• **SESSION 1 (TYPES OF MARINE LIFE)**

1. **Introduction of the topic**

The teacher greets the students and says: ‘Today we’re starting a new unit, so pay attention. I’m sure you will like it. It’s an exciting topic. Listen to me and look.’ Then, the teacher draws a map of Catalonia on the blackboard and asks the following questions:

- What’s this? (It’s a map)
- Is it America? (No)
- Is it Catalonia? (Yes)
- Do you live in Catalonia? (Yes)
- Do you know that Catalonia is bordered by the sea? (Yes)
- What’s the name of this sea? (The Mediterranean Sea)
- Do you like the sea? (yes)
- Do you go to the sea in summer when it’s hot? (yes)
- So now, imagine you are swimming or diving in the sea…, close your eyes and think about things you can find under the sea.

A piece of relaxing music with sounds of splashing water can be played meanwhile (STR1. Sea water sound).

After a while, the teacher stops the music and asks ‘What can you see?’ Children can answer as many times as they want by using the prompts provided in the grid below. The teacher should copy them on the blackboard and correct them, if necessary, after each contribution. Children repeat the correct sentence after him/her.

<table>
<thead>
<tr>
<th>I can</th>
<th>see</th>
<th>fish</th>
<th>under the sea</th>
</tr>
</thead>
<tbody>
<tr>
<td>We can find</td>
<td>an</td>
<td>octopus</td>
<td>in the water</td>
</tr>
<tr>
<td>There is</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Drawing Pictures (living and non-living things)**

The teacher hands out a piece of paper with the sentence *I would like to know more about ______* and says: ‘Now, on this piece of paper, you have to draw only one of the things you imagined. The one you would like to know more about,'
ok?‘Enough time is given for the children to draw (SW1. Things I can find under the sea). After a while, the teacher asks: ‘So tell me, what did you draw? A dolphin? Very good, a dolphin. Say I would like to know more about dolphins.’ It is very important that every student in the class says his/her sentence and shows the picture to the rest. It’s almost certain that some of them will be the same and that the most basic species will be mentioned. Two students collect the pictures, group the same ones together and display them on the wall.

The teacher now says: ‘Ok, let’s have a look at these pictures. Are they all sea creatures? Yes or no? If not, how can we classify them?’ Children do some pair work for a couple of minutes in order to come up with ideas for classifying. The teacher asks them and guides the talk towards the concept of LIVING and NON-LIVING things. A good definition to give for introducing the concept would be the following: Living things can move, get food, excrete and reproduce but non-living things can’t. ‘If necessary, the concept can be introduced through miming.

The whole group answers the questions the teacher asks and helps him/her classify the words e.g. Is a/an _______ a living thing? Can it move/breathe/get food/excrete/reproduce? The teacher writes down some model answers on one side of the blackboard (Yes, it is/No, it isn’t - Yes, it can/No, it can’t) and adds one word at a time in the corresponding category.

3. Fishing images

The teacher now shows some magazines he/she has brought to class today and asks the children to form groups of 5 students because they are going to do some groupwork. He/She then distributes the magazines by giving 2 or 3 to each group and asks them to look for 5 pictures related to sea life. Pupils have to find them and cut them out. In their groups, they have to try to elicit the vocabulary by asking the teacher ‘How do you say _______ in English?’ or looking them up in the dictionary.

The group then chooses a spokesperson to go to the front of the class and explain to the rest which images they have found. By doing this, they start to introduce the vocabulary they will be using during the unit. They can say: ‘We’ve found a ______, a(n) ________, some _________, a group of ________ and a _________’, or ‘Look, this is a _______ here we have some ________.’ The main idea is that they present the vocabulary to the others and not the teacher.

Salvador Rodríguez Almendros

CEIP Barrufet (Barcelona)
When all the groups finish, the teacher asks them to choose one picture each and stick it on the wall display next to where their pictures are.

