

FIELD TRIP FOLLOW-UP ACTIVITY

Whale Watching Excursions

To do after the field trip, in class or at home

1. **Students will read a paragraph to expand on topics introduced during their recent field trip.** The reading is available on the next page and online at <http://oceanconnectors.org/resources>.

The reading contains new vocabulary, indicated by *italics*, so it is best if teachers read the material in advance and prepare to work through it with the children.

2. After reading, **students copy and complete a table inside their journals** (next page).
3. After filling in the table, **students respond to four reflection questions inside their journals** using complete sentences.
4. **The answer key is contained in the printed User Guide only** (not online). Please review the answers together in class.
5. This lesson covers 5th grade Common Core State Standards in ELA/Literacy, and Next Generation Science Standards 5-LS2-1 and 5-ESS3-1.
6. **Extension:** Students design a food web showing how matter moves between plants, animals (including whales), decomposers, and the ocean environment.

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Every species of marine mammal has its unique home, or *habitat*, within the vast world of ocean environments. These habitats provide food, shelter, and places to give birth that sustain those who live there. For migratory animals, home can cover an entire ocean, like the gray whale. On your whale watching field trip you took a boat out onto the Pacific Ocean, the gray whale’s habitat. Other marine mammals stay in a small area all their lives. Whether living in a small or large area, each marine mammal is part of a unique *ecosystem*, a community of plants and animals and their environment, including the non-living elements such as weather and water.

1. Copy the Basic Needs table below into your journal.
2. What types of things are needed in order for people and whales to survive? Make a list of these basic survival needs in each of the columns below.
3. For each survival need that whales and people have *in common*, draw a line between the columns connecting the needs.

PEOPLE

WHALES

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Reflection

1. Now that we know what whales need in order to survive, how can people help protect them?
2. How are the survival needs of humans similar to the survival needs of whales?
3. List three threats to whale survival, past or present.
4. On the next page in your journal draw a picture of a habitat for whales. Label what makes the habitat safe and suitable for whales, and be sure to include their prey.