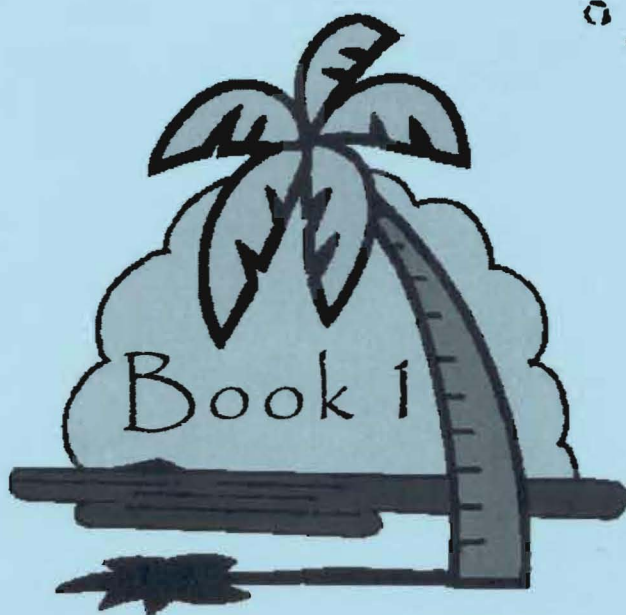




# Our Island Environment

Commonwealth of the Northern Mariana Islands



Wildlife Conservation & Restoration Program, U.S. Fish & Wildlife Service  
CNMI Division of Fish & Wildlife, Department of Lands & Natural Resources

## **Our Island Environment, Book 1**

### **CNMI DFW, 2003**

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For further information contact CNMI Division of Fish and Wildlife, DLNR, Lower Base, P.O. Box 10007, Saipan, MP 96950; 670-664-6000.

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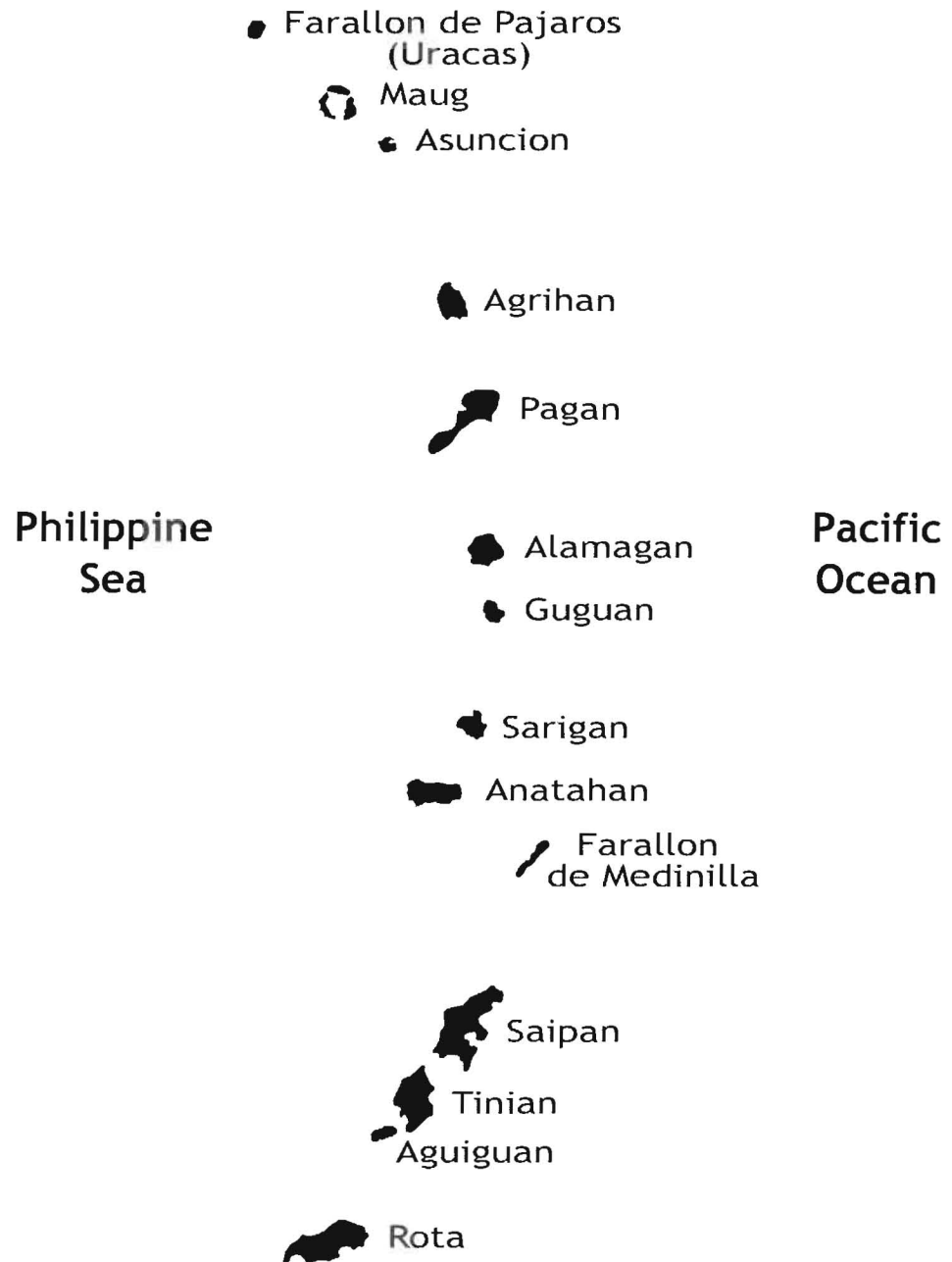
## Standards and Benchmarks (K - 1)

*Content and activities are aligned with the following CNMI Science Standards and Benchmarks (K - 1)*

Standard	Benchmark
Science as Inquiry	<ul style="list-style-type: none"><li>• Ask and answer questions about oneself, environment, and the world</li><li>• Work individually and in teams to collect/share information and ideas</li><li>• Interpret bar graph</li></ul>
Habits of Mind	<ul style="list-style-type: none"><li>• Ask and answer questions to further an appreciation of the environment</li><li>• Develop observation skills</li><li>• Collect, record, and compare information</li><li>• Use a variety of classification systems</li></ul>
Science, Technology, and Society	<ul style="list-style-type: none"><li>• Develop respect and responsibility for the environment</li></ul>
Energy	<ul style="list-style-type: none"><li>• Recognize that the sun is the primary source of energy for plant growth</li></ul>
Planet Earth – Oceans and Land	<ul style="list-style-type: none"><li>• Recognize that living things need a clean environment</li><li>• Recognize that many materials can be reused and recycled</li><li>• Classify living/nonliving things</li><li>• Identify living/nonliving things</li><li>• Identify sources of water</li></ul>
Living Environment	<ul style="list-style-type: none"><li>• Describe the characteristics of organisms which distinguish them from nonliving things</li><li>• Discover that plants and animals are adapted to live in certain habitats</li></ul>

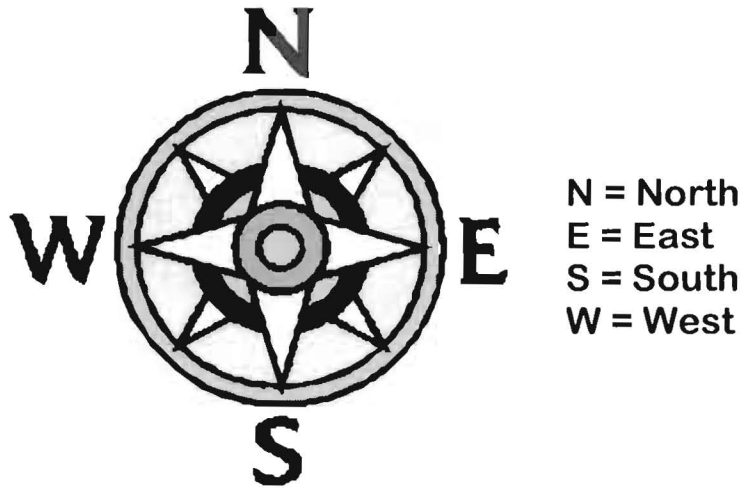
## The CNMI

We live on an **island**. An island has water **all around** it. Our island is part of a group of islands called the **Commonwealth of the Northern Mariana Islands** or **CNMI**.

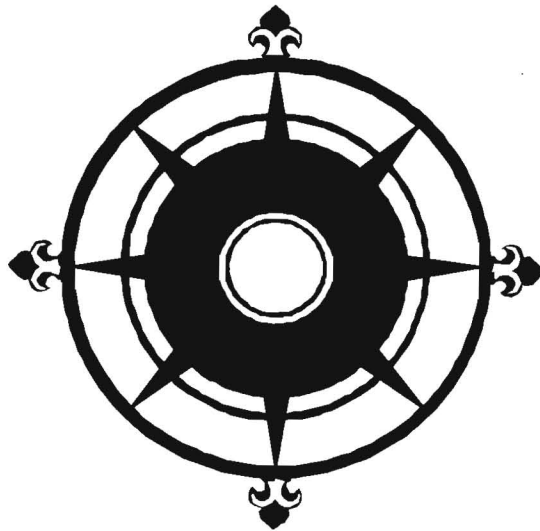


## Activity – Learning Directions

A **compass** is used to help people find direction.



Write the correct direction on each arrow on this compass.  
Use the letters **N**, **E**, **S**, and **W**.



## CNMI Questions

Use the map of the **CNMI** on page 5 to answer these questions about directions.

Circle the correct answer.

---

The Pacific Ocean is \_\_\_\_\_ of the CNMI.

**East**

**West**

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The Philippine Sea is \_\_\_\_\_ of the CNMI.

**East**

**West**

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Practice writing the names of 3 of the CNMI islands.