(NB. The magazines could be of any type but the National Geographic ones are a good source to find real images. If the teacher doesn’t have the time to look for them, a possible variation would be that children themselves search for them on internet.)

- **SESSION 2 (REAL FACTS ON SEA FLORA & FAUNA)**

1. Exploring sea depths

The teacher asks the children: ‘Have a look at the display we’re building. Do you know that all these animals are called MARINE FAUNA? And the plants living under the sea form the MARINE FLORA? Let’s see some examples.’ The teacher opens a PowerPoint presentation where some photographs of real living things are shown (STR2. Exploring sea depths). It’s a time for the children to explore sea life at the same time as new concepts are being introduced. Children’s reflections, though maybe in mother tongue, will give the teacher an initial idea of the student’s previous knowledge on the topic. Little by little, he/she will encourage the pupils to express their opinions by using language in context.

2. Jigsaw reading

The teacher divides the class into 5 different groups of 5 students each (this number may change according to real needs). He/She gives each child a number from 1 to 5 and asks them to get together with the other classmates having the same number: ‘You’re number 1, you’re number 2... Now, all ones together, all twos together...’ Children might need to ask each other and answer: ‘Are you number _____? Yes, I am/No, I’m not.’

Once in groups, the teacher provides each group with an information file and every single student with a chart to fill in (SW2. a) b) c) d) e) Files and SW3. Jigsaw chart). Each of the four groups is given the name of some living creatures: sharks, angelfish, octopuses, dolphins and jellyfish. These are their home groups. The first thing they have to do is read their own file, transfer the facts to the chart and complete the sentences. By doing this, they will become experts on a different species. They will then leave their home group to meet one member of each of the other groups, i.e. an expert on sharks will meet an
expert on angelfish, on octopuses, on dolphins and on jellyfish. In the expert group they will have to inform the others and collect data from them. When they finish, they can go back to their home groups and check if everybody got the same information.

(NB. The information given in this activity is taken from the book 'Deep Blue Sea' published by DK. If the teacher has access to it, the activity can start by having a look at the book. Since it is very visual and has a lot of pop-ups, concepts such as the ocean zones (sunlit, twilight and midnight) can be introduced.)

3. Race dictation

With all the information they have learned in activities 1 and 2, the teachers suggest now playing a game. The game consists of hanging five copies of a summarising worksheet in different places around the class and even out in the corridor (SW4. 10 facts on sea flora & fauna). The content is presented through bullet points, which will help the students acquire both the linguistic structures and the content in an easier way. Divided into five groups, one child runs to one of the papers and memorises the first sentence. Then, he/she runs back to his/her group and dictates it for another child to copy. When the teacher claps his/her hands, children have to change roles. They keep running and taking turns to copy. The winner is the group that finishes first and is able to read aloud all the information to the rest of the classmates.

As a follow up activity, the teacher hands out a copy of the worksheet that was hanging on the walls. It contains all the sentences but each one has a blank space in it. Either in groups or all together, the teacher asks the pupils to read the sentences and find out the missing word in each one. They can check their answers by looking at the papers on the walls. If not, the teacher can correct them aloud (SW5. 10 facts on sea flora & fauna [with blanks]).

- **SESSION 3 (FOOD CHAINS)**

1. Sea creatures' anthem

The teacher will introduce a rhyme that, from now on, will be sung at the beginning of each lesson. It will be a kind of anthem that will catch students' attention in order to get them ready to start working. The rhythm is up to each
teacher, but a rap version would be appropriate. The teacher can say each line and the children repeat after him/her.

‘Come along, come with me,  
take a dive in the deep blue sea.  
Put on you gear, let’s explore,  
all the way to the ocean floor.’

