

# Daily Lesson Plan

Teacher: Natane Powers

Lesson Title: Exploring the Ocean Ecosystems

Subject: Science

Grade Level: Second Grade

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

Period(s): \_\_\_\_\_

## Objectives:

*Students will be able to:*

1. Identify the different components of the ocean ecosystems and how they are interdependent of living organisms.
2. Explain the importance of conservation and protection of the ocean ecosystem.

## Standards:

Colorado Academic Standards for Science-2020

2-LS2-1 Organisms depend on their habitat's nonliving parts to satisfy their needs.

## Materials Needed:

[Ocean Habitats Slides](#)  
Construction Paper/Posters  
Scissors  
Glue  
Markers  
Paper Plates  
Animal Pictures  
Sand/Pebbles  
Paperclips

## Differentiation:

Students who need more support will be placed in a small group with a paraprofessional. The Paraprofessional can help guide the students on what needs to be in their habitat as well as how to create their poster board.

### Day 1

**Introduction:** (15 minutes) Have the students come to the carpet. The teacher will ask the students what they know about the ocean. Students will place their thumb at their chest to indicate they have an answer to share. Have the students turn and share their answers with a neighbor. Bring the students attention back to the board. The teacher will present the [slide show](#) on Ocean Habitats and the importance of keeping them clean and safe. At the end of the slideshow, have the students come up to the board and sort the animals into the correct habitat. After the students have successfully matched the marine animals to their habitat, then have the students explore more of each habitat. The students will explore more by looking up books on Epic.

**Student Work:** (20 minutes) The teacher will explain to the students that they will be working in pairs to create a diorama of one of the ocean habitats that was just discussed on the slide show. They will be using their paper plate as the base of their diorama and will need to work together to accurately demonstrate the habitat and what types of organisms live in it. Encourage the students to include the plants, animals, and ground needed for their ecosystem.

**Wrap Up:** (5 minutes) Have the students come back to the carpet. Have a discussion about how they created their habitats making sure to ask questions like: "What plants and animals did you include in your ecosystem? How are they dependent on each other?"

### Day 2

**Introduction:** (5 minutes) Have the students come to the carpet. The teacher will ask the students what they remember about the habitats and ecosystems they learned about and created yesterday. The students will place their thumbs up at their chest to show they are ready for an answer. The students will turn to a neighbor and share their answers. The teacher will direct students attention back to the board. The teacher will tell the students, today they will be creating an informational poster about how to help keep their habitat safe and what dangers humans could potentially cause.

**Student Work:** (30 minutes) Students will go back with their pairs and start working on their posters. The teacher should remind the students to be creative but also easily readable for others to view. The students will need to make sure to have what their habitat is, how it might be damaged by humans, and how we can help save it on their informational posters.

**Wrap Up:** (5 minutes) Have students come back to the carpet. Have a discussion about what they put on their posters making sure to ask questions like: "What is causing harm to the habitat? Why is it important to protect the habitat?"

### Day 3

**Presentations:** (40 minutes) Students will present their diorama and their poster to the class.

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### Formative Assessment:

- The teacher will use the wrap up discussions as a formative assessment to know which students understand their habitat and which students might need more support the next day.
- The teacher will also be walking around during the student work portion of the lesson. At this time the teacher can see what how the students are showing their understanding of the habitat.

### Summative Assessment:

- The teacher will use the students final projects to grade their understanding of the habitat as well as their understanding of the dangers and importance of conservation to their habitat.
- The teacher will also use the students presentation to grade them on how well they show their understanding to their peers.