**Saipan**

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**Tinian**

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**Rota**

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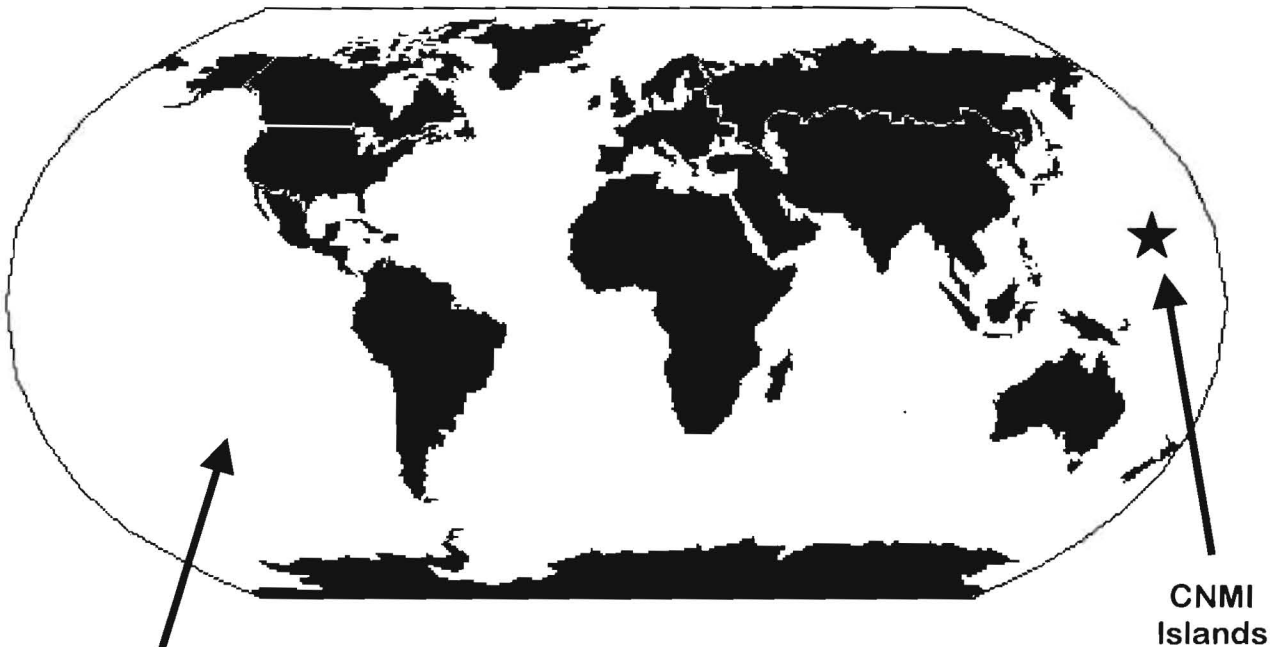
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## Geography Terms

The **Earth** is the planet we live on. It is made up of **land** and **water**.

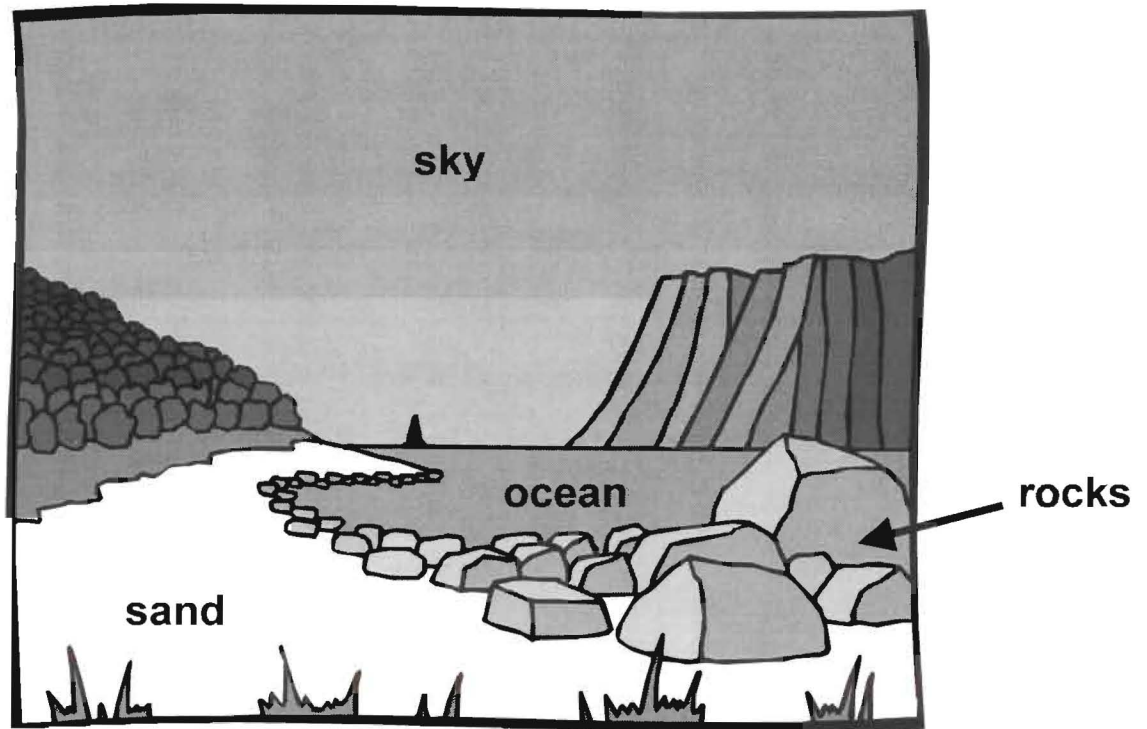


This area is the water that makes up the oceans.  
**Color the oceans BLUE.**



An **island** is land that has water all around it. This small island has trees on it. **Color the trees GREEN.**

One place that people like to visit is the **beach**. A beach is part of the land. The beach is next to the ocean. Beaches have sand and rocks on them.



The Beach

### Review

Write the letter **B** on the **beach**.

Write the letter **O** on the **ocean**.

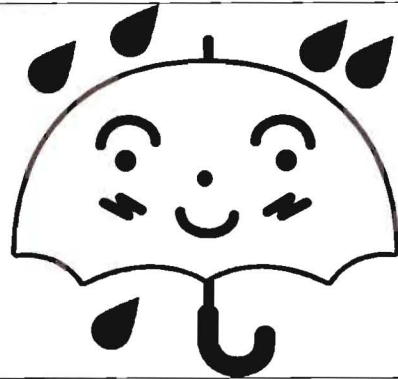
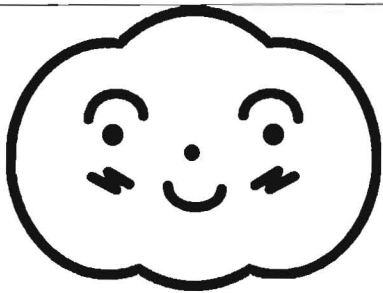
Write the letter **S** on the **sky**.

Write the letter **M** on the **mountain**.

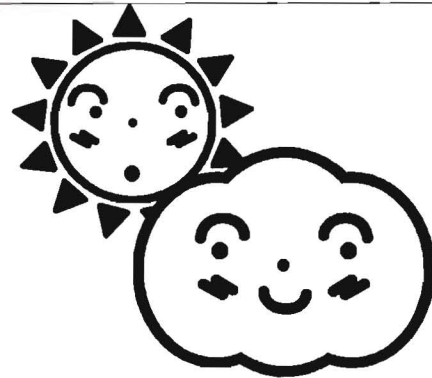
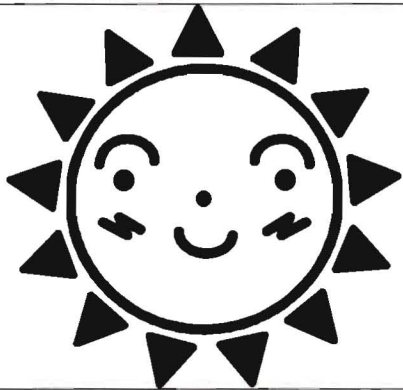
Write the letter **R** on the **rocks**.



## Activity - The Weather

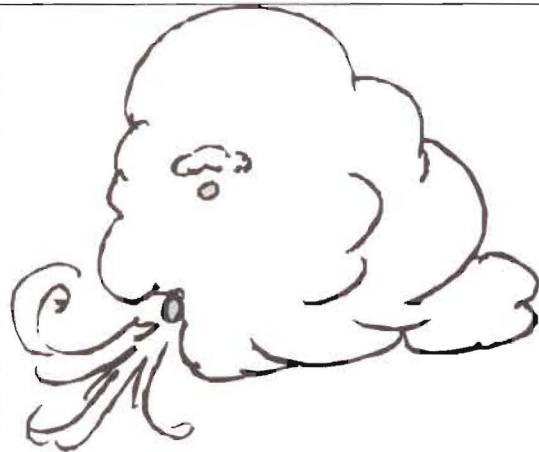


I am a **cloud**. When I am full of water, I make **rain**. On a **rainy** day, you need an umbrella.



I am the **sun**. I am very hot. When I come out, it is **sunny** outside.

When the sun and clouds are together, it is partly **cloudy**.

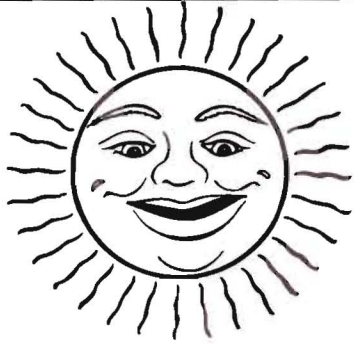


I am a **storm** cloud. When you see **lightning** come out of me, you should go inside of your house.

I am the **wind**. When I blow, it is **windy** outside.

## Weather Words

Circle the word that belongs in the blank.



