

FIELD TRIP FOLLOW-UP ACTIVITY

Living Coast Discovery Center

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 4th grade Common Core State Standards in ELA/Literacy and Next Generation Science Standard 4-LS1-1 and 4LS1-2.
6. **Have students create a model** that shows a sea turtle life cycle. Include nesting, migration, feeding, and predators.

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The Living Coast Discovery Center is located in the Sweetwater Marsh National Wildlife Refuge. The Marsh is at the end of the Sweetwater River Watershed, which flows into the San Diego Bay. A *watershed* is all of the creeks, streams, and storm drains that feed into a body of water. It is very important that we protect watersheds to keep our environment healthy. The Discovery Center is home to over 150 native species of wildlife, many of which you saw on your Ocean Connectors field trip recently! A *native species* is a creature that is historically present in an area only due to natural processes, not because of human intervention. Some of the native animals you saw at the Center, such as the green sea turtles, are classified as *endangered*. In fact, San Diego County has more rare and endangered species of plants and animals than any other county in the United States! This gives us a special opportunity to protect these animals. However, with only 10% of coastal wetland habitat remaining in California today, and *climate change* causing sea level rise and temperature increases, we will have to work hard to ensure these animals can survive into the future. Animals must also *adapt*, or change to fit their surroundings, in order to survive. Birds have adaptations like different beaks and legs which help them catch their *prey*.

Think about your visit to the Discovery Center while copying and filling in the shaded columns from the table below inside your journal. Next respond to the Reflection Questions *using complete sentences*.

	FISH	BIRD	REPTILE	MAMMAL
Animal Name <i>List the common name of one animal from your field trip in each column.</i>				
Observations <i>What do you remember about each animal and its habitat? What were the animal's colors? What was it doing in the habitat? Be detailed!</i>				
Conservation Status <i>Do you think this animal is classified as Endangered, Threatened, or No Threat? Write E, T, or N for each animal.</i>				

Reflection

1. Pick one of the animals you listed in the table above and describe one of its *adaptations* for survival.
2. In what *habitat* does this animal live? How might this habitat be impacted by *climate change*?
3. How can people help protect this animal, and its habitat?
4. On the next page in your journal draw a picture of the animal from Question 1 living inside its habitat. Label the ways in which this animal has adapted to survive in this habitat, and be sure to include its prey.