-FF-I-N

P-U-FF-I-N

P-U-FF-I-N

He saw a common puffin.

A diver went onto the ocean floor

To see what he could find-

S-H-A-R-K

S-H-A-R-K

S-H-A-R-K

He saw an angel shark.

A diver went into the open sea

To see what he could find-

TU-R-T-L-E

TU-R-T-L-E

TU-R-T-L-E

He saw a green turtle.

A diver went into the abyss

To see what he could find-

W-H-A-L-E

W-H-A-L-E

W-H-A-L-E

He saw a great sperm whale.

I Can Spell

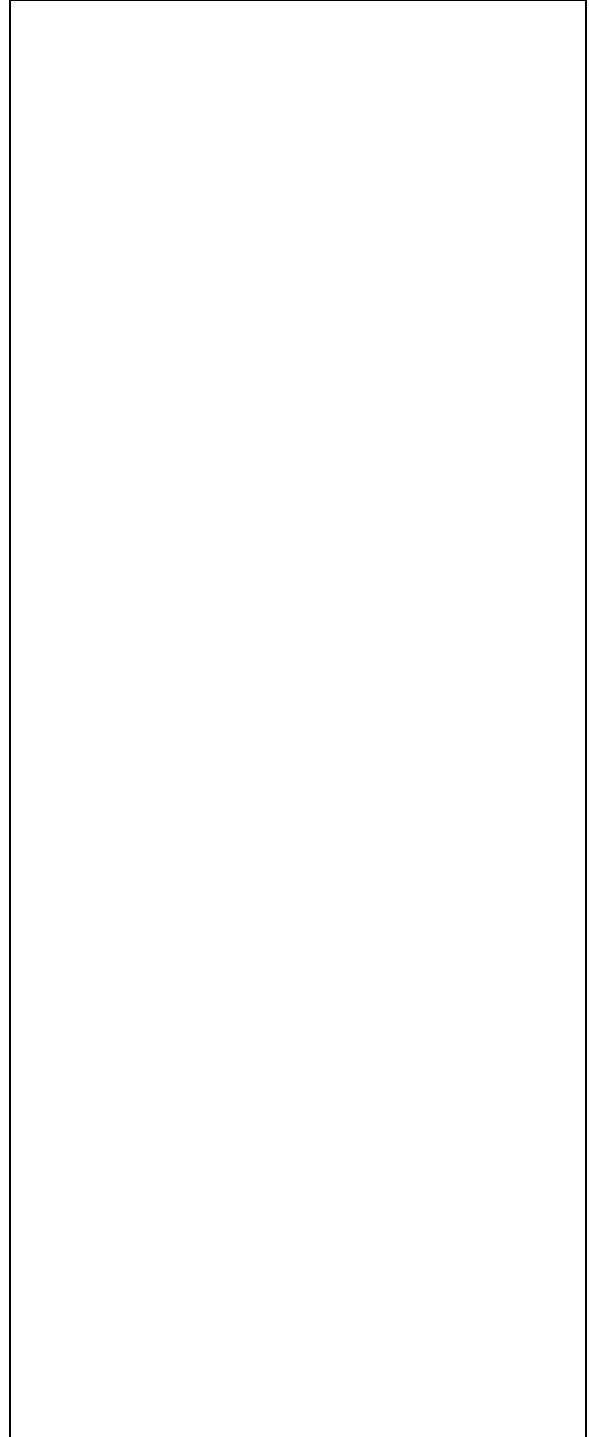
By Chelsea Fassold

I can spell fish,
F-I-S-H.
I can spell bird,
B-I-R-D.
I can spell reef,
R-E-E-F.
But I can't spell endangered.

I can spell shark,
S-H-A-R-K.
I can spell whale,
W-H-A-L-E.
I can spell coral,
C-O-R-A-L.
But I can't spell endangered.

I can spell turtles,
T-U-R-T-L-E-S.
I can spell pelican,
P-E-L-I-C-A-N.
I can spell manatee,
M-A-N-A-T-E-E.
But I can't spell endangered.