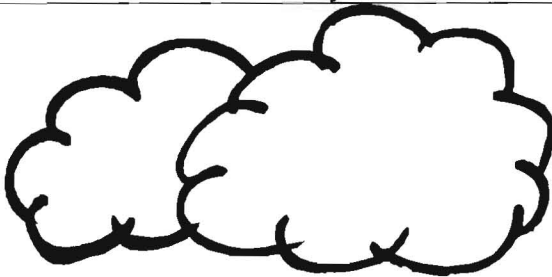
This is the \_\_\_\_\_.

sun    sunny



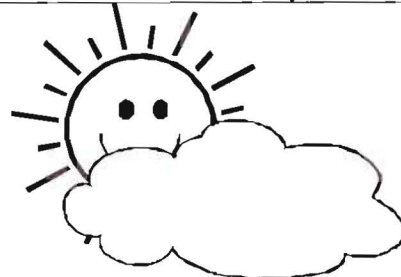
This is \_\_\_\_\_.

rain    rainy



These are two \_\_\_\_\_.

clouds    cloudy



It is partly \_\_\_\_\_.

cloud    cloudy



It is a \_\_\_\_\_ day.

rain    rainy



It is a \_\_\_\_\_ day.

sun    sunny



## Activity - The Seasons

In many places in the world, there are four different seasons. These seasons are: winter, spring, summer, and fall. In the tropics, there are two kinds of seasons. These are the rainy season and the dry season.

The **rainy season** is during these months: **July, August, September, October, and November.**

The **dry season** is during these months: **December, January, February, March, April, May and June.**

Draw a **rain cloud** on the months during the **rainy season**. Draw a **sun** on the months during the **dry season**.

January	February	March
April	May	June
July	August	September
October	November	December

## Writing Practice – Geography Terms

island



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Earth

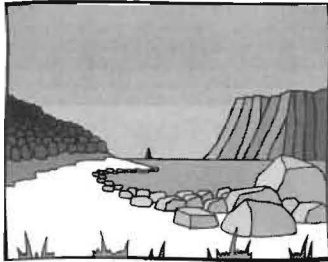


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beach

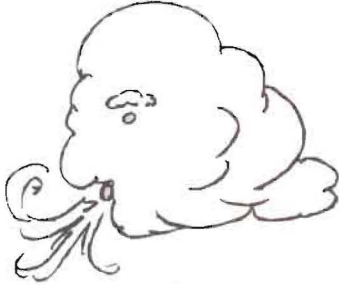


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wind



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rain

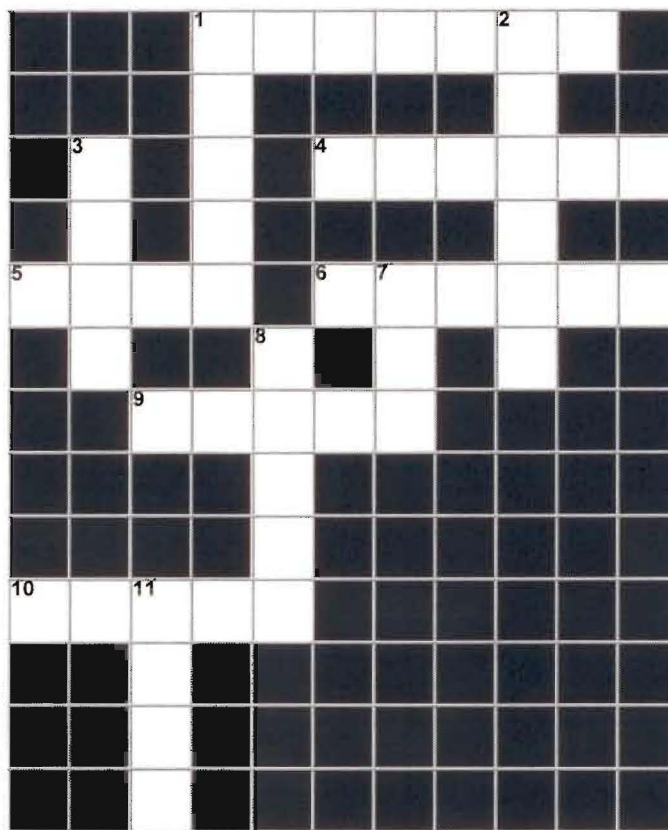


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## Geography Crossword Review



### Across:

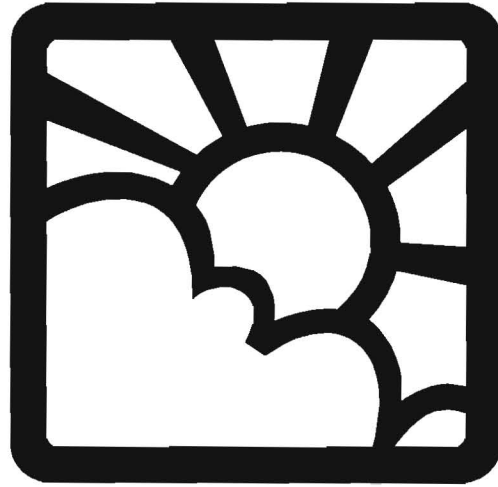
- 1 A \_\_\_\_\_ is used to help find direction.
- 4 The island of \_\_\_\_\_ is north of Rota and south of Saipan.
- 5  \_\_\_\_\_
- 6 Land surrounded by water.
- 9 Water around our island.
- 10 We live on the planet \_\_\_\_\_.

### Down:

- 1  \_\_\_\_\_
- 2 The island of \_\_\_\_\_ is north of Tinian.
- 3  \_\_\_\_\_
- 7  \_\_\_\_\_
- 8 Land near the ocean. It has sand.
- 11 The island of \_\_\_\_\_ is south of Tinian and Saipan.

## Energy

*Teacher - Read:* The sun is the very important. The energy from the sun is how every living thing survives. Plants need the sun to grow. Many animals eat plants. Some animals eat other animals. In this lesson, we will learn the difference between something that is alive and something that is not alive. We will also learn the names of some plants and animals.



Color the sun **yellow**.

Color the tree **green**.

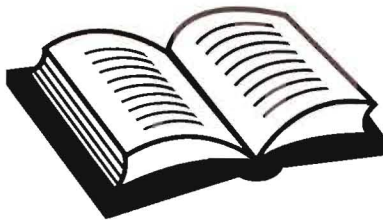
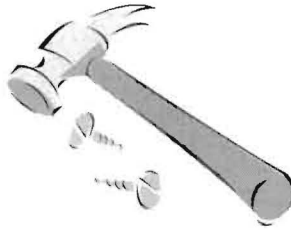
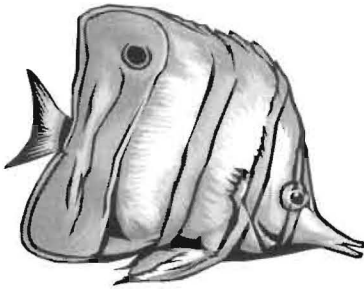
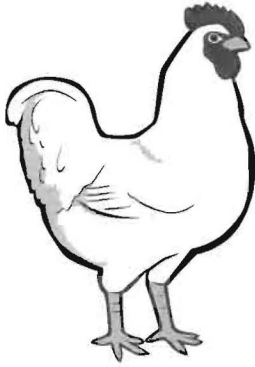


## Activity - Living or Not?

Draw a circle around the things that are alive.



Draw a square around the things that are not alive.



## Activity - Alive or Not?

**Teacher:** Make a list (or cut out and sort) of several things are alive. Make another list of several things that are not alive. Have students explain why the things are on each list.

*Possible answers from students.*

### **Alive**

It can move.  
It can grow.  
It needs food/energy.  
It can have babies (it can reproduce).

### **Not Alive**

It cannot move.  
It cannot grow.  
It does not need food/energy.  
It cannot have babies.

### *Advanced Answers*

Living things have cells.  
Living things respond and adapt to their environment (change).

*Then, how do we know if something is alive?*

It is a combination of things that makes something alive.

*Examples of things that have at least one characteristic of living things:*

### *Sponge*

Show it to the class and/or make one student draw how big it is. Wet it with water and show how the size increases.

Did the sponge get larger? If so, did it grow? Is it alive?

### *Toy Car*

Roll a toy car/truck across the floor.

Did the car move? Is it alive?

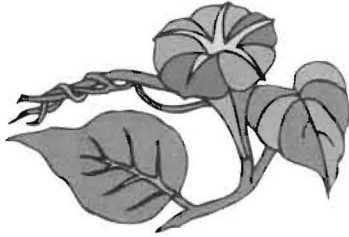
## Classifying Plants and Animals

Many **plants** and **animals** live on the island with us. A plant needs the **sun** to grow. Most plants are green. Many plants have flowers. Plants do not move.

Many animals eat plants. Other animals eat smaller animals. Most animals move by walking, crawling, swimming or flying.

**Circle** the correct answer to each question.

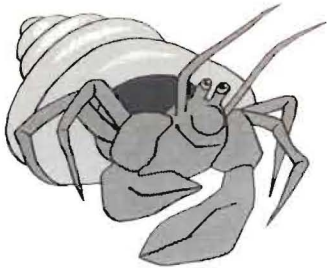
Is this a plant or an animal?



**Plant**

**Animal**

Is this a plant or an animal?



**Plant**

**Animal**

Is this a plant or an animal?



