

# Ocean Commotion Activity: What Did I Learn At Ocean Commotion?

For use after the Ocean Commotion fieldtrip as a possible assessment tool

## Lesson Objective

Students will draw a picture of an object or an organism they saw at Ocean Commotion. The student's parent (or other adult or older student, as appropriate) will complete the assignment by writing a few sentences.

## Grade Level

Grades 3-8

This is an especially good assignment for younger children and special needs students.

## Materials per group

- Paper and pencil
- Drawing materials

## Procedure

1. When students return from their fieldtrip to Ocean Commotion, they will draw a picture of an object or organism that impressed them at Ocean Commotion. Students can do this on a page similar to the blackline master that follows.
2. At home the students must explain the information pertaining to their drawing to an adult.
3. The adult must write two or three sentences concerning the drawing based on what the student told them.
4. If adults are not easily available at home, perhaps the students could visit the students in an upper grade at their school, select an older student-partner and have the older student-partner do the writing section.
5. Finished work can be displayed on the classroom bulletin board so that students can remember some of their favorite Ocean Commotion sights.

## Assessment

- Completion of the assignment in a neat, age-appropriate manner.
- Sharing the results with the rest of the class.

## Alternative

"Greeting Card" – fold a plain sheet of paper in half, the drawing is made on the outside cover and the adult writes their explanation on the inside of the card. The adult and child should both sign this card. The cards can be sent to Dr. Blanchard (at Louisiana Sea Grant) and she will distribute them to this year's exhibitors in her thank you letter.

## Notes

- exhibits.

## LA Science Frameworks

SE-E-A3 – identifying ways in which humans have altered their environment, both in positive and negative ways, either for themselves or for other living things.

SE-E-A4 – understanding that the original sources of all material goods are natural resources and that the conserving and recycling of natural resources is a form of stewardship.

SE-E-A5 – understanding that most plant and animal species are threatened or endangered today due to habitat loss or change.

SE-M-A1 – demonstrating knowledge that an ecosystem includes living and nonliving factors and that humans are an integral part of ecosystems

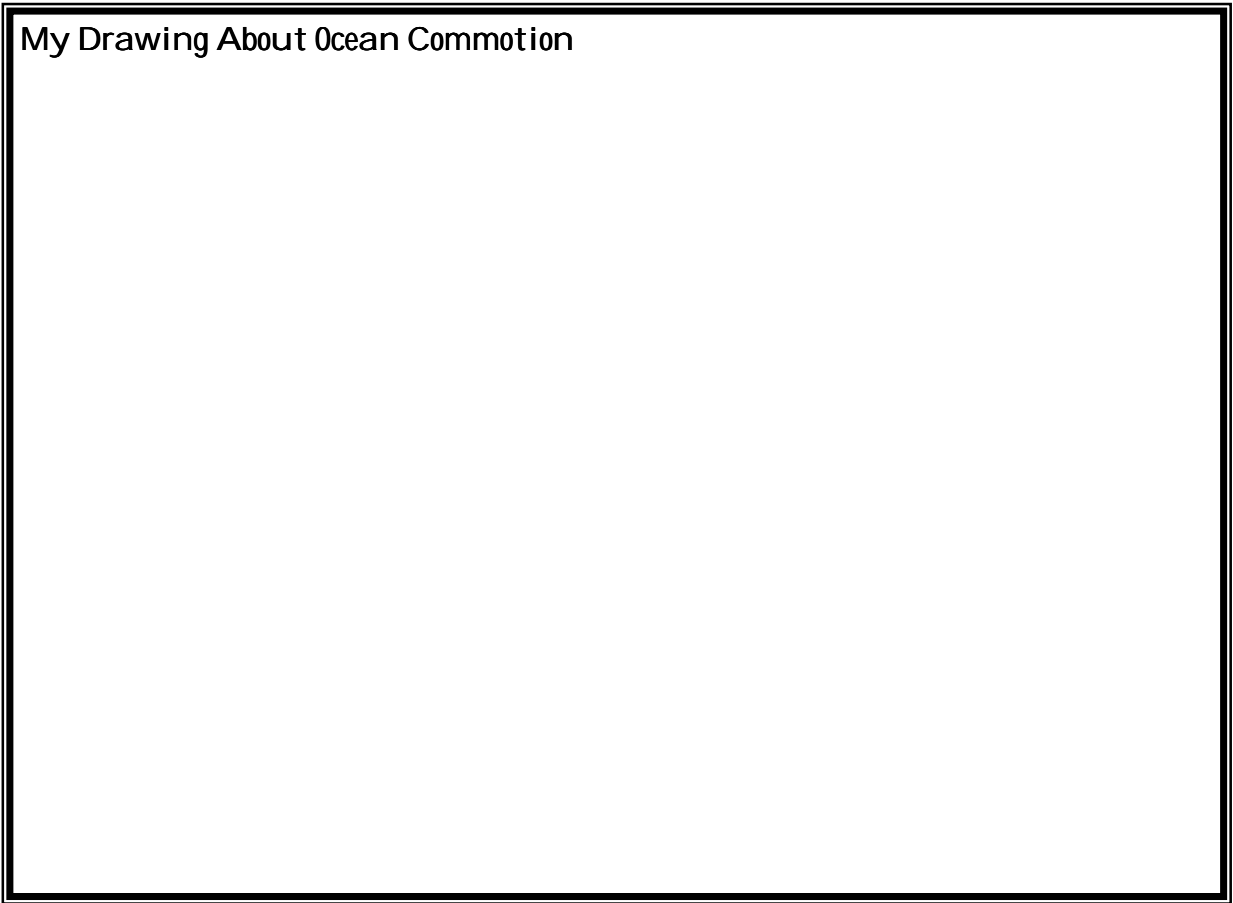
SE-M-A4 – understanding that human actions can create risks and consequences in the environment.

*Ocean Commotion 2000: Becoming Stewards of Our Coast and Sea*

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Student Name \_\_\_\_\_ Adult Name \_\_\_\_\_

## My Drawing About Ocean Commotion



I understood from my student friend that at Ocean Commotion ....

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Thank you!

*Ocean Commotion 2000: Becoming Stewards of Our Coast and Sea*