<u>Criteria</u>	<u>4- Advanced</u>	<u>3- Proficient</u>	<u>2- Partially Proficient</u>	<u>1- Unsatisfactory</u>
Understanding of Habitat	The student showed a high level of understanding of their habitat and how the organisms all live and rely on each other.	The student showed a high level of understanding of their habitat.	The student showed an understanding of their habitat, but could not answer other questions on it.	The student did not show any understanding of their habitat.
Habitat Diorama	The diorama is neat and organized. It accurately represents the habitat and all of the organisms that live in it.	The diorama is neat and organized. It is missing 1-2 key representations of their habitat.	The diorama is neat. It is missing 3 or more key representations of their habitat.	The diorama is not neat and organized. It is missing many key representations of their habitat.
Conservation Poster	The poster is neat, organized, and visually appealing. It provides more than 5 informative details about their conservation.	The poster is neat, organized, and visually appealing. It has 4-5 informative details about their conservation.	The poster is neat, organized, and visually appealing. It has 3-4 informative details about their conservation.	The poster is not neat, organized, or visually appealing. It has 0-2 informative details about their conservation.
Presentation to class	The students showed their high level of understanding of their habitat and conservation to their peers. They could answer questions.	The students showed an understanding of their habitat and conservation in front of their peers. Could not answer questions.	The students showed little understanding of their habitat in front of their peers.	The students showed no understanding of their habitat in front of their peers.

## References:

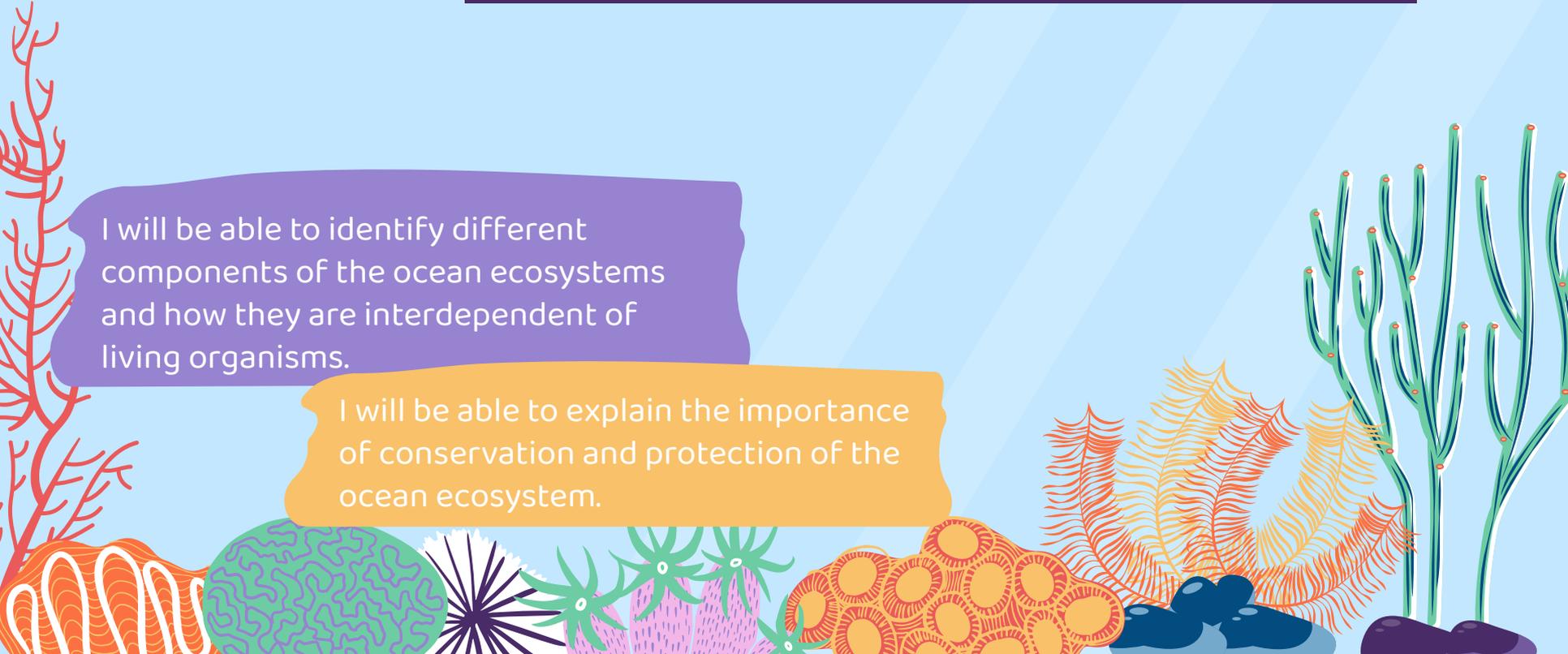
Slidesgo. (2024). Aquatic Biomes: Plants Activities for Elementary [Google Slide template]. Slidesgo.

