

Campaign: Protecting San Diego Habitats

Kindergarten / First Grade - Water Habitats



GOAL

Students will understand that an animal or plant lives in a part of a habitat that best suits its needs, and know at least one way they can help keep tide pools clean.

OBJECTIVES

- Use adaptations to determine where plants and animals live in a tide pool
- Cut out and place 6 tide pool creatures in the tide pool diagram
- Describe one way to keep tide pools clean

OUTCOME

Students will cut out and place pictures of plants and animals to complete the tide pool diagram. They will also complete a writing section describing tide pools and one way to keep them clean.

GUIDING QUESTION

Where do animals and plants live in tide pools? How can I keep tide pools clean?

STANDARDS

K-ESS3-1: Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

GRADE

Kindergarten and first grade

TIME

30 minutes

Overview

In this campaign, students apply their learning about habitats by completing a diagram of a tide pool. They will use their understanding of an animal or plant's needs to place it in the part of the habitat that suits it best. They will also complete sentences that describe the tide pool habitat and write about at least one way to keep tide pools clean. When finished, they will share with their classmates, school community, and family.

Materials

Student Guide (printed, each page on its own sheet of paper)
Scissors
Tape or glue
Crayons or colored pencils

Instructions

1. This campaign is designed to reinforce and apply concepts that students have learned throughout the SWELL Kindergarten / first grade unit. Before beginning this activity, students should have completed the following:
 - Watched the video lesson and activity, OR participated in a live virtual lesson with San Diego Coastkeeper staff
 - Completed the Kindergarten / first grade activity book
 - Watched the bonus virtual field trip video
2. In an all-class discussion or breakout rooms:
 - Review the definition of *habitat*
 - Review the key parts of a habitat (water, food, and shelter)
 - Review what students have learned about tide pool habitats
3. Next, students will work through the Student Guide to complete the tide pool picture and write about the habitat.
 - Note: Be sure that each page of the Student Guide is printed on its own sheet of paper so that cutting out sections does not damage the other activities.
 - If students are having trouble identifying how to keep the tide pool clean, you may wish to review the video lesson or activity book. Both list ways to keep water habitats clean.
4. Once students are finished, share their tide pools and writing with the class. You can also publish them on a classroom website or host a virtual showcase to share their work with their families or school community. San Diego Coastkeeper would love to see your students' finished projects-- if you'd like to share them, email us at projectswell@sdcoastkeeper.org.

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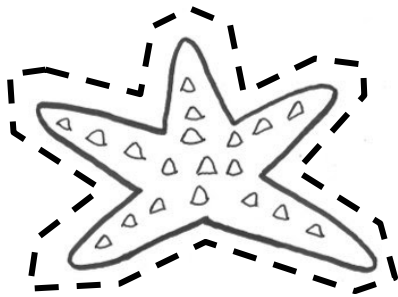
Student Guide

Instructions

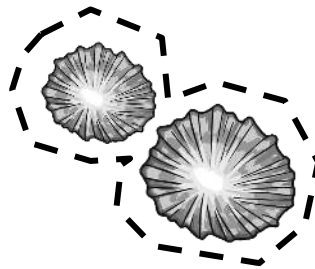
1. Use the clues to figure out where each creature lives in the tide pool.
2. Cut out all the plant and animal pictures along the dotted lines.
3. Tape or glue each creature into the picture of the tide pool. Put it in the same place that it would live in a real tide pool!
4. Color your tide pool with colored pencils or crayons.

Sea star	Clue: The ochre sea star, which can be found in San Diego, can stay out of the water for 8 hours at a time.
Sea urchin	Clue: Sea urchins eat kelp. They use tiny feet to move along the sea floor.
Limpet	Clue: Limpets use a strong muscle to anchor themselves to a rock. They do not move for most of their lives. They have a hard shell that keeps them from drying out in the hot sun.
Crab	Clue: Crabs can move quickly between different parts of the tide pool. They hide under rocks for shelter.
Seagrass	Clue: Seagrass is a plant that looks a lot like seaweed. It provides shelter and food for baby fish and sea turtles.
Anemone	Clue: When the water level goes down, an anemone may cover its body in broken pieces of shells. This protects it from the hot sun.

