



CORAL

Grades 4-7



STUDY 3D MODELS

Students will study 3D models of coral

ALOHA!

10 min

STORY & SNACK

20 min

SPORTS / GAMES

30 min

Materials:

- Water Balls
- Water source to refill water balls
- Chairs
- Music

Aloha is Hawaiian for hello!

Greet your students. Be friendly. Use their name, ask a question, give a high five, or thumbs-up! Take roll. Mark down which students took a snack and tally how many snacks were given out.

Read the story:

Today's story is called Palu, Man of the Sea. Read the first half of the story to your students outside as they sit in a circle.

Water Ball Musical Chairs

Students will play musical chairs with water balls.

Instructions- Set up a chair for every player but one. Before beginning the game, put a water ball on each chair. Have students circle up around the chairs. When the music begins, they will walk around the chairs. When the music stops, the players must sit on the water balls. When seats are taken, the person remaining is out. Take away a chair and put refilled water balls on each remaining chair. Then the next round continues. As more students get out, they can have a dance party and play with other water balls while the others play the game.

STEM TIME

50 min

Materials:

-  Chromebooks

NATURE JOURNALING

15 min

CLEAN UP / FREE PLAY

25 min



Explore 3D Models of Coral:

In this lab students will be exploring 3D coral models. Read the directions with your students so they understand the basic idea of what they'll be doing.

Explain:

If you play hide and seek, what kinds of places do you try and hide? What's the best hiding spot you've ever found? We're learning more about how the different shapes of corals can be useful for other animals to hide around today!

Instructions:

Break the class into groups of 3-4 students. Then, let students explore different shaped corals from all angles on their Chromebooks to try and figure out how each coral might help other animals might hide! Students can examine these 3D coral models from the Smithsonian by visiting <https://3d.si.edu/corals/coral-community>, then selecting "View Model" beneath any of the images. Following the instructions on pages 10-13 will help guide students in their exploration; give them at least ten minutes.

Once everybody has had a chance to experiment with different ways of viewing the corals, assign each group a different coral and ask them to share with the class where it's from, what they would name the coral if it were up to them, and what they think the best way to hide using that coral would be if they were as small as coral reef fish. Tell them not to worry about pronouncing the latin species names—they can use the initials to their coral instead (i.e. A.C. instead of *Acropora cervicornis*), or the name they decide on as a group! After presentations, give students 5-10 minutes to fill out page 13 before continuing on.

Ask:

Which of the tools you used to explore the coral was the most useful? X-ray, slicing, coloring? Which of the corals would you hide in if you were an eel (which is long and skinny)? What about a pufferfish? Why?

Example: I think *Pocillopora grandis* (the Fijian coral) would be great if I were an eel, but as a pufferfish I could blend in with *Acropora cervicornis*.

Instructions:

Say - "Today we got to do a fun activity full of exploring 3D coral models. Write a journal entry about your experience.

Clean up/Free play/Dismissal:

Allow your students some free time. Some students may wish to finish working on their STEM project. Others may want to journal or scrapbook about their day. Other students may want to go outside to play. Clean up, pack up.