Poke, Crack & Scoop

Taken from Fifer, F. & Ledbetter, C. (2000). *Penny Ante Science®*. Dallas: SCE Associates.

Use these **extensions** to inspire your own creativity to integrate these activities into your present curriculum.

Ecology: What does it take to live in or near the ocean? As the sea floor changes, so does the area in which organisms can live. Organisms have developed strategies for hiding from predators and for capturing prey. How does the appearance of the ocean floor impact what organisms can live in the areas? How are the birds adapted to catch the fish and how are the fish adapted to evade the birds?

Geology: Weathering and erosion shape the ocean bottom from the shore to the edge of the continental slope and beyond. Particles from the substrate affect the color of the beaches. Why is the substrate important to the survival of organisms?

Humankind: Snorkelling and scuba diving are two ways humans enjoy the oceans. However, we have to change our bodies to make our swimming more efficient. Scuba tanks give us air to breath; fins allow us to move water more easily. Imagine you want to blend in with the organisms that live in the ocean. What adaptations to the human body would you have to make?

These detailed **correlations** indicate direct applicability to specific standards; others may be implied.

Texas Essential Knowledge & Skills (TEKS)*	**K-2**	**3-6**	**6-8**	**IPC, Biology, Chemistry, Physics**	**Aquatics, Astronomy, Environmental, GMO**
		3.1, 2, 3, 8, 9, 10 4.1, 2, 3, 5, 8, 9 5.1, 2, 3, 5, 9, 10 6.1, 3, 5, 8, 10, 11, 12	6.1, 3, 5, 8, 10, 11, 12 7.1, 2, 3, 12	Biology.1, 2, 3, 7, 12	Environment.1, 2

* Compiled from Ledbetter, C. (2000) *TEKSing through Penny Ante Science®*. Dallas: SCE Associates. Specific listing within any category pre-supposes applicability to the general process TEKS for each area.