Yes, I can! Yes, I can!
END-ANG-ERED
Endangered!



Life in the Ocean? Yes, Ma'am!

By Chelsea Fassold

Do mammals live in the ocean?

Yes, ma'am!

Do mammals live in the ocean?

Yes, ma'am!

Well, how do you know?

Whales and seals are mammals.

Well, how do you know?

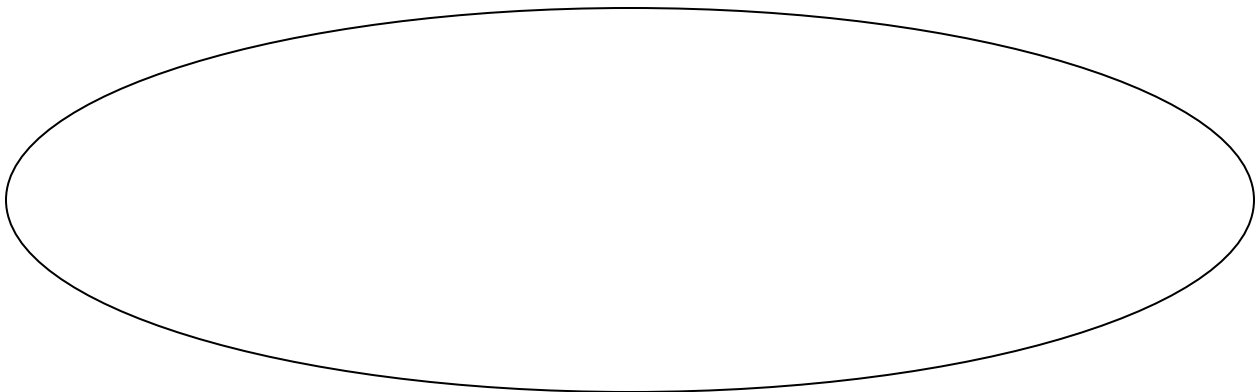
Sea otters and dolphins too.

Do fish live in the ocean?

Yes, ma'am!

Do fish live in the ocean?

Yes, ma'am!



Well, how do they breathe?

They use their gills.

Well, how do they breathe?

Gills take oxygen from water.

Do reptiles live in the ocean?

Yes, ma'am!

Do reptiles live in the ocean?

Yes, ma'am!

Well, how do they swim?

They use their feet as paddles.

Well, how do they swim?

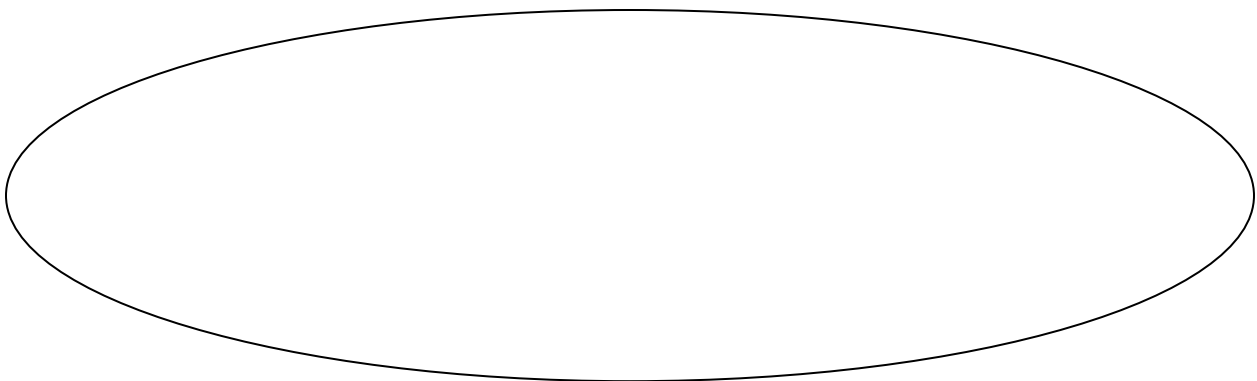
They drift with the currents.

