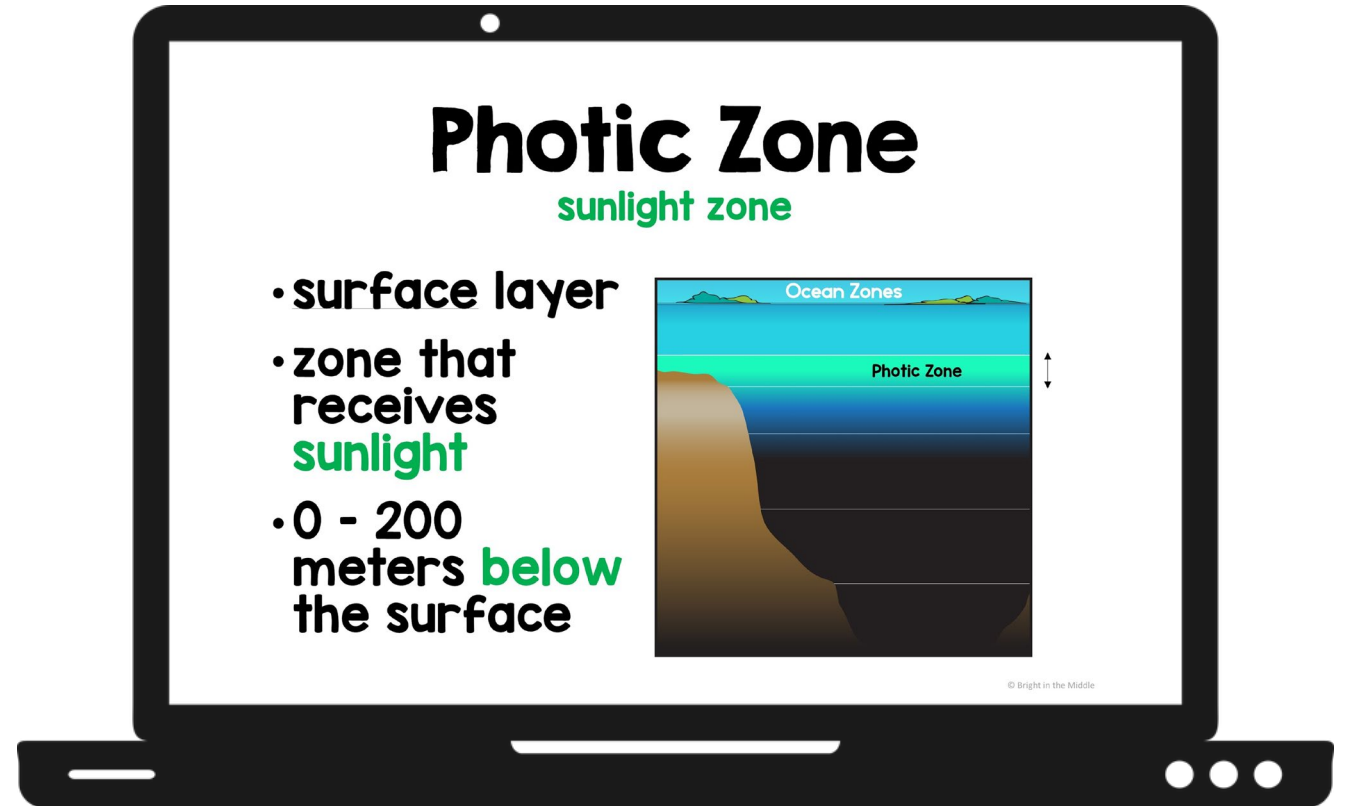


Ocean Zones and Ecosystems

Interactive Lesson

PRINT and DIGITAL

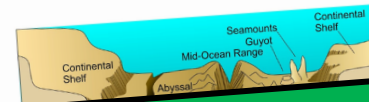


Compatible with Google Slides and PPT

Ocean Basins

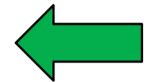
largest depressions in the Earth

- part of Earth covered by ocean water
- Arctic: shallowest and coldest (lots of ice)
- Pacific: deepest and largest



A key is also
included!

Click the arrow to the
correct answer.



