

TEACHING IDEAS AND INFORMATION

Teaching is an art and there really is no one way to teach and reach all students. It takes your unique and creative approach, this packet will enhance and augment your approach. Hence,—*this is not a 'no prep' type resource*. Many of the activities included will be suitable for small group, whole group and center based learning. There are many inquiry opportunities within the activities included. The printables can also be glued into student interactive books.

1. Brainstorm what an aquatic habitat might be.
2. Brainstorm all the things that might be found in an aquatic habitat.
3. Ask students how aquatic animals and plants (living) interact with the non living elements of the aquatic habitat. (*Non living elements we interact with include—rocks, sand, water, currents, temperature, sun.....*)
4. Discuss interdependency — or put it on chart paper/board and discuss the following:
 - Where are the plants and animals located in the various aquatic habitat?
 - What do the plants need to survive? (*sand, soil, sunlight, water*)
 - What do the aquatic animals need to survive (*shelter, food, water, sun*)
 - How do the aquatic plants and animals depend on each other? (*shelter, food...*)
 - What might happen if a plant or animal no longer existed in the aquatic habitat? (*impacts other plants and animal survival...*)
 - How can we respect the animals and plants in the aquatic habitat?
5. Discuss survival and needs of the various plants and animals both locally and in other habitats—have students work on projects—“whale survival” or “fish survival”. It is important to have them think about how land/air and water is used by all living things.
6. Discuss the aquatic food chain (*how every plant and animal gets food—consumer/producers*) Remind them of our own food chain—we eat meat (cow) that eats vegetation which is powered by the sun, we eat plants that are also powered by the sun.
7. Ask them to think about how animals and vegetation all interact in a habitat. (*animals use vegetation for shelter, vegetation is used for food and shelter, some animals eat vegetables and some eat animals, some eat both like some humans.*) Brainstorm the aquatic food chains.
8. Use a world map to locate the various aquatic habitats—fresh water and salt water.
9. Compare and contrast the fresh water and salt water habitats.
10. Brainstorm all the aquatic habitats in your area.
11. Discuss the biggest human impacts on the aquatic habitats and how they might be prevented.
12. Have children make mobiles with the fresh water or salt water aquatic habitat or aquatic food chains—the mobile can be made with strings and a hanger and could have pictures of the habitat, animals and plants that are found in the aquatic habitat.
13. Have students make a shoebox diorama of an aquatic habitat or on aquatic food chains.
14. If available, use pavement chalk in the playground to draw the aquatic habitat showing vegetation and animals.
15. Can all aquatic plants and animal species live in ALL water environments? Why or why not?
16. Brainstorm all the bodies of water you can think of and state whether they are salt or fresh water.
17. Discuss what causes an ocean to be salty. (*From rocks and rain.*)