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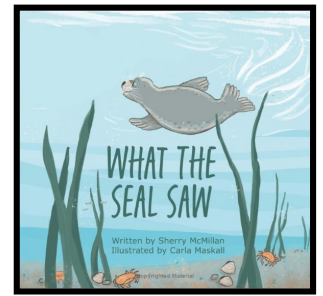
Lesson Title: What The Seal Saw

Written by: Sherry McMillan

Illustrated by: Carla Maskall

Lesson Objective:

On completion of this lesson, learners will be able to:
-identify a variety of local animals found in the ocean



Resources:

What The Seal Saw by Sherry McMillan / illustrated by Carla Maskall

Response sheet Animal cut-outs to match the story

Introduction: Read a few seal facts or watch a quick seal fact video to increase the students knowledge & interest in the story:

Seal video: Rescued Seal Prepared for Release (Alaska Animal Rescue) <https://youtu.be/myT3o3GMWxw>

Seal facts: from: <https://www.seadocsociety.org/harbor-seal-fact>

<https://www.vancouverislandwhalewatch.com/harbour-seals>

- **Seals have large eyes to see in dark, deep water.** They have long necks, which they can shoot out quickly to catch fish while swimming.
- Seals dive for three minutes at a time typically, but they **can stay under water as long as 30 minutes** and dive as deep as 1,600 feet.
- Adult harbour seals eat roughly 2 kilograms of food per day and are generalist predators. They eat what is easiest to catch at the time; **usually small to medium sized fish and invertebrates like squid, octopus, shrimp.** For most of the year herring and hake make up the bulk of their diet, but in the summer and late fall most of their diet is pre-spawning adult salmon found migrating toward rivers and estuaries.
- Their whiskers have sensitive nerve endings that pick up vibrations in the water column, so even if a seal cannot see a fish, **they are able to “feel” the fish and hone in on it by using their whiskers.**

Procedure

1. Picture Walk: Show the cover and a few pages of the book & read the title. Have the students predict what they think the seal will see.
2. Story – Teacher reads What The Seal Saw. Review what did the seal see? Retell the story using the cut-outs provided. What did the seal see first? second?
3. Have you seen any of the same things? Discuss local landmarks.
4. Brainstorm: What are other things the seal might see? (example, jellyfish, clams, barnacles)
5. Response Sheet – Teacher demonstrates and then reviews expectations (print your name, colour carefully, etc.). For older students, focus on adjectives to describe what their seal sees (a 'deep purple' starfish).

Conclusion

Students share their work with the class. Teacher displays on a bulletin board or in a class book.

Assessment

Teacher checks the students' work: Were they able to understand the story? Were they able to generate their own response? Can they explain their response? Did they demonstrate care in their work?

Outcomes: Language Arts:

Big Idea: Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Curricular Competencies:

Comprehend & Connect (reading, listening, viewing)

-Use developmentally appropriate reading, listening, and viewing strategies to make meaning

Create and communicate (writing, speaking, representing)

-Create stories and other texts to deepen awareness of self, family, and community

Content: Story: Literary elements and devices (for example, noticing how the text has different shapes, rhyming words, and the rhythm of words)

Strategies and processes: Reading Strategies (for example, making connections to the local environment)