Do birds live on the ocean?

Yes, ma'am!

Do birds live on the ocean?

Yes, ma'am!



Well, how do they eat?
Well, how do they eat?

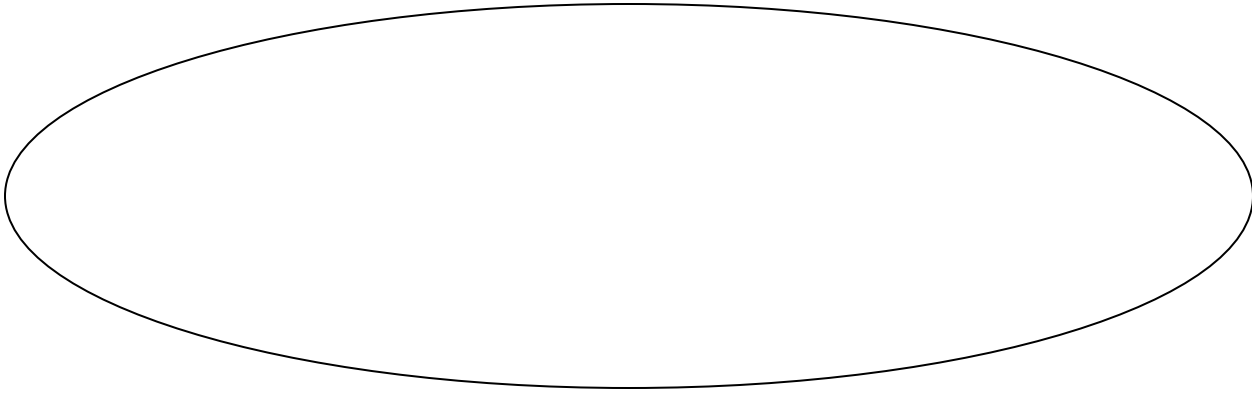
They dive into the water.
Their beaks skim and scoop up food.

Do invertebrates live in the ocean?
Do invertebrates live in the ocean?

Yes, ma'am!
Yes, ma'am!

Well, where in the ocean?
Well, where in the ocean?

Tide pools, the open sea, and the deep.
The ocean floor and the surface too.



Do plants live in the ocean?
Do plants live in the ocean?

Yes, ma'am!
Yes, ma'am!

Well, how do they grow?
Well, how do they grow?

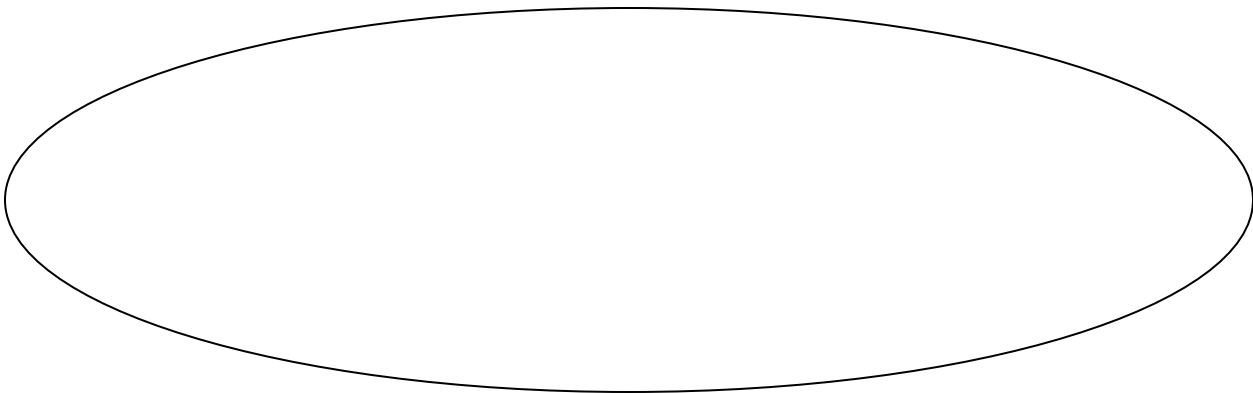
The sun filters through.
They use water and CO2.

