

Plants and Animals of Great Bay

NATIONAL SCIENCE EDUCATION STANDARDS

Science Content Standards

TABLE 6.3. LIFE SCIENCE STANDARDS – CONTENT STANDARD C:

As a result of activities in grades **K-4**, all students should develop understanding of

- Characteristics of organisms
- Life cycles of organisms
- Organisms and environments

As a result of their activities in grades **5-8**, all students should develop understanding of

- Structure and function in living systems
- Reproduction and heredity
- Regulation and behavior
- Populations and ecosystems
- Diversity and adaptations of organisms

TABLE 6.7. HISTORY AND NATURE OF SCIENCE STANDARDS – CONTENT STANDARD G:

As a result of activities in grades **K-4**, all students should develop understanding of

- Science as human endeavor

As a result of activities in grades **5-8**, all students should develop understanding of

- Science as a human endeavor
- Nature of science
- History of science

Animals and Plants of the Estuary

This is a web quest for grades 3-8.
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Introduction

You are an environmentalist. As you walk along the estuary you notice that the plants and animals are starting to die off. You also notice that the local town people and the summer visitors are destroying the estuary. You need to change the attitudes of the people and visitors with the realization that they need to save the estuary.

Task

You will learn about the plants and animals that are found in the estuary by selecting the animals and plants from the list below. Your task is to tell others about these animals and plants. You will create a poem, poster, rap, song, or create a story to educate others about your selected animal or plant.

Process

1. You will work in pairs to research the animals and plants found in the estuary.
2. Take notes about what they look like, where their habitat is located, the range where you can locate them, and state one interesting fact about the animal or plant.
3. When you have looked over all the plants and animals, choose one that you would like to write a poem about it, create a poster about it, perhaps create a song, a rap, or even write a short story about the animal or plant.

Remember: You want to help save the estuary and the wildlife that lives in it.



Research

Each animal and plant are located at www.Enature.com. You must go to Enature.com. Copy and paste the name of each animal and plant in the “WILDLIFE SEARCH” window. Make sure you press the “GO” button. On the next window to select the animal or plant so you can read about it.

Crustaceans	Reptiles	Mollusks	Boney Fishes	Plants
Blue Crab	Diamondback Terrapin	Ribbed Mussel	Sheepshead Porgy	Switchgrass
Green Crab		Atlantic Surf Clam	Mummichog (Killifish)	Common Reed
Common Spider Crab		Common Razor Clam		Saltmarsh Cordgrass
Flat-clawed Hermit Crab		Northern Quahog		American Glasswort
Long-clawed Hermit Crab		Soft-shelled Clam		
Sand Fiddler		Marsh Periwinkle		
Atlantic Horseshoe Crab				

Project

You are to educate others about the plants and animals of the estuary. Please follow the direction below to create a poem, a poster, a rap, a song, or a short story about your animal or plant of choice.

Poem

Name Poem

A name poem is one in which each letter of an animal or plant is used as the initial letter for one line of the poem. This type of poem need not rhyme. Example:

Small and slow
Never out of its shell
Algae it eats
Inches along
Lives in the marsh



Haiku

A haiku is an unrhymed Japanese poem of three lines containing five, seven, and five syllables, respectively. It is usually light and delicate in feeling and is concerned with something lovely in nature, especially the season of the year. Sometimes, there is a direct contrast within the verse.

Structure:

Line 1 – five syllables

Line 2 – seven syllables

Line 3 – five syllables

Example:

Loud, crashing thunder
And then the rain pouring down
The rainbow appears

Diamonte

The diamonte is fun and easy to write. The purpose is to go from the subject at the top of the diamond to another totally different (and sometimes opposite) subject at the bottom.

Structure:

Line 1 – one noun (subject #1)

Line 2 – two adjectives (describing subject #1)

Line 3 – three participles (ending in – ing, telling about subject #1)

Line 4 – four nouns (first two related to subject #1, second two related to subject #2)

Line 5 – three participles (about subject #2)

Line 6 – two adjectives (describing subject #2)

Line 7 – one noun (subject #2)

Example:

Snail
slow, slimy
hiding, climbing, protecting
siphon, operculum, female, male
snapping, running, digging
blue, clawed
Crab



Poster

You are to create a poster to educate others about your animal or plant that is located on the estuary. In your poster you must have the following information:

- A heading
- A picture of the animal or plant in their habitat
- Why this animal or plant is important to the estuary
- Include facts such as – habitat, range, and an interesting fact

Short Story

You are to create a short story about an animal or plant that is found in the estuary. The short story can be about a day in the life of the plant or animal or the greatest event in the life of the plant or animal. The story can be written in the first person (you are the animal or plant). You are to include facts about your animal or plant that you researched, its habitat, and its range.



Rap or Song

You are to create a rap or a song that will educate others about an animal or plant that is found in the estuary. Remember, you must include what the animal or plant looks like, tell about its habitat, tell the range (location) where that animal or plant lives, and include an interesting fact.