**Plant**

**Animal**

PLANTS

flower



bamboo



palm tree



ANIMALS

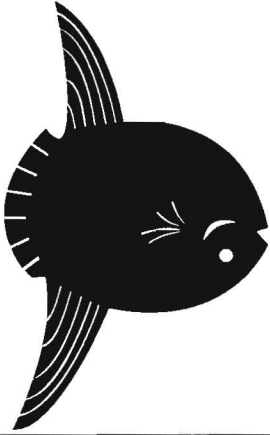
frog



bird



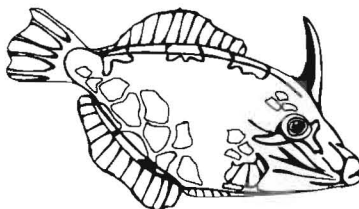
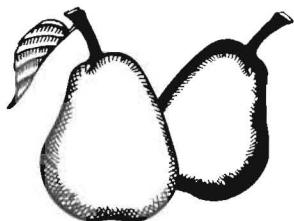
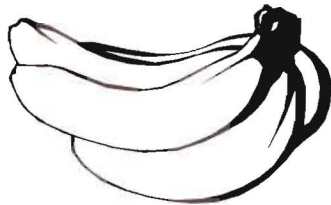
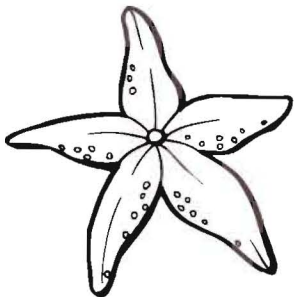
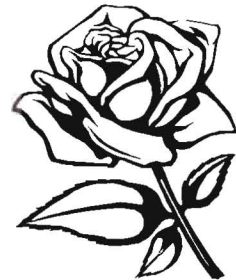
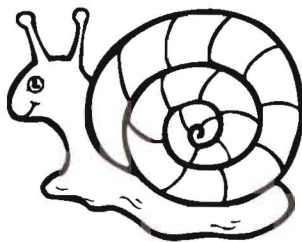
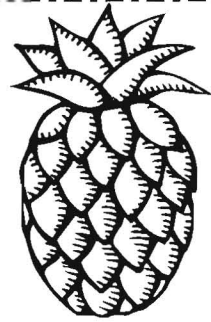
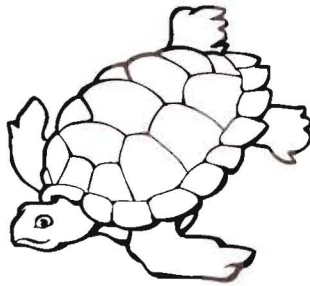
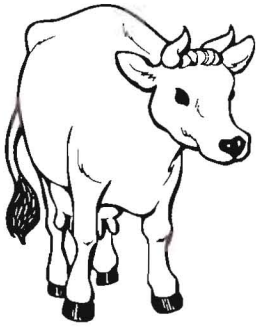
fish





## Activity - Classifying Plants and Animals

Color the pictures below.  
Cut them out and paste them in the correct block on the next page.



**ANIMALS**

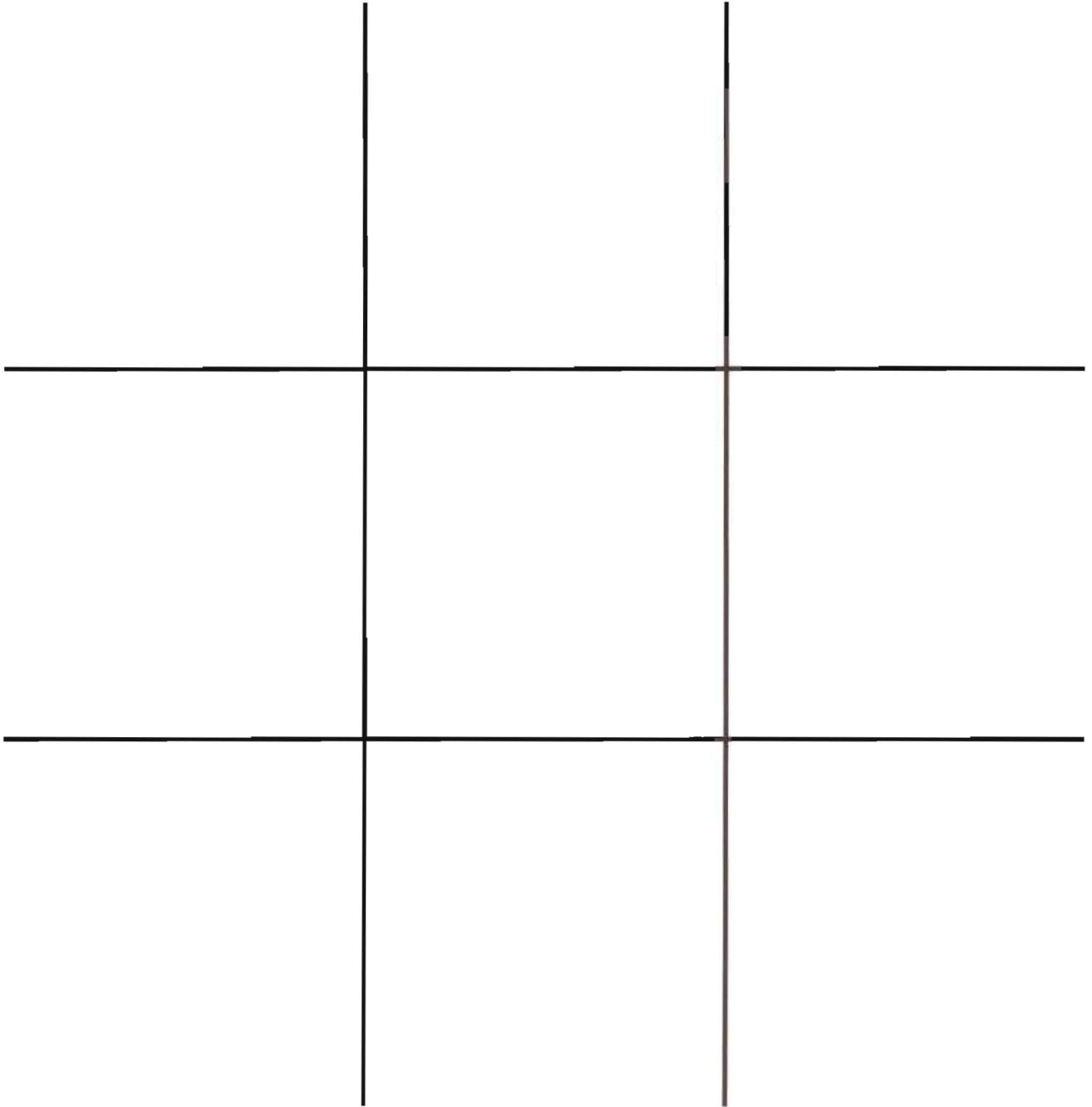

**PLANTS**


### Activity - Plant/Animal Tic-Tac-Toe Game

One player will use **plant** pictures. The other player will use **animal** pictures.

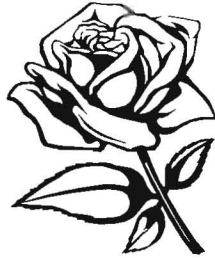
*Take turns.*

The first one to get three plants or three animals in a row wins the game.



## Writing Practice – Plants and Animals

flower



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bamboo

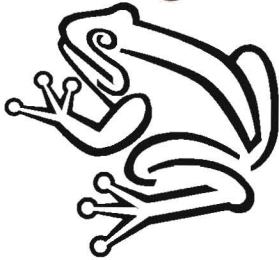


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frog

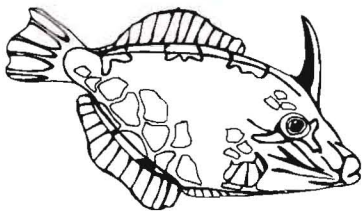


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fish



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bird



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## Venn Diagram – Comparing Plants and Animals

### Plants and Animals

Plants and animals are alive.

Plants and animals need food and water to grow.

### Plants

Plants need the sun to live.

Plants grow from seeds.

Plants cannot move.

### Animals

Animals eat plants or other animals to live.

Animals can move by walking, crawling, swimming or flying.

Write down the name of a plant and an animal. Use the diagram to list ways that a plant and an animal are the same. Then, list ways that they are different.

Name a Plant

\_\_\_\_\_

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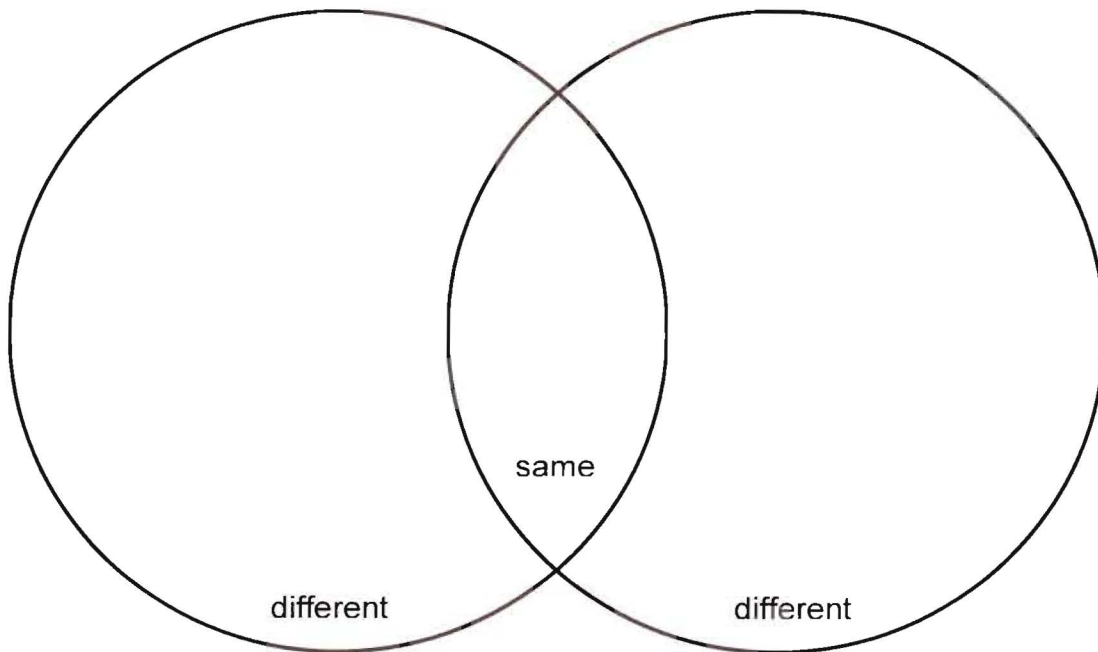
\_\_\_\_\_

