



Creation Lens

Exploring the World, Discovering God

Grade Level: **Grade 4**

Title:

Caring for Sea Life & All Life is Sacred

Denomination: **Catholic**

Lesson ID: **LS-G4-07-CA**

Contact Info:

Exploring the World, Discovering God (EWDG)
Institute for Theological Encounter with Science & Technology (ITEST)
20 Archbishop May Drive, Suite 3400A
St. Louis, MO 63119

EWDG email: EWDG-Info@creationlens.org

EWDG web site: www.creationlens.org

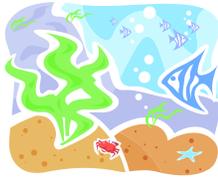
ITEST web site: www.faithscience.org

Ph: 314.792.7220

Note: Web sites referenced in this lesson were valid at time of publication.

Copyright by Exploring the World, Discovering God (EWDG), a pilot program of Institute for Theological Encounter with Science & Technology (ITEST). All rights reserved. The contents, or parts thereof, i.e., lessons/modules, may be reproduced for classroom educational use only. Any reprinting or reproducing for the purpose of sale is prohibited, and if done, party is subject to all legal sanctions.

© ITEST © EWDG



LIFE SCIENCE – GRADE 4 - CATHOLIC
LESSON TITLE: Caring for Sea Life & All Life is Sacred

SCIENCE LESSON CONCEPT

- Learn about sea life

GOAL OF SCIENCE LESSON

- Students will learn about a saltwater habitat.
- Students will learn how a saltwater habitat is affected by human activity.

OUTCOME EXPECTED

- Students will create a poster placing sea creatures in different levels of the ocean.
- Students will draw a diagram of an ocean food chain.

RELIGION LESSON CONCEPT

- Learn that all life is sacred

GOAL OF RELIGION LESSON

- Students will learn about caring for all of God's creation.
- Students will learn about respecting the environment.

OUTCOME EXPECTED

- Students will write a short report on the best way to care for one of God's creatures.

MATERIALS NEEDED

- Science Journal Page: Sea Life
- Pencil or pen
- Poster board – 1 for each group
- White construction paper
- Crayons or markers
- Magazines/pictures of different sea creatures (crabs, whales, jellyfish, octopi, etc.)
- Glue
- Scissors
- Science Textbook

SCIENCE METHODOLOGY

- **INTRODUCE** vocabulary by saying the term and writing it on the chalkboard or chart paper. (intertidal zone, light zone, and dark zone)
- **HAVE** the students write each term on the Science Journal Page: Sea Life.
- **EXPLAIN** that these terms are different levels of the ocean.

LS-G4-07-CA

MATERIALS NEEDED

- Books about animals
- Animal report form – teacher generated
- Pencil or pen
- Religion notebook
- Pictures of animals for display

RELIGION METHODOLOGY

- **ASK:** Does anyone have a pet? (list types of pets on the chalkboard or chart paper)
- **ASK:** If you had to teach another person who is interested in owning a pet like yours, what would you tell them about taking good care of the pet?
- **LIST** students' replies on the chalkboard or chart paper.

- **DEFINE** each term.
- **HAVE** students write the definition on the Science Journal Page.
- **ASK** the students to work in groups to think of different sea creatures.
- **WRITE** the sea creatures suggested by the groups on the chalkboard or chart paper.
- **PROVIDE** magazines (Ranger Rick, National Geographic Jr., etc.)
- **DISTRIBUTE** posters, crayons and markers to each group.
- **USING** their science book as a reference, each group will cut out pictures from the magazines of different sea creatures.
- **HAVE** the groups divide the poster into the three ocean zones. (intertidal, light and dark zones)
- **HAVE** the groups label the sections of the ocean.
- **HAVE** the groups glue the sea creature pictures in the proper zone of the ocean.
- **HAVE** each group report to the class about their poster.
- **DISPLAY** the posters around the room.

- **EXPLAIN:** All life is important to God. God has provided a wonderful world for us. It is absolutely necessary that we take great care of it in order to preserve it. Taking care of a pet is one way to further God's kingdom. In doing so, we show our God-given talents: kindness, responsibility, and compassion.
- **WRITE** "kindness", "responsibility", and "compassion" on the chalkboard or chart paper.
- **HAVE** the students define the term by giving an example of it.
- **SAY:** You are going to select a book on a favorite animal. I have some books here. You are going to discover the best way to care for that animal. You are going to write a short report on the report form.
- **HAVE** the students find the information and write the report.
- **ALLOT** time to complete this task.
- **HAVE** the students read their report to the class.
- **DISPLAY** the reports by pictures of each animal.
- **POSIT:** God created all the animals for people to use. He gave us the responsibility to care for all the animals. When we care for God's creatures, we are showing that we believe that all life is sacred and a gift from God.

- **SAY:** All these sea creatures which you have identified fit into the food chain.
- **ASK:** What is a food chain?
- **POINT** to a few sea creatures on the posters and ask what does this creature eat? Who eats this creature?
- **HAVE** the students read about the food chain in their Science Textbook.
- **DISTRIBUTE** white construction paper to each student.
- **DISTRIBUTE** crayons or markers.
- **HAVE** each student draw a food chain.
- **HAVE** each student label the different animals and draw arrows to show the progression from one type of animal to the next.
- **ALLOT** time for the food chain drawings.
- **ASK:** Who seems to be at the bottom of the food chain?
- **ASK:** Who seems to be at the top of the food chain?
- **POSIT:** Sea creatures live in specific habitats. All creatures can be part of a food chain.

SCIENCE LINKS

www.nhptv.org/natureworks/nwep6c.htm

[Ocean Zones - NatureWorks](#) If you look beneath the surface of the open **ocean**, you'll find a diverse and unique environment. – NatureWorks

www.mos.org/oceans/life/index.html

[Oceans Alive! | Life in the Sea](#) the bathypelagic, or midnight, **zone**: the deep **ocean** layer where no light ... **Life** Near the Surface. Most of the living things in **the ocean** are in a ...

www.thesea.ecsd.net/ocean_food_chain.htm

[Ocean Food Chain](#) Teacher Background Material. In **oceans**, as on land, there is a natural interconnection of creatures that forms a kind of **food chain**. Diatoms are microscopic plants that ...

www.teachervision.feb.com/food-web/printable/391096.html

Good printable of ocean food chain or food web.

RELIGIOUS LINKS

www.essortment.com/all/petcarechildre_rrtj.htm

[Pet care for children](#) Tips and tricks for teaching **children** to **care** for **pets**. Good reference to share with parents.

www.avma.org/careforanimals/kidscorner/default.asp

[Care For Animals - Kids Corner](#) The goal of PETPOURRI is to promote responsible **pet** ownership. PETPOURRI helps: To teach **children** that **pets** need food, water, shelter and exercise. Good graphics and handouts.



KEY WORDS

- OCEAN
- ZONE
- INTERTIDAL ZONE
- LIGHT ZONE
- DARK ZONE
- SALTWATER
- HABITAT
- FOOD CHAIN



KEY WORDS

- GOD-GIVEN
- TALENTS
- RESPONSIBILITY
- KINDNESS
- COMPASSION
- PET
- CARE

KEY WORDS



OCEAN

GOD-GIVEN

ZONE

TALENTS

INTERTIDAL ZONE

RESPONSIBILITY

LIGHT ZONE

KINDNESS

DARK ZONE

COMPASSION

SALTWATER

PET

HABITAT

CARE

FOOD CHAIN