2. I didn’t know that...

By writing ‘_ _ _ _ _ _ _ _’ on the blackboard, the teacher will ask the students to guess the missing word by saying letters aloud. The functioning should be the same as that in ‘Hangman’ but without making it last very long. When the word ‘PLANKTON’ is discovered, the teacher tells them to brainstorm in groups of four in order to check their previous knowledge, if any. They have to guess the meaning of the word and be able to explain it to the rest of the group. Answers in mother tongue are allowed but, at least, their productions have to follow the language support for talk suggested by the teacher: ‘We think that plankton is.../We are not really sure but plankton could be.../We don’t know what it is.’

After all groups have given their opinions, the teacher points out similarities and differences in their answers and asks three volunteers to come to the front and read a very short piece of text with a definition. The rest of the group has to find out which one is correct (STR3. Definitions of ‘plankton’).

**DEFINITION 1:**
Plankton is a group of very big animals that live under the sea.

**DEFINITION 2:**
Plankton is a group of very little plants and animals that move in the water.

**DEFINITION 3:**
Plankton is a group of very beautiful plants that need a lot of water to live.

Once the correct definition has been voted for and the teacher has given the right answer, the concepts of *phytoplankton* and *zooplankton* are introduced through a matching game.

On the wall display, the teacher sticks a photograph of plankton in the sunlit zone of the sea and writes the work *plankton* next to it (STR4. Plankton photographs). After that, he/she shows the children two other images where
they can basically see sea plants and animals. He/She then explains that 'minute plants form phytoplankton' whereas 'tiny animals form zooplankton'. He/She draws two arrows and sticks one picture under the end of each of them. Having previously cut some sentences out and introduced them in a box, he hands it out to one of the groups and asks a volunteer to open it, take a strip of paper out and read it aloud (STR5. Phytoplankton and Zooplankton strips). Together with the others in the table, the pupil will have to find out whether this is a characteristic of either phytoplankton or zooplankton. After getting the right answer, the pupil will stick the sentence under the corresponding picture. The group will then pass the box to the following group and they will do exactly the same. In this way, the wall display will be similar to a big conceptual mindmap and will be enlarged little by little at the same time that learning is taking place.

3. Who eats who?

The teacher hands out two different examples of food chains and gives one to each student in the pair (STR6. Marine food chain models). He/She also gives them a worksheet to complete (SW6. Marine food chains). Then, each child (one at a time) looks at his/her food chain and tries to explain it to his/her partner. The other child has to make notes using just drawings and simple words in order to complete the empty elements in the food chain in his/her worksheet. No sentences are allowed at this stage.

Once they have finished, they help each other to write down the whole process taking place in each food chain (first one and then the other). At the end, in a plenary, some of the students are asked to read their productions aloud and the teacher checks that everything is correct. If there is enough time, pupils can make up their own marine food chain and stick some of them on the display, too.

• SESSION 4 (SPECIES' CHARACTERISTICS)

1. A fishy magic game

After singing the 'sea creatures' anthem' to warm up, the teacher will ask: 'Do you want to have fun with the different species of fish you can find under the sea? Then, look and listen carefully.' He/She shows the children the first slide of a PowerPoint presentation in which there is a grid made up of 15 squares (STR7. A fishy magic game). In each one a different species of fish is going to appear and the teacher will first ask the students if they know its name. After
presenting them all, he/she will introduce the written form in order to scaffold the language they will have to use in the following activities.

When the grid is completed with both pictures and words, the teacher asks a volunteer to choose one of them but without telling him/her which one it is. The pupil must tell his/her classmates instead, either by whispering the name or by showing the number of the square with his/her fingers. The teacher will then move to the following slides in the presentation and will try to work out which image has been chosen by asking the class ‘Is the fish (name of the child) selected here?’ or ‘Can you see the fish now?’ The answers might be: ‘Yes, it is/No, it isn’t’ or ‘Yes, I can/No, I can’t.’ After asking them four times, he/she will show slide number 6 and say: ‘Do you know that the sea depths are mysterious and magic?’ (The teacher pretends to have a magic ball and looks at it while moving his/her hands around it. This gives him/her time to add up all the numbers appearing at the top left hand side of the grids in which children said the fish was). ‘There are a lot of species living there, but I think yours is the __________.’

