

AQUATIC ANIMALS

This lesson plan is intended to be part of a school Project in which Natural Science, English and Arts and crafts will be blended. Here you can see the planning for the subject of Natural Science.

AQUATIC ANIMALS		3rd of primary	
OBJECTIVES:			
<ul style="list-style-type: none">• Review and extend their knowledge of animals.• Learn about different types of vertebrates and invertebrates.• Study areas such as the appearance, nutrition, respiration and reproduction of these groups.• Be introduced to different categories of invertebrates.• Use the Internet as a source of information and a tool for learning.• Create an aquarium• Develop a respectful attitude towards animals.• Reflect on how our careless actions can disrupt the natural habitat of other living things			
CONTENTS	ASSESSMENT CRITERIA	LEARNING OUTCOMES	COMPETENCES
<ul style="list-style-type: none">• Vertebrates	1. Identify and classify vertebrate animals based on scientific criteria and related to their morphology	1.1 Identifies and recognises basic characteristics of vertebrate animals. 1.2 Classifies and describes	CL: Describe vertebrate animals both orally and writing. DG: Use the Internet to find

		<p>vertebrates attending to their morphology</p> <p>1.3. Observes living things directly and with suitable instruments or using audiovisual and technological resources.</p> <p>1.4. Gathers information and use it to identify and classify animals.</p>	<p>information about aquatic animals.</p> <p>Use Padlet to gather previous knowledge about a topic</p> <p>MST: Identify and classify different animals</p> <p>SC: Work in groups to gather information</p>
<ul style="list-style-type: none"> • Invertebrates 	<p>2. Identify, describe and differentiate between the most representative</p>	<p>2.1. Identifies and recognises basic characteristics of invertebrate animals.</p> <p>2.2. Classifies and describes vertebrates attending to their morphology</p> <p>2.3 Observes living things directly and with suitable instruments or using audiovisual and technological resources.</p>	<p>CL: Describe vertebrate animals both orally and writing.</p> <p>MST: Identify and classify different animals</p> <p>SC: Listen to classmates in order to learn from them</p>

<ul style="list-style-type: none"> • Introduction to scientific activity. <p>Direct and indirect observation of animals using suitable instruments and audiovisual and technological resources.</p>	<p>3. Use different sources of information.</p>	<p>3.1. Gathers information and uses it to identify and classify animals. 3.2. Consults and uses written documents, images and videos</p>	<p>DG:</p> <ul style="list-style-type: none"> - Use the Internet to find information about aquatic animals. - Use Padlet to gather previous knowledge about a topic.
<ul style="list-style-type: none"> • Work and study techniques. 	<p>4. Develop work and study techniques</p>	<p>4.1. Creates an outline about invertebrates. 4.2. Show autonomy in his/her work 4.3. Works cooperatively in order to learn 4.4. Uses the vocabulary of the unit.</p>	<p>DG:</p> <ul style="list-style-type: none"> - Use Popplet to create an outline about invertebrates. <p>Learning to Learn:</p> <ul style="list-style-type: none"> - Select information to create an outline. <p>LC: Create a Fact sheet of an animal.</p>

SESSIONS.

Session 1.

CONTENTS	ACTIVITIES	MATERIALS	GROUPING
<ul style="list-style-type: none"> - Vertebrates - Use Padlet as a collaborative tool 	<ul style="list-style-type: none"> - Watch the following video to activate previous knowledge: https://www.youtube.com/watch?v=QVGeilNsJFU 	<p>Digital board or projector.</p>	<p>Whole class</p>

	<ul style="list-style-type: none"> - After watching the video ask students what they saw, to describe them and think about in which ways are they similar and/or different. Elicit answers such as vertebrates/invertebrates, carnivores/omnivores and parts of their bodies 		
	<ul style="list-style-type: none"> - Tell the students you are going to work on animals, on aquatic animals. - Using Padlet create one writing what do they know. - Read aloud their answers 	Computers or tablets Padlet	Small groups Whole class
	<ul style="list-style-type: none"> - KWL chart 	Digital board or projector.	Small groups Whole class

