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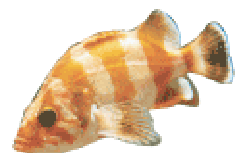
# Tidepool Tales Classroom Activity Guide



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# Tidepool Tales

**Activity Description:** Students will write stories from the perspective of a tide pool animal recounting the animal's experience as the tides go in and out over the course of one day.

**Objective:** Students will learn about tide pool animals and write a creative story to show what they learned.

**Grades:** 1<sup>st</sup> - 3<sup>rd</sup>

**California State Standards:**

Science:

Grade 1: 2a, 2b, 2c

Grade 2: 2a

Grade 3: 3b

**Vocabulary:** Zonation, Echinoderms, Mollusks, Arthropods, Cnidarians, Annelids, Tides, Predator, Prey

**Subject:** Science, Language Arts

**Time:** 60 minutes

**Materials Needed:**

- Invertebrate field guides
- Books about tide pool animals or access to the library
- Tide Pool Tales Graphic Organizer

**Teacher Preparation:**

Collect field guides and books about tide pool animals. Photocopy the graphic organizer for each student.

**Activity Procedure:**

1. Have students select and research a tide pool animal. Students should record the information on the graphic organizer.
2. Have the class write stories from the perspective of their animals to explain what that animal experiences over the course of the day. The story should include the predators and prey of their animal as well as how the animal copes with the changing tides.
3. Have the class peer edit and fact check each other's stories before writing a final draft. Students can share their completed stories by reading them aloud in small groups.

## California State Science Standards:

### Grade 1:

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:
  - a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
  - b. Students know both plants and animals need water, animals need food, and plants need light.
  - c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.

### Grade 2:

2. Plants and animals have predictable life cycles. As a basis for understanding this concept:
  - a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.

### Grade 3:

3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:
  - b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands and wetlands.



# Tidepool in the Classroom

**Activity Description:** Students will create a model tidepool in the classroom.

**Objective:** Students will learn about tidepool animals and create a model of a chosen animal to contribute to the class tidepool.

**Grades:** 1<sup>st</sup> . 3<sup>rd</sup>

**California State Standards:**

Science:

Grade 1: 2a, 2b, 2c

Grade 2: 2a

Grade 3: 3b

**Vocabulary:** Zonation, Echinoderms, Mollusks, Arthropods, Cnidarians, Annelida, Tides

**Subject:** Science, Art

**Time:** 120 minutes

**Materials Needed:**

- Invertebrate field guides
- Paper mache
- Chicken wire
- Large cardboard box
- Tempera paint
- Clay
- Construction paper
- Glue
- Crayons
- Tidepool Animal Handout
- Any Craft Materials

**Teacher Preparation:**

Collect field guides and books about tidepools. Get a large cardboard box for each class. Appliance boxes work well; alternatively smaller cardboard boxes can be pieced together to form the base of the tidepool. Gather art supplies for the class and photocopy the Tidepool Animal Handout for each student.

### **Activity Procedure:**

4. Have students select and research a tidepool animal. Students should record the information on their handouts.
5. Have the class help to create the rocks for the tidepool in the cardboard box. Use the chicken wire to form rock shapes and then cover the wire with paper mache. Once the paper is dry, allow students to paint and decorate the tidepool.
6. Next have students make a 3-D model of their animal using the clay and other art supplies and add it to the tidepool.
7. Have each student present his or her model animal to the class and share information about how it is adapted for life in the tidepool. Invite another class or group of parents to come and see the tidepool. Have the students act as naturalists and interpret the tidepool for the visitors.

### **California State Science Standards:**

#### Grade 1:

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:
  - a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
  - b. Students know both plants and animals need water, animals need food, and plants need light.
  - c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.

#### Grade 2:

2. Plants and animals have predictable life cycles. As a basis for understanding this concept:
  - b. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.

#### Grade 3:

3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:
  - b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands and wetlands.



Name: \_\_\_\_\_

# Tidepool Tales

My animal eats:

My animal is eaten by:

My animal is:

At low tide my animalō

At high tide my animalō

Two things that make  
my animal special are:



# Tidepool Animal

Name: \_\_\_\_\_

My animal's common name is: \_\_\_\_\_

Draw a detailed picture of your animal:

This animal belongs to the phylum: \_\_\_\_\_

Five words to describe this animal are:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

This animal eats: \_\_\_\_\_  
\_\_\_\_\_

This animal lives in the: (circle one)

Splash Zone    High Tide Zone    Mid-Tide Zone    Low Tide Zone

Two interesting things about my animal are:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_