Name an Animal

\_\_\_\_\_

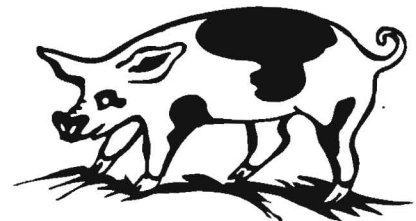
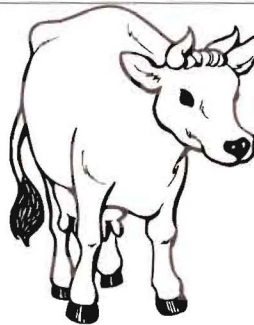
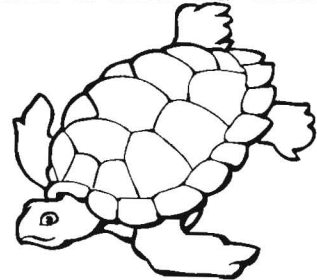
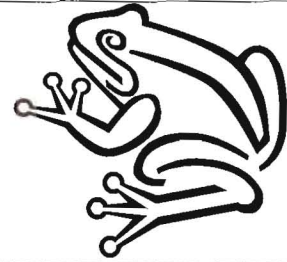
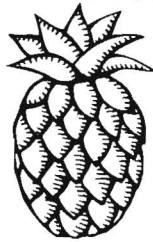
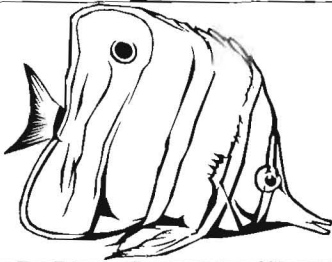
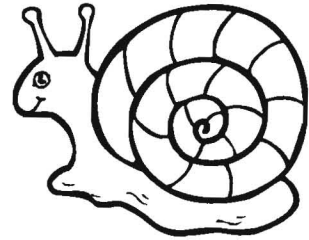
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\_\_\_\_\_



## Grouping Activity - Which One Does NOT Belong?

Look at each group. Circle the one that does NOT belong.





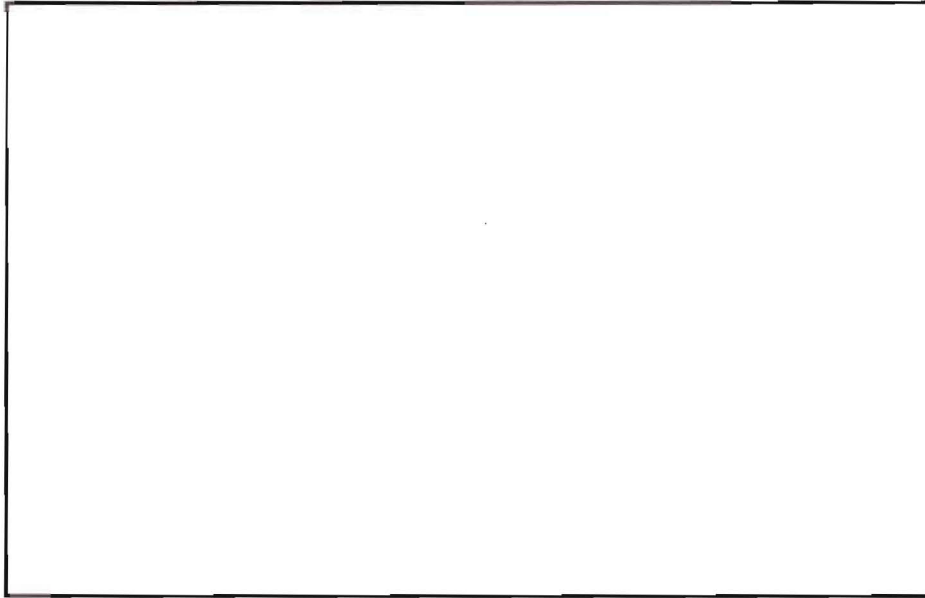
## Plants and Animals in the Schoolyard

Your schoolyard has many different plants and animals. Go outside with your teacher and look around. Write the name of a **plant** that you see on the line. Then, draw a picture of the **plant** in the box.

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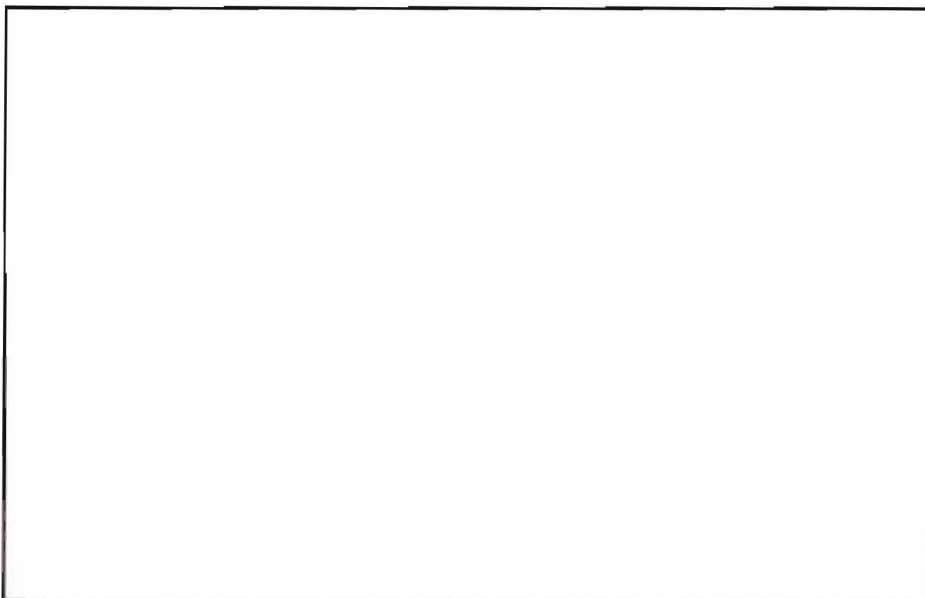


Write the name of an animal that you see on the line. Then, draw a picture of the **animal** in the box.

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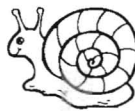
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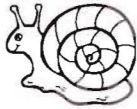








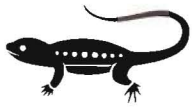








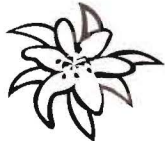







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## Activity - Break the Code

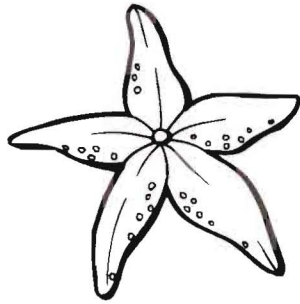
Use the **secret code** on the next page to find out the name of each animal.



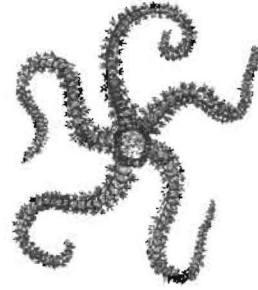
Secret Code			A		B
	C		D		E
	F		G		H
	I		J		K
	L		M		N
	O		P		Q
	R		S		T
	U		V		W
	X		Y		Z

## Beach Animals

Here are some **animals** that you may find at the beach.  
Some live in the **sand** and others live in the **rocks**.



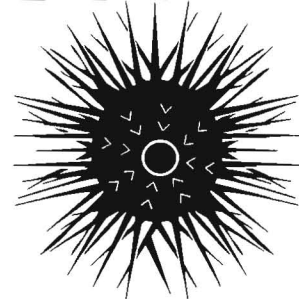
sea star



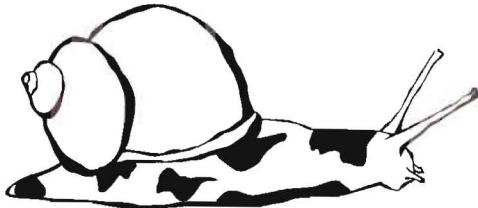
brittle star



sea cucumber



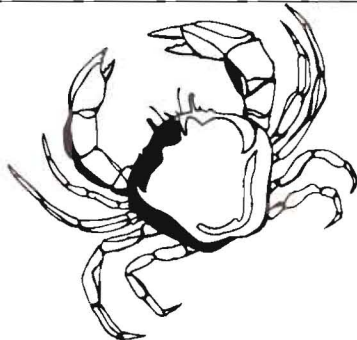
sea urchin



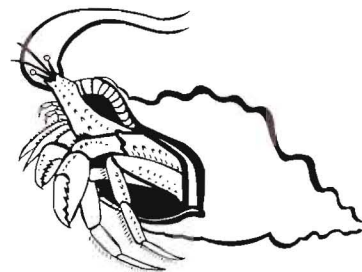
snail



clam



ghost crab



hermit crab

## A Day at the Beach



**Teacher:** Read this story aloud. Students will then answer the questions on the following page.

Joe and Maria went to the beach with their parents. They decided to take a walk to see what animals they could find. There were many rocks to look under. Maria picked up a rock and saw a round animal with lots of black spines. She asked Joe what it was. Joe said that it was a **sea urchin**. Sea urchins have lots of spines for protection. Joe told Maria to be careful so that she did not get poked by any of the spines. That could hurt!

### Ask question 1.

Maria and Joe kept seeing a crab run past them and then disappear. If they stayed quiet, it would appear again. They decided to name the crab - **ghost crab** because it can bury itself into the sand very quickly and disappear like a ghost.

### Ask question 2.

Next Joe saw something that looked like a worm sticking out from under a rock. When he lifted the rock, he saw a brown animal that had five arms. Maria told Joe that he was looking at a **brittle star**. It is a relative of a sea star. It is called a brittle star because its arms fall off very easily. He made sure not to pick it up because he did not want the brittle star to lose an arm. It needs all of its arms to catch food.

