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CURR-663

### Pedagogy Option 5: Field Trip Lesson Plan

Description: The field trip location that I chose is the SeaQuest Aquarium in Woodbridge, NJ. SeaQuest is a small aquarium located in the Woodbridge Mall. With over 1,200 animals and 300 different species, SeaQuest has both sea and land animals. For the purpose of this field trip, we will be focusing on the sea animals. The aquarium is basically set up in to have you walk in one big circle to make it through the entire aquarium (with some rooms branching off for the reptiles). The majority of land animals are grouped together in the middle so you can either walk through quickly and/or allow the students some time to observe the land animals or you could turn around and revisit the sea animals that you observed and walk to the other sea animals that way. I chose SeaQuest to be my field trip location it is close to the district that I want to work in and has a variety of interactive exhibits including a touch tank and feeding some of the fish.



\*Image is from a field trip that I went on a few months ago for work. There was no lesson for this field trip so this lesson plan is how I would teach a 1<sup>st</sup> grade lesson for this field trip.

Grade Level: 1<sup>st</sup> Grade

Topic: “Aquatic Animals and Their Homes”

Standards: NGSS 2-LS4-1. “Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]”

Time: ~1 class period + field trip time

Objectives: Students will be able to compare and contrast two plants and two animals from two different biomes (provided with a list of plants and animals we observed and the biomes they live in).

Procedure:

#### *Pre-Lesson*

Before leaving for the field trip, most likely during morning meeting, you will talk with the students about going to the aquarium and remind them of the field trip rules. You will then ask the class to make predictions on what plants and animals we will see at the aquarium. Their responses will be written on the board to revisit when we return from the field trip. The students will then be informed that upon arrival to the aquarium, they will be given a piece of paper that allows them to space to record five animals and three plants that they observed in the aquarium (SeaQuest Worksheet).

#### *Lesson*

Once we arrive at the aquarium, students will be given a SeaQuest Worksheet and a pencil. You will remind them that they need to write down five sea animals and three plants that they see while we are there. The class will have about an hour and a half to walk around in small groups with their assigned chaperone to observe the different sea animals and to touch and feed

some of them. Students should use some of this time to complete their SeaQuest Worksheet. It is encouraged that students fill out the worksheet as they see the plants and animals they wish to write down, but they may fill it out however they'd like as long as it is completed by the end of the aquarium visit. After time at the aquarium is up, collect each student's SeaQuest Worksheet and their pencils.

When we return to the classroom, return the SeaQuest Worksheets to the respective student. We will then return to the predictions of sea animals from before the trip. As a class we will then go through the list of plants and animals predicted before we left for the field trip, and decide which ones were at the aquarium and which ones were not. The ones that were not at SeaQuest will be erased from the board. Students will then go through their own list and share any plants and/or animals from their SeaQuest Worksheet that are not already on the board. Together we will determine which animals and plants live in which type of water and group them together on the board respectively. We will then discuss why the animals that live in the same area are similar and different and same with the plants. The lists will be on the board for the remainder of the lesson and through the completion of the assessment. Take a picture of or record the lists in order to create a more organized list for the students.

#### *Post-Lesson*

At the end of the lesson, students will be given a Compare and Contrast worksheet. Students will be given 5-10 minutes to complete the worksheet. They will be asked to compare and contrast two plants and two animals from two different biomes. They *must* choose at least one plant and at least one animal from the list on the board and they *may* choose one plant and/or animal that they know but it not on the list on the board. After everyone is finished (or time has ended), collect the worksheets from the class.

Student Worksheets/Activities: SeaQuest Worksheet

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

Date: \_\_\_\_\_

## SeaQuest Worksheet

### Animals

1.)

2.)

3.)

4.)

5.)

### Plants

1.)

2.)

3.)

Assessment: Compare and Contrast

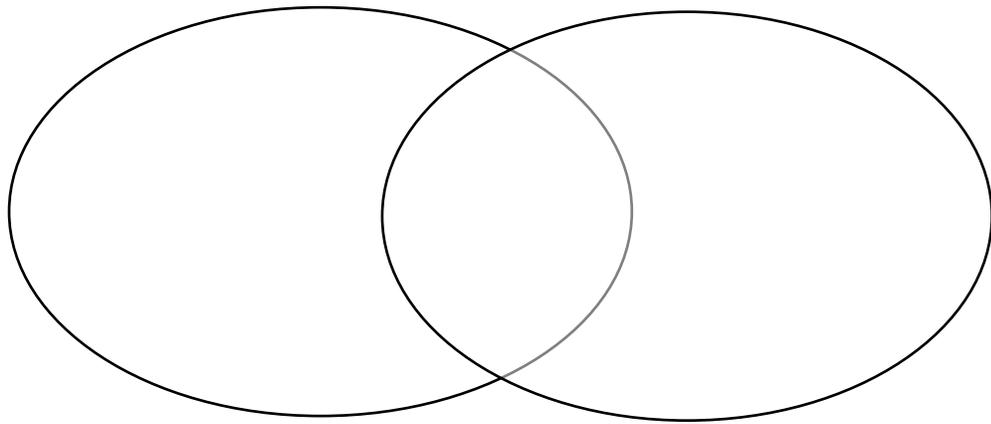
Name: \_\_\_\_\_

Date: \_\_\_\_\_

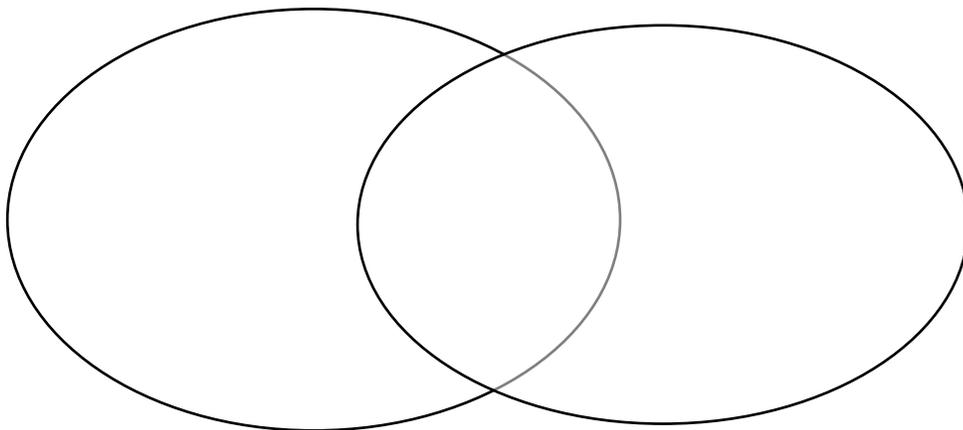
### Compare and Contrast

Directions: Compare and contrast two plants and two animals from two different biomes. You *must* choose at least one plant and at least one animal from the list on the board and you *may* choose one plant and/or animal that you know but it not on our list. Think about what makes the organisms the same and what makes them different.

Animals



Plants



## Resources

SeaQuest. (2023, March 16). *SeaQuest Woodbridge, the Ultimate Sea and land adventure.*

SeaQuest Woodbridge. Retrieved April 27, 2023, from

<https://visitseaquest.com/woodbridge/>