

Special Ed

# OCEAN LIFE



ALSO INCLUDES GOOGLE SLIDES





*This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and loves the ocean. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!*



# Ocean Life

## Unit for Special Education

By  
Christa Joy  
Special Needs for Special Kids



Christa Joy, Special Needs for Special Kids

### Table of Contents

Worksheet pages	Activity
4-5	Vocabulary board
6-9	Circle map
10-18	Sorting Activities
19-28	Sequencing by size (easy)
29-31	Sequencing by size (difficult)
32-38	Sudoku puzzle
39-43	Assessments
44-55	Terms of Use

Also included in this resource as separate files:

- Links and directions to digital activities
- PowerPoint (this is the book in the lesson plans)
- Activities in black and white

Christa Joy, Special Needs for Special Kids

This unit contains 8 days of material that is in both printable and digital formats. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

It comes in 2 separate files. One in color and one in black and white.



# Ocean Life Lesson Plan

## Preparation

- Print out a vocabulary board for each student to use throughout unit
  - Laminate or place in page protector
- Books
  - Print out, laminate, and bind
  - The Counting Book will need Velcro for the counting squares
- Pictures from magazines
  - When I taught this unit, I took a bunch of National Geographic Magazines on the ocean and cut out the pictures and laminated them.
  - I kept these available at the group table for students to explore while I Read or listen to the book and we did the lesson

## Preassessment (do day 1 before starting lesson)

- Choose the form of the quiz that best fits the learning level of your students
- Give the quiz to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

## Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
  - a. For more info, read more here:  
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
  - b. I also have a blog post on differentiating one activity 3 ways:  
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make you own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
  - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
  - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their work.

The lesson plans contain:

Overall tips for teaching students with significant needs



## Quick Look

Day	Activity
1	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab board activity</li><li>• Circle map</li></ul>
2	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab board activity</li><li>• Sorting activity</li></ul>
3	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab board activity</li><li>• Sorting activity</li></ul>
4	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab board activity</li><li>• Sorting activity</li></ul>
5	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab board activity</li><li>• Sequencing activity</li></ul>
6	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab board activity</li><li>• Sequencing activity</li></ul>
7	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab board activity</li><li>• Sudoku puzzle</li></ul>
8	<ul style="list-style-type: none"><li>• Quiz</li></ul>

