



Over In The Ocean

2nd Grade Lesson Plan

For more information, please contact:

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[January 2012]

Title

Over in the Ocean Mini Lesson

Grade level

Second

Student Target

Benchmark

- SC.2.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.
- SC.2.P.8.1 Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over the Earth, but each is only able to live in habitats that meet its basic needs.

Materials

Teacher

- A book about oceans. Suggested list below:
 - Hello Fish!: Visiting the Coral Reef* by Sylvia Earle
 - I Wonder Why the Sea is Salty: And Other Questions About the Oceans* by Anita Ganeri
 - Look and Learn About the Animals in the Ocean* by Bob Bampton
 - A Swim through the Sea* by Kristin Joy Pratt
 - Over in the Ocean: In a Coral Reef* by Marianne Berkes
 - Coral Reef Animals* by Francine Galko
- 10 - 14 pictures of animals that live in the oceans mounted on different colored construction paper. Strongly recommend laminating pictures.
- 10 - 14 sets of Task cards (10 different colored construction paper folded into fourths with each piece labeled Food, Water, Shelter and Space. The colors should match the colors used for the animal picture backgrounds.) Strongly recommend lamination of each piece. (See below for example)

Prior to the Warm-Up

1. Spread the four task cards outside in a specific area. For small animals put the cards fairly close together. For larger animals spread the task cards farther apart.

Warm-up

1. Read one of the books from the suggested list in teacher's materials or any book about oceans.
2. Discuss what animals live in the oceans and what they need to survive.

Main Lesson

3. Let the children know they are going on a hunt to find everything an animal needs to survive in the area you have selected.
4. Distribute the animal pictures (1 picture to every 2 or 3 children).
5. Tell the children they must find four cards that are the same color as the background for the animal picture. The team must stay together. Once they have found all four task cards, they to line up in the order they found the cards (first group to find all four cards should be at the front of the line).
6. When everyone is in line, ask why the children in front found their pieces so fast and why it took so long for the children in back? (Groups with small animals should be in front, groups with large animals should be in back.)

Reflection

7. Gather the group in a shaded area outside or back in the classroom and discuss what all the animals needed in order to survive. Discuss why some groups were able to find their pieces faster than the other groups. Smaller animals don't need to travel as far to meet their basic needs, while larger animals need much more space to meet their basic needs.

Assessment

1. Draw a picture of an animal in a suitable habitat. Identify and describe what the animal needs to survive and show where and how its needs are met in the habitat.

Attachments

- Information packet about John D. MacArthur Beach State Park
- Ocean Animal Pictures

FOOD

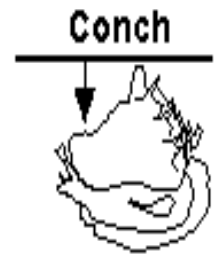
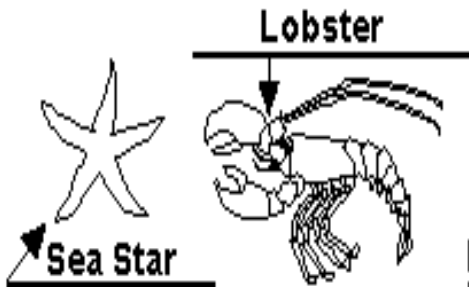
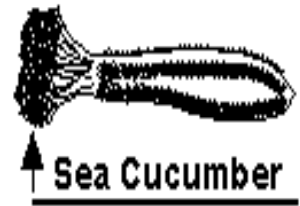
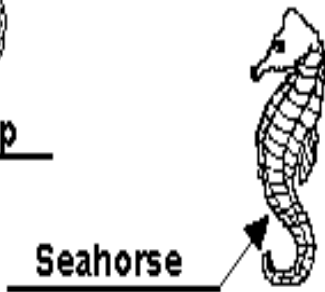
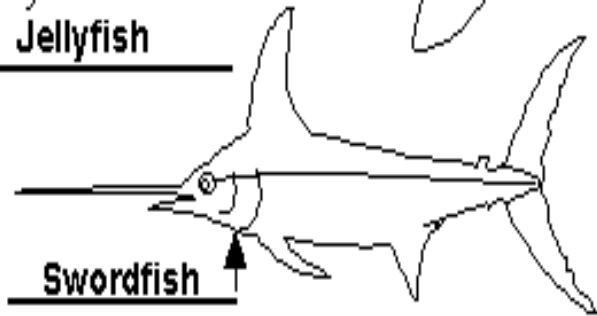
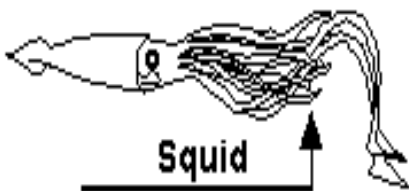
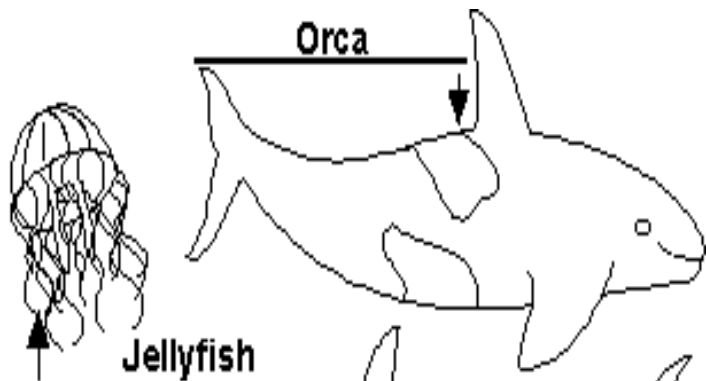
WATER

Draw a picture for each category to represent the heading. It should be something common for the children. Copy this on different colored construction paper to match the backgrounds of each animal from the ocean.

SHELTER

SPACE

OCEAN ANIMAL PICTURES
(copy and enlarge for picture cards)



Title

Over in the Ocean Regular Lesson

Grade level

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- SC.2.L.17.2 Recognize and explain that living things are found all over the Earth, but each is only able to live in habitats that meet its basic needs.

Materials for Pre & Post Lessons

Teacher

- MacArthur Beach Packet
- Copies of the post-test
- Warm Water
- 1/3 cup of salt
- Blue food coloring
- Container
- Paint brushes

Student

- White paper
- Crayons

Pre-visit Warm-up Lesson (completed in classroom before visiting)

1. Review the information in the MacArthur Beach packet with your students.

Main Lesson (completed during visit with their staff)

1. Welcome, Introductions to park, overview of park, and safety talk.
2. Divide the students into 3 groups to rotate through 3 different activities:
 - A. **Beach Hike:** Students will explore the beach and ocean as a habitat. Students will gain an understanding of the importance of keeping our oceans clean.
 - B. **Nature Center:** Students will explore the Nature Center to learn about the animals living in the oceans and their needs. Students will have an opportunity to touch some ocean organisms in our touch tank.
 - C. **Hands-On:** Students will compare the sizes of various organisms living in the oceans. Students will compare and contrast fresh and salt water. Students will examine sand and shells using various science tools.

Post-visit Reflection Lesson (completed in classroom after visiting)

1. Have children draw an ocean scene using crayons on white paper. Create a solution of 1 cup warm water, 1/3 cup table salt, and blue food coloring. Have children use it to paint a wash over the completed drawings. The water will evaporate, leaving a blue background and sparkly salt crystals.

2. Write about your experiences at John D. MacArthur Beach State Park.

Assessment

Participation in the activity.

Attachments

- MacArthur Beach packet