

# Table of Contents

## Activities

Language Activities.....	5
Math Activities.....	6
Science Activities.....	7
Games.....	8
Bulletin Board.....	9
Under the Sea Book Favorites.....	10
Snack Time.....	11
Crafts.....	12
Student Booklet.....	13

## Worksheets

Octopus Addition.....	17
What's Under the Sea?.....	19
Riddles.....	20
Fact or Fiction?.....	21
Treasure Hunt.....	22
Mixed-Up Sentences.....	23
Underwater Word Search.....	24
Ocean Crossword.....	25
Measurement.....	26
Find and Color.....	27
Fish Maze.....	28

<b>Clip Art</b> .....	29
-----------------------	----

<b>Answer Key</b> .....	32
-------------------------	----

## **Ocean Sounds**

Play a tape or CD of ocean sounds for the class. Have students listen carefully and write down any sounds they recognize. Replay the tape and listen for specific sounds. Have students write a short poem about one of the sounds, such as "The Pounding Waves," "A Dolphin's Chirps" or "The Whale Song."

## **Fishy Words**

List the following words on the board: *caudal or tail fin, dorsal fin, pectoral fins, pelvic fins* and *anal fins*. Have students help read the words. Explain that fish use their fins to swim and keep their balance. Each of the fin types serves a different purpose. Have students draw a side view of a fish on paper and label the placement of the fins.

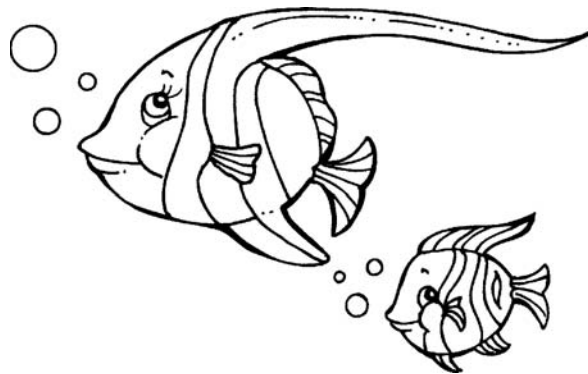
## **Teacher Information**

1. The caudal or tail fin is located at the back of the body and helps the fish move forward.
2. The dorsal fin is located at the top of the body of fish who have them. This fin controls rolling and yawing movements.
3. The pectoral fins, located on the sides of the fish, are used for turning and braking.
4. The pelvic fins are located on the underside of the fish. These are also used for turning and braking.
5. The anal fins, located on the underside at the back of the fish, also help to control rolling and yawing movements.



## **Sentence Facts**

Work with students to list several sea facts in the form of sentences. Cut out a paper fish shape for each word in each sentence. (Pre-cut fish shapes can also be used.) Write one word on each fish, mix them together and challenge students to sort the fish into complete sentences that tell facts about the undersea world.



## **Field Trip**

Visit a local pet store or aquarium to learn about the habitats and habits of undersea animals.

# Math Activities

## Weight

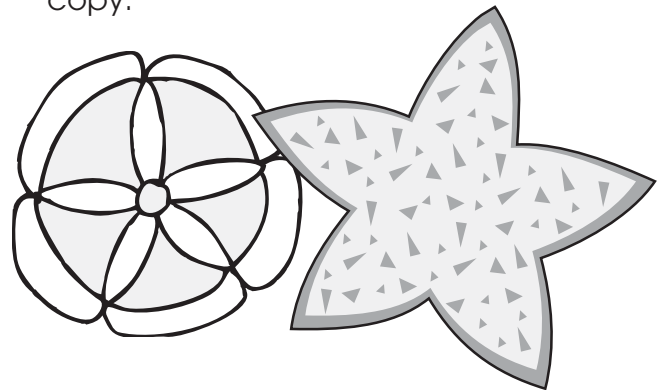
Use a classroom balance scale, or make one of your own by tying a berry basket to each end of a ruler, to compare the weights of seashells, starfish, sand dollars, sea sponges, sand and so on. Does a collection of seashells weigh more than the same number of starfish? Which weighs more: a bag of sand that is wet or one that is dry? Compare the weight of each sea item to the weight of counting blocks. How many counting blocks weigh the same as five seashells, a bag of dry sand, three starfish?