Children may be really surprised at this outcome, so the game should be played again to allow them time to guess what the trick is. If they do not guess it, it is up to the teacher to decide whether to tell them or not. It could be a nice idea to tell them and give them copies of the framework for them to fill them in and try the game at home with parents (STR8. Framework for a fishy magic game).

2. Getting to know more species

In order to get familiar with more species of marine creatures, the teacher suggests an activity in which some other living things appear. He/She opens a PowerPoint presentation (STR9. Looking at different marine species) with images for the students to guess, since they will appear divided into four parts and they will be encouraged to work the names out after repeating the following structures: ‘Diving in the sea..., diving in the sea..., what can you see? I can see a __________ swimming in the sea.’ The animals are a seahorse, a manta ray, a starfish, a whale, a coral, a tuna fish and a sea cucumber.

3. Who’s the king of the sea?

One student is named the king of the sea (King Neptune) and he/she writes on a piece of paper the name of one of the marine species learned so far. The rest of
the children have to guess, in the least number of questions, what is written on the paper. They are only allowed to ask yes/no questions, e.g. are you coloured grey? or do you have a long body?

The teacher will have previously set an example for them to follow. It is then a good moment to introduce some basic vocabulary related to parts of the body, for instance fins, scales and tail. He/She can draw the fish on the blackboard to illustrate each of the new words better.

(Teacher’s model: Imagine that I choose TUNA FISH, you may ask: Are you coloured blue? Do you have fins? Are you big? Do you have scales? Is your tail long?)

The game starts and the child who guesses the species correctly now becomes the king. He/She has to repeat the process. The activity can be done as a plenary or as a small group task. In this case, they can have some time to write the questions they want to ask on a piece of paper. The teacher should pay more attention to the production of the written questions. Children may even be given some books in order to look for extra information regarding the different species. It will be a nice moment for the language through to emerge.

• SESSION 5 (THE ART OF FISHING)

1. The colourful fish

This activity is a warm up to get to know their preferences regarding the world of fish. The teacher will hand the worksheet out and will ask some children to read the sentences aloud (SW7. The colourful fish). If necessary, he/she will ask those children to clarify the meaning through miming. Since instructions are quite clear, the task shouldn’t take them too long. Once the fish has been coloured, a volunteer will write on the blackboard the answer to the final question (SHARK).

Children will then hold their papers up in order to show the rest their final version of ‘the colourful fish’. Some of them should be encouraged to talk about their final production explaining why they coloured it like that. To do it, they can use the language provided in the sentences. The teacher could later on display them on the wall for everybody to have a look at.
2. Time for a story

At this stage of the unit, the teacher will dedicate some time to story-telling in order to present quite a lot of language input through context. Global comprehension will then be easier for the students, therefore the names of the marine species covered will be revised. The story is about a very special fish who is involved in some adventures. When listening to the story, children will feel as if they were the main character and this will motivate them to learn new concepts such as fishing at the same time as they improve their linguistic competence.

If possible, it would be really good to have the original book since the images are very nice. It is written by Julia Donaldson and Axel Scheffer (the creators of 'The Gruffalo') and published by Alison Green Books. If not, the original text is provided for the teacher to tell the story, either adapting it or not (STR10. Tiddler’s story).

3. Let’s go fishing

The teacher refers to the story of Tiddler and asks the students: 'What happened to Tiddler when he got lost inside his story?' (Thinking time must be allowed for production to happen) ‘Did he see the fishing boat? Did he hear the fishermen? Did he spot the net? NO, HE WAS CAUGHT!’