Should we take care of our oceans?
Should we take care of our oceans?

Yes, ma'am!
Yes, ma'am!

Well, why should we do it?
Well, why should we do it?

The ocean is home to many.
To protect our ocean friends.



My Habitat Is the Ocean

By Chelsea Fassold

Chorus: My habitat is the ocean,
My habitat is the sea.
My habitat is the ocean,
What animal could I be?

I'm a mammal,
I'm warm-blooded,
And breathe with lungs.

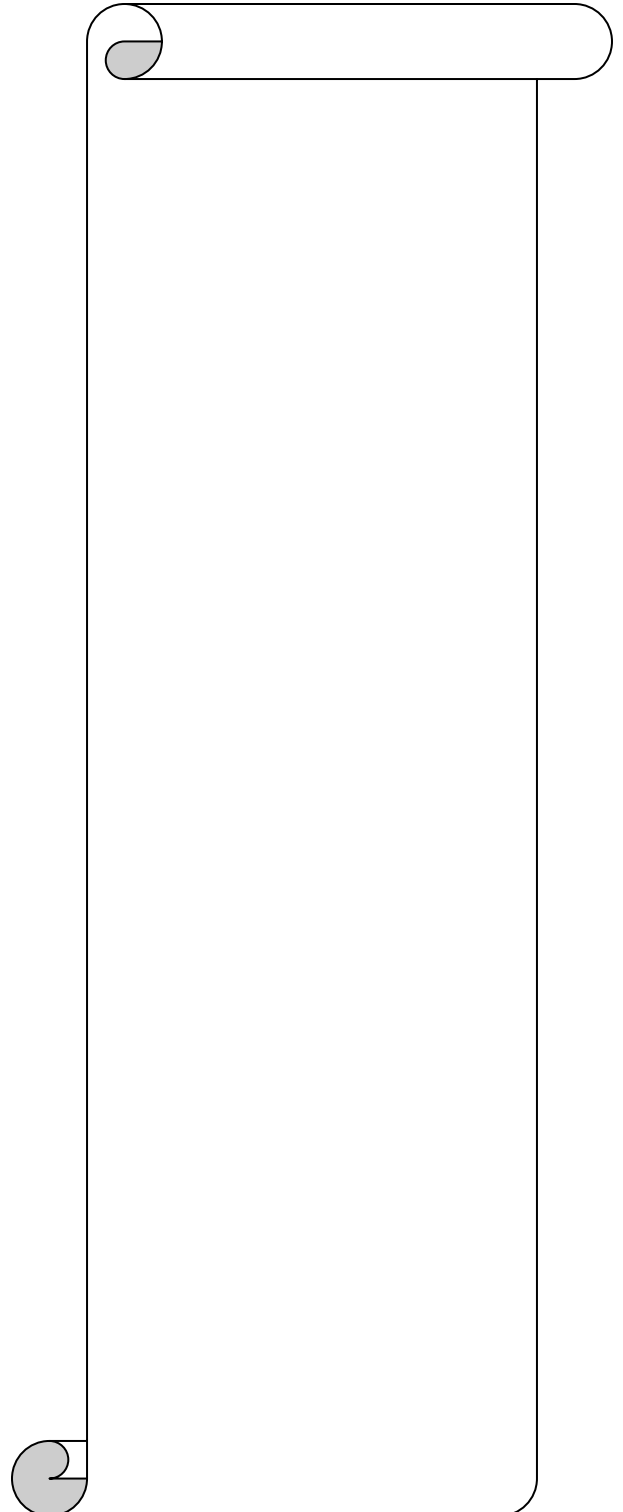
I'm playful,
I like to talk,
And have fun.

Chorus: My habitat is the ocean,
My habitat is the sea.
My habitat is the ocean,
What animal could I be?

I'm a big fish,
I'm cold-blooded,
And breathe with gills.