<https://slidesgo.com/theme/aquatic-biomes-plants-activities-for-elementary#search-ocean&position-11&results-302&rs=search&rs=search>

# Ocean Habitats

I will be able to identify different components of the ocean ecosystems and how they are interdependent of living organisms.

I will be able to explain the importance of conservation and protection of the ocean ecosystem.



# Habitats



01

## Coral Reefs

Coral Reefs are vibrant underwater ecosystems that has many different sea creatures that live there

02

## Open Ocean

The Open Ocean is a huge area of water. This allows for marine life who live here to travel easily



03

## Deep Sea

The deep sea is habitat not explored much. It is very dark and cold. There are many unique sea creates that live down here.

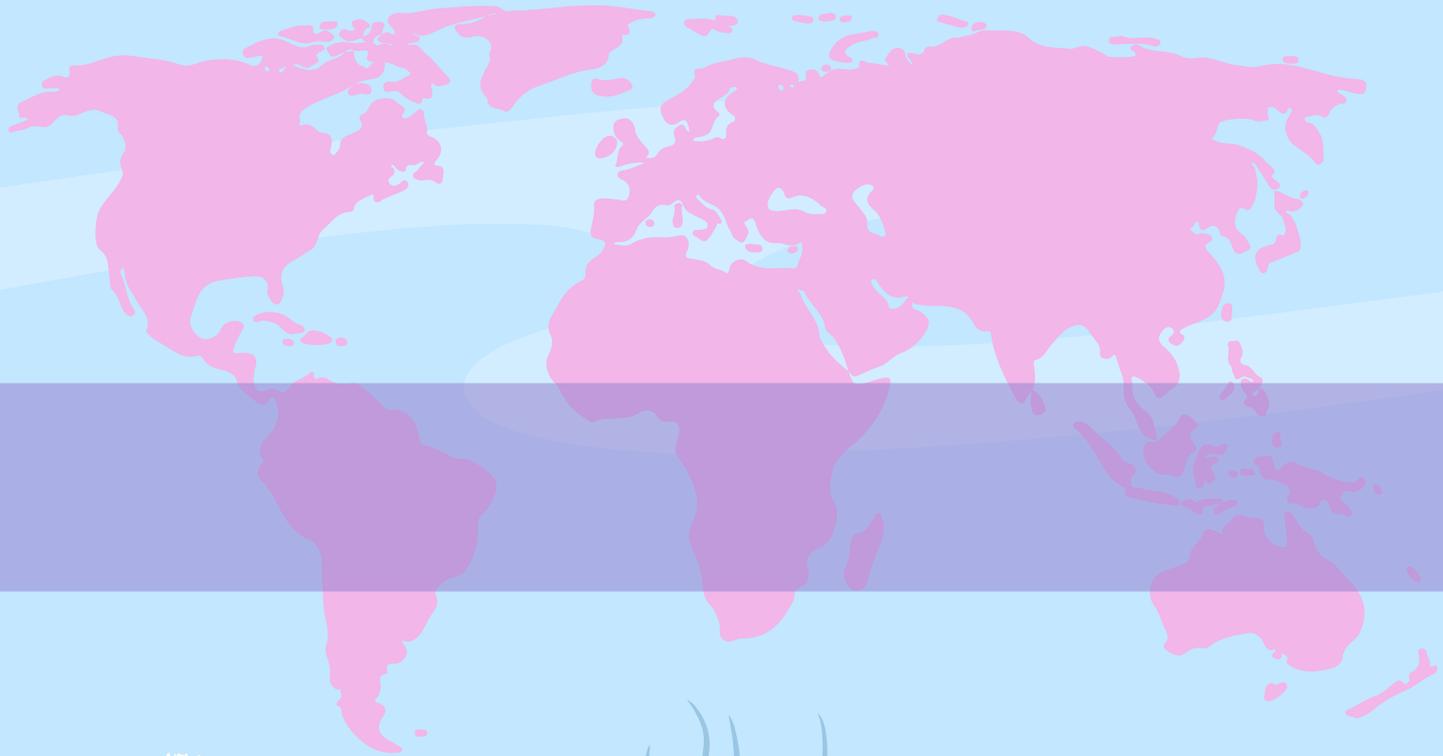


The background features a light blue sky with vertical rays of light. In the center, a purple rounded square contains the white number '01'. Below this, a dark blue banner with a wavy top edge contains the text 'Coral Reefs' in orange. The banner is surrounded by stylized coral reef elements: orange branching coral, blue branching coral, and orange leaf-like coral with red veins.