*The lesson plans contain:*

*A quick look at what you will do each day*



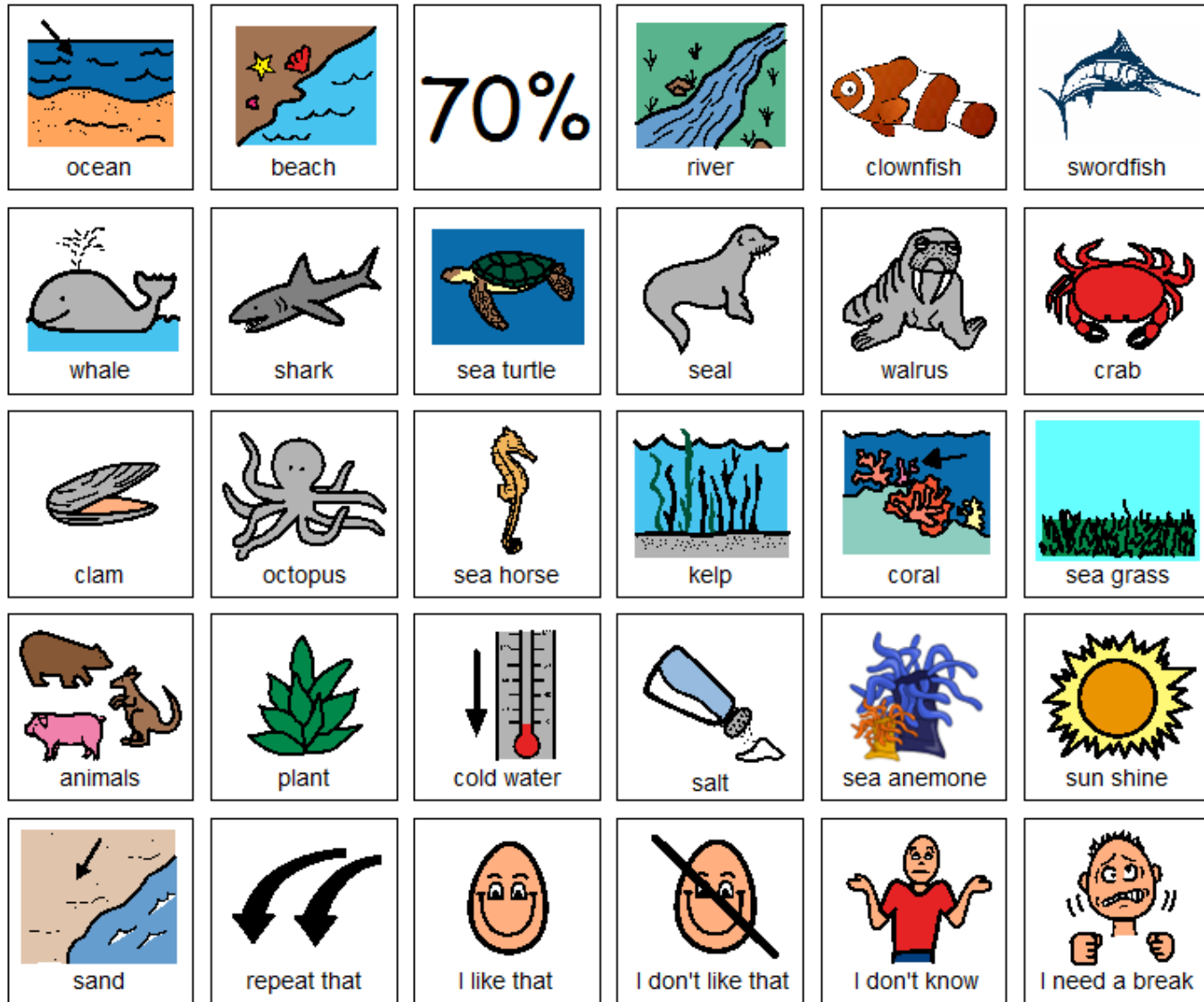
## Day 4

Activity	Notes	Materials
Read or listen to the book: <b>Ocean Life</b> (10 minutes)	<ul style="list-style-type: none"><li>• Read through the story, asking lots of questions</li><li>• Continue to make connections between book and vocabulary board</li></ul>	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary board</li></ul>
Vocabulary <b>Speed matching</b> (15 minutes)	<ul style="list-style-type: none"><li>• Place one set of symbols in the middle of the table</li><li>• Hold up a symbol and see who can find it first</li><li>• Have the winning then place the symbol on their board</li></ul>	<ul style="list-style-type: none"><li>• Vocabulary board cut apart (2 sets)</li><li>• Vocabulary board</li></ul>
Sorting activity review (5 minutes)	<ul style="list-style-type: none"><li>• Review the sorting activity completed yesterday</li></ul>	<ul style="list-style-type: none"><li>• Completed activity from yesterday</li></ul>
Sorting activity (10 minutes)	<ul style="list-style-type: none"><li>• Do the sorting worksheet on animals and plants that live in the ocean</li><li>• Use color coding if needed (See worksheet for more details)</li><li>• Make connections to the book as necessary</li></ul>	<ul style="list-style-type: none"><li>• Sorting worksheet</li><li>• Scissors</li><li>• Glue</li></ul>
Sharing (10 minutes)	<ul style="list-style-type: none"><li>• Each student shares their finished activity with the group using the communication method of their choice</li></ul>	<ul style="list-style-type: none"><li>• Completed activity</li><li>• Communication devices</li></ul>

The lesson plans contain:

Detailed instructions on how that day's lesson should run





This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

This unit does not include vocabulary cards.