By showing some pictures that can be either slides of a PowerPoint presentation or laminated flashcards, the teacher will ask 'What are these people doing? Fishing?' The idea of 'Shore fishing' and 'Boat fishing' will be introduced and students will be asked to identify the one in which Tiddler was caught (boat fishing). The following images will turn attention to the way different types of sea creatures can be caught depending on the level they swim at. Children will see that it’s not the same trying to catch a cod, a lobster or a mackerel (STR11. How fish are caught).

To make things a little bit clearer, the key concepts will be given on a worksheet (SW8. Let’s go fishing). The teacher will spend some time focusing on the picture and talking about the three basic methods of boat fishing. Then, some children will read the speech bubbles aloud and each pupil individually will have to decide which is the fishing method used. Correction will be made with the whole group.
LEARNING UNDER THE SEA

- **SESSION 6** (FISHING TECHNIQUE AND METHODS)

1. The wicked sentence

To revise the concepts of the previous session, the teacher will suggest playing a fun game. He/She will start by saying 'When I go fishing with my family, I learn lots of things: YOU CAN FISH ON THE SHORE.' Children must continue the sentence by repeating the last words and adding new ones, e.g. *When I go fishing with my family, I learn lots of things: you can fish on the shore and YOU CAN FISH ON A BOAT.* The other children could add sentences such as *and you can fish near the top of the sea/near the bottom of the sea/on the seabed/you can use a handline/you can use bottom trawls/you can use pots/you can catch mackerel/you can catch cod/you can catch lobsters.*

2. Fishing in different ways

The teacher tells the children that there are lots of fishing techniques and fishing methods since there's also a great variety of species living under the sea. It is really important to know them properly in order to avoid damaging the flora and fauna in the sea depths. Here, the word *bycatch* (meaning those other marine creatures get caught in fishing nets by mistake) will be introduced.

A worksheet will be distributed for the children to complete in groups (*SW9. Fishing_methods*). They first have to look at the picture and read the description of each method to decide which each one is. Then, after having it supervised by the teacher, they will have to predict which species may be caught with one method or another. If they are not able to work it out on their own, the teacher will help them by pointing out that some fish can be caught using different methods.

**Solutions:**
- Mid-water trawl: herring, mackerel
- Bottom trawl: prawns, cod
- Longline: tuna, cod
- Pots: lobsters, prawns
- Handline: mackerel, cod
3. Fishing differences

Children will be placed in pairs and will be given worksheets A and B. Each one will have a picture of the bottom of the sea (SW10. a) Fishing differences A and SW10. b) Fishing differences B). They look alike but, in fact, they are quite different. Children will have to spot the differences by describing the picture to each other. With the help of the substitution table provided, they will have to circle 5 differences. Afterwards, they will have to write a couple of sentences to show that they were able to communicate effectively.

If pupils succeed in finishing the activity, they can either colour the spotted differences or keep looking for some more differences. It will be a challenge for them to tell the rest about their findings, since the language needed will be more spontaneous and not so guided.

• SESSION 7 (THE IMPACT OF FISHING)

1. Can fishing be sustainable?

The teacher holds an envelope in one hand and explains that it has been found on the teacher's table. He/She asks the children if any of them has brought it from home. It seems to be a letter written specially for them, since it says 'To the 5th class'. The teacher opens it and reads it aloud, trying to make the meaning clear for the pupils (STR12. Asking for help).

A card game is going to be played. Divided into groups of 5 students each, the teacher will distribute the sets of cards and will model the functioning of the game in every group for all students to be able to understand what they have to do (STR13. Cards game). The pile of cards will be placed in the middle of the table facing down. Each child in turn picks a card and reads the question to the others in the group. The one who guesses the correct answer keeps the card and then becomes the one asking. The game goes on and on until the pile is finished. The winner is the child with most cards.