01

# Coral Reefs

# Where are coral reefs located?



# What Animals Live here?

Angelfish



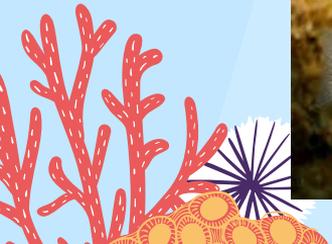
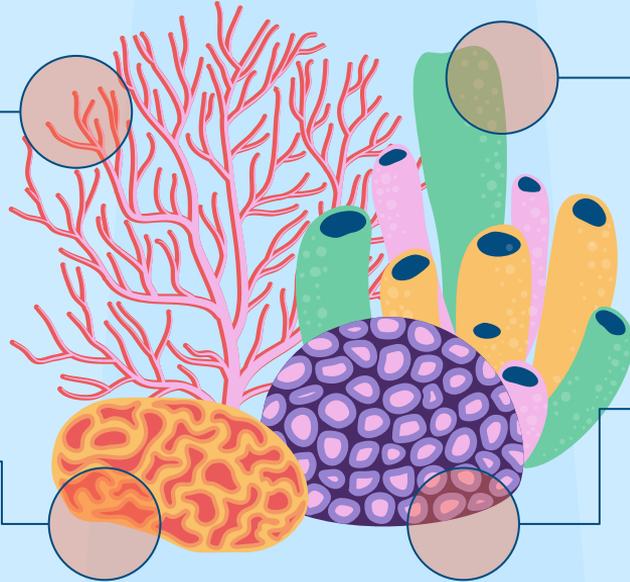
Clown Fish



Butterfly Fish



Sea Anemone



The background features a light blue gradient with vertical light rays. In the center, there is a purple rounded square containing the number '02'. Below this, a dark blue banner contains the text 'Open Ocean'. The banner is flanked by stylized coral in orange and blue, and larger orange coral-like shapes at the bottom.

02

**Open Ocean**

# Where is the Open Ocean located?



# What Animals Live here?

**Whales**



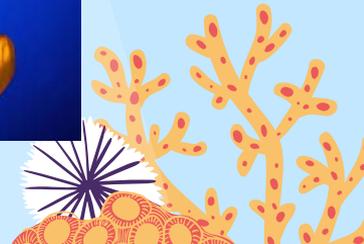
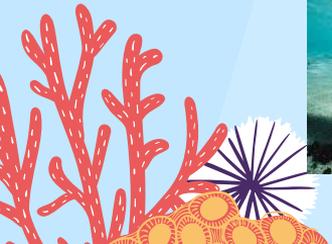
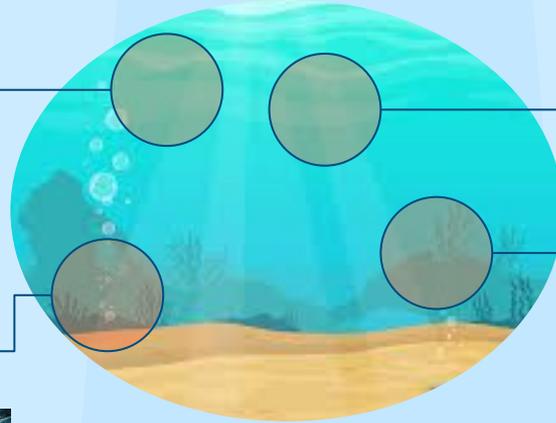
**Sharks**



