

OCEANS AND PONDS

K-2

OBJECTIVES

At the end of this lesson, the students shall be able to do the following:

1. Identify, orally or in writing, some animals that have an aquatic habitat;
2. Classify, orally or in writing, animals according to the type of aquatic habitat; and
3. Give an oral or written definition of the new terms: aquatic and habitat.

SUBJECTS:

Science, Art

TIME:

2 one hour sessions

MATERIALS:

index cards
chart paper
tape
blackline master,
Water-Fresh-Salt
blackline master, Water Habitats

BACKGROUND INFORMATION

Animals must have a home that provides all their needs: the right amount of water, the right kind of food, and the right temperature. A home that provides all these things is called a habitat.

There are many different habitats on Earth. Ponds and oceans are examples of aquatic habitats. An ocean is a salt water habitat. A pond is a fresh water habitat.

Terms

aquatic: living or growing in or on water.

habitat: the place or type of site where a plant or animal naturally or normally lives and grows.

ADVANCE PREPARATION

- A. Make two charts with the following titles:

Water Animals
Fresh Water/Salt Water (make 2 columns)

B. Copy the blackline masters:

Water-Fresh-Salt
Water Habitats

C. Prepare mural background.

D. Cut two large pieces of blue bulletin board paper. Cut one piece in the shape of a pond and the other wavy like the ocean. Label: Ocean - Salt Water, Pond - Fresh Water.

PROCEDURE

I. Setting the stage

- A. Ask each student to name an animal that lives in water.
- B. Write the name of the animal on an index card and give it to the student. Have each student to tape his/her card on the Water Animals chart.

II. Activities

- A. Pass out the Water-Fresh-Salt worksheet (blackline master included).
 1. Go over the Water Animals Chart having the students classify each animal's aquatic habitat as fresh water or salt water by writing the name of the animal in the appropriate column.
- B. Display the ocean and pond murals. Ask each student to draw a picture of the animal he/she chose. Then cut out the picture and glue it to the pond or ocean mural.

III. Follow-Up

- A. Pass out the Water Habitats worksheet (blackline master included). Have students cut out the animal pictures and glue each one in its proper aquatic habitat.
- B. Make a whale as an example of a salt water mammal. Share why the whale is a mammal and not a fish (instructions included).

IV. Extensions

- A. Have each student choose one animal and write and illustrate a story about how/where the animal gets water.
- B. Make a book titled Animals and Water by stapling the students' stories together and making a cover. Place the book in your classroom library.
- C. Explore other types of animal habitats and create a diorama display of them.

RESOURCE

DeBruin, Jerry, Creative Hands-On Science Experiences, Good Apple, Inc., Carthage, Illinois, 1980.

SACK WHALE PATTERN

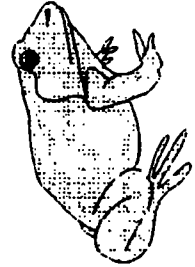
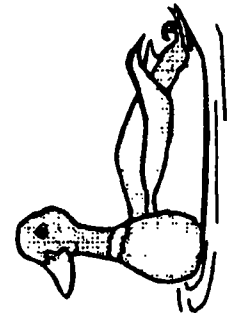
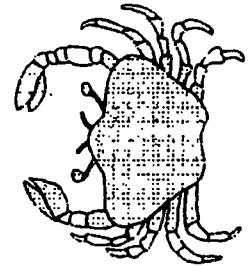
1. Spread flat, large paper sack.
2. Trace fluke pattern at top of bag and paint sack.
3. Cut an X in the bag for the blow hole.
4. For the waterspout, roll a piece of 9" x 12" blue construction paper into a cylinder shape. Tape it so it won't unroll.
5. Let the students cut on the fluke pattern lines.
6. Have the students open bag and stuff with crumpled paper from the recycling bin.
7. Staple fluke closed.
8. Using markers, let the students make the whale's mouth and eyes.
9. Let the students cut the blue construction paper cylinders halfway down all the way around. Cut the fringed strips to represent the waterspout. Insert into X shaped hole.
10. Cut two fins from construction paper and glue to the whale's side.


Salt-water Habitat Fresh-water Habitat

Ocean

Pond

Cut out the pictures and paste each one in its natural habitat. Color the picture.



Fresh-Water 	Salt-Water 