Oceans are a very important part of the earth's ecosystem.



CHRISTA JOY, SPECIAL NEEDS FOR SPECIAL KIDS



There is a 41-page book with simple text and engaging photos.

It comes in a PowerPoint version as well as a voice-recorded PowerPoint (so you don't have to print it out.) There is also a movie version you can use in google slides.

This salty water is just what some animals and plants need to survive.

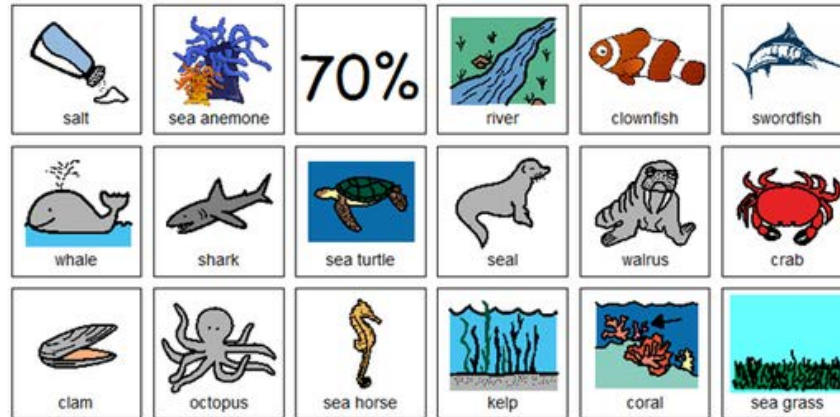


CHRISTA JOY, SPECIAL NEEDS FOR SPECIAL KIDS

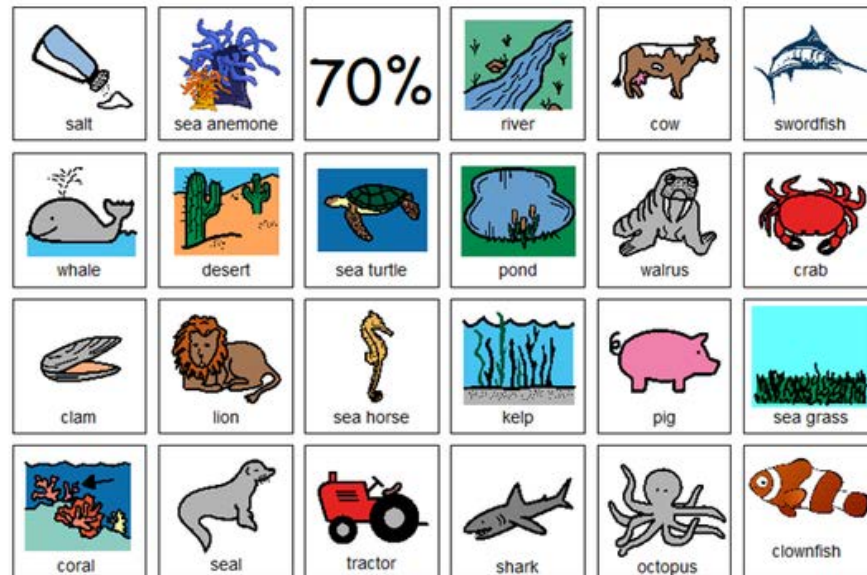


Errorless version

Place the following in the circle map on previous page.



Place the following in the circle map on previous page  
**ONLY IF** relates to the ocean.

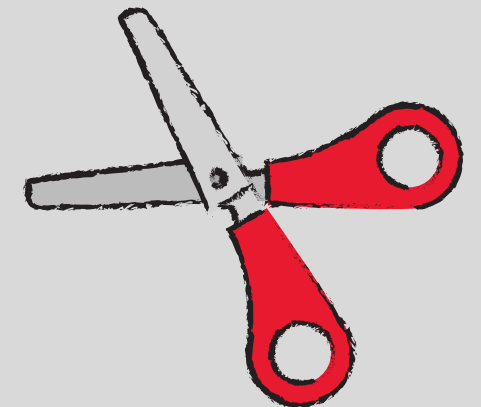


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There is a circle map on ocean life.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

