Animals and Plants of San Francisco Bay Habitats

Overview: Students extend their learning about the animals and plants of San Francisco Bay habitats through Language Arts assignments.

Content Standards Correlations: Language Arts, p. 297.

Key Concepts:
Through further study, students can increase their knowledge about the animals and plants of the San Francisco Bay habitats.

Grades: 3-6

Objective:
Students will be able to:
- continue their study of the Bay through writing (prose or poetry), pictural representations, and/or oral presentations gaining additional knowledge about the animals and plants of one of the Bay habitats.

Time: 1 to 2 hrs. over several days

Materials:
- copy of the animal and plant list for each pair of students
- post the Student Resource List, p. 314
- the Salt Marsh Manual and a separate copy of the glossary, p. 307, available as references
- writing and art materials

Adapted from Patricia Williamson, Wood Middle School, Alameda

Supporting Information for This Activity

Students can use the Salt Marsh Manual as a resource.
For information about their chosen Bay habitat, students can refer to the background information under "Supporting Information About this Activity" in Field Trip Activities, p. 200, and Post-Field Trip Activities, p. 109, and San Francisco Bay Ecosystems, p. 19.

The Salt Marsh Manual should be available as a desk reference.

A copy of the glossary should be next to the Salt Marsh Manual as another reference.

The Student Resource list with its web sites, p. 314, can be helpful for additional information. Post this list in a place where all students can see it.

Teaching Method

Using the Animal and Plant List of the San Francisco Bay habitats, students will choose a Bay habitat (upland, salt marsh, slough, mudflat, open bay and salt pond) to complete one of the following assignments. Each pair of students will share a copy of the animal and plant list.
- Write a humorous story.
- Create a poster.
- Compose a song or rap to help others learn names and character istics of a habitat's animals and plants. You may put your song or rap on tape or perform it for the class. Students may do this project with a classmate.
- Write a poem about a food chain of a particular habitat. It can be extended to include a food web.
- Write about "If I could live in any of the Bay habitats which one would I live in and why?"

From the Animal and Plant List:
Classify (put in groups according to characteristics they have in common) all the animals or plants on a chart or diagram. For example, put all the fish eating birds in one group. Explain the characteristics used to classify the animals and plants.