Once the game is over, it would be a good idea to exchange groups for the students to show their progress in learning about the impact of fishing. By repeating the exercise with different classmates they may feel more secure and self-confident.
After some playing time, the teacher will place strips of paper with the answers on the blackboard (STR14. Question-answer strips). He/She then will ask the questions to the whole group and the first child raising a hand will be asked to go to the front and pick it up. The teacher will give him/her the paper with the question and data will be transferred to the wall display. Pupils will stick all the strips under a heading saying ‘The impact of fishing’.

2. Images for discussion

The teacher will present some slides showing images one after the other but without saying anything (STR15. Images for discussion). This will be the starting point to generate discussion about the facts that Shiny (the fish in the previous activity) introduced.

Divided into groups of five, children will be asked to build up sentences explaining the process the images reflect. The idea is that pupils use the language to express their knowledge about the topic. They can use the strips on the big mindmap on the wall. The teacher will focus mainly on the content although some minor corrections will be made regarding language if necessary.

3. Sea sayings

This activity will be carried out as a follow up for the children to realise that the impact of fishing has been so important in our lives that even the language has been affected. The teacher will talk about the fact that there are different old sayings related to the world of fish.

A handout will be given and some volunteers will be asked to read the sentences aloud (SW11. Sea sayings). If they need clarification, the teacher will help them understand the meaning but it will be up to them to decide which meaning from the box is the most appropriate. After correcting the activity, pupils will be told about the importance of not taking sayings literally.

- SESSION 8 (FISH FOR EATING)

1. From the sea to the table

Children are not very used to going to fish stalls in food markets, since this is something parents normally do. They may not even know what a *fishmonger* is.
The teacher will write on the blackboard the following words:

- fishing nets
- fish auction
- fish market
- fisherman
- fishmonger's
- fishing boat

Pupils will be asked to put them in order from 1 to 6 according to the logical process followed by fish, before being cooked at home. Some children might not know the meaning of some of them but the teacher will tell them not to worry too much about it. Then, he/she will set the example of Barcelona’s fish trade and distribution stages. By listening to the teacher reading the following text aloud, children will have to be able to deduce the meaning of all the words written on the blackboard:

‘In the city of Barcelona, fish is sold from Monday to Friday. In the port, there is a place called the fish market. It is there where fish auctions take place. Fishmongers try to buy boxes of fish at low prices in order to sell them in their fish shops. There are two auctions every day, one in the morning for oily fish and one in the evening for white fish and shellfish. There is a very big food market where little fish shops can buy their fish. It is called Mercabarna. One of the most popular markets in the city is ‘La Boqueria’ in ‘La Ramblas’.

After reading it twice and giving some time for thinking individually, the teacher will ask the pupils to help him/her in order to put the number around each word on the blackboard. Then, after cleaning the blackboard, a worksheet will be handed out to check if children really understood the explanation (SW12. Buying fish).

2. What is there in a fishmonger's?

The teacher explains that there are lots of species of fish that can be eaten. Some of them live in rivers or lakes but others live in the sea. He/She asks: ‘What do you think we can buy in a fishmonger’s?’ Children will be allowed to say the name of the species they eat either in English or in mother tongue. A list will be written on the blackboard. If very basic ones are missing, the teacher will add them (sardine, cod, tuna...).

A PowerPoint presentation full of real images of a fishmonger’s in an English Market will then be shown (STR16. At the fishmonger’s). They will be asked to pay attention to the labels indicating the name of the fish and the nice way in
which they are presented. Since some of them may be totally unknown to them, they will focus basically on that. The teacher will announce that a visit to a real fishmonger’s has been planned in order to see an exhibition of the most typical fish sold in a Catalan market.

In order to prepare the visit, two types of tasks need to be done:

- A short mini-dialogue will be prepared to talk to the fishmonger (the teacher can previously talk to him/her to arrange a little bit of conversation in English. If nobody at the shop speaks English, the teacher will provide them with the questions the children will ask to be ready to answer them)
- Different labels with the name of the fish will be designed in order to offer them to the fishmonger to use them when a foreigner comes to the market to buy (the visit will be either to ‘La Boqueria’ or ‘El mercat de Sants’ and in both of them this type of information will be a help).

