

Lesson 5: Bay Trippers

<h2>Daily Objectives</h2> <p>Students will:</p> <p>(SC) explain the importance of a habitat.</p> <p>(SC) describe and explain wetlands.</p> <p>(ELA) identify and explain the purpose of text features used in the selection.</p>	<h2>Daily Agenda</h2> <ul style="list-style-type: none"> • Explain: The Wetlands (25 min.) • Elaborate: Bay Trippers (10 min.) • Evaluate: Habitat Drawing (10 min.)
<h2>Vocabulary</h2> <ul style="list-style-type: none"> • organism • wetlands • habitat 	<h2>Handouts</h2> <ul style="list-style-type: none"> • n/a
<h2>Materials</h2> <ul style="list-style-type: none"> • Science Notebooks • Computers 	<h2>Websites</h2> <ul style="list-style-type: none"> • Maryland Public Television's Bayville: http://bayville.thinkport.org/default_flash.aspx • Bay Trippers Virtual Field Trip: http://baytrippers.thinkport.org/
<h2>Texts/Resources</h2> <ul style="list-style-type: none"> • <i>Chesapeake Bay Wetlands</i> by William B. Rice 	<h2>Essential Questions</h2> <ul style="list-style-type: none"> • What are wetlands? • What is the importance of a habitat?
<h2>Teacher Preparation</h2> <ul style="list-style-type: none"> • Ensure that there are computers for student use. • Preview the Bay Trippers website and ensure that it can be accessed. 	

Explain: The Wetlands (25 min.)

Students will read about the wetlands and develop an understanding of the word “habitat.” Students will be encouraged to use the word “organism,” instead of the term “living things.” A habitat is the home or environment of an animal, plant, or other organism. This includes shelter, food, water, and space for the plants and animals to live and grow. The book does not explain the four components of a habitat, so this portion will be led by the teacher.

- Begin the session by showing a few student drawings from the previous lesson and discussing the 3 needs of living things (*shelter, food, and water*).
- Ask: “What are all living things or things that were once living are called?”
Organisms
- If students do not know the term “organism,” say the word.
- Write the word “organism” on the board and have students write it in their notebooks.
- Ask: “What would happen if 40 people had to share your bedroom?”
Answers may vary but may include:
 - People would not be happy.
 - There would not be enough space for everyone.
- Explain that “space” is the fourth thing that all living things need. Organisms need space for their bodies, to live comfortably, and to grow.
- Say: “All four of these things together make a ‘habitat’. A habitat is a place where living things live. It must have all four of these components so organisms can successfully live there.”
- Say: “There are many different habitats in the world. We are going to focus on wetlands. What do you think wetlands are?”
Possible answers include land that is wet or a place that is water where plants and animals live.
- Say: “We will read about the Chesapeake Bay wetlands.”
- Distribute copies of *Chesapeake Bay Wetlands* and have students browse pages 6 to 9.
- Ask: “What are some text features found on these four pages?”
photographs, captions, italics, headings, a map, and a diagram
- Read page 6 aloud.
- Ask: “Why would the wetlands be called ‘woody’ and ‘grassy’? Look at the pictures to help you answer the question.”
These are two kinds of wetlands found in the bay. The pictures in the book help to visualize both the woody (with trees) and the grassy (grasses growing on the sides of the banks).

- Read pages 8 and 9 aloud. Students should note that wetlands do need to have water.
- Ask: "Where can the water in the wetlands come from?"

Page 8 should reinforce what was learned in the previous lesson -- water in the wetlands/bay also comes from groundwater and rain water. (Tides is not a focus in this lesson)

- Ask: "How does the map help the reader better understand the text." *It is helpful to see where the bay/wetlands are located. It is helpful to see the bay's shape on the map and how closely it is located to the ocean.*
- Ask: "How does the diagram help?"



Coach ELLs to rephrase their answers in complete sentences.

Elaborate: Bay Trippers (10 min.)

Students will go on a virtual field trip of the Chesapeake Bay using the Bay Trippers site. The trip is set up to travel on the bay for 6 days. There are many pictures of the sites in the region as well as views from different locations on the boat, depending on where you are sitting.

- Tell students they will go on a virtual boat on the Chesapeake Bay. If you are able to actually go on a field trip to the bay, this is a great introduction to the sites they will see. If not, these pictures are a way to help students visualize what it would be like on the bay.
- Assign students to computers. They can work independently, in pairs, or in small groups, depending on their needs and your resources.
- Have them go to the Bay Trippers site (<http://baytrippers.thinkport.org/>) and allow them to explore the site. They should click on the icons labeled "Day 1," "Day 2," etc. on the map on the right side of the screen. Pictures showing that area of the bay will appear on the upper left portion of the screen. Students can click on different parts of the boat to see different viewpoints. Some of the sights include Annapolis Harbor and the Bay Bridge.
- You can also have students view the short video entitled "The Bay Beautiful" (2:30) on the Maryland Public Television "Bayville" site:
http://bayville.thinkport.org/default_flash.aspx.
NOTE: You have to register for a free account in order to use this site. Follow the quick registration directions. Then, click on the "Cinema Bayville" icon (if you are not automatically directed there). Scroll down to select the video "The Bay Beautiful." This brief video will show students what the bay looks like and many of its features.

Evaluate: Habitat Drawing (10 min.)

Students will now demonstrate what they have learned about habitats and wetlands by drawing a picture and writing a paragraph to explain why they incorporated what they did in that picture.

- Tell students they will now draw a picture of one of those 3 animals from the previous lesson (muskrat, crab, and northern green frog) and its habitat. They will include all 4 components of a habitat and then explain in words why they included what they did.
- Remind students they also need to include the meaning of habitat, the parts of a habitat, and how the animal and habitat relate to wetlands. They may also begin to think about why that living thing may need to live in a wetland habitat.



Allow newcomer/ lower level ELLs to label their diagram in place of a paragraph. Or coach them to write sentences.