



*All the Way to the Ocean* -Lesson Plan Ideas

**1st Grade**

1. Show students pictures of various sea creatures and instruct them to name each one. Ask students what all the creatures have in common. Guide them to the answer that they share the same home—the ocean. Explain to the students that they will be listening to a story that will teach them about protecting those animals and their home. Before reading, introduce any vocabulary words that may be unfamiliar to students: (storm drain, marine life, harmful, polluted, ecosystem).
2. Read All the Way to the Ocean aloud to students.
3. After reading, have a discussion about the book using some or all of the following questions as a guide:
  - In the beginning of the story, James was going to put his candy wrapper into the storm drain. Why did Isaac stop him?
  - What is one way that marine animals get hurt when there is trash in the ocean?
  - How can people be harmed by trash in storm drains?
  - Why do you think James and Isaac wanted the whole school to help pick up trash? Why not just do it themselves?
  - If you saw a friend putting trash in a storm drain, what could you tell them to explain why they should stop?
4. Optional conclusion activity – Instruct students to pick their favorite ocean animal and draw a picture of it. Under the picture, they will write what they can do to keep that animal safe, using what they learned in “All the Way to the Ocean.”

**2nd & 3rd Grades**

1. Explain to students that they will be learning about protecting our ocean and the creatures that live there.
2. On the board, copy the K-W-L chart below and give students time to recreate it on their own paper. Alternatively, distribute a K-W-L chart to each student.



What I already know about protecting the ocean	What I wonder about protecting the ocean	What I learned about protecting the ocean

3. Instruct students to complete the first section of the chart with any facts they already know about protecting the ocean. This could include reasons why it's important to do so, ways they can help, or things that people do that hurt the ocean's creatures. Give students time to finish the first section before instructing them to move on to the next part of the chart where they can write any questions they may have or what they would like to know about protecting the ocean. Tell students that they will be listening to a story and can complete the last section of the chart as they listen and will also have time to finish it afterwards.
  
4. Read All the Way to the Ocean aloud to students. When finished, give students time to finish the L section of their chart and allow them to share from their chart with the class.
  
5. Follow up with a whole-group discussion, using some or all of the following questions as a guide:
  - In the beginning of the story, James didn't understand why he shouldn't drop his wrapper into the storm drain. How could you explain to a friend why it's important to keep storm drains clear of trash?
  - According to James' mom, how can trash on the ground end up in the ocean?
  - Why do you think beaches have to be shut down sometimes because of pollution?
  - Why do you think the author named the story "All the Way to the Ocean"? What could be another good title?
  - What are some things we could do as a class to help prevent storm drain pollution?



## 4th & 5th Grades

1. Find photos or news articles that show the harmful effects of ocean pollution. Post around the classroom and explain to the class that they will be participating in a gallery walk. Allow students to walk around the classroom and take time to view each photograph or article before returning to their seats. When they return to their seats, give students time to write a reflection explaining what they are thinking/feeling after viewing the various articles/photos posted around the room.
2. Explain to students that marine contamination is a serious problem with significant consequences and that today we will learn more about it.
3. Read All the Way to the Ocean to students.
4. After read-aloud is finished, discuss what they read. You may use some or all of the following questions as a guide:
  - What did you learn from the book about ocean pollution?
  - Why is it so important to keep the ocean clean?
  - We read that animals can get sick because of litter in the ocean, what are some ways that humans can be affected?
  - James' mom mentioned that the ocean has more life in it than any other ecosystem on earth. What do you think would be some consequences of losing ocean life?
  - Just like Isaac didn't know that he was harming the environment by littering in the storm drain, there are lots of people who aren't aware of the consequences of storm drain dumping. What are some things we could as a class do to raise awareness?
5. Divide the class into small groups or pairs. Give students the task of creating a step-by-step plan for how they can help keep the ocean clean. Tell students that their plan must be something they can do with classmates, friends, or family members and when finished, allow them to share with the class what they came up with.