

Lesson Plan: Visiting a Marine Sanctuary  
(Grade 6 ESL level 1-3)

**Time:** 2-3 periods (Computer Lab and research 1 period, making posters and writing a paragraph to share with class, 1 period, presentations 1 period.)

**Background:**

Students will be paired with one beginning ESL student and one intermediate so that students can support each other. Teacher will rotate around the groups assisting with the computers and helping students to complete the assignment after introducing the assignment, modeling the platform of the website, and showing students how to reach their assigned places in the simulation.

**Content standards (for California):**

Science 5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.

ELD Standards Comprehension (intermediate)

- Ask and answer instructional questions by using simple sentences.
- Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.
- Follow a model given by the teacher to independently write a short paragraph of at least four sentences.
- Write legible, simple sentences that respond to topics in language arts and other content areas (e.g., math, science, history–social science).

Organization and Focus

- Create cohesive paragraphs that develop a central idea and consistently use standard English grammatical forms even though some rules may not be followed.
- Write simple sentences about an event or a character from a written text.
- Produce independent writing that is understood when read...

**Objectives:**

- 1) Use technology to access information about the kelp forest ecosystem
- 2) Identify and describe key species in the ecosystem and their interactions
- 3) Gather data, observe and take notes, become an expert on an assigned part of the ecosystem
- 4) Present information learned to class in a 3 minute oral presentation supported by the posters created in the groups.
- 5) Complete a graphic organizer for the entire ecosystem from presentations.
- 6) Follow a teacher model to create a paragraph from their information to use for a presentation.

**Relevant Vocabulary:**

surface, canopy, understory, plankton, kelp, habitat, spores, holdfast, mollusks, shellfish, frond, sporophyte, gametophyte, sperm, mudflat

**Materials:** access to computer lab, or a projector, student lab journals, pencil, colored pencils

**Resources:**

Website 1) [http://www.nationalgeographic.com/Monterey/ax/kelp\\_dive\\_fs.html](http://www.nationalgeographic.com/Monterey/ax/kelp_dive_fs.html)

**Procedures:**

Teacher intro:

Review safety and equipment procedures

Describe objectives and procedures to students

Students write down objectives from board and Homework activity into journals

Homework: Complete Graphic organizer and poster for your assigned area

Objectives: (For students to copy-give copy to ESL 1-2)

1-Work with your partner to locate your assigned part of the ecosystem

2-record organisms found, name, number, type (mammal, fish, plant, mollusk), method of locomotion, number of individuals and food source

3-record basic information about your assigned part of the ecosystem to share with class

4-sketch the organism's profile so you can identify it again

- Working with a partner, students will view the web intro and then enter the sub.
- Students will explore their assigned part of the tour taking notes and identifying the organisms. They will take "snapshots" organisms and read the information. (15 minutes)
- Teacher will assist the student pairs in completing their graphic organizer for their presentation.
- Teacher will model paragraph structure for students as a whole group to help with preparation for presentations.
- Students will prepare their posters and decide what they will share for their 3 minute presentation
- Students will present their posters to the class.

**Assessment:**

- Students will create a poster of their part of the sanctuary and share with class
- Students will share the data they have collected by giving short presentations to the class from their part of the site.

**Suggested Groupings for student teams**

Group 1

The Life Cycle of the kelp

Group 2

The Canopy

Group 3

The Understory

Group 4

The Floor

Group 5

The gallery: Birds and mammals

Group 6

The Gallery: Invertebrates

Place    Part of the kelp    Mollusk    Fish    mammal

Surface

Canopy

Understory

Floor

Animal    number    locomotion    Food source    Places found

Other information?