## Fish Graph

In a large bowl, combine a mixture of large fish-shaped cheese crackers, small fish cheese crackers and small pretzel fish crackers. Provide each child with a small bag of this combination and a piece of paper formatted with three rows to graph individual fish cracker collections. Children will place each fish variety along a separate row and tell which row has more/less. Children may eat their own fish after their graphs have been completed.

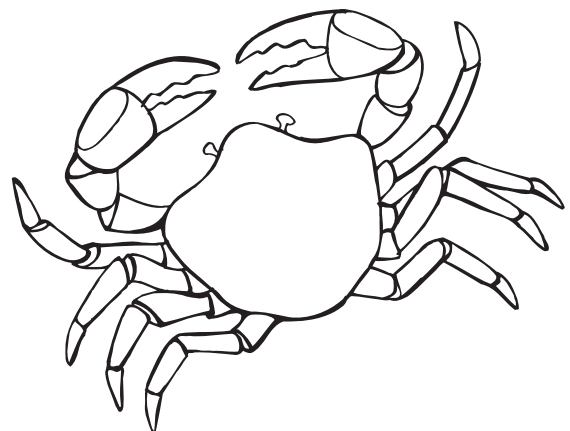
## Patterns

Provide pairs of students with several containers of different kinds of seashells. (Many kinds of shells can be purchased by the bagful at craft stores.) The first student uses the shells to create a pattern for the second student to copy. Let students take turns creating patterns for each other to copy.



## Movement Counts

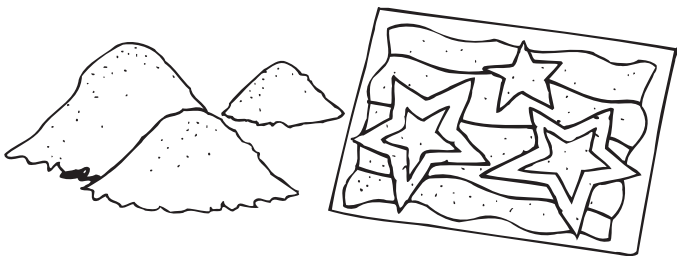
Display pictures or clip art representations of various sea animals. Have students look at the pictures and name any animals with legs or leg-like appendages that help the animal move. Count the number of legs or appendages on each. Let individuals demonstrate how these animals move. Talk about how fish use their fins to move through the water. Can students name sea animals with no legs (clam, sponge, etc.)?



**⚠** Make sure you are aware of any food allergies or restrictions your students may have. Be sure students wash hands and apples before they eat.

## Sensory Sand

Spread a layer of sand on several foam or plastic trays. Have students use their fingers to make designs, letters and numbers in the sand. Describe how the sand feels. Look at the sand through a magnifying glass. What do you see? Pour sand through a funnel. How does it sound? Spray the sand with water to dampen. How does it feel now? Look at it through the magnifying glass. How has it changed? Will it still pour through a funnel? Try to mold both wet and dry sand. What happens? Why?



## Salt Versus Fresh

Invite students to compare fresh water with salt water. You will need two plastic tubs, water, salt and a variety of classroom objects (some that will float, some that will not). Place water in both tubs. Pour salt into one of the tubs and stir to dissolve. Add salt until it will no longer dissolve. Which is better for drinking? Let students place individual items into the fresh water. Separate the items into "will" and "will not" float piles. Try the same items in the salt water. Do they sink and float as before?

# Science Activities

## Treasure Hunt

Discover the power of magnets by searching for buried treasure in a tub of sand. Fill a plastic tub with sand. Bury metal items such as paper clips, bottle caps, jar lids and small toy vehicles in the sand. Let students push hand-held magnets through the sand to discover the hidden treasure.

## Bird's-Eye View

Set up a simple, easy-care aquarium in the classroom so students can take a peak at underwater life. Talk about how the plants and animals live together in this aquatic life system.

