UNIT PLAN

Teacher/Class:	**Date:**

Unit Title: In the Ocean	**Learning Area: English /Science**

Focus: Life in the Ocean	**Strand: Written/Visual/Oral**

Achievement Objectives: Level 1/2:
Viewing Respond to meanings and ideas. To locate the answer to a question from a text.
Processing Information: View and use visual texts to gain and present information, become familiar with and use appropriate technologies.
Close Reading
Respond to language and meaning in texts.

Specific Learning Outcomes:

Students will be able to:

* Students can identify and discuss different species of sea life
* Students can present their knowldge as a poster using multimedia software, Kidpix
* Students can locate the answer to questions in text

Competencies Objectives/Focus: # Communicate ideas and interpret these using language appropriate to topic and ICT tools being used	**Learning Styles/Modalities:** # **Linguistic** # **Visual**

Teaching and Learning Context/Teaching and Learning Sequence:
This unit is designed for children to work co-operatively in groups of 2 or 3. The same group stays together throughout the unit.

Introduction - finding out prior knowledge
Prior to introducing unit set up a table with books, posters and some items from the sea for children to explore in their own time.
To introduce the unit brainstorm with the children "What do we know about the ocean? What experiences have we had in the ocean?" Record children's responses.
Discuss with the children and list their responses: What else would you find in the ocean?
Create a Mind Map   Use the circles from the previous activity. On the floor arrange the pictures and group and label them. You can use coloured paper to create pathways and to group similar ideas together. These are then transferred as a wall display. See example (see mindmap.rtf).
#Children are provided with the question words: **What? Why? Where? When? Who? How?** to guide them in formulating a class set of questions. The teacher records these questions on a chart that is displayed and referred to throughout the unit. Each group is assigned a question from this chart to answer.

Close Reading
#With this question in mind, the children then look through a variety of books that have been gathered by the teacher to find 3 pictures that they think answers their question. They put a 'post it' sticker on the picture they have selected with their names on it. They must explain to the teacher **why** and **how** it answers their question. This is an excellent way to introduce young children to reading for information that is manageable for them to do independently without 1 to 1 help.
#In their groups, the children view the following Web sites:
Fish Digital Images (see http://www.bobber.com/fishart.html)
This is a site where they can see lots of different images of fish. After looking at a variety children choose one fish they wish to sketch.
Monterey Bay @ nationalgeographic.com (see http://www.nationalgeographic.com/monterey/ax/primary_fs.html)
This is great for young children. Children can do a virtual dive in a semi submersible submarine. It shows them the 3 layers of the ocean. There is animation and sound. They do the driving of the submarine. Children sketch what they see at each layer of the ocean.
#Children conference in groups with the teacher and in a guided writing, or shared writing situations write a one-sentence caption that answers their question as a group. They will use this in their presentation of information.
 # Read *Waves (see below)* by Barbara Beveridge or use resourcefrom the school library, *National Library* (see http://www.natlib.govt.nz) or School Journals (see journals.rtf) that are suitable for discussing and writing a class shared poem
In their groups the children use Kid Pix to create a computer poster. The information they used for this has been found in the activities above.

ICT Component:	Worldwide web used for research Kidpix - poster created

Assessment: See details below

In their groups children use KidPix to create a poster that includes a border, background and appropriate text, which shows the answer to their inquiry question.

RESOURCES

Collaborative on-line projects related to this unit:

· *Oceans Alive* (see http://www.abc.net.au/oceans/)

Print

· Beveridge, Barbara. *Waves.* Voyages "Setting Out" reading series.   Nelson.
· McAllister, Angela. *The Whales' Tale.*
· Trait, Leanna. *Why the Sea is Salty.* Literacy Links, Shortland Publications
· School Journals

E-learning tools

· *Kid Pix*
· Whales (see http://english.unitecnology.ac.nz/resources/units/whales/home.html) English Online unit
· *Dive In* (see http://www.ocean.udel.edu/deepsea/)
· *Kiwi Conservation Club Marine Reserve Fact Sheet* (see http://www.kcc.org.nz/places/marinereserves.htm)
· *Planet Ocean* (see http://school.discovery.com/schooladventures/planetocean/)
· *Presentation Tools* (see http://www.2learn.ca/teachertools/teachertools.html)

Assessment Schedule

Viewing
LEVEL 1

Respond to meanings and ideas.

Key Indicators
The student will:
· be able to locate at least 2 pictures that answers their question.
· be able to say how and why the pictures answer their question.
· be able to use knowledge gained to help in the writing of captions for posters, and in the drawing of pictures for the class mural.

Presenting
LEVEL 1
Present ideas using simple layouts and drama.

Key Indicators
The student will:
· be able to create and present a poster using KidPix.
· show an awareness of space by the placement of text and pictures to create a visual effect.