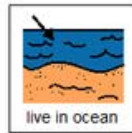
- One is errorless
- One has wrong answers mixed in students will have to set aside





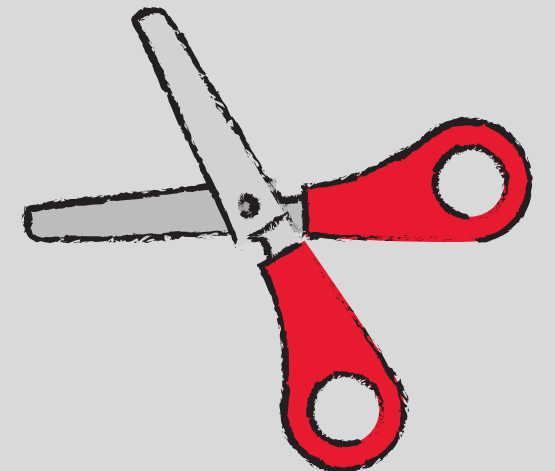


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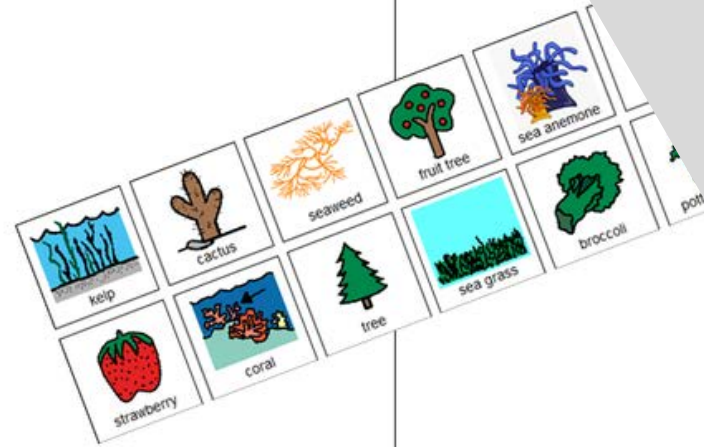
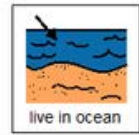
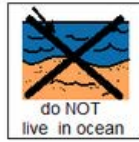
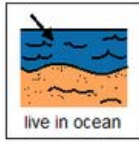


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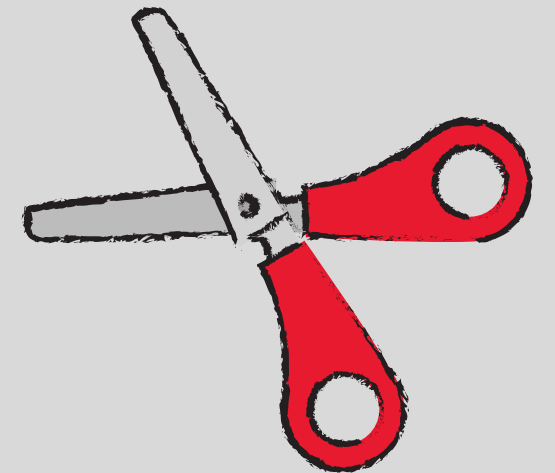
There are 3 sorting activities. One sorts animals that do and don't live in the ocean. There are both photos and picture symbols included.



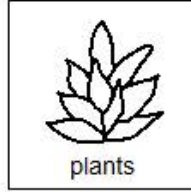
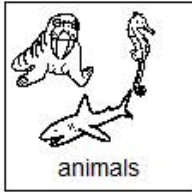




One sorts plants that do and don't live in the ocean. There are both photos and picture symbols included.



