

## Ocean Plants

### *Lower Secondary*

#### Key Inquiry Questions

1. Why are plants in the ocean important?
2. What is considered to be sea life?

#### Learning Outcomes

1. Students will be able to describe the ocean using the 5 senses by the end of the lesson.
2. Students will be able to explain the importance of plants in the ocean by the end of the lesson.
3. Students will be able to create a poem that shows the importance of plants by the end of the lesson.

#### Overview

In this lesson students will be looking at the importance of plant life in the ocean. When thinking of the ocean, most people automatically think of the animals living in it; never what is providing for the animals. At the beginning of the lesson, students will be giving a detailed explanation of the ocean using the five senses: sight, touch, hear, smell, and taste. Next, they will be watching a video about the famous coral reef. Along with the video are guiding questions that students can keep for notes and for future reference. From the video, students will pick a sea creature that was discussed and draw a picture of it in the coral reef habitat. Once their picture is drawn they will create a free verse poem to go along with the drawing. For assessment, students will do a round of slam poetry to share their poem with the class.

#### Materials

##### **SolarSPELL Resource:**

1. “Exploring the Coral Reef” (Environment > Natural Habitat > Exploring the Coral Reef)

##### **Other:**

1. Writing Utensil
2. Coloring Utensils (if possible)
3. Worksheet: Exploring the Coral Reef Guiding Questions

## Suggested Procedure

### *Before Lesson:*

- Ask students to take out a notebook or a piece of paper and write the following:
  - See
  - Hear
  - Touch
  - Taste
  - Smell
- Tell students they will have the next 15 minutes to fill out each section for the ocean.
  - Ask students to be as descriptive as they can when describing each section.
    - “Imagine you are explaining the ocean to a person who has never seen or heard of the ocean”.
- After 15 minutes has passed, tell students to get into pairs and tell their partner what they wrote for each section.
  - Allow 5 minutes for students to share with their partner.
- Once students have shared with their partner, ask for volunteers to share with the class what their partner said about one of the sensory items.

### *During Lesson:*

- Give each student a copy of the worksheet: Exploring the Coral Reef Guiding Questions.
  - Ask students to fill out this worksheet while the video is playing.
- **If you cannot print:**
  - Ask students to take out a sheet of paper and write the following questions:
    - Where are most coral reefs located?
    - What are polyps and what do they do?
    - How is a reef created?
    - What does a reef provide?
    - How does the reef provide for the nurse shark? How does the nurse shark provide for the reef?
    - How does the reef provide for the sea turtle? How does the sea turtle provide for the reef?
    - How does the reef provide for the clownfish? How does the clownfish provide for the reef?
    - How does the reef provide for the parrotfish? What does the parrotfish provide?



- What is another name for coral reefs?
  - What puts coral reefs in danger?
  - What are some ways to protect coral reefs?
- Ask students to complete the questions while the video is playing.
- Play the video: Exploring the Coral Reef:
  - <https://www.youtube.com/watch?v=J2BKd5e15Jc>
- After watching the video, allow students to talk with one another to fill in answers to questions they may have not caught while the video was playing.

*After Lesson:*

- Once students have all the information on the worksheet filled out, ask students to choose one of the animals mentioned in the video:
  - Nurse Shark
  - Sea Turtle
  - Clownfish
  - Parrotfish
- Give each student a blank piece of paper and ask them to draw/color this animal in the coral reef habitat.
  - Give students 15 minutes to do this.
- After students have created their drawing, explain to students they are now going to write a free verse poem about their picture.
  - A free verse poem has no limits to what it can be; just needs to have a good rhythm.
- Explain to students their poem can be about anything related to their picture
  - Ideas:
    - Relationship between the sea creature and coral reef.
    - Point of view of the coral reef.
    - Point of view of the sea creature.
  - Poem Requirements:
    - Needs to include all 5 forms of senses: see, touch, hear, taste, and smell.
    - At least three stanzas long.
      - A stanza is a unit in a poem formed of a certain number of lines.
      - Example: Yellow= stanza 1 Green= stanza 2

ABCDE  
FGHIJ  
KLMNO

PQRS  
TUVW  
XYZ



*Assessment:*

- Students will now take the poem they have created and do a “Slam Poetry”
  - Slam Poetry is where students take their poem and will perform it for the class. This is a way they can express their poems the way they want to and express the poem the way they interpret it.
- Allow students to perform their poem anyway they would like (school appropriate).
- Students will perform their poem as well as turn it in with the picture for a grade.

*Exit Ticket:*

- After the lesson is completed, gather the students to discuss what they have learned about marine plants:
  - Why are they important?
  - Why is it crucial to be taking care of them?
  - What could be lost if we don't take care of them?



# Exploring the Coral Reef Guiding Questions

1. Where are most coral reefs located?
2. What are polyps and what do they do?
3. How is a reef created?
4. What does a reef provide?
5. How does the reef provide for the nurse shark? How does the nurse shark provide for the reef?
6. How does the reef provide for the sea turtle? How does the sea turtle provide for the reef?
7. How does the reef provide for the clownfish? How does the clownfish provide for the reef?
8. How does the reef provide for the parrotfish? What does the parrotfish provide?
9. What is another name for coral reefs?
10. What puts coral reefs in danger?
11. What are some ways to protect coral reefs?