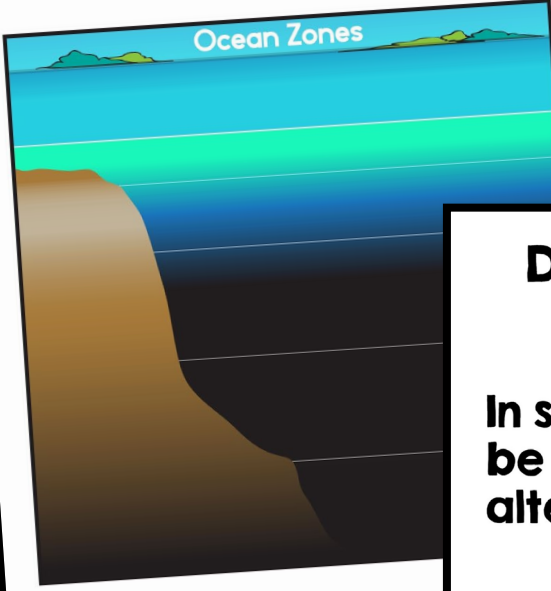
Organisms that undergo
chemosynthesis rely on the Sun to
produce food.

True

False

Drag and Drop

Drag-and-drop the organisms to where they may live in the ocean.



Ocean Zones

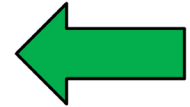
cuttlefish

tube worms

sea turtle

opah

Drag the arrow to the correct answer.



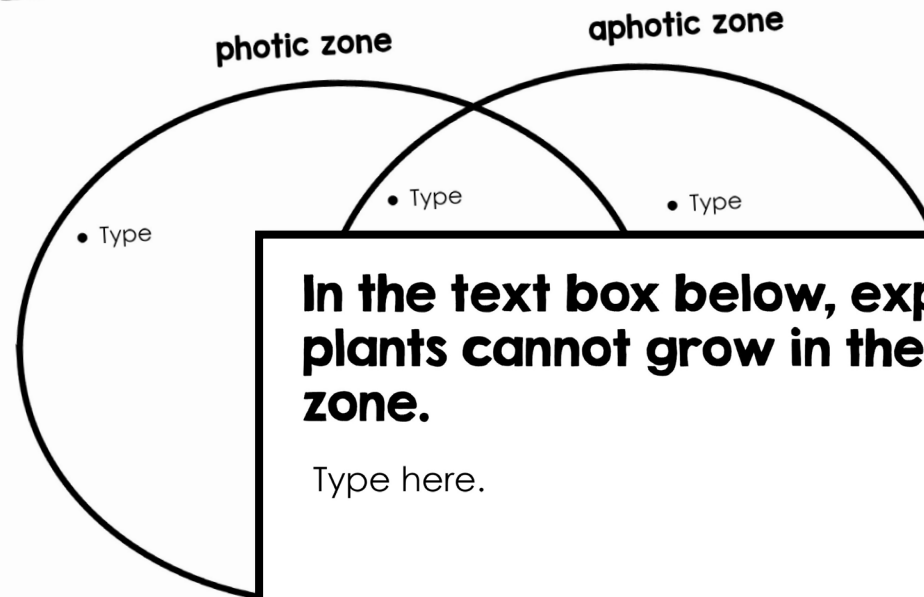
In some complex food chains, one link can be depleted, but the other consumers have alternate food sources.

True

False

Type in the Text Box

In the diagram below, compare the photic zone and the aphotic zone.



In the text box below, explain why plants cannot grow in the disphotic zone.

Type here.

and more!

Last Slide

Anticipation Guide

Before completing the lesson, read the statements below, think about your prior knowledge, and put an x in the box for true or false (column 1 and 2). As you go through the lesson, look for evidence to support or refute your ideas. You will revisit this anticipation guide after completing this lesson. For now, only complete columns 1 and 2.

True	False	Statement	True	False	Evidence
		Over 78% of Earth's surface is covered by ocean water.			
		Twenty-five percent of known species live in the ocean.			
		The deep ocean is also called the intertidal zone.			
		The photic zone receives sunlight.			
		Phytoplankton and algae produce oxygen.			
		Organisms that live in the deep zone must be able to survive without sunlight.			
		Organisms that use chemosynthesis use instead of sunlight.			
		Dredging uses sound waves to move the seafloor.			
		Nekton are located in the deep ocean.			
		Upwelling brings nutrients to the surface of the ocean.			