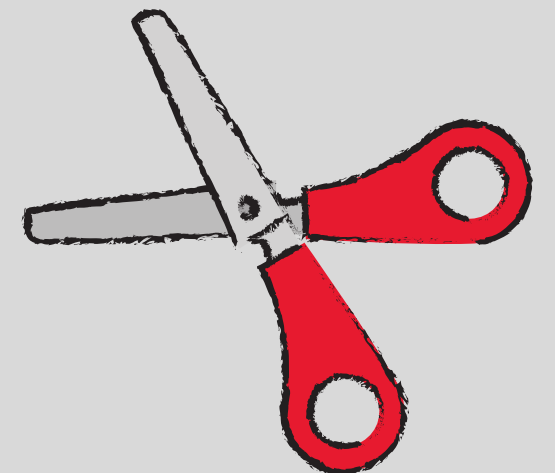




A collection of 24 cards for sorting ocean life. The cards are arranged in two rows. The top row contains 12 cards: kelp, sea horse, seaweed, clownfish, crab, octopus, swordfish, coral, walrus, sea grass, clam, and whale. The bottom row contains 12 cards: kelp, sea horse, seaweed, clownfish, crab, octopus, shark, coral, walrus, sea grass, clam, and whale. Each card features a photograph or a simple line drawing of the organism, with its name printed below.

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One sorts the animals versus plants that live in the ocean. There are both photos and picture symbols included.





To differentiate use fewer pictures to sequence, making the size difference more obvious.

Cut out and sequence by size:



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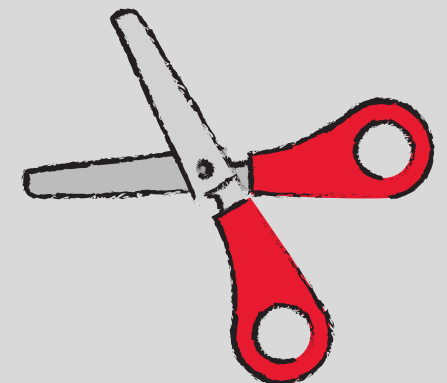


There is a sequencing activity putting things from the ocean in order from smallest to largest. There are **10 that use the same object but in different sizes.**

Cut out and sequence by size:



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To differentiate use fewer pictures to sequence, making the size difference more obvious.

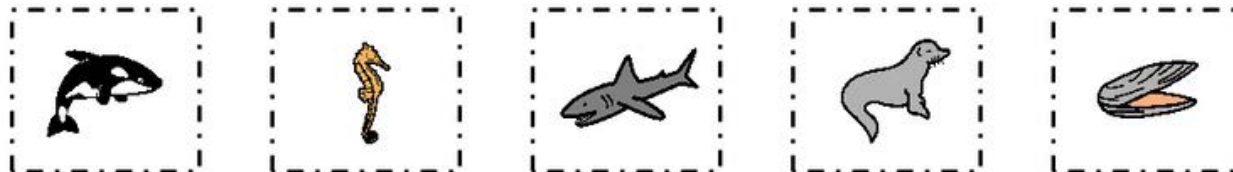
Cut out and sequence by size:

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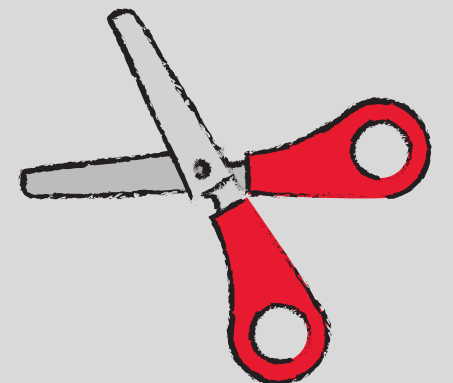
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There is a sequencing activity putting things from the ocean in order from smallest to largest. There are 3 that use different animals or objects.














