

Lesson Planning Tool for Climate Change Unit

Title of Lesson: Lobsters

Grade Level: 2

Subject: Lobsters

Source(s) of the lesson:(

Lobster video: <https://youtu.be/ALZv4Igw6oE>

Lobster facts: <http://www.neaq.org/animal/american-lobster/>

Lobster facts: <http://www.maine.gov/sos/kids/about/lobster.htm>

Lobstering History: <http://www.gma.org/lobsters/allaboutlobsters/lobsterhistory.html>

Essential Question(s):

- Can the animals off of New England Shores be affected by problems in our watershed?
 - What are American lobsters?
 - Do American Lobsters live near Boston?
 - What do American lobsters need to survive?
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Massachusetts Curriculum Frameworks Science Standards:

2-LS2-3 Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live.

2-LS4-1 Use texts media or local environments to observe and compare (a) different kinds of living things in an area, and (b) differences in the kinds of living things living in different types of areas.

Content Objectives	Practice Objectives	Language Objectives
Obtain information about lobsters through video/factsheets/books	8. Obtaining, evaluating and communicating information	CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
Brainstorm ways that we can help lobsters	1. Asking questions and defining problems	
Writing letters to the New England Aquarium	8. Obtaining, evaluating and communicating information	CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Drawing a diagram of a lobster or lobster habitat	4. Analyzing and interpreting data	CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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Important Vocabulary: migration, crustacean, pollution, habitat, temperature

Materials Needed:

- Chart Paper
- Markers
- A way to project videos
- Paper
- Pencils
- Colored pencils, markers, crayons

Other Resources: (websites, videos, books, etc.)

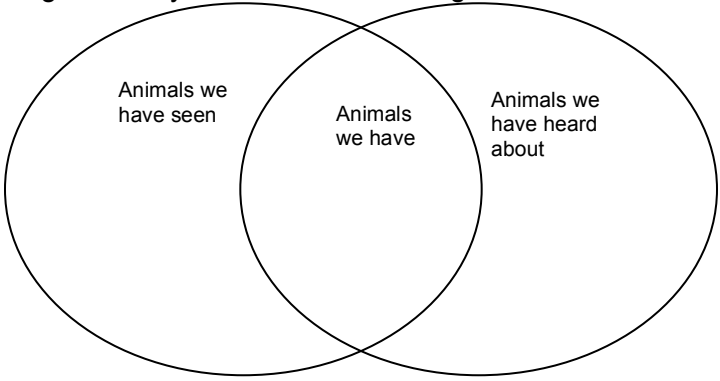
- Maybe you could have a lobster visit your classroom?
- If you are part of the New England Aquarium “Free to Learn” program, have students focus on the lobster nursery (on the 1st floor).
- *Lindie Lobster, A Tale of Big Claws, No. 29 in Suzanne Tate's Nature Series Paperback – October 16, 2006*
- Map of the Range of American Lobsters : <http://marinebio.org/species.asp?id=533>

Background Information for Teacher: Provide the necessary information for effective instruction.

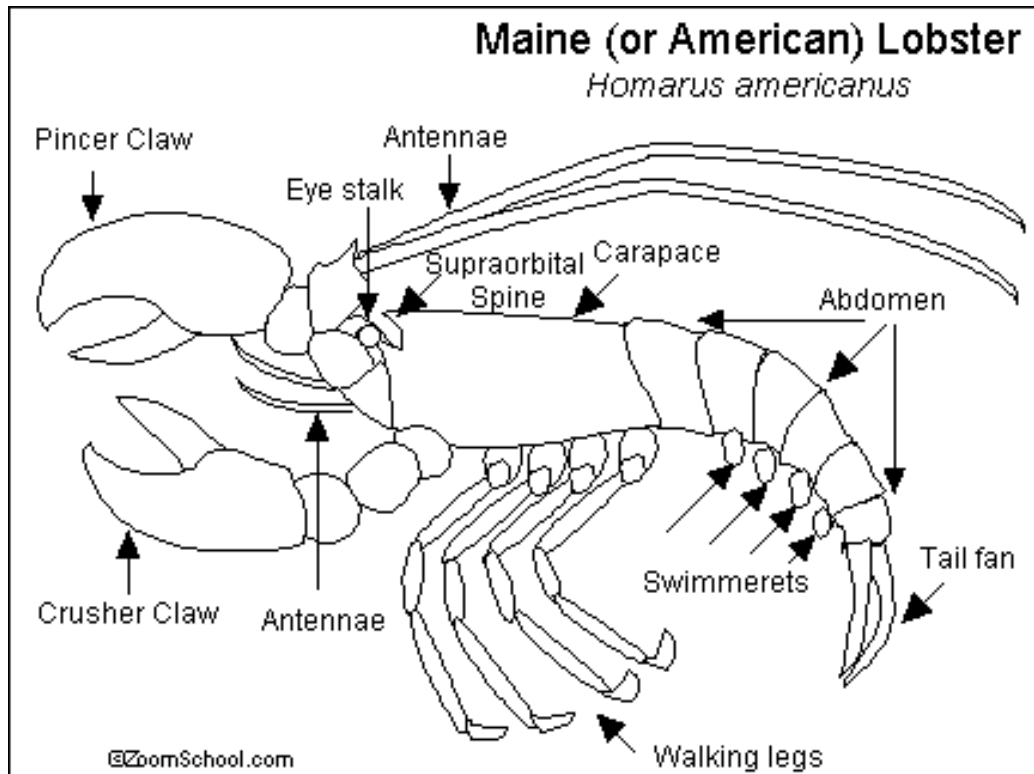
American lobster are one of the main sources of income for many New England fishing families. There is some research studying the migration of the lobster population, as it is believed that they are moving further north in search of cooler water. Chances are that many of the students in your class have eaten a lobster, but do they know much more about this fascinating creature? In this lesson, students will get an indepth look inside a lobster’s life and even reach out to some experts with guidance on how we can help keep them near New England’s coast

