

I Can Preserve My Planet
Amanda Parker

Unit Title	Protecting Our Natural Resources - The Ocean
Grade Level	Elementary
Content Areas	Social Studies Science
Time Allotment	The unit can be completed within 7 - 10 days with 25 minutes allotted for each lesson each day.
Academic Standards Addressed	Second Grade - California - History/Social Science HSS 2.4c: Natural Resources
Abstract	This unit is designed to be taught in addition to the Social Studies curriculum. It corresponds with the lessons teaching about renewable and non-renewable resources. After learning about water in general, students will learn how valuable and important the ocean is in regard to their daily lives and then will learn how to protect this valuable resource. Through the viewing of videos on-line, teacher led web quests, a read aloud and discussion, students will determine how they can be activists in regard to the preservation of this resource and be able to share this knowledge with classmates, friends and their family.
Objective	Students will understand the importance of the sea as it relates to their daily life. Students will identify ways they can help preserve the sea and the life that lives within it.
Performance Indicators	Students complete at least one of the following: -Create a colorful poster that describes one way they can help preserve ocean life or keep the waters clean. -Write a letter to a friend or family member. Describe what they learned in regard to the importance of the ocean and then give the reader at least three suggestions in regard to how they can help OR three specific ways that they plan to help protect the ocean,
Background Information	Students will need to that land, air and water are natural resources that are routinely polluted by humans. They will need to relate the water in the ocean as apart of the water cycle.
Materials	Chart Paper, Markers Technology (Projector, Computer/Laptop) Poster: Construction Paper, Crayons Letter/Story: Writing Paper, Pencil; KWL Chart

Technology	This lesson integrates the technology that I have available in my classroom: laptop, internet, and projector.
Instructional Procedure	<p>Day One: State the lesson objectives and the importance of what you will study/discuss. Then complete a KWL chart as a class. Create the KWL chart on a large piece of chart paper or the white board. This will need to be saved as it will be added to throughout the unit. In the K column the teacher will write what the students know in regard to how to protect the ocean and the importance of protecting it. Then, in the W column, the teacher will write what the students want to learn about the ocean and about protecting it. After completing the chart, show the students this video that is available on United Streaming, and then ask the discussion questions that follow. A subscription is required, but free trials are available: http://streaming.discoveryeducation.com/ <u>Seahouse: You, Me, and the Sea</u> SEAHOUSE, a series of thirty 5-minute programs, creates an opportunity for children and adults to discuss the characteristics of living things, and to encourage a sense of responsibility in protecting marine plants and animals. The program is narrated by a seven-year-old girl. Putting it all together to foster stewardship of our oceans' resources. Discussion Questions: - What types of fishing are there? How does fishing impact the ocean? (commercial fishing versus fishing to feed your family, the food web) -How do too many homes and roads affect the sea? -How can ships hurt the sea? (oil into the water, ships hitting reefs) To close the lesson, the teacher will write in the L column all of the things that the students learned since the beginning of the lesson as they pertain to the ocean and preserving it.</p> <p>Day Two: Watch the video that is on the homepage. http://www.thankyouocean.org/for_kids After watching, engage the students in a discussion and add to the L column. Give the students the site so that they can share the site with their family and friends.</p>

	<p>Day Three: Read the story <u>All the Way to the Ocean</u> By Joel Harper to the students. Then visit the following site to learn more about pollution that enters the ocean through storm drains. http://www.allthewaytotheocean.com/Frameset.new.html Add what students learn from the book and the site to the L portion of the KWL chart.</p> <p>Day Four: Have students brainstorm and then visit the following sites and then add additional ideas to the L part of your chart. http://keepoceansclean.org/help-the-ocean/ and http://pbskids.org/backyardjungle/challenges/oceans/guide.php Once the class has agreed that they have an exhaustive list of ideas, introduce the assessment portion of the unit. Have students commit to the method in which they will share their learning.</p> <p>Days Five & Six: Beginning this day, give students class time to create their evidence of learning. The amount of time that this takes for students to complete is determined by the individual project and the amount of class time they are given to complete the project.</p> <p>Day Seven: Once all students have completed their project, allow them to present/share it with the class.</p>
Assessment	Following presentations, artwork will be graded based on creativity and relevance to assignment; the letters will be graded based upon the district adopted writing rubric and for content related to understanding of the ocean as a valuable natural resource.
Cross-Curricular Connections	Language Arts - Letter writing is apart of the second grade curriculum.
Extensions	<p>United Streaming (Subscription Required) View the following videos, then have students write/discuss the three main things that they learned from each video. Oceans Alive: Introduction to Ocean Life</p>

[Junior Oceanographer: The Lure of the Sea](#)

[I Want to Know: Ocean Bed](#)

[The Life Science Starter Collection: Oceans](#)

[Junior Oceanographer: Oceans, Weather, and Climate](#)

Start A Earth Saving Club on Campus!

Visit the following website:

http://www.kidsforsavingearth.org/index_high.html

Explore the site together then encourage students to do the same at home with their friends/family. Engage students in a discussion that makes them excited to be excited about saving their planet. Have students take the pledge and ask their parents, family and/or friends to do so, too:

<http://www.kidsforsavingearth.org/askadults.htm>

Ocean Guardian Activity Book

<http://sanctuaries.noaa.gov/education/pdfs/ogab.pdf>

Additional Resources that are Educational and Fun:

National Marine Sanctuaries

<http://sanctuaries.noaa.gov/education/fun/welcome.html>

Save Our Seas

<http://www.saveourseas.com/minisites/kids/>

Water Pollution Guide

<http://www.water-pollution.org.uk/>

EPA Kid Site

<http://www.epa.gov/owow/nps/kids/>

Project Clean Water

<http://www.projectcleanwater.org/>