### Ask question 3.

Maria saw a long animal. At first she thought it was a snake. Then, she realized that it looked more like a cucumber. Her father told her that there is an animal called a **sea cucumber** that lives in the sand. Maria thought to herself that this must be the animal that she was seeing.

### Ask question 4.

Joe and Maria collected hermit crabs and had races with them. They drew two large circles in the sand and released the crabs into the circle on the inside. Their crabs each won a race. It was time to release the hermit crabs and go back to their blanket to have lunch.

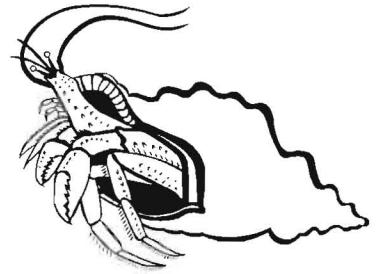
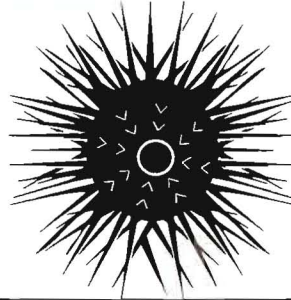
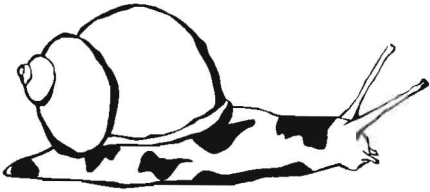
**The End**



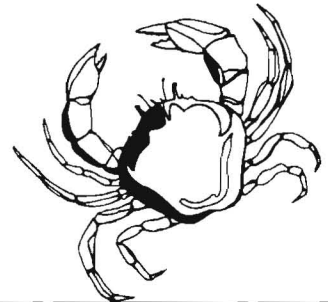
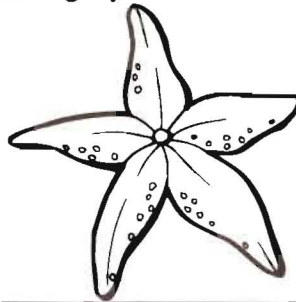
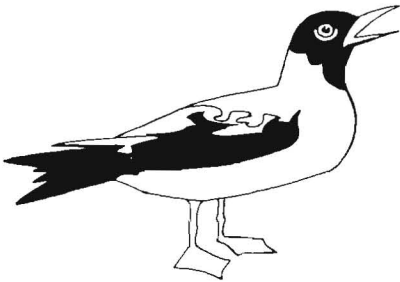
## Listening Skills – A Day at the Beach

Circle the correct answer to each question.

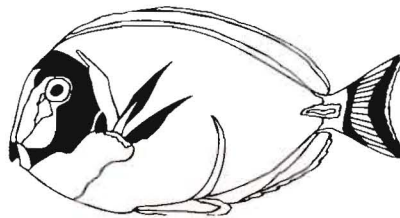
Question 1 – Which animal did Maria find under the rock?



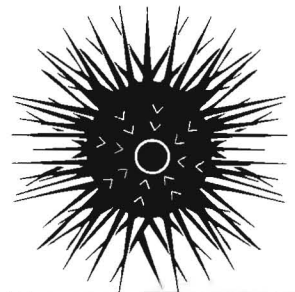
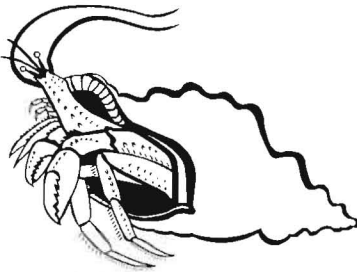
Question 2 – Which animal kept running by Joe and Maria?



Question 3 – Which animal did Joe find under a rock?



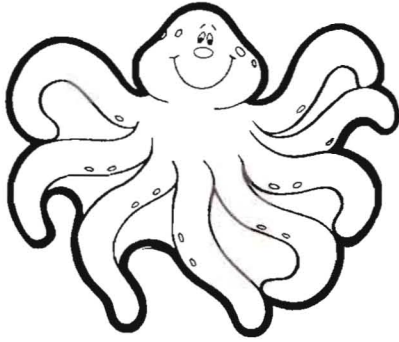
Question 4 – Which animal did Maria find in the sand?



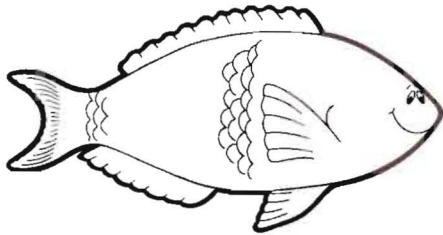


## Coral Reef Animals

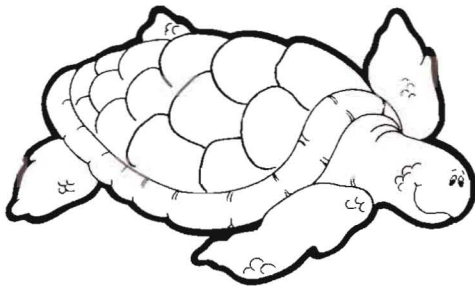
Here are some **animals** that you may find living in the coral reef.  
Some live inside of holes. Others swim around near the coral.



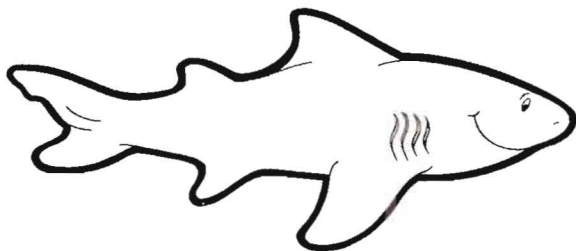
octopus



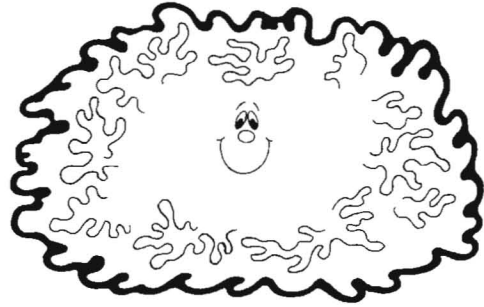
parrot fish



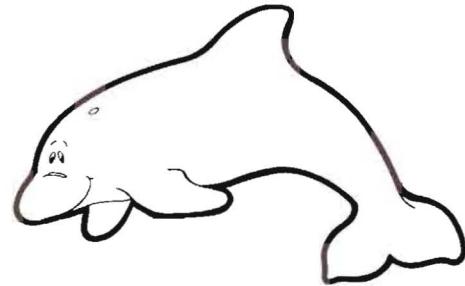
turtle



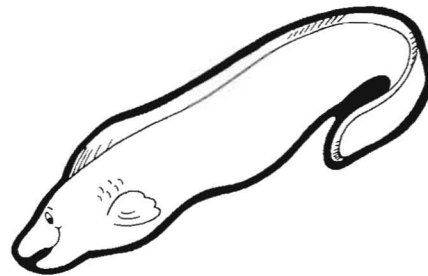
shark



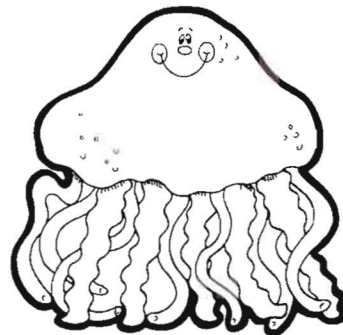
coral



dolphin



eel

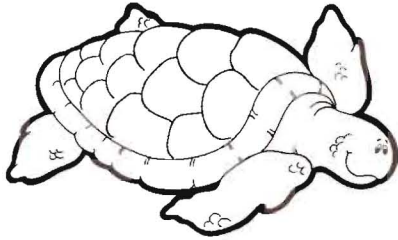


jellyfish

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## Writing Practice – Coral Reef Animals