**Dolphins**



**Jellyfish**

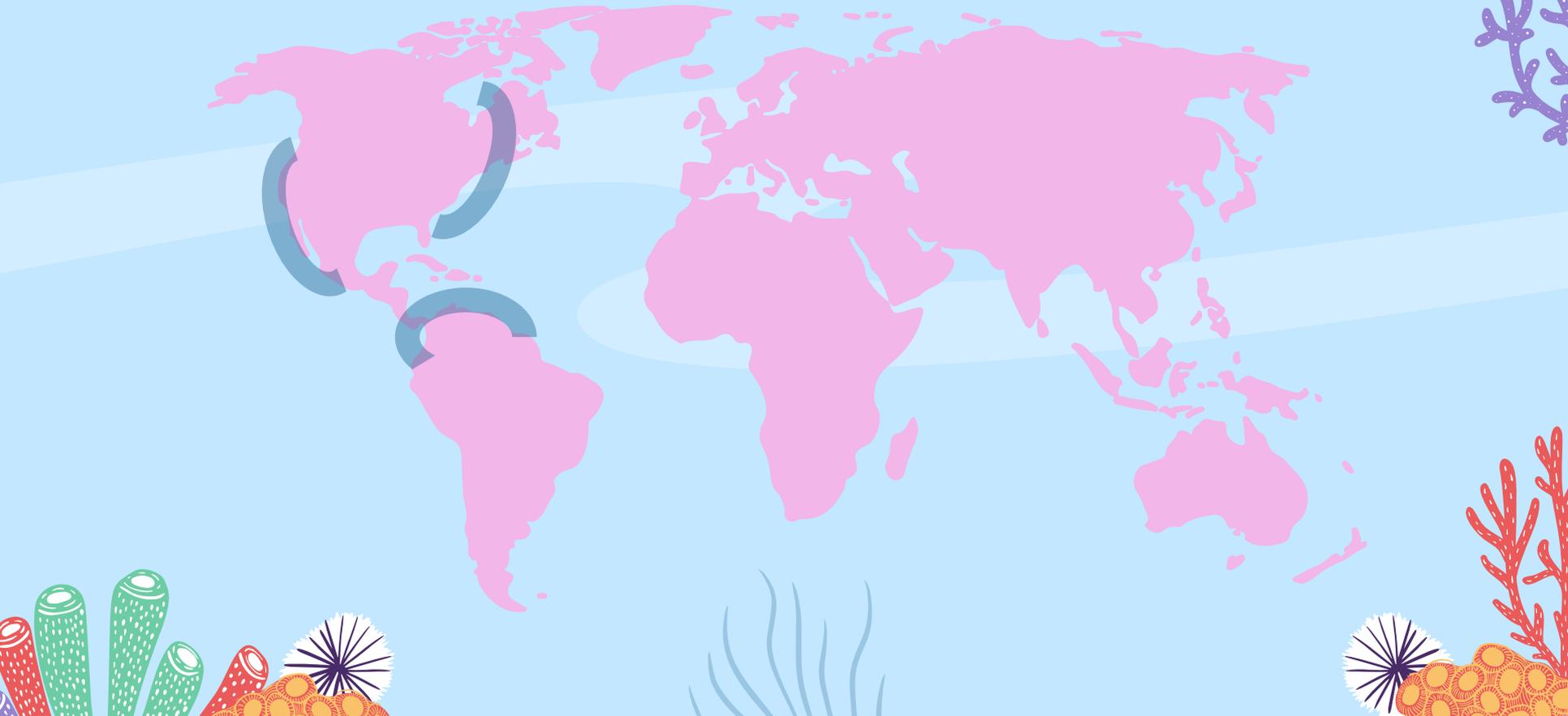


The background features a light blue gradient with several vertical rays of a slightly darker shade. In the center, there is a purple rounded square containing the number '03'. Below this, a dark blue banner with a wavy top edge contains the text 'Deep Sea' in orange. The scene is decorated with stylized coral: yellow and orange branching structures behind the purple square, and blue branching structures on the left and right sides. Large, orange, textured shapes resembling sponges or sea fans are positioned behind the banner.

03

**Deep Sea**

# Where is the Open Ocean located?



# What Animals Live here?

Angler Fish



Gulper Eel



Giant Squid



Lantern Fish



# What is Harming these Habitats?



## Pollution

The air is not as good as it once was and that is affecting the water.



## Overfishing

The fish are not able to reproduce quick enough to compensate for the amount of fishing.