# Ocean Life

		 crab	 kelp		
 walrus	 kelp	 shark	 sea turtle		
 octopus	 shark			 sea turtle	
		 sea turtle		 walrus	
 shark		 kelp	 walrus		
 crab	 walrus	 octopus		 kelp	








Christa Joy, Spec  
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# Ocean Life

	 shark		 kelp
 crab		 sea turtle	 shark
	 crab	 kelp	
 kelp		 shark	

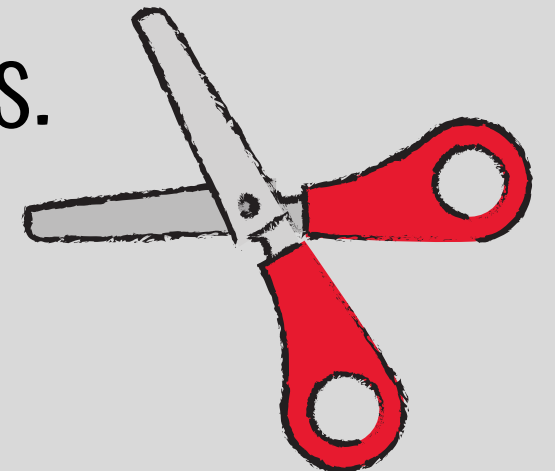
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Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

 shark	 sea turtle	 sea turtle	 sea turtle
 crab	 crab	 kelp	

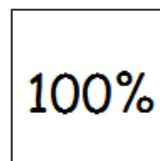
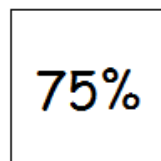
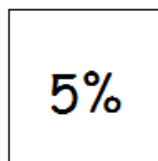
There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

There are 2 versions plus answer keys.

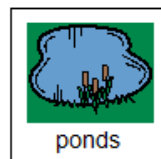
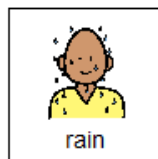




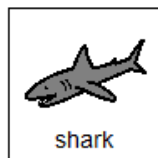
1. How much of the Earth is covered by the ocean?



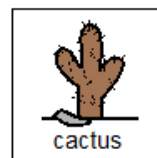
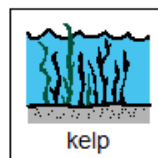
2. The salt in the ocean comes from:



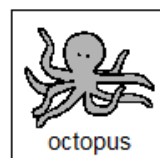
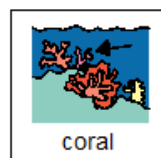
3. Circle the animals that live in the ocean.



4. Circle the plants that live in the ocean.



5. Clownfish live among the poisonous:



There is a 10 question final assessment.

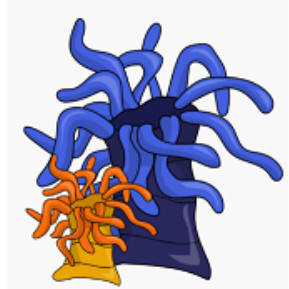
There are 3 versions. This version has 10 questions with 3 picture choices for each question.

Answer key included.

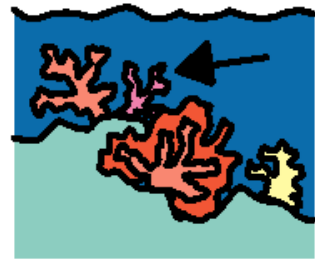


Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

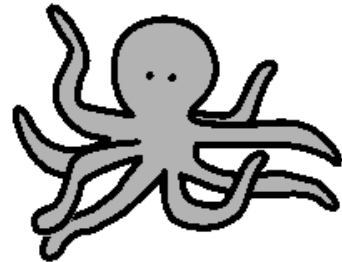
Q 5



sea anemone



coral

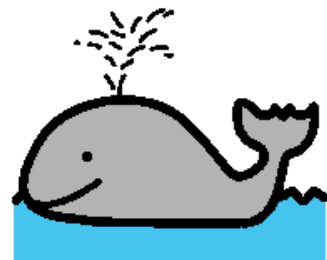


octopus

Q 6



crab



Blue Whale



shark

With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.