Drag the arrows to match the marine organism group to its characteristic.

plankton →

spends most of the time in water column; swim freely

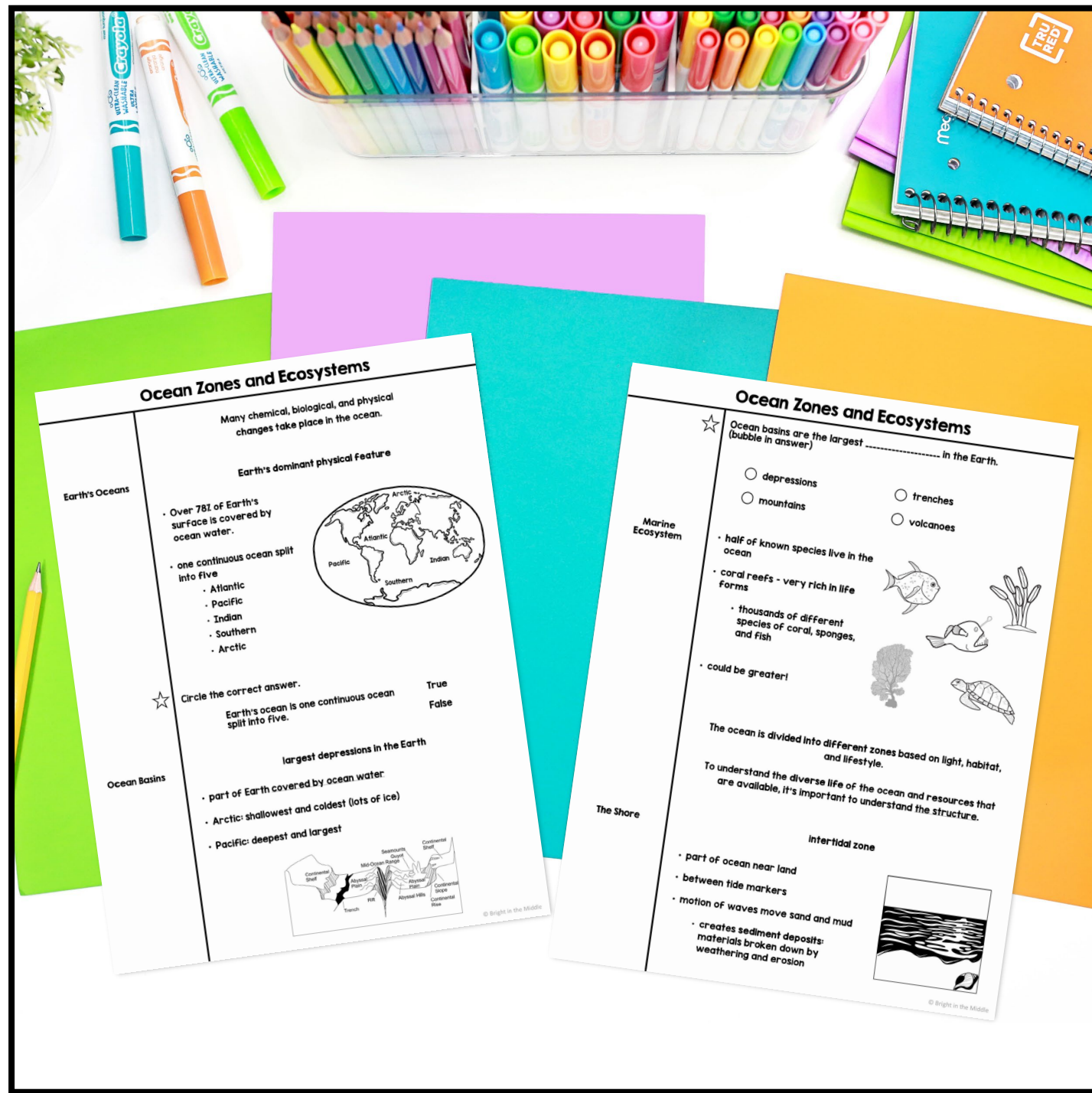
nekton →

attached or near the bottom of the ocean

benthos →

cannot move on their own; foundation of the ocean food web; live in photic zone

A paper version is also included with interactive activities embedded.



Guided Cornell notes are included as well!

Ocean Zones and Ecosystems

Photic Zone
sunlight zone

- layer
- zone that receives
- 0 - 200 meters below the surface

☆ Circle the correct answer.

The photic zone receives little sunlight.

True
False

In the photic zone:

- Organisms such as, turtles, jellyfish, sting rays, seals, sea anemones, seaweed, etc. live here.
- Phytoplankton and undergo photosynthesis (marine producers).

☆ Which of the following serves as a marine producer?
(bubble in answer)

☐ jellyfish ☐ turtle
☐ phytoplankton ☐ sea anemone

© Bright in the Middle

Ways to Use Digital Interactive Lessons

Science digital interactive lessons are a great way to teach or review science content with your students for many reasons.

They are fun. They are engaging. Another reason, which I think is the most important, is that they help decrease the cognitive load. The way that digital interactive lessons are set up is first, a little bit of content, and then practice with that content, and repeat the process.