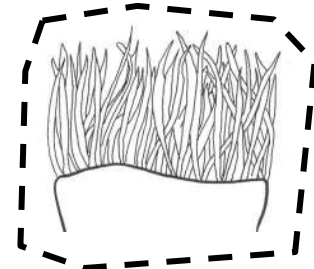
Sea star



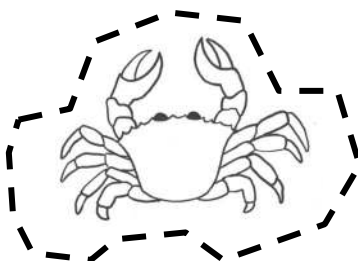
Limpet



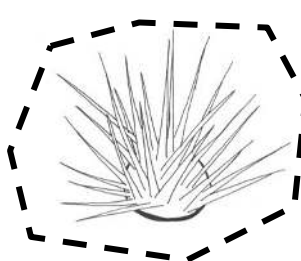
Seagrass



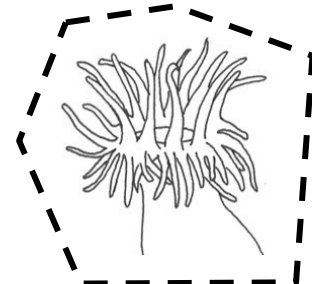
Crab



Sea urchin

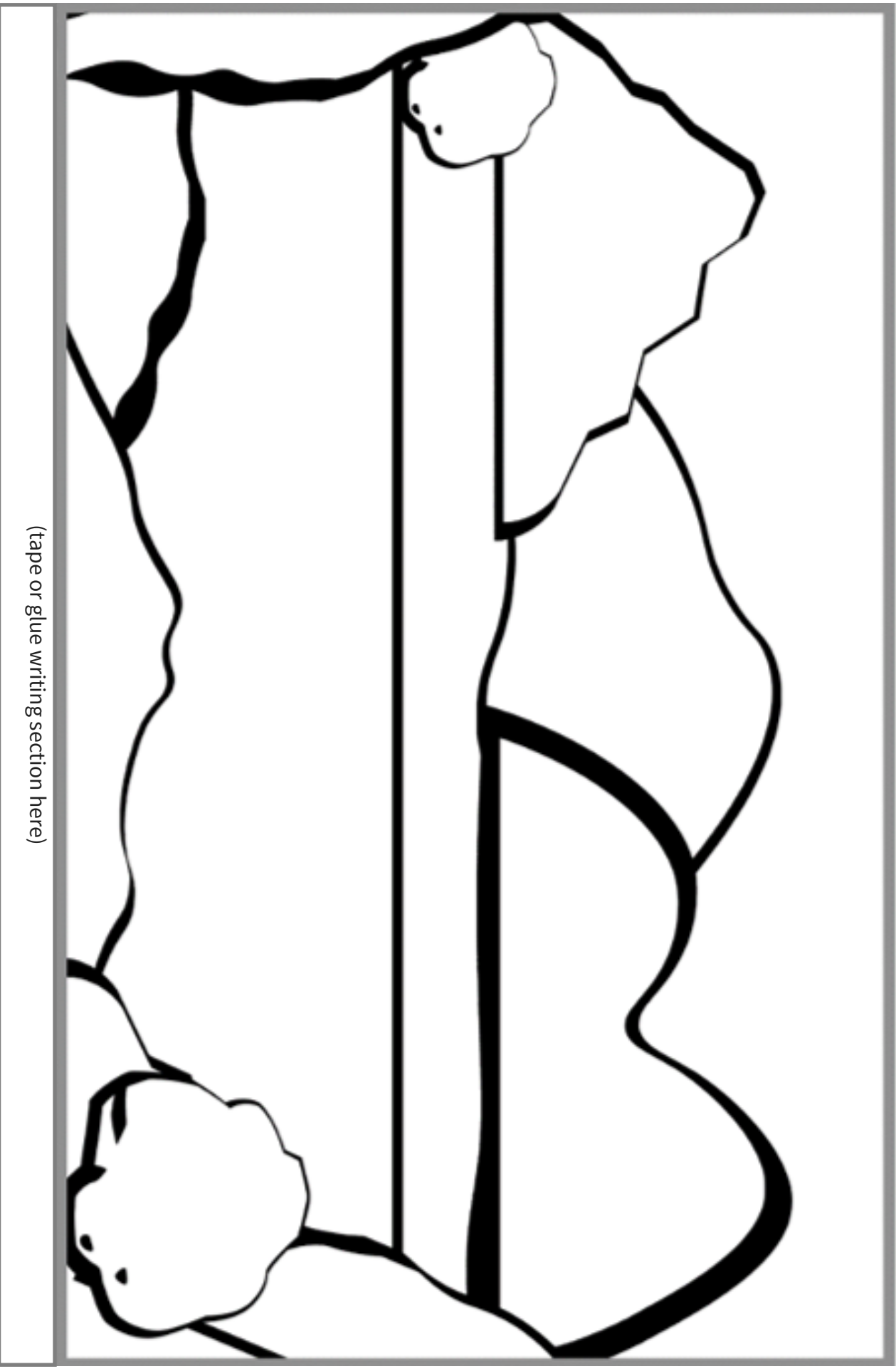


Anemone



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Tide Pool Diagram



(tape or glue writing section here)

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Student Guide



Instructions

1. Use the word bank to fill in the blanks in each sentence. Then, finish the last sentence by writing one way you can keep tide pools clean.
2. Cut out the writing section around the dotted line. Tape or glue onto the bottom of your tide pool picture.
3. Share your finished project with your class, friends, and family!

Word Bank

Sea stars Clean Pollution Anemones Tide pool

(tape or glue to the bottom of tide pool picture)

A _____ is a water habitat in San Diego. You can find animals like _____ and _____ living there. _____ is bad for tide pools because it makes them dirty. It is important to keep water habitats _____ so that animals and plants can stay healthy. I can help keep tide pools clean by _____

_____.