turtle

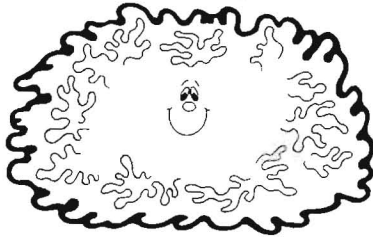


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coral



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eel

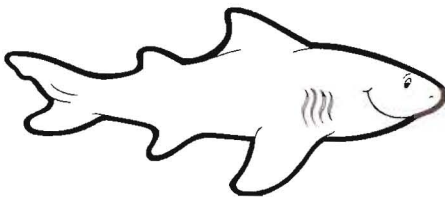


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shark

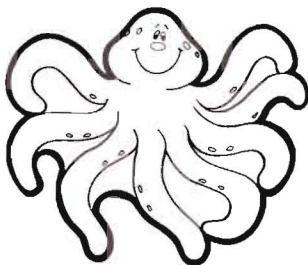


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octopus



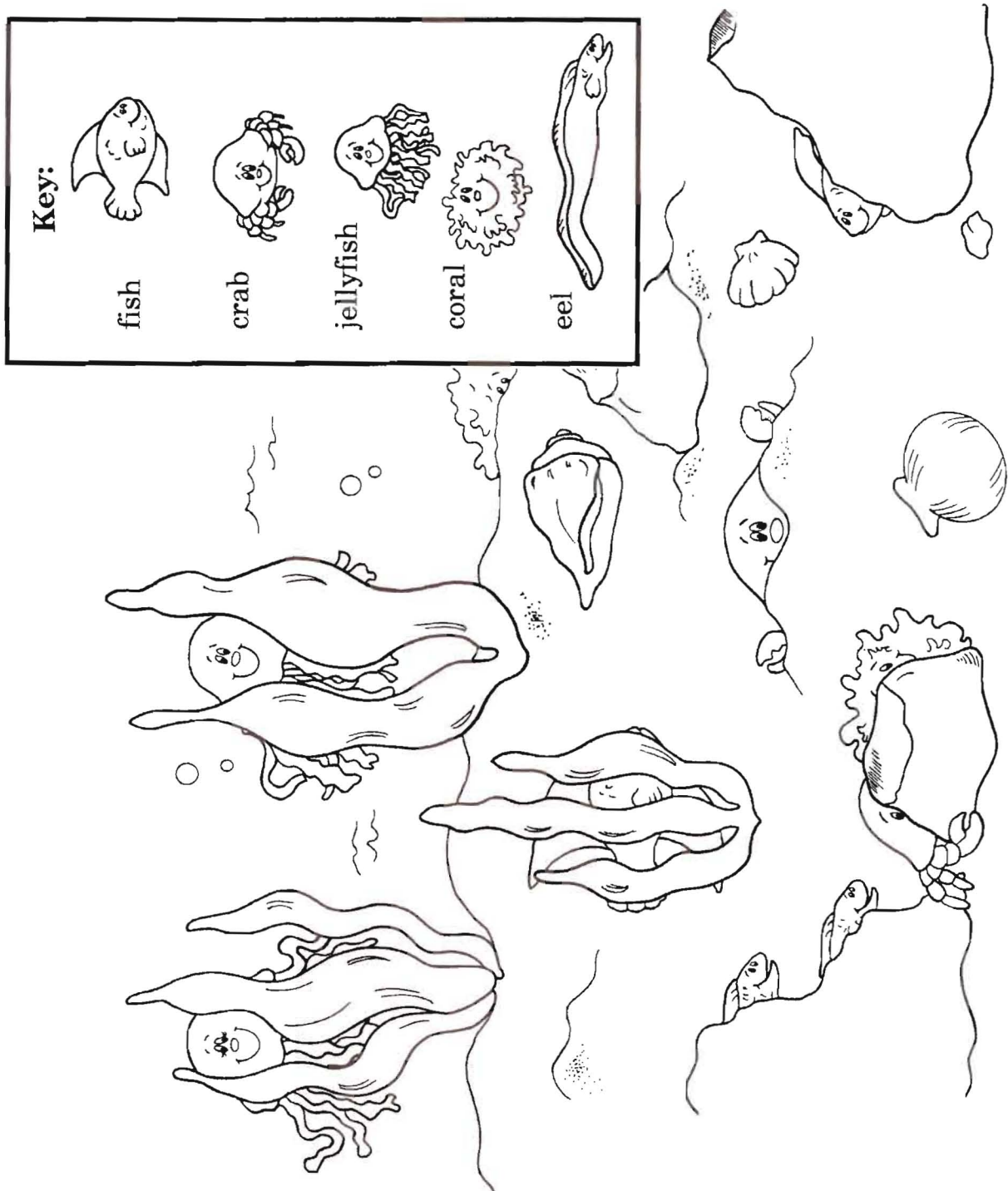
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## Activity - Hidden Animals

Animals on the coral reef like to hide. Some hide for protection. Others hide to sleep. Find the hidden animals on the coral reef.



Used with permission from Carson-Dellosa Publishing Company's CD-0821, *Terrific Topics: Ocean*

## Ocean Scene Counting

Use the picture on the next page to answer these questions.

How many fish are in the picture?

\_\_\_\_\_

-----

\_\_\_\_\_

How many dolphins are in the picture?

\_\_\_\_\_

-----

\_\_\_\_\_

How many crabs are in the picture?

\_\_\_\_\_

-----

\_\_\_\_\_

How many jellyfish are in the picture?

\_\_\_\_\_

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\_\_\_\_\_

How many clams are in the picture?

\_\_\_\_\_

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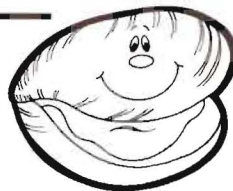
\_\_\_\_\_

How many clams are open?

\_\_\_\_\_

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\_\_\_\_\_



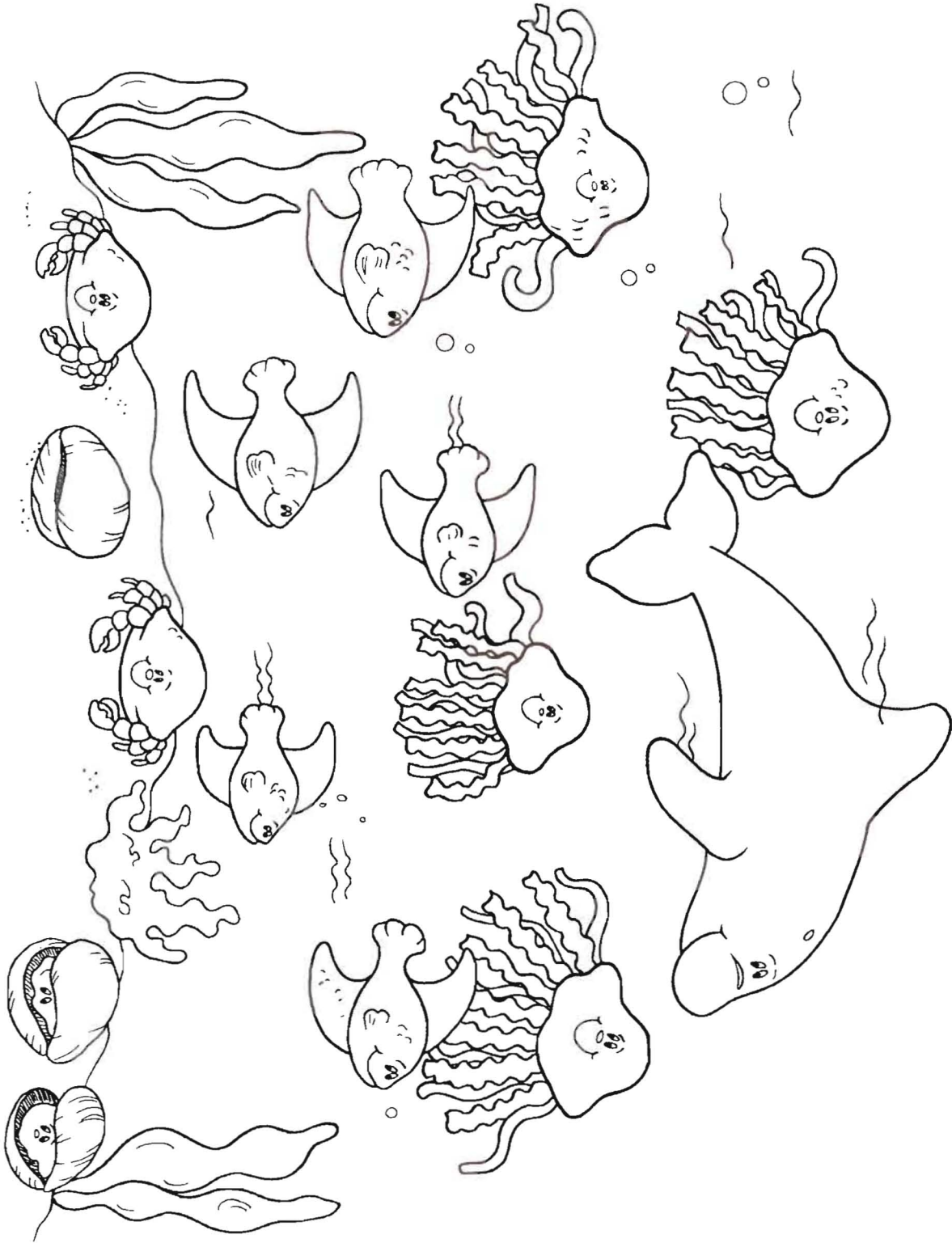
I am an  
open

How many clams are closed?

\_\_\_\_\_

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\_\_\_\_\_

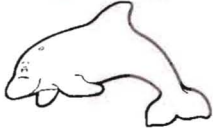



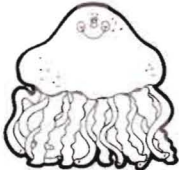


# Graphing Skills – Ocean Scene

Use page 36 to count and color in the number of squares for each animal.

<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
Fish	Dolphin	Crab	Jellyfish	Clam

Draw a line from each animal to the correct number.



1

2

3

4

5



**Sea Animal Report**

**What is your favorite sea animal?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Where does the animal live?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What does the animal like to eat?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What color is your favorite sea animal?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

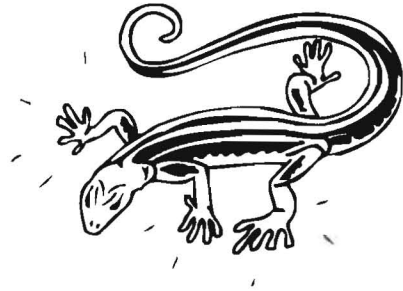
*Draw a picture of your favorite sea animal.*

## Forest Animals

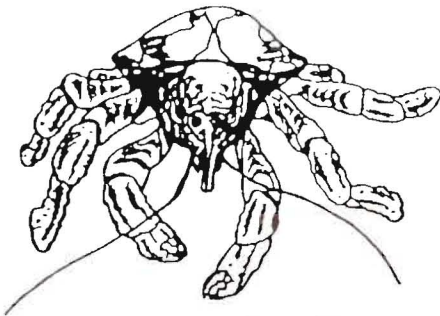
Here are some **animals** that you may find in the forest.



butterfly



gecko



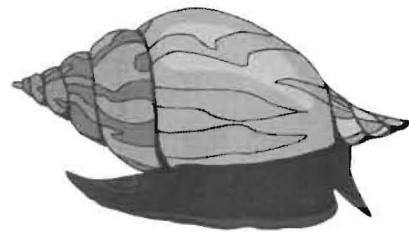
coconut crab



bird



spider



tree snail



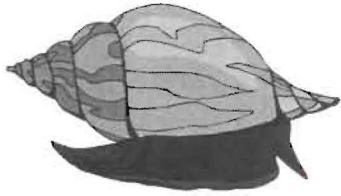
fruit bat



wild pig

## Writing Practice – Forest Animals

tree snail

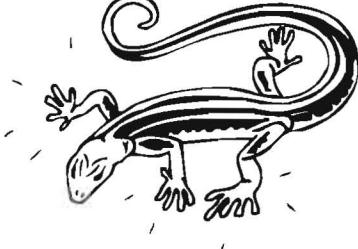


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gecko



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butterfly



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spider



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wild pig



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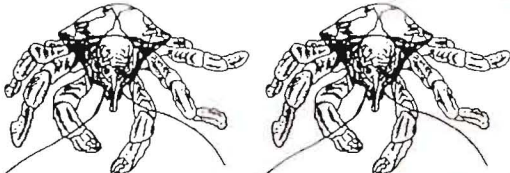
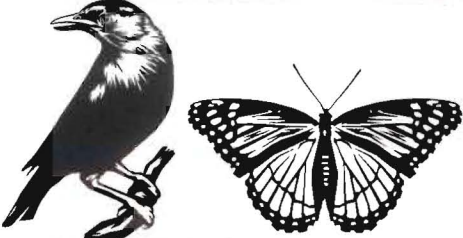


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## Forest Animal Sentences

Use these words to complete the sentences below.

