



## Saginaw Bay Beachcombers

Level: 2nd and 3rd Grades

### **PROGRAM DESCRIPTION:**

This program is a hands-on exploration of the shoreline habitat of the Saginaw Bay. Students will be led on a one-mile hike through marsh, pond, cottonwood grove and sandy beach habitat with a naturalist guide who will point out “special” plants and animals which inhabit each area. Along their hike they will take time out to discover the unique plants which are able to survive the extreme weather conditions along the shore of Great Lake Huron and make a sun print of one of these plants. They will also scavenge the beach for evidence of life, observe birds through the spotting scope and compare and contrast the water in the pond to the water of the Bay. As part of the beach exploration they will conduct a “treasure” dig on the beach and make a “sand script” of the name to take back to the classroom.

### **PROGRAM GOALS:**

To help students become more aware, and appreciative of the unique plants and animals which inhabit the shoreline communities along the Saginaw Bay.

To help students realize the uniqueness of the Great Lakes.

### **PROGRAM OBJECTIVES:**

1. Students will be able to list four things which all living things need to survive.
2. Students will be able to name a special plant which is a survivor on the shores of the Great Lakes.
3. Students will be able to name an animal which makes its home along the shores of the Great Lakes.
4. Students will be able to draw a simple food chain composed of animals and plants which inhabit the shoreline of the Great Lakes.
5. Students will be able to describe the difference between a Great Lake and an inland pond.
6. Students will be able to name two adaptations which shoreline plants have that help them survive.

### **PRE-VISIT SUGGESTIONS:**

1. Each student should be dressed for weather conditions, which are generally 10 degrees cooler near the Bay. Wind can be much harsher and a jacket or coat should be worn regardless of weather conditions at your school. Bring a box of trash bags with square bottoms to use as emergency rain ponchos. Shoes should be selected for outdoor exploration.
2. Discuss with your how animals and plants have special “adaptations” which help them survive in their environment. Look at pictures of animals and plants from all over the world and have them discover each one’s special adaptations.
3. Get a U.S. map or world globe and find Lake Huron. Discuss with the students how it compares in size with other inland lakes, inland seas and oceans.

### **POST-VISIT SUGESTIONS:**

1. Make a list of the different animals that along the shores of the Saginaw Bay. Give each student an animal to research. Have them find out what it needs to survive. Have them draw a picture of their findings.
2. Compose a class mural of the Great Lake Huron shoreline by having each student draw a special plant or animal which lives there on the paper.
3. Create a class book entitled: “Something Special by the Bay is...” and have them each compose a page.
4. Project Wild -- *Adaptation Artistry*: students create their own animal based on specific adaptation needs determined by their environment. *What Bear Goes Where?:* students construct posters of three different bird habitats (do it with snakes, birds of prey, ground birds or ducks!).

**COORDINATING WITH M.E.A.P. OBJECTIVES:**

- Constructing New Scientific Knowledge (C) I.1
  - e.1, e.3
- Reflecting on Scientific Knowledge (R) II.1
  - e.4
- Organization of Living Things (LO) III.2
  - e.1, e.2, e.4, e.5
- Evolution (LE) III.4
  - e.2
- Ecosystems (LEC) III.5
  - e.1, e.2, e.4

**COORDINATING WITH BAY CITY PUBLIC SCHOOLS SEIENCE BENCHMARKS:**

- Life 2-1, 2-2, 2-3, 2-4
- Hydrosphere 2-2, 2-3
- Heredity 3-1
- Evolution 3-2

**COORDINATING WITH M.E.A.P. SOCIAL STUDIES CONTENT STANDARD BENCHMARKS:**

- Geographic Perspective
  - II.1—e.e.1, l.e.2
  - II.2—e.e.1, e.e.2, e.e.3, l.e.1, l.e.2, l.e.3, l.e.4
  - II.3—e.e.1
  - II.4—e.e.1, e.e.2, e.e.3, l.e.5
  - II.5—e.e.1, l.e.1
- Civic Perspective
  - III.3—l.e.2
  - III.4—e.e.2, e.e.3, l.e.1, l.e.2
- Inquiry
  - V.1—e.e.2

