



## Lesson: Who Lives in Salt Water?

(To follow Amplify CKLA Grade 1, Knowledge 8: Animals and Habitats,  
Lesson 8: Animals of the Saltwater Habitat)

### At a Glance

In this lesson, students will focus on the animals that live in New Hampshire's saltwater habitats.

### Primary Focus Objectives

- Students will read non-fiction text about New Hampshire's saltwater habitats and learn about two iconic species that live in them.
- Students will analyze photographs to identify characteristics of New Hampshire's saltwater habitats.
- Students will create a freshwater habitat collage with images from the lesson.

### Formative Assessment

- Habitat collage
- Compare Habitats activity

### Standards

CCSS.ELA-LITERACY.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.RI.1.2

Identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.L.1.5c

Identify real-life connections between words and their use (e.g., note places at home that are cozy).

### Materials

- Focus Texts: [Unit 1: New Hampshire Geography, Learn it! "Features of the Land," page 6](#); [Animal Fact Sheet: Cod](#); [Animal Fact Sheet: Quahog](#)
- Map: [New Hampshire's First Four Towns](#)
- Image set: New Hampshire saltwater habitats
- Copies of infographics and image set; construction paper; scissors; glue
- "Compare Habitats" worksheet

### Time Needed

Three 30-40 minute class sessions

### Learning Activity

1. **Examine map of the seacoast.** Project the New Hampshire Seacoast map and discuss it as a whole group. *(10 minutes)*
2. **Read the Focus Texts.** As a whole group or in reading groups, read and discuss the Learn It! selection and infographics. *(30 minutes)*
3. **Analyze the images.** Place the photos of saltwater habitats around the room. Give students time to note their observations on the chart and then discuss details as a whole group. *(20 minutes)*



4. **Make a habitat collage.** Support students as they create a habitat for the cod or the quahog by cutting out images and construction paper shapes and gluing them onto a base page. *(30 minutes)*
5. **Compare.** Distribute the Compare Habitats worksheet and support students as they complete the sorting activity. *(15 minutes)*
6. **Optional: Take a saltwater habitat field trip.** Visit the Seacoast Science Center for a guided exploration of saltwater habitat features and species. *(Time will vary.)*



## **Educator Rationale and Answer Guide**

### **Connection to Amplify**

In this lesson, students will extend knowledge developed in Amplify CKLA Grade 1, Knowledge 8, Lesson 8: Animals of the Saltwater Habitat to New Hampshire's saltwater habitats. They read non-fiction text about the state's coastal area and learn about two important species that live in the state. Students locate the state's coastline on a map and then analyze photographs of a variety of habitats. After creating a saltwater habitat collage based on information in the reading, students complete a comparison activity that assesses knowledge of both freshwater and saltwater habitats.

### **Examine a map of the seacoast**

This map is a detail of New Hampshire's seacoast. Talk with students about the shape of the coastline and where the ocean connects with other bodies of water. Consider projecting a map from an online map source so that students can compare New Hampshire's seacoast to those of Maine and Massachusetts.

### **Focus Text**

Project the Learn It! selection for a whole group read aloud. If time allows, click on the image and the audio icon to learn more details about special saltwater habitats. The animal fact sheet infographics about cod and quahogs provide more facts about two species that played important roles in New Hampshire's history and are appropriate for independent or reading group work.

This is a good place to pause if dividing the lesson across multiple sessions.

### **Analyze the images**

Consider setting up stations for each image; students can rotate through the stations and discuss what they notice about the photographs with small groups. By looking closely at photographs of saltwater habitats, students will start to develop an understanding of their features. A chart is provided for independent student use or to record student ideas during a whole group discussion after students finish looking at the images.

### **Make a habitat collage**

Make extra copies of each of the photographs and infographic pages. Provide students with a construction paper base and a variety of papers that might be cut to represent different features of a saltwater habitat. Ask students to decide whether their collage will be a home for a quahog, a cod, or both. They should use details from the infographics to inform what will be in their images. Encourage them to cut out visual details from the photographs and infographics as well. Use glue to secure their design to the construction paper base. They should give a title to their habitat collage and label the features they included once they have glued everything in place.

This is a good place to pause if dividing the lesson across multiple sessions.

### **Compare It**

In this assessment, students will sort picture cards that show animals or features of the saltwater and freshwater habitats. Encourage students to label the images after they glue them in place; this activity will reinforce new vocabulary.

### **Optional Go See It**

If possible, visiting a saltwater habitat will deepen students' understanding of New Hampshire geography. The Seacoast Science Center offers both field trips and virtual field trips.





# ATLANTIC COD

## What do they look like?

- Atlantic cod have dark gray bodies and white stomachs.
- They also have brownish-red spots on their backs.



## Where do they live?

Cod are found in the Atlantic Ocean. They live in large groups, called shoals.

## Why are they important to New Hampshire history?

Atlantic cod were very important to early European settlers. In fact, many early settlers were part of cod-catching businesses. They caught as much cod as they could and sold the cod in Europe, where it was a popular food.



Cod was dried and salted, which preserved it. Because there was so much of it, cod was also pretty inexpensive so lots of people could afford to eat it.

## How many cod were there?

At one time, there were millions of cod in the Atlantic Ocean. In fact, early explorers thought they would never run out of cod to catch. The ocean off the New England coast was thick with them.



## Fun Fact

The Isles of Shoals was named after the large groups of cod that lived off the coast of Portsmouth.





# QUAHOG

## What is a quahog?

A quahog is a type of clam that is found buried in the sand along the seacoast of New Hampshire.



## What do they eat?

Quahogs eat small plants called phytoplankton that float in the water.

They are able to eat by opening their shell and pumping water through their body, which allows them to catch the phytoplankton.



## Why are they important to New Hampshire history?

The Abenaki used the inside of the quahog shells to make wampum beads for jewelry, which were worn during special ceremonies. Wampum beads are purple and white.

Because wampum was so special in Abenaki culture, the Abenaki who collected the quahog shells along the seacoast of New Hampshire often traded the shells with other Native American groups that lived farther away from the coastline.



## Where else do they live?

Quahogs also live in states along the Atlantic Ocean and the Gulf of Mexico, from the coast of Maine all the way to Texas!

## Fun Fact

The quahog is also known as the chowder clam, because these clams are mostly used today to make delicious clam chowder!





North Hampton, New Hampshire. Source: Wikimedia Commons





Sand Dunes at Hampton Beach Source: Wikimedia Commons





Isles of Shoals; View of White Island Lighthouse. Source: Portsmouth Herald



Coastline in Rye, New Hampshire with ocean and saltmarshes. Source: NewEngland.com



## Saltwater Habitat Features

<b>What kind of water source is shown?</b>	
<b>What types of plants are shown?</b>	
<b>What does the land around the water look like?</b>	
<b>How have people changed this environment?</b>	





## Freshwater Habitat



## Habitat Cards

Cut out the cards. After you sort them into the columns, label each card.