1. About how much of the Earth is covered by the ocean?
  - A. 5%
  - B. 75%
  - C. 100%
2. The salt in the ocean comes from:
  - A. rain
  - B. ponds
  - C. rivers
3. Circle the animals that live in the ocean.
  - A. Shark
  - B. Lion
  - C. Ostrich
  - D. Sea horse
  - E. Sea turtle
4. Circle the plants that live in the ocean.
  - A. Fruit tree
  - B. Kelp
  - C. Cactus
  - D. Sea grass
  - E. Algae on coral
5. Clownfish live among the poisonous:
  - A. Sea anemone
  - B. coral
  - C. Octopus
6. The largest animal on Earth lives in the ocean, it is:
  - A. crab
  - B. Blue Whale
  - C. shark

*This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.*



Watch the  
movie on  
Ocean Life

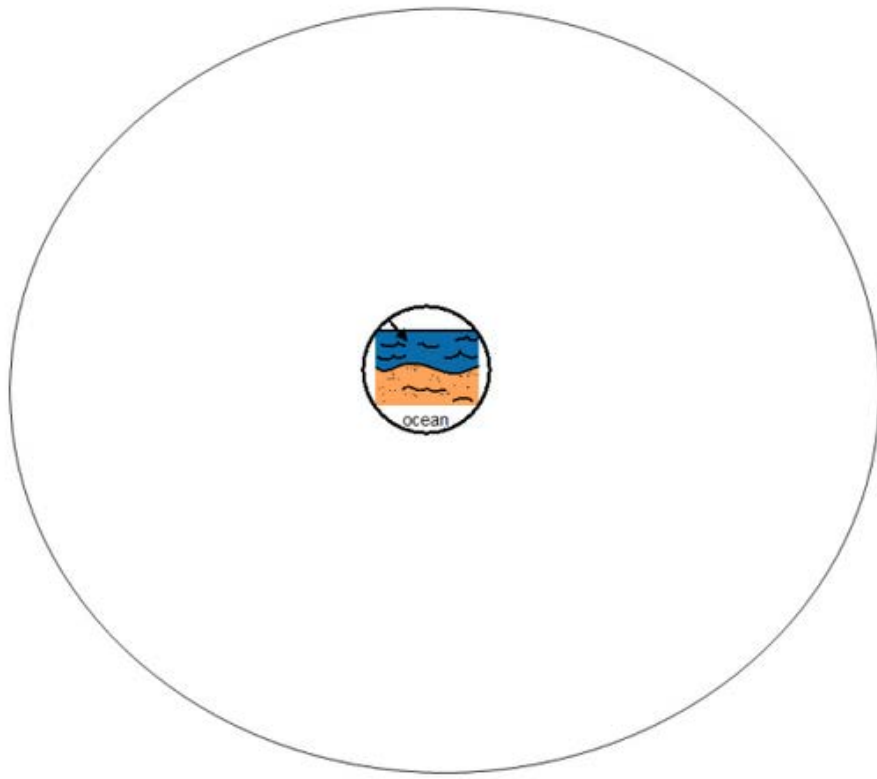
The octopus is an animal that lives in the deep ocean waters. It has 8 long arms called tentacles covered with suckers. These suckers are sensors and tell the octopus what is happening nearby.



CHRISTA JOY, SPECIAL NEEDS FOR SPECIAL KIDS

*There is a video of the  
book read aloud.*





differentiated

Place the following in the circle map on previous page.

salt	sea anemone	70%	clownfish
shark	sea turtle	seal	walrus
crab	clam	octopus	kelp
coral	sea grass	whale	swordfish

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Each activity is set up so students can click and drag answers. No typing is required.