The group will now be divided into two halves. One group (group A) will be in charge of the mini-dialogue and the other (group B) will design the labels.

Children in group A will be also divided into three small groups of four students each and will start to think of possible questions they would like to ask. After brainstorming for a while, the teacher will sit down with them and they will write the questions properly. Depending on the teacher’s interest, he/she will try to manage to select the ones he/she thinks more appropriate. These could be:

a) What’s the name of this fish?
b) How much is it?
c) What type of fish is it, oily or white?
d) Where is it from?
e) Do you always sell it?

When they finish, they will go to the computers and type them in order to have a worksheet to fill in on the day of the visit. They will leave some space for a picture of the fish. If the teacher thinks this part of the activity is very time consuming, he/she can do it himself/herself and hand it out before leaving the school that day (SW13. At the fishmonger’s). In this case, children can act the dialogue out in pairs. They can make up the answers and add language such as ‘good morning Mr/Ms fishmonger’, ‘thank you for your time’, ‘Bye-bye’.
Children in group B will be placed at the computers, either in pairs or in groups of three. They will have the PowerPoint presentation on the screen and they will have to write down the name of the fish appearing on the labels. If needed, dictionaries may be used to identify the real name of the fish in mother tongue. When ready, the teacher will give them a model of a label to fill in directly in a Word document (STR17. Label model). They can erase the example and write directly there. They will then print the labels and cut them out. The teacher will laminate them later on. In order to choose the name of the fish they are going to label, some pieces of paper with the names appearing in the photographs will be placed inside a box (STR18. Fish names). Each child will take only two in order to design the labels and avoid repetition. It would be really good to swap places more or less at the same time, e.g. when group B finishes using the computers, group A starts using them.

- SESSION 9 (THE DISSECTION OF A SARDINE)

1. Coming back from the market

Once back in class, children will have a look at the information the fishmonger provided them with. In turns, they will read their findings aloud to the rest of the classmates. By doing this, they will see that there are some typical species of fish that are normally caught near the Catalan coast.

2. The body of a fish

The teacher will say that from that moment on they will focus their attention on the study of the body of a fish. Since the body of a fish consists of three main parts, the words head, body and tail will be revised. Some other smaller parts can be observed in each of the main ones and, in order to introduce them, a worksheet with the picture of a big fish will be given (SW14. The body of a fish).

Together with the children, the teacher will have a look at the picture and will ask them questions to elicit answers: 'What can you see in the head?', 'What does it have in the body?', 'Is there anything on the tail?'. Then, he/she will name the parts in English and will explain some bits and pieces about them. Pupils will also be able to read the information on the worksheet and will also be asked to fill in the names under each of the lines indicating the different parts.
BASIC INFORMATION:

- In the HEAD, we can see...
  - the eyes: big and round, located one in each side of the head.
  - the mouth: with different rows of teeth.
  - the nose: with holes to smell.
  - the gills: used to breathe.

- In the BODY, we can see...
  - the pectoral & ventral fins: to swim, turn or stay still.
  - the dorsal fin

- In the TAIL, we can see...
  - the anus and the anal fin
  - the caudal fin: used to get up speed.

An enlarged copy of the worksheet could be ready for fast finishers to complete it. It could even be coloured and then hung on the wall, next to the mindmap.

3. Observing a sardine (body and skeleton)

On the visit to the market, the teacher bought some sardines and put them on the fridge. Children knew it but they didn't know what they were for. The teacher will say: 'Do you remember the sardines I bought at the fishmonger's? Now we are going to work with them...' He/She will place the following items on each table (bearing in mind that students are placed in groups of 4 or 5):
  - a tray
  - tweezers
  - a magnifying glass

The teacher will now explain that they are going to open a sardine to be able to recognize its main parts and to observe the skeleton, too. Students will be given a worksheet where a set of questions and instructions will act as a guideline for them to follow the process (SW15. Observing a sardine). In turns, all children in the group will have to take part at least once in the opening of the sardine. The
written task has to be done cooperatively but each pupil has to end up with a copy of it.

