

DOLPHIN RESEARCH CENTER

Distance Learning: Elementary Food for Thought

Food For Thought

Grade Levels: 3-5

Concepts Addressed:

- Explanation of what nutrition is and why it is important.
- An explanation of how the foods that we eat provide nutrition for the human body.
- An explanation of what comprises a dolphin's diet and how vitamins and minerals fit in.
- An understanding that food provides chemical energy.
- A comparison of how dolphins receive their nutrition versus humans.
- An overview of how dolphins forage to get their food.
- An examination of how a dolphin's habitat can actually be a limiting factor for finding food.
- A discussion of how dolphins fit into the food web and an introduction to the concept of interdependence.
- Talk about things that keep a human and dolphin body happy.
- A discussion of conservation issues facing marine life:
 - Toxins, overfishing and pollution
- Ideas for the conservation of marine life:
 - Practicing the 3Rs
 - Using natural products
 - Being informed of the foods that you eat
- Ask a dolphin expert questions.

Standards:

Florida

Florida Next Generation Science Standards met or supported:

- **SC.3.L.17.2** Recognize that plants use energy from the Sun, air, and water to make their own food.
- **SC.4.L.17.2** Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.
- **SC.4.L.17.3** Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.



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- **SC.4.L.17.4** Recognize ways plants and animals, including humans, can impact the environment.
- **SC.5.P.10.1** Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.

Florida Health Standards met or supported:

- **HE.3.C.1.1** Describe healthy behaviors that affect personal health.
- **HE.3.P.7.1** Practice responsible personal health behaviors.
- **HE.4.C.1.1** Identify the relationship between healthy behaviors and personal health.
- **HE.4.P.7.2** Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.
- **HE.5.C.1.1** Describe the relationship between healthy behaviors and personal health.
- **HE.5.C.1.6** Recognize how appropriate health care can promote personal health.
- **HE.5.P.7.1** Model responsible personal health behaviors.

Language Arts Florida Standards met or supported:

- **LAFS.1.SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions.
- **LAFS.2.SL.1.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **LAFS.3.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their



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comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.

- **LAFS.4.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **LAFS.5.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

National

Next Generation Science Standards met or supported:

- **3-LS3-2.** Use evidence to support the explanation that traits can be influenced by the environment.
- **5-PS3-1.** Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Common Core for English Language Arts met or supported:

- **CCSS.ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.



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- **CCSS.ELA-Literacy.SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Ocean Literacy Principles

- **5A** Ocean life ranges in size from the smallest living things, microbes, to the largest animal on Earth, blue whales.
- **5D** Ocean biology provides many unique examples of life cycles, adaptations, and important relationships among organisms (symbiosis, predator-prey dynamics, and energy transfer) that do not occur on land.
- **6D** Humans affect the ocean in a variety of ways. Laws, regulations, and resource management affect what is taken out and put into the ocean. Human development and activity leads to pollution (point source, nonpoint source, and noise pollution), changes to ocean chemistry (ocean acidification), and physical modifications (changes to beaches, shores, and rivers). In addition, humans have removed most of the large vertebrates from the ocean.
- **6G** Everyone is responsible for caring for the ocean. The ocean sustains life on Earth and humans must live in ways that sustain the ocean. Individual and collective actions are needed to effectively manage ocean resources for all.

Other state standards upon request