**three      bird      four      tree      crabs      fruit      legs**

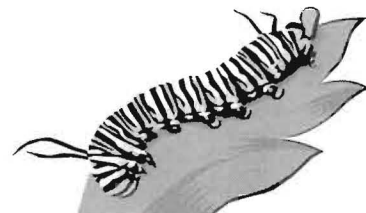
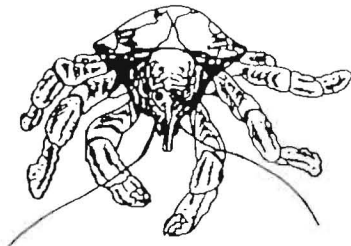
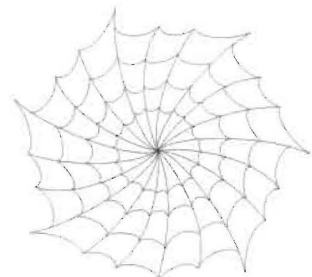
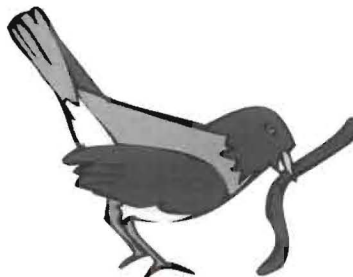
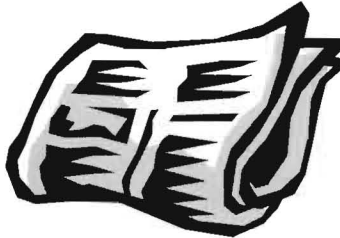
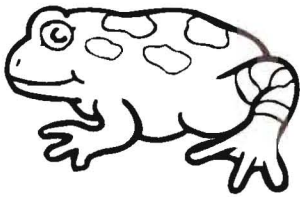
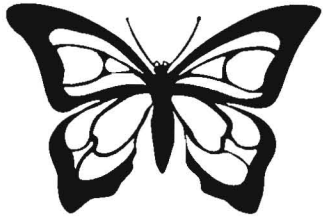
	The gecko has _____ legs.
	The spider has eight _____.
	There are two _____.
	The _____ and the butterfly can fly.
	The _____ bat is on the branch of a _____.
	There are _____ snails.



## Our Environment

The island where we live is our environment. It is made up of beaches, forests and many different plants and animals. The island is a beautiful place. That is why so many tourists visit here. To protect our environment, we need to keep our environment clean.

Here are several things that you may see if you are walking in the forest. Circle all of the things that belong in the forest. Put an X on the things that DO NOT belong in the forest.



## Reduce, Reuse, Recycle

*Introduction:* What is different about the way people live now and the way that they lived in the past? Discuss how our ancestors lived off of the land and did not produce trash that could not be used again. Now, humans produce so much trash. Where does it go? Most goes into landfills. A landfill is a large hole where the trash collectors bring the trash from your house. When the landfills become too full, more landfills need to be built. How can we help?

**Reduce** – do not use as much packaging, items that cannot be recycled, etc.

**Reuse** – use trash items over again for other purposes

**Recycle** – make other things out of the trash that we create.

**Teacher:** Questions for Discussion and Possible Answers

How can humans reduce the amount of trash that they make?

Buy larger containers.

Reduce buying foods that have a lot of packaging.

How can humans reuse their trash?

Use grocery bags over again for other things.

Use trash items to create art projects.

Make a piggy bank out of an old jar.

What kinds of items can be recycled?

*Paper* – newspaper and cardboard

*Plastic* – food containers, shampoo bottles, etc.

*Metal* – soda cans, cars, etc.

*Glass* – jars, bottles, etc.

*Chemicals* – oil, paint, etc.



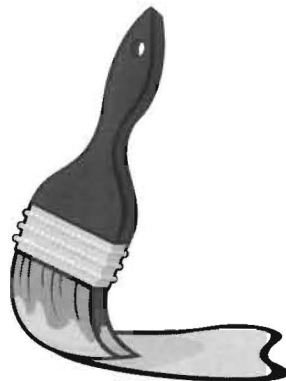


## Activity - Creating Art from Trash

**Objective** – students learn to reuse trash items to create artwork.

### Materials

bottles  
cans  
glue  
paint  
plastic food containers  
scissors  
used paper



### Procedure

1. Use the paper and glue to cover a can or bottle.
2. Let the can or bottle dry. Then paint the can or bottle.
3. Have each student choose an animal that they would like to create.
4. Cut up the plastic food containers to make body parts.
5. Glue the body parts onto the container.

### Questions

Why did you choose that animal?

Tell the class something about your animal.

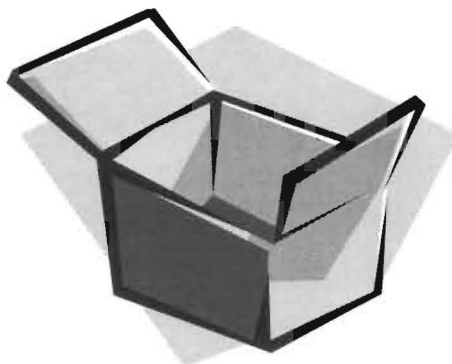
What else could you make from the trash items?



### Extension Activity

#### *Recycling Zoo*

Have each student name his/her animal and write a fact about his/her animal on a sign. Students can put the animals into boxes to simulate a cage in a zoo. Put the items on display in an area of the classroom (or hallway).



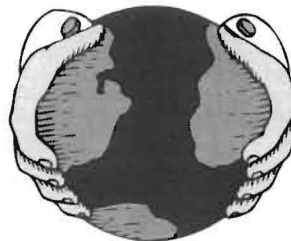
## Activity – Limited Fresh Water

### Introduction

The Earth has a lot of water on it. Can we drink all of the water on the Earth? No, because most of it is salty. We will use bingo chips to see how much of the water on the Earth is salty and how much is fresh.

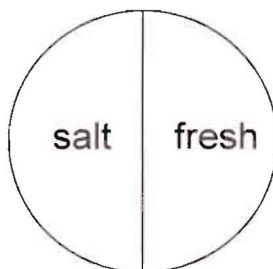
### Materials

100 bingo chips per team  
1 paper plate  
1 pencil



### Procedure

Each team will get 100 bingo chips, 1 paper plate, and 1 pencil. The chips represent all of the water on the Earth. Write salt on one side of the plate. Write fresh on the other side of the plate.



Count out 97 bingo chips. Place them into the side of the plate that says salt. That is how much of the water on the Earth is salty.

Count out 3 bingo chips. Place them onto the side of the plate that says fresh. That is how much of the water on the Earth is fresh.

### Discussion

*Can we drink all of the water on the fresh side of the plate?*

No, because most of that is frozen. To visualize this, take two of the bingo chips off of the fresh side of the plate. That is how much is frozen (2%). Only one fresh bingo chip is left. We cannot even drink all of that water. Fresh water is found in the sky (atmosphere), in the ground, in rivers, lakes, etc. If the students were to cut the last bingo chip in half, that is an estimate of how much fresh water they can use. That is why it is important to conserve fresh water. There is not a lot of fresh water on the Earth for us to use.

### Extension Activity

Discuss ways to conserve water. Have a campaign to conserve water in the school by making posters and signs.

## Brown Treesnakes – Keep Them Out!



Brown treesnakes do not belong in the CNMI. A few snakes have been found here already. They came to the CNMI by hiding inside of ships and airplanes. Special dogs are trained to catch the brown treesnake.

Brown treesnakes like to eat forest birds and their eggs. If brown treesnakes come to the CNMI, they may eat too many birds. It would be very sad to have the birds disappear. That is one reason why it is important to keep the brown treesnake out of the CNMI. If you see a brown treesnake, tell your parents or your teacher. They should call **28-SNAKE**, the brown treesnake hotline.

**Questions – Circle the correct answer to each question.**

1. What does the brown treesnake eat?
  - A. Dogs
  - B. Insects
  - C. Birds
2. How do the brown treesnakes travel from one island to another?
  - A. They hide inside of cars
  - B. They hide inside of ships and airplanes
  - C. They swim in the ocean
3. What should you do if you see a brown treesnake?
  - A. Do nothing
  - B. Tell your parents or your teacher
  - C. Sing a song

*Brown treesnake drawing used with permission from the USGS.*

## References

Carson-Dellosa Publishing Company, Inc. 1996. Terrific Topics: Ocean, CD-0821. Greensboro NC. Carson-Dellosa.

Commonwealth of the Northern Marianas Public School System. 2002. *K-12 Science Standards and Benchmarks*. CNMI.

Grove, Sandra Ford and Hechtman, Dr. Judy. 1996. *Reduce, Reuse, Recycle*. Cypress, CA. Creative Teaching Press.

Quinn, Michael and Lee, Larry. *Our Island Environment*, 1991. CNMI Coastal Resources Office.

