



ED 353 LESSON PLAN
Ocean Animal Classification
“How They Move”

Outcomes: (WI Teacher Standards #1, 2)

- **State or district standard:**
Science: C.4.1, C.4.2, F.4.1, F.4.4
Dance/Movement: A.4.2, A.4.3, A.4.4, A.4.5, A.4.6, A.4.7, A.4.8, A.4.11, B.4.2, B.4.3, B.4.5
- **Instructional objective(s):**
Students will be able to identify specific characteristics between ocean animals and land/ocean animals according to their surrounding. Students will be able to demonstrate their movement and the vocabulary used to describe each movement.

Materials Needed: (WI Teacher Standard #3)

- List all of the materials you will need to teach this lesson. Include those you designed.

Chart/Table (KWL chart), Pictures of ocean animals according to classifications, Pictures of ocean animals without classifications (individual pictures)

Total time needed: 45 minutes

Procedures: (WI Teacher Standard #7)

- **Introduction:**
Remind students about their submarine exploration from the introductory lesson. Ask them to describe some of the ocean animals they saw while under the sea.
How are ocean animals classified? Discuss with students the different ways ocean animals are classified (land/sea, shells, flippers, mammals, coastal, deep water, etc)
- **Steps for instruction:**
 1. Show students each classification and discuss species of fish fall into each classification.

Mammals (dolphins, whales)

Pinnipeds (sea lions, seals, walrus)

Octopods (Octopus, squid, etc)

Mollusks (clams, oysters, crab)

Crustaceans (lobster, shrimp, etc.)

Others (penguins, sea turtles, eels, ocean fish, jelly fish, etc.)

2. Have students go to an open area where there is enough room to move
3. Using students pictures of animals from each classification
4. Ask students if they can explain and show how each animal might move

Crab – sideways crawl, low to the ground

Jelly fish – wiggle while expanding and contracting arms (med/high)

Dolphin – bobbing body moving forward (high)

Seal – Sliding back feet while together, waling on arms (low to the ground)

Octopus – Arms and legs expanding at same time (low/med)

Eel – Hands together zigzagging arms – (med)

Penguin – Feet spread slightly with arms out waddling (med)

Sea turtle – Slide feet while together and arms (slow, low)

Etc.

5. Have students get into three lines
6. Have students participate in a relay race using the movements they just learned about each animal. Students must perform each animal as it is listed on the board (pictures)

- **Strategies for students requiring additional assistance:** (WI Teacher Standard # 3)
Students with special needs can participate by demonstrating the movements that they are capable of doing. They will not need to participate in the relay if they are in a wheelchair.

- **Closure:**
Explain to students that they have learned how each animal moves in the sea or on land. Students will need to keep the movements in mind when they create their aquarium for the culminating activity. For instance, when they make their aquarium, crabs should be represented in and out of the water moving sideways and not forward.

Homework: Students will need to write a one page paper describing the classification of ocean animals and how they move, must include level, direction, and body part that makes their movement possible. Students will need to address each classification and how they felt moving just like them.

Assessment:

Students will be assessed by being able to accurately name each classification learned. They will be assessed on participation in group discussion, moving like each ocean animal we have studied, being able to identify the level, direction and body parts that make their movement possible.