

Ocean Movements



Overview:

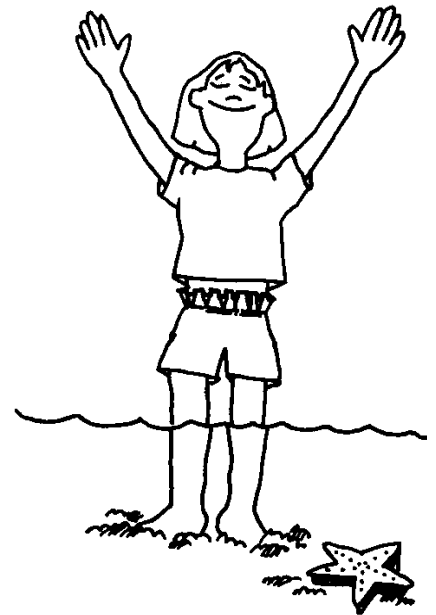
Students enjoy moving and pretending they are something else and this activity is designed to do just that. Students will not only be able to move like an ocean wave, but as a fish, a fiddler crab and even like they are swimming with dolphins. While the students are making the movements, associations should be made between oceans and the plants and animals that inhabit it. This exercise reinforces the concept that the surface waters of the oceans move.

Materials:

- Plenty of moving space for the students
- List of movements cues

Background:

Lots of movement is associated with the water found in the oceans. Oceans not only move with the tides but there are also waves (on top of the water) and underwater ocean currents. Not only does the water move but the force of the waves, tides and currents cause marine plants and animals to move in different ways.



Activity:

Have students stand up with plenty of room around them. Read aloud the movement cues (see below) and ask students to move creatively. Emphasize that the oceans do not just "sit" still, but are constantly in motion. After completing the movements, ask questions such as the following:

- Which movement was the most difficult for you to imagine?
- How do fish move differently than humans?
- How do waves move your body in the ocean?

Extension:

- Read aloud the book, My Favorite Place, by S. Sargent and D.A. Wirt. This book is a story about a blind child that runs and swims in the waves. Encourage your students to imagine that they are

Grade Level

Pre-K – 3rd

Objectives

* To develop concepts about ocean movements through creatively imitating those movements.

* To self-express motions associated with oceans and beaches.

* To become more familiar with plants and animals found in and around beaches and their motion in water.

N.C. Standard Course of Study

Kindergarten
(K.L.1.1, K.L.1.2)

Grade 1
(1.L.1.1, 1.L.1.2)

in the ocean feeling the ocean waves and discuss how their movements might be different at the beach if they were blind.

- Play and listen to a tape or CD of ocean sounds. Combine the sounds on the tape with body movements. Alternatively, play the tape and have your students write a short story describing the images that come to mind.
- Have students work in groups and come up with a few ocean movements to act out in front of the class. Classmates then guess what they are imitating.

Vocabulary:

- movement
- shell
- waves
- ocean
- tides
- currents
- seaweed
- beach
- sand dune

References:

Sargent, S. and D.A. Wirt. 1983. My Favorite Place . Abingdon Press, New York. 16 pgs. (ISBN: 978-0687275380).

National Science Standards:

Contents Standards *Science as inquiry. [K-4]*
Life science. [K-4]

Ocean Literacy Principles:

Essential Principle #6. The ocean and humans are inextricably interconnected.
(Fundamental Concept-c)

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Movement Cues

- Pretend you are running in the ocean and the water is icy cold.
- Pretend you are standing in the sand with your feet buried.
- Pretend you are an ocean wave.
- Pretend you are a fish swimming through a seaweed forest.
- Pretend you are a hermit crab discovering a new shell.
- Pretend you are swimming with dolphins.
- Pretend you are an ocean wave crashing on the beach.
- Pretend you are seaweed floating with the tide.
- Pretend you are a crab running away from the waves.
- Pretend you are a sea oat floating in the breeze.
- Pretend you are a pelican flying over the ocean looking for a fish to eat.
- Pretend you are a worm burying in the sand.
- Pretend you are a shark looking for a snack.
- Pretend you are a fish swimming.
- Pretend you are a jellyfish.
- Pretend you are a stingray.
- Pretend you are a sea gull running up and down the beach.
- Pretend you are a sand dune.