

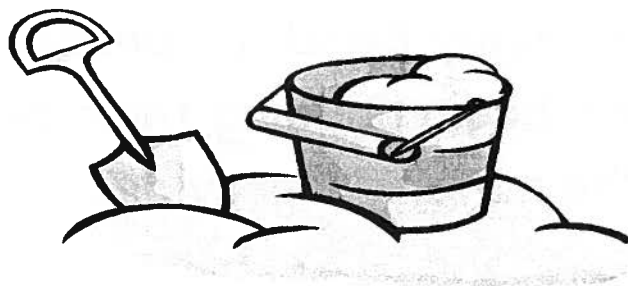
Build a Sandy Beach Windsock

Introduction/Rationale:

This activity is built around the students' knowledge of the organisms that inhabit the Sandy Beach. This can be used as a culminating activity after the class has studied the organisms that live: Above the Sand, In the Near shore Water, and Under the Sand, and Beach Wrack. The students will build a windsock that indicates these areas and then attach organisms that live in each of the areas.

Lesson Concepts and Skills:

- Sandy beaches and the beach wrack that washes ashore on them provide homes to many kinds of organisms.
- Most of the animals living at the sandy beach are hidden from view under the sand to escape the pounding surf and hungry birds.



Materials:

12x18 inch blue construction paper

12x18 inch yellow construction paper divided into thirds

12x18 inch yellow or tan construction paper divided into thirds

white construction paper for drawing

yellow crepe paper strips

File folder computer labels indicating Above the Sand, Nearshore water, Under the Sand, Beach Wrack

Crayons, glue, string

Pictures of organisms that live at the Sandy Beach

Sandy Beach booklets

Time Frame:

One class period, about 60 minutes

Into the Activity:

Students will listen to the book, A Gull's Story , A Tale of Learning About Life and the ABC's by Frank Finale.

Students will brainstorm ocean organisms for a whole class alphabet chart.

Through the Activity:

Students will break into groups of four and complete their own Seashore alphabet, using animals we have studied from the Sandy Beach (if possible).

Students will then begin building their Sandy beach windsock using the materials provided.

Above the Sand
(light blue)

Nearshore water
(blue 12x 18 inch darker blue
paper)

Beach Wrack
(yellow or tan paper)

Under the Sand

8 yellow crepe paper streamers
for Under the Sand

After completing the windsocks, the students will report out with their group of 4. They will tell about the animals they included on their windsock.

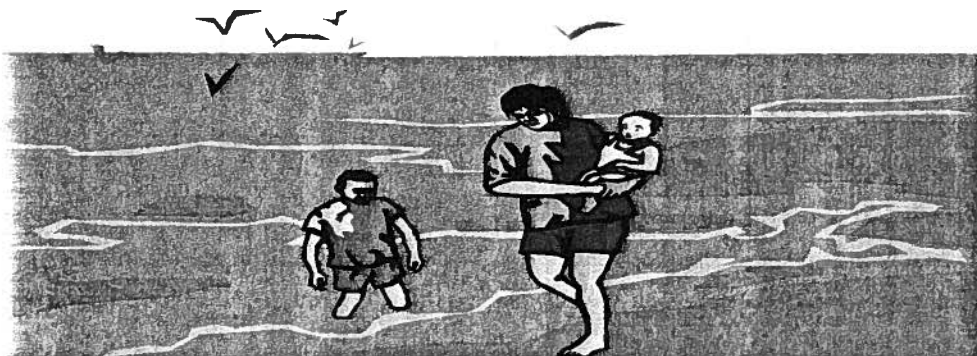
Beyond the Activity:

Partner Parade(See page 30-32 of On Sandy Shores)

Students will answer the following questions:

- What would you like to do on a field trip to the beach?
- What sandy beach animals live on top of the sand?
- What sandy beach animals live under the sand?
- Besides plants and animals, what else could we see on the sandy beach?

Students will write in their Science Journal, the key concepts they have learned about the Sandy Beach. The teacher can use this as an assessment tool for the activities of Build a Sandy Beach.



Name _____

Sandy Beach Animal Report

Name of animal _____

Where animal Lives _____

What does this animal look like _____

What does this animal eat _____

List 3 or more interesting facts you learned about this animal

(USE THE BACK OF THIS PAPER)



Sand On Stage



Name _____

Date _____

1. *Look closely at your sand with the microscope. List or use crayons to show all the different colors you have.*

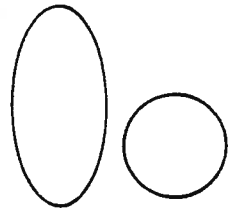
2. *Draw a picture of some of your sand grains. Make them **BIG**.*

3. *Circle the pictures that have shapes like your sand.*

not
rounded

a little
rounded

very
rounded



4. *Gently rub a magnet on the outside of your sand. Are there any of the grains in the sand that are attracted to the magnet?*

5. Which of the following things can you find in your sand? Circle them.

small rocks

pieces of shell

pieces of glass

pieces of wood

pieces of plants

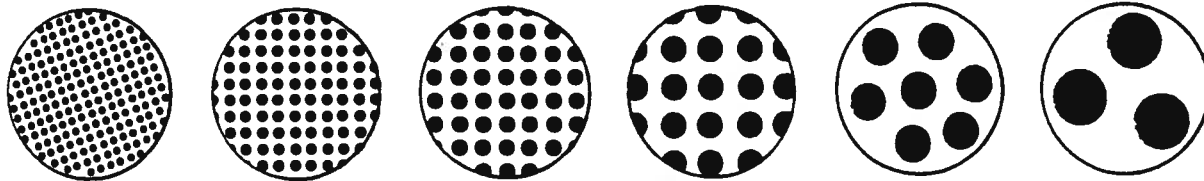
pieces of plastic

other things: They are:

6. Which sand in your group is the lightest?

Which is the darkest?

7. Compare your sand slide to the size chart below. Imagine that the black dots are grains of sand. Color the group of dots that are about the same size as your sand grains.



8. Which sand in your group has the largest grains?

The smallest grains? _____