I have sharp teeth,
And am known
For my tall dorsal fin.

Chorus: My habitat is the ocean,
My habitat is the sea.
My habitat is the ocean,
What animal could I be?



I'm an invertebrate,
I'm cold-blooded,
And I have no backbone.

I have eight legs,
And when I'm the prey
I spray ink.

Chorus: My habitat is the ocean,
 My habitat is the sea.
 My habitat is the ocean,
 What animal could I be?

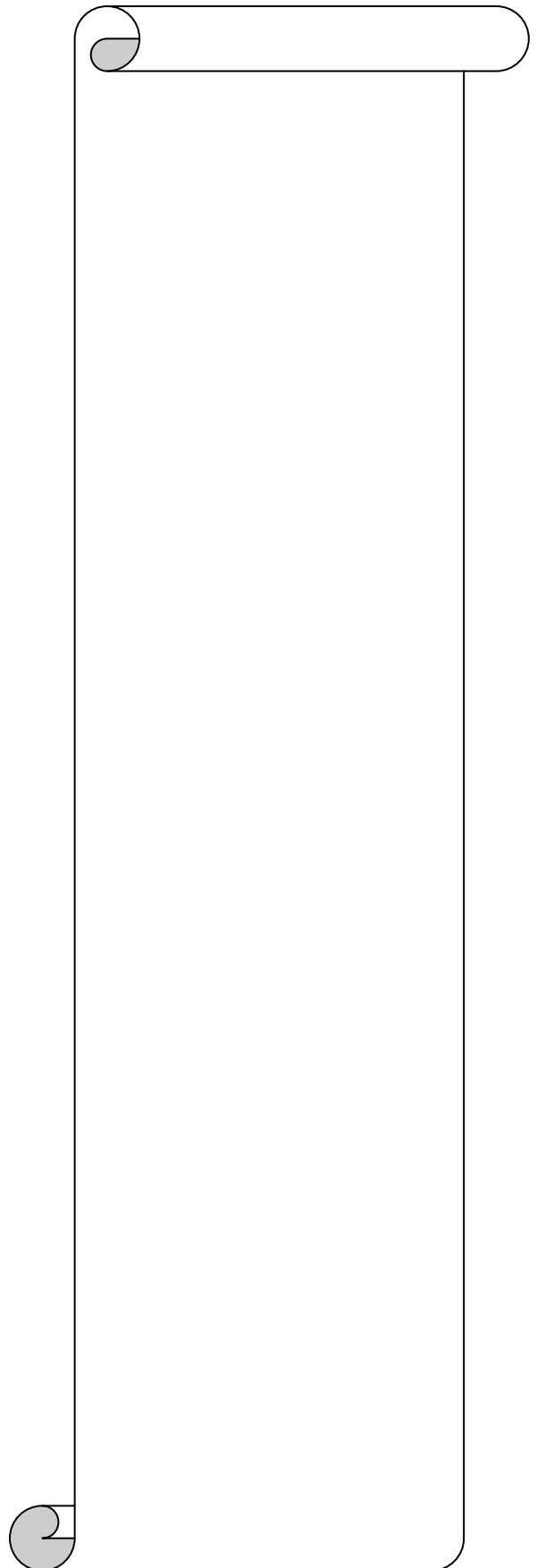
I'm a great bird,
I'm warm-blooded,
And breathe with lungs.

I'm black and white,
I have wings
But can not fly.

Chorus: My habitat is the ocean,
 My habitat is the sea.
 My habitat is the ocean,
 What animal could I be?

I'm a reptile,
I'm cold-blooded,
And breathe with lungs.

I have scaly skin,
My tail helps me slither
Through the water.



Chorus: My habitat is the ocean,
My habitat is the sea.
My habitat is the ocean,
What creature could I be?

I'm a huge plant,
I use the sun
And water to grow.

Animals hide in me,
I can grow a foot
In a day.

Chorus: My habitat is the ocean,
My habitat is the sea.
My habitat is the ocean,
These creatures live in the sea.

Narrative Input Chart pictures