(NB. For the following session children will be asked to think of songs, poems, tongue twisters or films in which reference to sea life is made.)

- **SESSION 10 (HAVING FUN IN THE SEA DEPTHS)**

1. **What did you find?**

After singing the 'sea creature's anthem', children will be asked to talk about their cultural findings on sea life. Different contributions will be made but, if these don't come up, the teacher should mention some of them. It is up to him/her to teach a tongue-twister or a song.

**Tongue twister: 'She sells seashells by the seashore’**

**Song: '1-2-3-4-5 once I caught a fish alive’**

One, two, three, four, five,
Once I caught a fish alive.
Six, seven, eight, nine, ten,
then I let it go again!
Why did I let him go?
Because it bit my finger so.
Which finger did it bite?
This little finger on my right

**Poem: '10 little fishes swimming in a school’**

This one said, "Let’s swim where it is cool."
This one said, "It’s a very warm day."
This one said, "Come on, let’s play."
This one said, "I’m as hungry as can be."
This one said, "There’s a worm for me."
This one said, "Wait, we’d better look."
This one said, "Yes, it’s on a hook."
This one said, "Can’t we get it anyway?"
This one said, "Perhaps we may."
This one, so very brave, grabbed a bite and swam away.

(from [http://www.yakaberry.com/themes.html](http://www.yakaberry.com/themes.html))
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Films: 'Finding Nemo', 'The little Mermaid', 'Free Willy'...

2. An open test

Each child is given the assessment worksheet with a picture showing the sea depths (SW16. Open assessment sheet). He/She is asked to write and draw any kind of information related to the aspects worked on throughout the unit. As it is an open test, pupils can write whatever they like or feel more confident with. Some of them can write sentences, others words and, the ones with more difficulties for language, only pictures. It's very important to tell them that any sort of answer is allowed.

3. Help! I'm a fish

Since Shiny was a little yellow fish, children will now have the opportunity to listen to a song called 'I'm a little yellow fish' included in the soundtrack of the film 'Help! I'm a fish'.

http://www.youtube.com/watch?v=Moyp7-shOOU (normal video)
http://www.youtube.com/watch?v=AXGeZ2rbaII (video with lyrics)
http://www.youtube.com/watch?v=RDz8qgdp_qA (animated video)

Children will get a worksheet with the lyrics in order to follow them while they listen to the song (SW17. I'm a little yellow fish [song]). The teacher should adapt it according to the linguistic competence of his/her pupils. Two types of tasks are possible:
- the worksheet can be presented with some blanks for them to draw a picture or write the missing word
- the worksheet can be presented with words and pictures for them to write the words next to each picture

FINAL ACTIVITY: Film watching

The teacher will play part of the film 'Help, I'm a fish' or any other related to the topic, e.g. 'Finding Nemo', 'Little Mermaid'... If this is considered not to be appropriate enough according to the group's characteristics, children can use computers to access some websites and play interactive games instead.
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- Websites used:
  - http://www.sealifeeurope.com/fun.php (Sea Life Centre site - see fun and games)
  - http://www.lethsd.ab.ca/mmh/grade5/oceananimals/oceananimals.htm (links to many sites)
  - http://www.fishandkids.org/ (see playroom)

- Images taken from:
  - www.adventuretime.es/juegos/fishing.JPG
  - www.fredhoare.com/USERIMAGES/Beachcaster%201.jpg
  - http://www.picture-newsletter.com/fishermen/boat-fishing-k5r.jpg
  - http://www.galeria.dibujos.net/images/painted/1689007a1d...