

Blaine Harbor Exploration Rotations

Blaine Harbor Field Exploration

Subject

Species identification

Materials/Teacher Preparation

- Clipboards
- Field notes pages (two copies printed front and back)
- Hand lenses
- Fish net
- Clear plastic cups (or other vessel to hold organisms)
- Life jackets
- Field identification guides (links provided in graphics)

Size/setting/duration

Half of class/Blaine Harbor dock/30 minutes

Background

After classroom lessons about the intertidal zone, students will be excited to get real life experience with some of these critters! The docks at Blaine Harbor are often home to anemones, sea stars, barnacles, mussels, and fish. Before this lesson, prepare students to be dressed for the outdoors.

Overview

Students will:

- Draw a diagram of an organism and identify the species based on physical features
- Relate an organism to other species in the food chain

Procedure

- Each student is given a lifejacket and clipboard with two field study pages (printed front and back) prior to walking onto the dock. Explain that each student must complete at least three of these four pages. Once on the dock, students may gently collect organisms with fishnets and put them in plastic cups for diagramming. Ensure that all students lay on their stomachs when looking in the water to prevent



falling in. Students should look at the species guides to identify their organism.

Next Generation Science Standards

Performance Expectations		
5-LS2-1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.		
Scientific and Engineering Practices	Disciplinary Core Ideas	Cross-cutting Concepts
Obtaining, Evaluating, and Communicating Information	ESS3.C: Human Impacts on Earth Systems LS2.A Interdependent Relationships in Ecosystems LS2.B Cycles of Matter and Energy Transfer in Ecosystems	Scale, proportion, and quantity

Other Standards

Common Core Standard RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Standard 1: Ecological, Social, and Economic
Systems
Standard 2: The Natural and Built
Environment

Graphics

To download free field guides visit: [NOAA Intertidal Zones Animals Field Guide](#) or [LiMPETS Field Guide](#)

Vocabulary

- Species

Extension

- Students can pick one of the organisms that they identified to do a research project and presentation on. Students can present information on:
 - What does your organism eat?
 - What are two things that eat your organism?
 - What habitat does your organism live in?



Field Notes

Choose an organism that you found and observe it up close, draw and label it too!

Researcher: _____ Time: _____ Date: _____

Location (be specific):

Common Name: _____

Scientific Name: _____

Observations: (size in cm, color, other unique features):

What might this organism eat?

What might eat this organism?

What is one question you have about this organism?

Field Sketch

