

## 5.3 - Who Lives in the Square?

### Section 1: For the Teacher

This is one of seven field inquiry activities that students will be able to access depending on their field site(s). Students will use their outside environment to complete these activities. These activities are designed to allow students to have hands-on experiences with their local environment.

This activity requires the students to use page 44 in the GSSC notebook. Students will pick an area on the ground. The size of the area should be close to the size of the GSSC notebook. Once they have picked an area, they will sketch a map that will show the type of ground found in their plot (rock, gravel, sand, or mud). Students will also draw the location of organisms (animals, plants, and algae) they find in their plot. After they have finished drawing, they will list them below the map.

### Section 2: For the Student

Your fifth grader brains are an important source of knowledge! You all have spent time learning about your local watersheds, shellfish, and ocean acidification. You're not done learning though! You will be doing activities outside. Doesn't that sound so interesting?!

There are seven field inquiry activities: Low Tide Food Web Hunt, Who Lives in the Square?, Field Notes, Beachfront Scavenger Hunt, Water Quality, and Macro invertebrates. All of these activities will be done outside and results will be recorded in your GSSC Notebook.

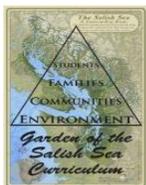
In this activity, you will use page 44 in the GSSC notebook. You will pick an area on the ground. The size of the area should be close to the size of the GSSC notebook. Once you have picked an area, you will sketch a map that will show the type of ground found in their plot (rock, gravel, sand, or mud). You will also draw the location of organisms (animals, plants, and algae) you find in your plot. After you have finished drawing, you will list them below the map.

What did you learn from this activity? How did this activity influence your position as a steward of the environment? These inquiry activities were created to help you have more hands-on experiences. These hands-on experiences should inspire you to go home and explore your local environment in your background, and maybe travel to new places and explore them!

Don't forget you are a life-long steward of the environment! Continue to practice environmentally-friendly actions so you and your friends and family can enjoy the environment in the future. You have learned so much information, which hopefully has inspired you to pass this information onto others.

Questions:

- What did you learn from this activity?
- How did this activity influence your position as a steward of the environment?



## Quick Look Lesson Chart

<b>LESSON NAME</b>	Who lives in the square?		
<b>ESSENTIAL QUESTION</b>	Why are intertidal organisms important to ecosystems?		
<b>KEY CONCEPTS</b>	<b>STUDENTS WILL ALSO LEARN</b>	<b>SCIENCE INQUIRY</b>	<b>SCIENCE VOCABULARY</b>
Intertidal organisms and substrate cover can be estimated to indicate ecosystem health.		Students characterize and estimate percentage of substrate (sediment size, ground cover) and organisms in a PVC quadrat in tideland.	Habitat Substrate
	<b>STANDARDS</b>		
	<u>NEXT GENERATION SCIENCE STANDARDS:</u> 5-ESS2-2		<b>ASSESSMENTS</b> GSSC Notebook pg 44

### Lesson: Who lives in the square?

Guiding Question:

- Why are intertidal organisms important to ecosystems?

Key Concepts

- Intertidal organisms and substrate cover can be estimated to indicate ecosystem health.

Standards

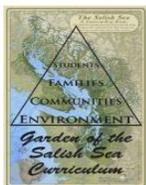
Next Generation Science Standards	5-ESS2-2 Earth's Systems
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Setting: Outside

Time:

Materials

- GSSC Notebook



## Vocabulary

- Habitat - the home of an animal, plant, or organism
- Substrate - the surface on or from which an organism will grow, live, or get nourishment

## Procedure

- Go over the vocabulary terms.
- Explain the activity.
- Prepare for outdoors weather.
- Go outside and do the activity and complete pg 44 in the GSSC notebook.

## Assessment

- GSSC notebook page 44