Cut out and sequence by size:

small					large

Sequence the animals from smallest to largest.

orca	seahorse	shark	seal	clam
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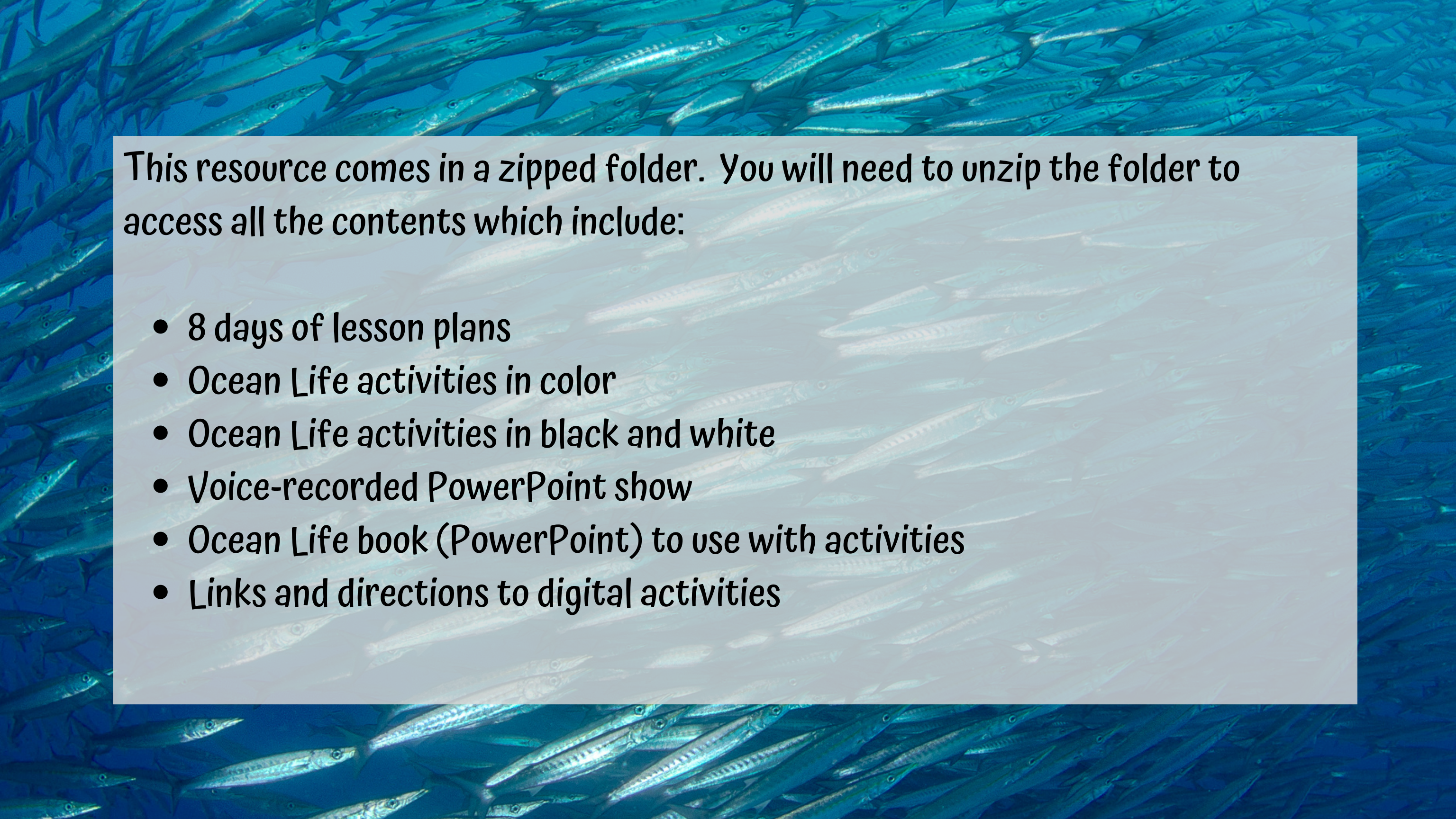
differentiated  
Sort the following pictures into those animals that live in the ocean and those that do not.



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The second set of slides uses color for differentiation and extra support for students who may need it. Mix and match slides from both sets to make the perfect set for each student.





**This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:**

- **8 days of lesson plans**
- **Ocean Life activities in color**
- **Ocean Life activities in black and white**
- **Voice-recorded PowerPoint show**
- **Ocean Life book (PowerPoint) to use with activities**
- **Links and directions to digital activities**