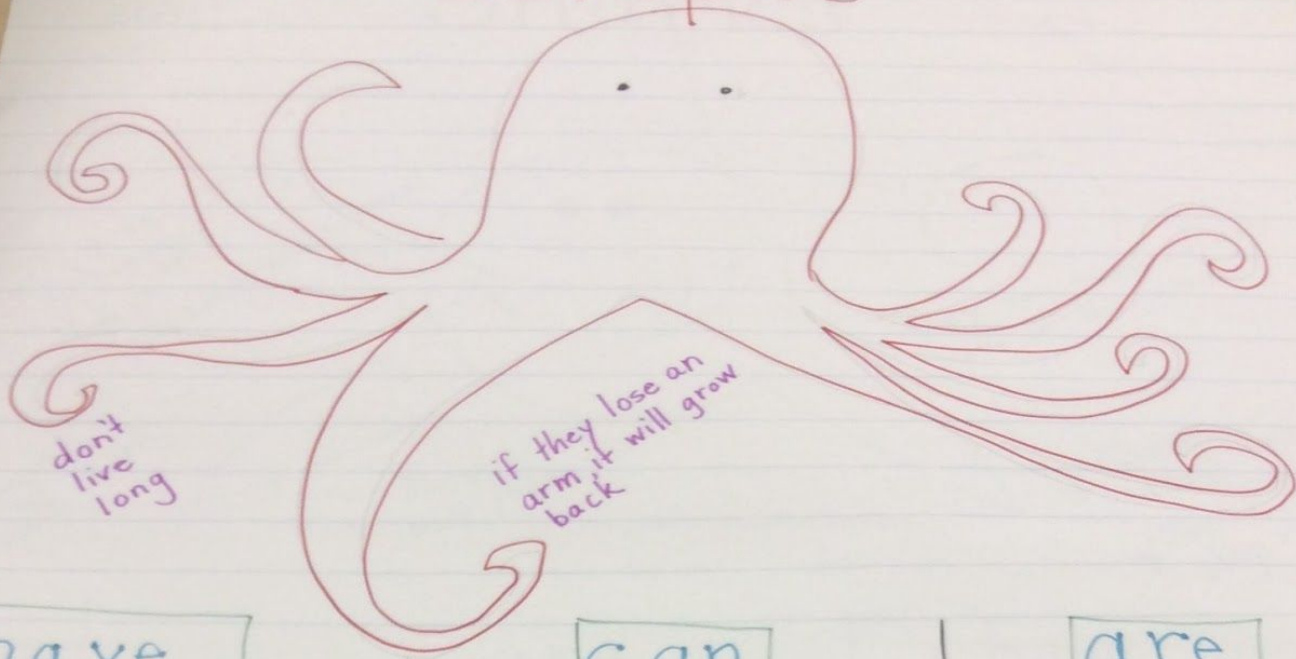








Octopus



have

- blue blood
- no bones
- 240 suction on each arm
- 3 hearts
- good eyesight
- 8 arms (6 arms, 2 legs)

can

- change color
- change shape
- taste what they touch
- not hear
- eject ink to escape
- swim backwards

are

- venomous
- intelligent (smart)
- shy

Diocese of Wheeling-Charleston

CASE Unit Planner

Name of Teacher: Paula Amiano		Grade Level: First		
Subject Area: Science		Cross Curricular Opportunities: Math, Reading, Writing, Art and Music		
Unit Title: Ocean Life		Estimated Duration of Unit (between 2-9 weeks): 4 weeks		
Overview of Unit: students will learn fun facts about many of God's ocean animals				
Forms of Text (nonfiction/fiction): I found many non-fiction books from the library that I made available for the children to enjoy in the the classroom. I used many of the books to teach about the various ocean animals .		Teaching Strategies: hands on activities, brainstorm knowledge, technology, set goals		
Catholic Identity Connections: care of God's creation				
Assessment (authentic/published - summative/formative): quiz on animal facts				
Standard Number	Standards	Description of Activity	Resources	Date of Completion
RLA.O.1.1.16	construct responses to both literal and interpretive comprehension questions after reading informational or literary text	Every week I introduced 2 ocean animals with a few fun facts and pictures of the animals on the smart board. With the use of non-fiction books I typically taught them at least 6-7 facts about the given animals. They children would illustrate the animals in their Ocean Booklets along with what the animals "have" "can" "are" * see image provided.	non-fiction books	
RLA.O.1.2.2.	construct complete sentences in written compositions	The children will write and illustrate in their journals. (I would give starters for their writing such as: My favorite ocean animal we learned about is....., If I could see a real life ocean animal I would want it to be...,_____ is a cool animal because....)	their journal books and smart board	
SC.O.2.1.06	measure the length and width of various objects using standard and non-standard	We went to the gym to measure out the actual sizes of various ocean animals such as the great white shark, the giant octopus..After taping out the size the children will predict how many children could fit inside the given animal. We would then count the actual amount. *see image	yardstick	

	units			
		We made a craft to go with each of the animals we studied.ex: Newspaper sharks, octopus from a paper plate etc. We also painted t-shirts for our last day of ocean fun . see image		
RLA.O.1.3.1	listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns	We sang a remake of Old McDonald had an Ocean and taught it to the Kindergarten Class.We also added hand motions and sounds for each ocean animal. after teaching the fun song, each child shared their favorite ocean animal fact to the children as well.		
RLA.O.1.1.8	use directly taught vocabulary words in oral and written reading experiences	Each day after our calendar time, we would re-read together our Ocean books with are fun facts about each animal thus far. 5 children daily would ask a question to the rest of the group about a given animal . If correct, they earned an ocean fish (swedish fish)	ocean booklets	
RLA.O.1.2.1	construct complete sentences in written composition	In Grammar class the children wrote telling and asking questions about various ocean life.	smartboard	
		To conclude the unit parents provided an ocean fun lunch. They had crab sandwiches made from crescent rolls, dolphins made from bananas, cheese stick squids etc..		
RLA.O.1.2.1	demonstrate proper manuscript techniques	Weekly Spelling words were printed on various ocean animal shapes and then colored	worksheets and art supplies	
Differentiated Instruction Opportunities/Overview:				
Cross Curricular Opportunities level:				
Standard Number	Standards	Description of Activity	Resources	Date

Teaching Strategies Checklist				
Writing				
	Paragraph			
	Essay (narratives, fairy tales, realistic fiction)			
	Summary			
	Research			
	Detailed answers (text supported)			
X	Notes (note taking skills, outlines)			
	Complete sentences			
Reading				
X	Informational text			
	Lexile			
	Complex literature			
X	Speaking			
X	Listening			
	Varied strategies and instructional methods			
X	Critical thinking in whole class discussion			
	Student led activities			
	common core standards (literature circles)			
Technology				
X	Smart board			
	Computers			
	iPads			
	PowerPoint, Elmo etc.			
Differentiated Instruction				
	Used multiple resources			
	Domain Vocabulary			

X	Cross-Curricular
	Collaborative engagement (meaningful feedback)
	Higher level learning and teaching
Assessment	
	Project based
	Writing prompt
	Portfolio
	Observation
X	Quiz
	Technology based
	Test
	Student created test
	Presentation
	Journal
	Think, pair, share
	Summary
	Oral questioning
	Analogy
	PowerPoint, or movie maker
Authenticity	
	Various activities
	Inquiry, research and evidence
	Evidence of time management and planning
	Problem solving strategies
Summary of unit upon completion:	