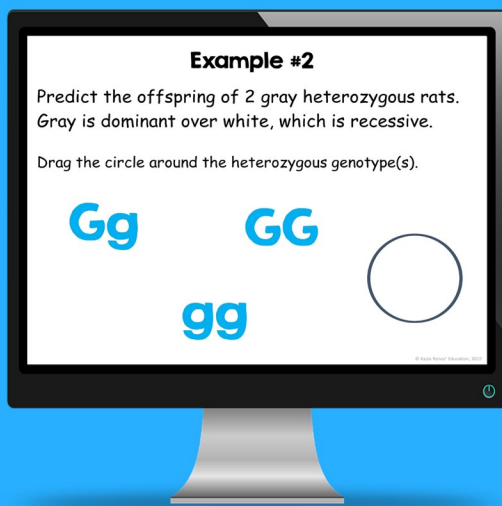
Students can digest small chunks of information a little at a time, apply that information, and then learn more! This will help keep their attention.

So, now, what are some ways that you can use them in your middle school science classroom?



Individual Learning

One way that interactive lessons can be used in the classroom is just for individual learning. These are digital lessons, so students can pull up the lesson on their computer, either via Google Classroom, Microsoft Teams, PowerPoint, or whatever you use in your classroom.



**Digital Science
INTERACTIVE
Lessons
for**

INDIVIDUAL LEARNING

Students read through the lessons themselves and **work through the practice** at their own pace.

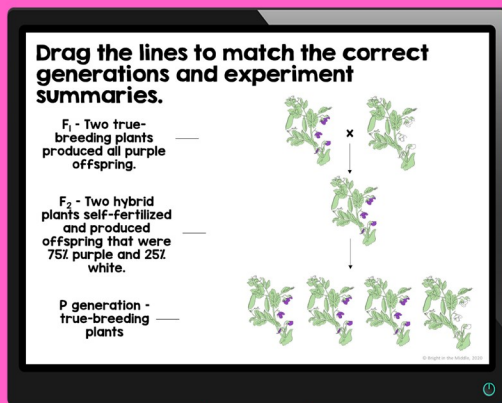
The benefits of doing this are that students can work at their own pace and you, as the teacher, can walk around the classroom as they are learning to answer any questions that they have. In addition, you can see what that particular student is learning. As you walk around the room and view their work, you can use it as a formative assessment to see if they are understanding the material.

You can also bump it up a notch. Since students will be working using the computer, you can embed related YouTube videos in the lesson for extra enrichment!



Distance Learning

Digital interactive science lessons are a great tool to use for individual learning at a distance for the middle school science classroom.



**Digital Science
INTERACTIVE
Lessons**
for

DISTANCE LEARNING

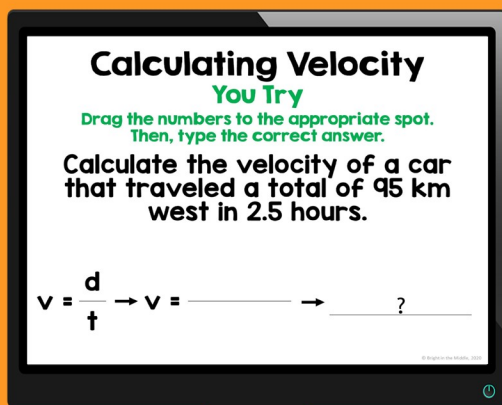
Students can read through the material, and after digesting chunks at a time, they can apply the information with embedded practice slides.

After completing the lessons, students can submit their work to their teacher.



Small Groups/ Partners

This works similarly to having students working as individuals except that students have the opportunity to work with one another. I think that this an awesome approach to differentiated learning in the classroom.



In small groups, or in partners, students are able to read the lesson together, discuss each practice slide, and apply the information together.

I prefer this method in many ways because I believe in the power of cooperative learning. As a teacher, you still have the opportunity to walk around and help the individual students as needed, but students also have each other for support.

