

GRADES 1-2 SELF-GUIDED TOUR GUIDEBOOK



Dear Teacher,

Thank you for choosing the Oregon Coast Aquarium for your field trip! The activities in this guide are intentionally not exhibit specific, so they can be completed at multiple locations in the Aquarium allowing flexibility and freedom for your students to choose where and how they want to explore. "Think Like a Scientist" questions have been added (thought bubbles) to help facilitate further discussion. Our trained volunteers and staff are always happy to help students and answer any question they might have.

This guidebook is designed using the **5E's Model** to help engage your students during their visit and provide additional reinforcement and application for the standards covered in your class.

ENGAGE: The purpose of the first E is to peak student interest and assess prior knowledge. This can begin as early as your first announcement about your field trip to the Aquarium and may include a variety of activities done in class prior to your trip. Be sure to check out our Teacher Resources page for ideas and materials.

EXPLORE: The purpose of the second E is to encourage students to get out and explore different areas of the Aquarium to begin building their own understanding and connections from what they find.

EXPLAIN: After students have had a chance to wander and wonder, the purpose of the third E is to invite them to dig deeper into the lives of the animals and ecosystems in ways that support key NGSS standards for their grade level.

EXTEND: The fourth E asks students to be involved in their learning by asking a question, or thinking about connections to their own lives.

EVALUATE: Towards the end of their visit, the fifth E asks students to apply what they have learned by providing supporting evidence for a claim based on the previous activities.

Please let me know if you have any questions or if I can support you in any way!

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**FREE Teacher
Preview Pass**



TARGETED NGSS STANDARDS AND OCEAN LITERACY PRINCIPLES

NGSS | Performance Expectations and Disciplinary Core Ideas

- [PE] Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. (1.ETS1.1 and 2.ETS1.2)
- [DCI] All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (LS1.A)
- [PE] Make observations of plants and animals to compare the diversity of life in different habitats. (2.LS4.1)

NGSS | Science and Engineering Practices and Skills

- Ask questions based on observations to find more information about the natural and/or designed world(s).
- Record information (observations, thoughts, and ideas).
- Use and share pictures, drawings, and/or writings of observations.
- Compare models to identify common features and differences.

Ocean Literacy Principles

Ocean Literacy Principle #5: The ocean supports a great diversity of life and ecosystems.

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Dear Students and Guardians!

We are so glad that you came to visit us at the Oregon Coast Aquarium! These activities are designed just for you and can be done anywhere in the Aquarium, so you and your group can choose where you want to explore. Our volunteers and staff are always happy to help you and answer any question you have.

A few things to keep in mind:

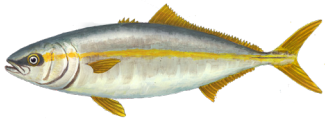
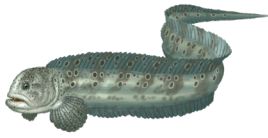
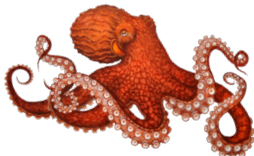
 Stay together!	 Walk, don't run!	 Touch gently!	 Don't scare the animals!	 Ask questions, explore, and have fun!
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EXPLORE!

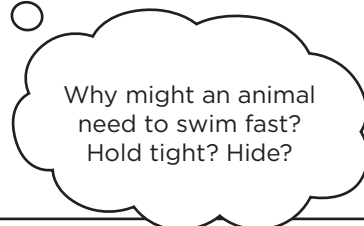
Scavenger Hunt!

Explore the Aquarium to find the answers to each clue. Put an **X** on each one you find.

Find each of these animals that can swim fast!	Find each of these animals that can hold on tight to rocks!	Find each of these animals that are experts at hiding!
 Yellow-Tailed Jacks	 Sea Anemone	 Sculpin
 Tufted Puffin	 Chiton	 Wolf Eel
 Sea Lion	 Sea Star	 Giant Pacific Octopus

Make an Observation!

The shape of each animal's body parts help them to move the way they do. **Pick any two** of the animals from your scavenger hunt and **watch them** for a few minutes. **Draw and describe** the body parts of the animal that might help it to swim fast, hold tight or hide well.

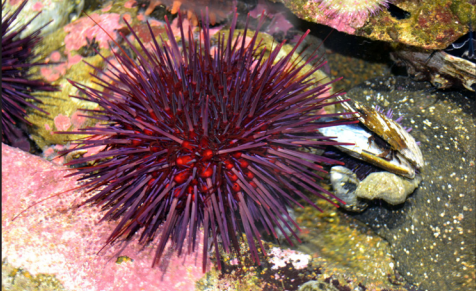


Animal 1:	Animal 2:

EXPLAIN!

Everybody Eats

All animals need energy, and we get our energy from what we eat. Every animal's body and mouth are specially shaped to help it to catch/collect its food and to eat it. **Choose 4** of the animals below and observe them. Then examine the animal's body and mouth to determine how it catches/collects its food and eats it.

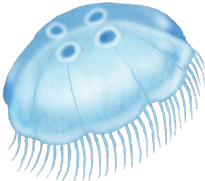
How do I capture/collect my food?		How do I eat my food?	
	Body Parts: ☐ Claws ☐ Beak ☐ Teeth ☐ Suckers		Method: ☐ Rip/Tear ☐ Grind/Crush ☐ Swallow whole ☐ Scrape off
	Body Parts: ☐ Claws ☐ Beak ☐ Teeth ☐ Suckers		Method: ☐ Rip/Tear ☐ Grind/Crush ☐ Swallow whole ☐ Scrape off
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EXTEND!

What are some challenges the animal caretakers might have caring for these animals at the aquarium?

Ask An Expert!

Some animals use really surprising methods, cool body parts, or even tools to eat their prey! Choose one of the animals below (Circle it), and then ask a volunteer or staff member how they eat!

Who will you choose?				How do they eat?
				
Sea Star	Moon Jelly	Sea Otter	Giant Pacific Octopus	

EVALUATE!**My Mystery Animal!**

Design your own Oregon Coast mystery animal! Use what you've learned about how the shape and design of each body part helps the animal to survive. Use the questions to brainstorm, then draw a picture of your animal. Don't forget to share your animal creation with a friend or family member!

Describe it!	Draw it!
How does it move? Does it need to hide? What does it eat? What kind and shape of body and mouth parts will help it get food and eat? How does it sense its environment (see/ hear/ smell, touch, taste)? How does it stay warm?	