Background Information the Student Needs to Access the Lesson: What prerequisite knowledge should the students have?

Lesson Structure

Lesson Launch (Do Now)	<p>As a class, create a list of animals that live off the coast of New England. Maybe create a venn diagram:</p> 
Background Instruction (pre-activity)	<p>Show students the video from the New England Aquarium Also you can show this video https://youtu.be/ssxbIA4Hick</p>
Activity	<p>Write a letter to the New England Aquarium. Include information about the animal you have studied. Tell them ways you think you could help keep this animal healthy. Ask for more suggestions about what people can do to improve the water quality so that we can keep these animals around for a long time. Make sure you include a diagram/ drawing. Then send out letters in a large package to: (I will add an address once the NEAQ gets back to me)</p>
Discussion/ Debrief	<p>Why are lobsters a key part of our ecosystem? What new information did you learn about lobsters? How will this change what you do to take care of lobsters?</p>
Formative Assessment	<p>See attached assessment.</p>

Notes:



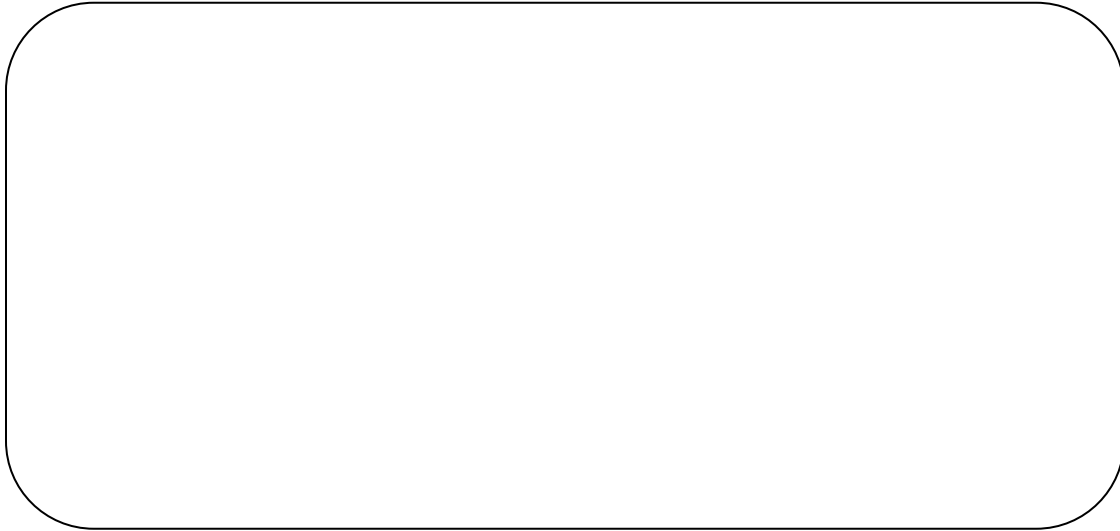
Lobster

Diagram

<http://www.maine.gov/sos/kids/about/lobster.htm>

Student Assessment

1. Draw and label a diagram of a lobster



2. Why is the American lobster an important part of New England's ecosystem?

3. What is one concern you have about the lobster population?

4. What is one thing you can do to help the American lobster?

5. What was your favorite thing about lobsters?

