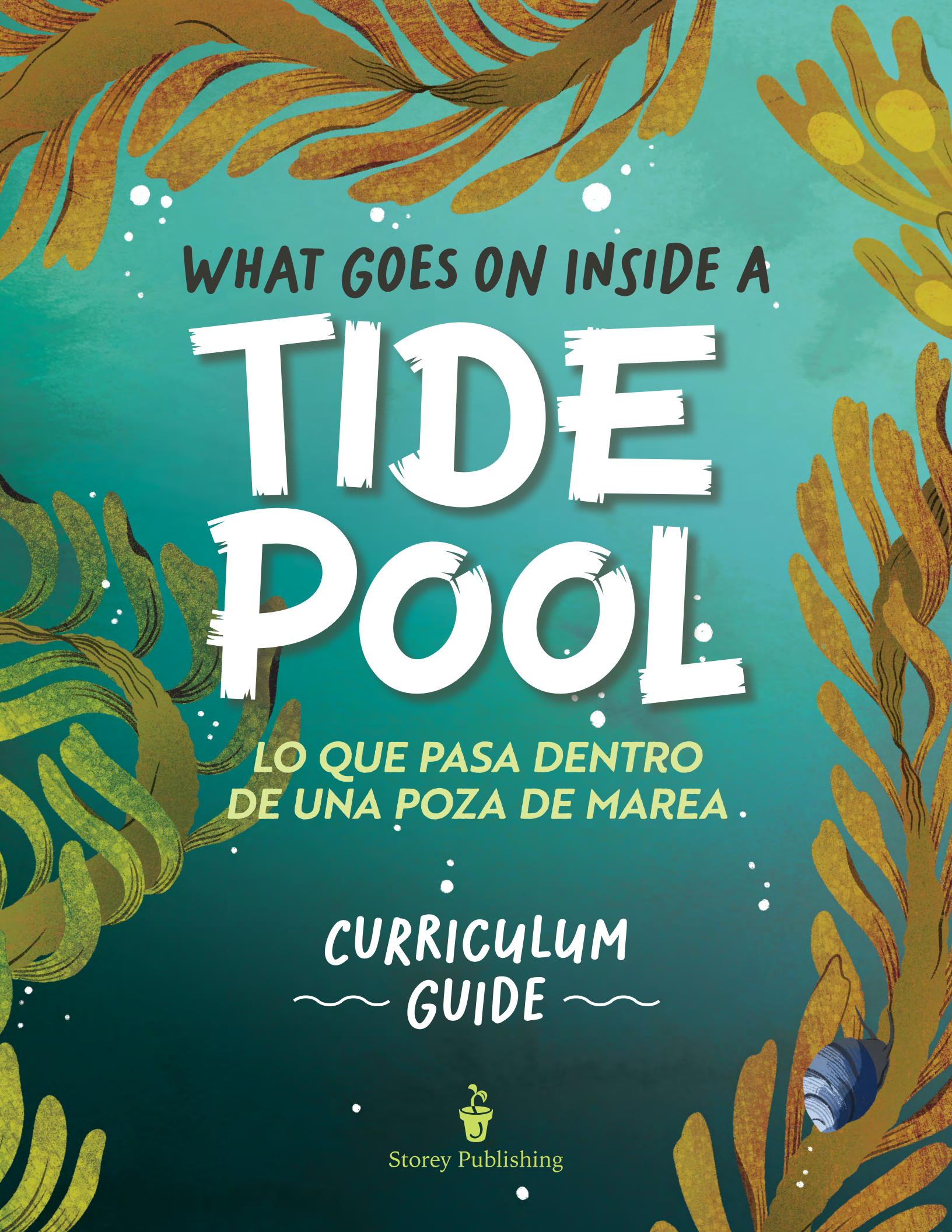


The background is a deep teal color, representing water. It is decorated with stylized illustrations of seaweed in shades of brown, tan, and olive green. Small white circles of varying sizes are scattered throughout, representing bubbles or light reflecting off the water. The text is centered and layered over this background.

WHAT GOES ON INSIDE A

TIDE POOL

LO QUE PASA DENTRO
DE UNA POZA DE MAREA.

CURRICULUM
~ GUIDE ~



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What Goes On Inside a Tide Pool / Lo que pasa dentro de una poza de marea covers a wide range of topics, making it a perfect entry into various classroom units. Take a look at the curriculum guide below for ideas on how you might integrate these books into existing or new units of study for your learners.

In addition to supporting informational reading benchmarks in the Common Core English Language Arts Standards, the following guide offers suggestions for how you might use the text to enhance science instruction. It's specifically aligned with the [Next Generation Science Standards](#) for grades 2 through 5 and is organized by Disciplinary Core Ideas (DCIs).

