

# RANCHO EL CHORRO OUTDOOR SCHOOL

## UNDER THE SEA KINDERGARTEN

**Lesson Goal:** To introduce students to what marine animals need to live, grow, and thrive in their environment.

**Learning Objectives:**

- Students will observe and touch live marine invertebrates.
- Students will discuss how size, movement, and food sources helps marine animals survive in the ocean.
- Students will discuss how marine animals protect themselves and where they live on Earth.

**Activities:**

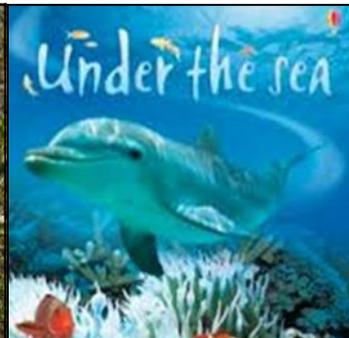
1. Students will visit the Blake Marine Science Center to study ocean food chains and what marine animals eat.
2. Students will participate in activities to help them understand the size and movements of different marine animals and how this helps them survive in the ocean.
3. Students will participate in activities that will help them learn how marine animals protect themselves from predators and where marine animals live.

### VOCABULARY

food chain  
movement  
protection

location  
ocean  
size

marine  
plankton  
survive



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## UNDER THE SEA—Kindergarten

### Next Generation Science Standards Connections:

**Standard: K-LS1. From Molecules to Organisms: Structures and Processes**

**Performance Expectation:**

**K-LS1-1.** Use observations to describe patterns of what plants and animals need to survive.

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Analyzing and Interpreting Data</b> Analyzing data in K-2 builds on prior experiences and progresses to include collecting, recording, and sharing observations. Use observations to describe patterns in the natural world in order to answer specific questions. (K-LS1-1)</p> <p><b>Connections to Nature of Science</b> Scientists look for patterns and order when making observations about the world.</p>	<p><b>LS1.C. Organization for Matter and Energy Flow in Organisms</b> All animals need food in order to live and grow. They obtain food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1).</p>	<p><b>Patterns</b> Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)</p>

### Common Core State Standards connections, Kindergarten:

#### Speaking and Listening Standards:

**SL.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**SL.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SL.3.** Ask and answer questions in order to seek help, get information or clarify something that is not understood..

#### Language Standards:

**L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### English Language Development Standards connections:

#### A. Collaborative. Bridging

1. Exchanging information and ideas. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

#### B. Interpretive. Emerging.

5. Listening Actively. Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh- questions with oral sentence frames and substantial prompting and support.

6. Reading/viewing closely. Describe ideas, phenomena (e.g. plant life cycle), and text elements based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.

#### C. Productive. Expanding

9. Presenting. Plan and deliver brief oral presentations on a variety of topics (e.g. show and tell, author's chair, recounting an experience, describing an animal, etc.).

### California's Environmental Principles & Concepts and Education & the Environment (EEI) unit connections:

**Principle I:** The continuation and health of individual human lives and of human communities and societies depend on the health of the natural systems that provide essential good and ecosystem services.

**Concept A:** Students need to know that the goods produced by natural systems are essential to human life and to the functioning of our economies and cultures.

**Concept B.** Students need to know that the ecosystem services provided by natural systems are essential to human life and to the functioning of our economies and cultures.

**The World Around Me, Kindergarten.** This unit explores ecosystems and how human depend on the goods and services provided by ecosystems. Lessons are sequenced around the flow of water and that water is a common and essential component of many ecosystems.

#### Learning Objective connections:

**Lessons 1, 2 and 3:** The lessons explore Earth's major ecosystems, how rivers flow in California, and mountain ecosystems.

## VOCABULARY

<b>food chain</b> <b>cadena alimentaria</b>	a series of organisms interrelated in their feeding habits, the smallest being fed upon by a larger one, which in turn feeds a still larger one, etc.
<b>location</b> <b>ubicación</b>	a place of settlement, activity, or residence.
<b>marine</b> <b>marina</b>	of or relating to the sea; existing in or produced by the sea.
<b>movement</b> <b>movimiento</b>	the act, process, or result of moving.
<b>ocean</b> <b>mar</b>	the vast body of salt water that covers almost three fourths of the earth's surface.
<b>plankton</b> <b>plancton</b>	the aggregate of passively floating, drifting, or somewhat motile organisms occurring in a body of water, primarily comprising microscopic algae and protozoa.
<b>protection</b> <b>protección</b>	the act of protecting or the state of being protected; preservation from injury or harm.
<b>size</b> <b>tamaño</b>	the spatial dimensions, proportions, magnitude, or bulk of anything.
<b>survive</b> <b>sobrevivir</b>	to remain alive after the death of someone, the cessation of something, or the occurrence of some event; continue to live.