



GROUPEL MOON

An integrated, marine sciences curriculum.

INVESTIGATION II: A SPIN THROUGH THE GROUPEL LIFE-CYCLE

PRE-VISIT ACTIVITY: INTRODUCTION TO THE NASSAU'S LIFE CYCLE

ACTIVITY: NASSAU GROUPEL FACTS, LIFE-CYCLE WORKSHEET

MATERIALS: Nassau Grouper Fact Sheets, Life-Cycle Poster, Worksheet

THE THINKING BEHIND:

For the pre-activity, our primary goal is to build student's background knowledge about the Nassau's life-cycle and spawning habits. The materials provided will give students a deeper understanding the Nassau Grouper and the book, *Grouper Moon*. Specifically, this activity will prepare students for the live video feeds they will be engaging in with REEF scientists at the SPAG site later in the week.

Part I: The Life Cycle of the Nassau Grouper

Read Aloud: These activities are taken from the curriculum, *Treasures in the Sea* developed in the Bahamas. Download the Background Information for Educators: Nassau Grouper Fact Sheet. Also, in Section 3, *Growing Up in the Ocean*, download Part 3: "Grouper Race for Survival." You can use the first two pages and the diagram showing the Grouper's life-cycle. Use the following link to download the PDF: <http://treasures.amnh.org/book.html>. Read this information aloud to the class and discuss. Feel free to supplement with any materials you have in your school or library.

Life-Cycle Worksheet: Following the read aloud and discussion, explain that each student will complete a Nassau Grouper Life-Cycle worksheet. Explain that they can work individually or in small groups to answer the questions (which ever works best).



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Part II: Preparing for the Live Video Feed

Watch Video: To prepare students for their first live video feed, show the video “Grouper Moon” posted on the REEF website:

http://www.reef.org/programs/grouper_moon

Begin showing the video at the 2:42 mark and go until 15:00. You will want to watch the video beforehand so you can better explain to students the information included in the video. You will want to stop and check for understanding frequently.

Explain that students will be viewing a live video feed of REEF scientists, including Brice and Christy whom they met in November, while they are working on Little Cayman. They will be able to see, hear and talk with them as they are counting fish at the aggregation site.

Brainstorm: With the group, make a list of possible questions to ask the scientists during the live video feed. You will later choose the most appropriate questions and delegate students to ask them during the session.