## Trash

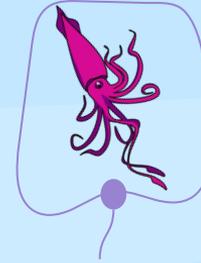
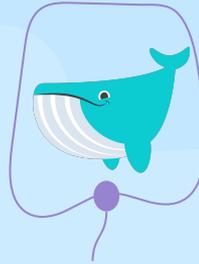
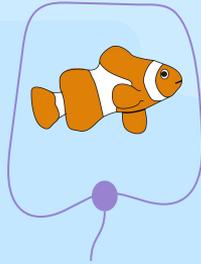
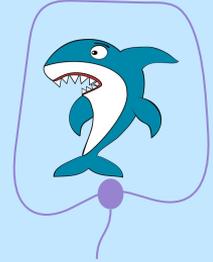
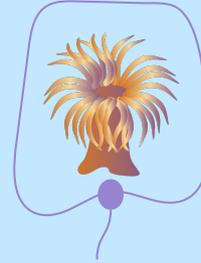
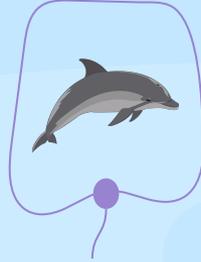
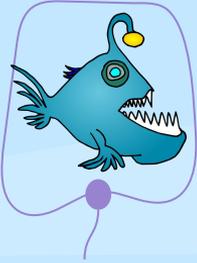
Our trash is getting thrown/blown into the ocean and fish are getting sick.

**It's your turn to  
match the  
habitat!**



# It's time to match

Match the animal to the habitat

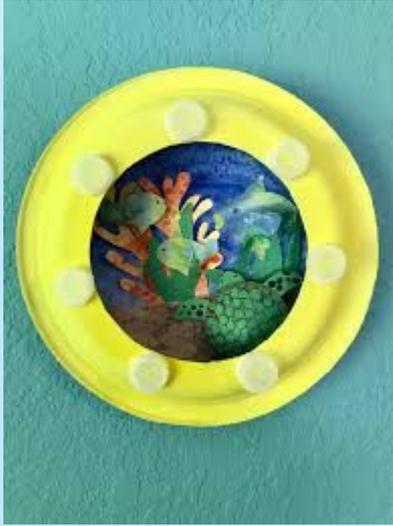


**Coral Reef**

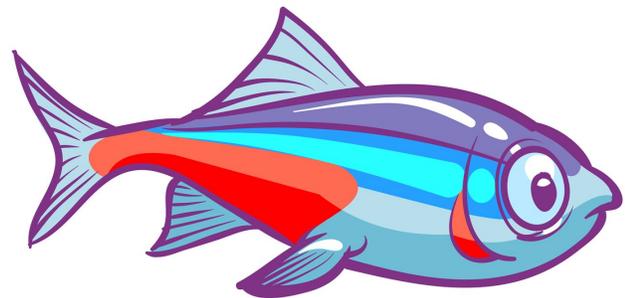
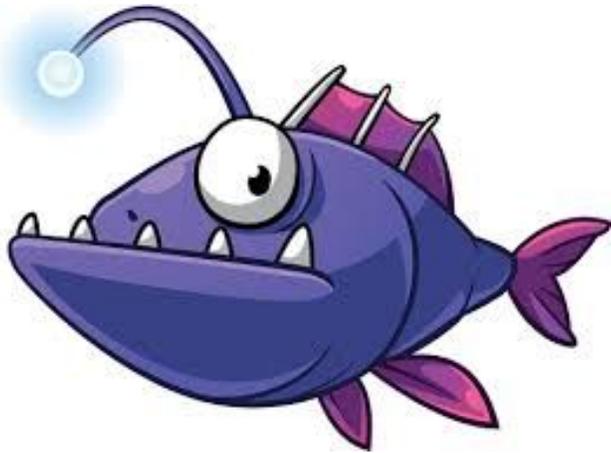
**Open Ocean**

