

STANDARDS

- CCSS: RST.9-10.1, 2, 3, 4, 5, 6, 7, 8, 10; RST.11-12.1, 2, 3, 4, 6, 8, 9, 10; W.9-10.2 4; W.11-12.2, 4; SL.9-10.1, 2, 3, 6; SL.11-12.1, 2, 3, 6; HSN.Q.A.1; HSA.CED.A.1
- NGSS: ESS 2.A, HS-LS1-5, HS-LS1-7, HS-LS2-5, HS-LS2-6, PS 1.B, PS 3.D
- <u>OLP</u>: 4.A.1, 5.A.2, 5.A.6, 5.A.7, 5.B.5, 5.C.23, 5.C.40, 5.C.41, 5.C.42, 5.C.43

ONLINE CONTENTS

- Coral Feeding Quiz
- Coral: What Does it Eat?
 Video Coral polyps are
 mostly stomach, with a mouth
 on top. Symbiotic algae,
 zooxanthellae, live in the
 coral and provide them with
 energy. Corals also snatch
 zooplankton and other food
 particles right out of the water.

CORAL FEEDING

This lesson is a part of the *Coral Feeding* unit, which explains what corals eat, how they feed, and additional ways that they obtain energy. Below is a summary of what is included in the entire unit.

UNIT CONTENTS

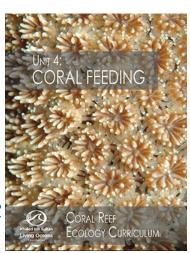
A. Background Information

- Predation
- Symbiosis
- Photosynthesis
- Cellular Respiration

B. Lessons

Watch it! Coral - What Does It Eat?

 A worksheet to accompany the <u>Coral – What Does It Eat?</u>
 video



It's Tentacular!

An activity to simulate feeding strategies of corals

Symbiosis Charades

 A game of charades adapted to learn different forms of symbiosis

Round and Round

 An art project to show the relationship between coral and zooxanthellae, photosynthesis and cellular respiration

Read it! What's on the Menu?

 A worksheet to accompany the <u>What's on the Menu:</u> <u>Sunlight, Plankton or Organic Debris?</u> field blog



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NOTES

READ IT!

WHAT'S OH THE MEHU?

INSTRUCTIONS:

- 1. Read *What's On the Menu: Sunlight, Plankton or Organic Debris?*, a blog from our New Caledonia mission (http://www.lof.org/whats-on-the-menu-today-sunlight-plankton-or-organic-debris/).
- 2. While reading the blog, take notes and connect it to your prior learning. Note things that you agree or disagree with. There is a space, below, for this.
- 3. Next, document what you like and dislike about this blog into the space below. Be sure to pay attention to things like style and tone, along with the content and visual design. Be sure to *explain* what it is that you do or do not like about each element.
- 4. Answer the questions.

LIKES	DISLIKES

1.	What is the central idea of this blog?
2.	What is the question that Fanny Houlbreque is trying to answer?
3.	What conclusion was made by the author? Cite specific textual evidence to support this.
4.	Did the author fully support his claim? Explain why you think this.
5.	Plankton, organic matter, and isotopic signature are specific vocabulary for the topic of this blog. Define them below.

6.	Write a sentence of your own creation that connects the three words from #5, above.
7.	Is this blog a reliable source for scientific information? Why or why not?
8.	Do you notice any bias in this writing? If so, what?
9.	Describe three things that you learned while reading this blog entry (they do not have to relate to the central idea).
10	. Construct a comment to post in response to this blog. Remember that a good comment makes connections, asks a question, or gives an opinion in a respectful manner. You might want to quote the part of the blog that you are specifically referring to. Don't be afraid to disagree with another writer, but be sure to explain yourself and remain polite.