2ND GRADE

2. BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY

2-LS4-1.

Make observations of plants and animals to compare the diversity of life in different habitats.

After a read-aloud of *What Goes On Inside a Tide Pool / Lo que pasa dentro de una poza de marea*, consider supporting learners with the following activities from the Monterey Bay Aquarium:

- Guide learners through [Schoolyard Quadrat Investigations](#) in your schoolyard. After they make observations and collect data, have them compare and contrast the plants and animals in their schoolyard habitat to those in the tide pool habitat described in the book.
- Have learners complete the [Tide Pool Scientist online course / Científic@ de Pozas de Marea online course](#), which guides learners to create a tide pool in their home or classroom.
- With [Dishpan Tide Pool](#), guide learners to create a model tide pool in a dish pan to dive into how tides affect rocky shore animals.
- Lead [Crabs: Claws and Shells](#) to help learners learn more about hermit crab structure and function.
- Help learners further engage with the birds highlighted in the book through [Bird Feeding Strategies](#), where learners explore the relationship between beak shape and the food a bird consumes.
- Use [Ocean Survival](#) to have your learners create their own digital book about what structures animals need to survive in the rocky shore.
 - In [Patterns of Survival](#), learners can choose three animals from the book and create a screencast about the structures those animals have in common that help them survive in tide pools.



3RD GRADE

2. BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY

3-LS4-3.

Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

After a read-aloud of *What Goes On Inside a Tide Pool / Lo que pasa dentro de una poza de marea*, consider supporting learners with the following activities from the Monterey Bay Aquarium:

- Use [Patterns of Survival](#) to have learners choose three animals from the book and create a screen-cast about the structures those animals have in common that help them survive in tide pools.
- Bring learners to your own schoolyard with [Schoolyard Quadrat Investigations](#). After they collect data about the organisms in their schoolyard, have them identify any patterns they notice in the structures they observe. Then discuss how those structures might help the organisms survive.
- Have learners complete the [Birds on the Brain online course](#), which guides learners to examine birds more closely and consider the structures and functions that help them survive in their unique habitats.

3. FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

3-LS1-1.

Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

After a read-aloud of *What Goes On Inside a Tide Pool / Lo que pasa dentro de una poza de marea*, focus learners on the hermit crab life cycle on page 7. Reflect on how that compares to a human's life cycle. Have learners select another animal from the book and learn about their life cycle. Then, have them create a physical model showing how the three life cycles compare, highlighting commonalities. Once all learners present their models, discuss whether everyone found the same commonalities and why that might be.

4TH GRADE

FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

4-LS1-1.

Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2.

Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.



4TH GRADE

Continued

After a read-aloud of *What Goes On Inside a Tide Pool / Lo que pasa dentro de una poza de marea*, consider supporting learners with the following activities from the Monterey Bay Aquarium:

- Lead learners through the [Decode a Fish](#) activity, in which they decipher how the parts of a fish affect its ability to move, find food, and protect itself. Have them compare the parts of a fish with the parts of a hermit crab in the book.
- With [Shark Anatomy](#), learners learn about shark adaptations and characteristics, and debate which are the most important for a shark's survival. Afterwards, lead learners through a similar debate regarding the hermit crab's structures.
- Bring learners to your own schoolyard with [Schoolyard Quadrat Investigations](#). After they collect data about the organisms in their schoolyard, have them identify any patterns they notice in the structures they observe. Then discuss how those structures might help the organisms survive.

5TH GRADE

5. ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS

5-LS2-1.

Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

After a read-aloud of *What Goes On Inside a Tide Pool / Lo que pasa dentro de una poza de marea*, consider supporting learners with the following activities from the Monterey Bay Aquarium:

- Have learners use the tide pool food web outlined on page 35 to create their own food web model, adding more organisms from the book.
- Use the activity [Ooey Gooey Animal Guts](#) to have learners discover a food web through dissecting model animal stomachs. You could use animals from the tide pool habitat or, if learners already feel confident after reading the book, you could have them discover the kelp forest food web, which overlaps with tide pools.
- Have learners complete the [Exploring Our Natural World online course](#) – or jump to the “What does a marine ecologist do?” section – where they’ll build a kelp forest food web. Then have them compare it to the tide pool food web.
- Bring learners to your own schoolyard with [Schoolyard Quadrat Investigations](#). After they collect data about the organisms in their schoolyard, have them construct a food web for their schoolyard and compare it to the tide pool food web on page 35.



Monterey Bay Aquarium



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