**Deep Sea**

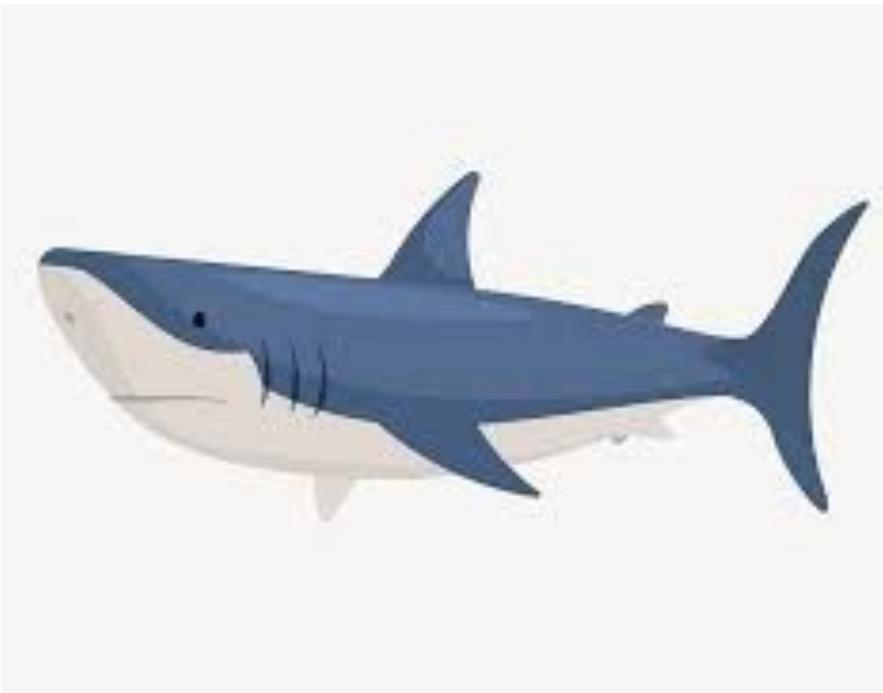
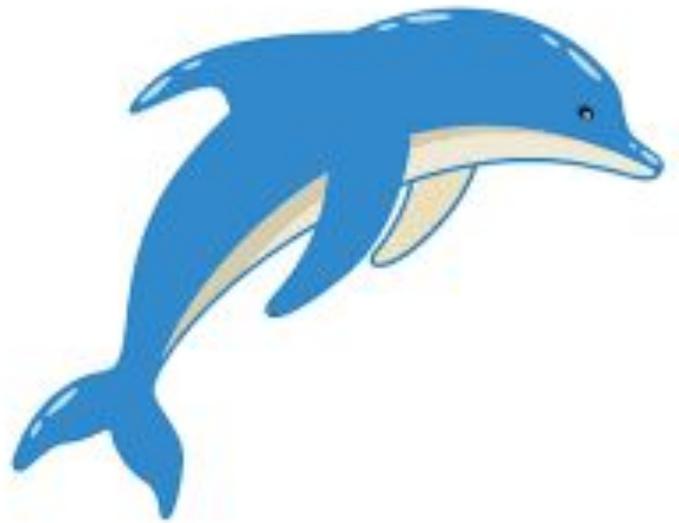
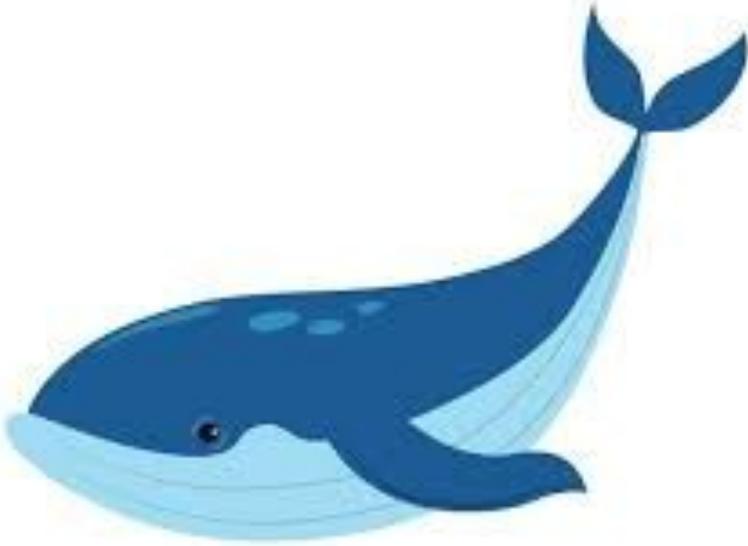
# Examples



# Deep Sea Habitat Animals



# Open Ocean Habitat Animals



# Coral Reef Habitat Animals