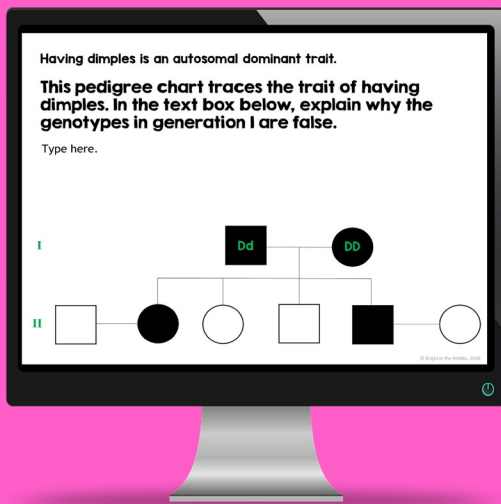
**Digital Science
INTERACTIVE
Lessons**
for

**SMALL GROUPS/
PARTNERS**



Direct Instruction

As mentioned, digital interactive lessons are set up as a lesson with embedded practice to help decrease the cognitive load. If teachers choose to, they can pull up the lesson and teach it to their students and still take pieces of content and digest them bit by bit.



**Digital Science
INTERACTIVE
Lessons**
for

DIRECT INSTRUCTION

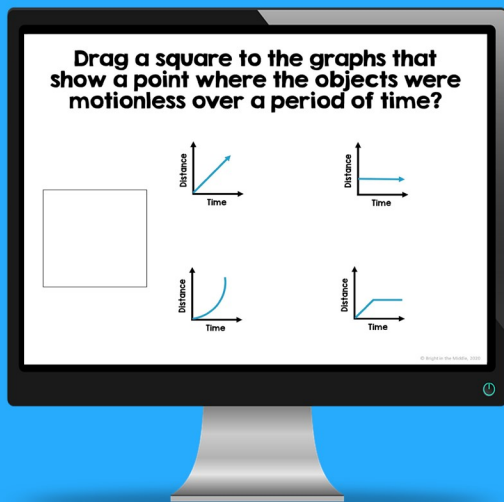
For example, when teaching about **pedigree charts**, the teacher can first discuss what a square and a circle represent in a pedigree chart.

After students digest this material, the teacher can ask students to discuss how they will remember this information and then apply the information in practice.



Science Centers

Digital interactive science lessons can be used in one of two ways for science centers. First, science centers on a particular topic. For example, say you are teaching distance-time graphs, and you are ready for students to complete science centers on this topic. You can have a center for a [digital interactive lesson](#) (make groups in Google Classroom, or another platform), [task cards](#), [story match](#), and a reading passage.



**Digital Science
INTERACTIVE
Lessons**
for

SCIENCE CENTERS

Another way that you can use interactive science lessons for science centers is only using digital interactive lessons. Time to review for a [genetics](#) test? You can have stations set up where students will move around the room.

They can work through individual lessons such as Gregor Mendel and an Introduction to Genetics, Asexual and Sexual Reproduction, Mitosis and the Cell Cycle, Meiosis, Punnett Squares, Pedigree Charts, and Variation of Traits and Genetics Disorders. This route may take more than one day. It just depends on how long your classes are and how much time you can devote to review. I personally like the first approach to using digital interactive lessons as a science center.



For ELL Students

With technology, there are so many awesome opportunities for students that do not speak English as their primary language to learn science content in schools that speak predominantly English. That goes vice versa as well. If you are trying to learn in any language you are unfamiliar with, technology is here to help!



**Digital Science
INTERACTIVE
Lessons**
for

ELL STUDENTS

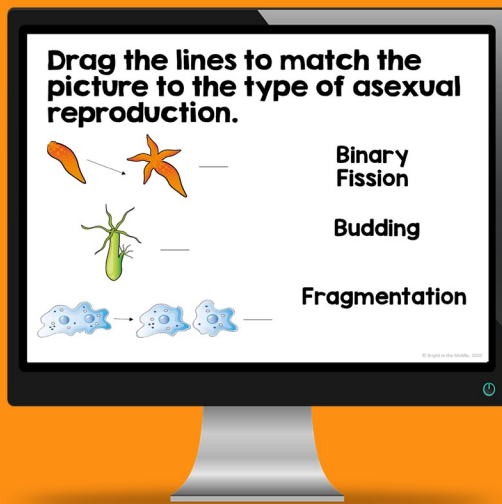
There are many options that students can use to learn science material. As a teacher that only speaks English, you can imagine how difficult it is to teach a student that speaks another language. I'm sure there are other teachers out there with the same dilemma.

With technology, I have been able to give my students the science lesson and have them use Google translate in order to understand what the lesson is saying. Now, I'm working on creating digital science lessons in Spanish, so that one step is taken out.



Enrichment/ Tutoring

I know that many schools set up a time during the day just for enrichment/tutoring.



**Digital Science
INTERACTIVE
Lessons**
for

**ENRICHMENT/
TUTORING**

Many schools only set up this time for reading/math, but some do science too! Especially those that test in science. Interactive lessons are a great way to review standards-based science material and practice!