Session 2

CONTENTS	ACTIVITIES	MATERIALS	GROUPING
Vertebrates	<ul style="list-style-type: none"> - Show students different photos of aquatic vertebrates. Ask ss to find out what do all of them have in common (They are vertebrates) 	Digital board or projector.	Whole class
	<ul style="list-style-type: none"> - Watch a video on vertebrates and answer questions while watching. https://youtu.be/qRkoGO7hNXg - Comment on the video 	Digital board or projector. Edpuzzle	Small groups Whole class
	<ul style="list-style-type: none"> - Poster on vertebrates. Create with the whole class a big outline on vertebrates and their groups. → Have prepared some pictures to illustrate 	- Rollo paper, photos of aquatic vertebrates, glue, scissors markers.	Small groups Whole class

	the outline.		
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Session 3

CONTENTS	ACTIVITIES	MATERIALS	GROUPING
- Consolidation: vertebrate animals, classification	- Animal game: hangman with animals	Blackboard or Digital Board	Whole class
	- Fill in a chart on vertebrates and classify them.	Worksheet on classifying vertebrates.	Individual.

Sessions 4 and 5

CONTENTS	ACTIVITIES	MATERIALS	GROUPING
- Invertebrates. - Work and study techniques: Using Popplet to create an outline.	- Show students different photos of aquatic vertebrates and invertebrates. Ask students if they can classify them into vertebrates and invertebrates.	Digital board or projector.	Whole class
	- Watch a video on invertebrates and answer questions while watching. https://www.youtube.com/watch?v=rzxFTrktN1c&t=32s - Comment on the video	Digital board or projector. Edpuzzle	Small groups Whole class
	- Create and outline with the groups of invertebrates.	Computers Popplet	Small groups

Session 6

CONTENTS	ACTIVITIES	MATERIALS	GROUPING
<ul style="list-style-type: none"> - Consolidation of invertebrates - Using games as a tool for learning (Kahoot) 	Word search on invertebrates	Word search, pencils	Small groups
	Guess the animal game. Let the students to prepare a short description of and invertebrates for the rest to guess.	Paper and pencil	Individual Whole class
	Play Kahoot. Using Kahoot see your students progress	Tablets or computers digital boars or projector	Small groups Whole class

Session 7

CONTENTS	ACTIVITIES	MATERIALS	GROUPING
<ul style="list-style-type: none"> - Aquatic vertebrates and invertebrates - Indirect observation of animals using Google Expeditions 	<ul style="list-style-type: none"> - Watch with the students and extract of the Pixar film <i>Finding Nemo</i>. Tell the students to pay attention to the animals they see and the place where they live <p>After watching comment on the video with the students. (What animals did they see? Where do they live? Are</p>	Digital board or projector.	Whole class

	Coral Reefs similar to cities?..)		
	<ul style="list-style-type: none"> - Using google maps show students where the Great Barrier Reef is. Tell them that today they are going to dive into the ocean and see the Great Barrier Reef. - Take students on a Google expedition. - Fill in a worksheet on questions about the Great Barrier Reef 	Digital board or projector. Google Glasses Google Cardboard Worksheets on the Great Barrier	Whole class Individual/pair work

Session 8

CONTENTS	ACTIVITIES	MATERIALS	GROUPING
<ul style="list-style-type: none"> - Aquatic vertebrates and invertebrates. - Use the Internet to look for information. 	Start the aquarium. <ul style="list-style-type: none"> - Brainstorm the animals you have seen during the past sessions. - In pairs ask students to choose two animals that they liked, a vertebrate and an invertebrate. 	- Paper and pencils	Whole class Pairs
	<ul style="list-style-type: none"> - Using Symbaloo to organise their search ask them to gather information about the animals they chose. Before they start ask them to write what they already know. Give them a guide on which facts do they have to find. It's a good idea to show them an example	Computers/tablets Symbaloo	Pairs

	already done.		
Session 9			
CONTENTS	ACTIVITIES	MATERIALS	GROUPING
<ul style="list-style-type: none"> - Aquatic vertebrates and invertebrates. - Use a word processor . - Download pictures from the Internet 	As a whole class ask for volunteers to comment on some of the aspect they have researched about the aquatic animals.		
	Ask students to fill the fact file of the animals. They should help each other.	Computers/tablets	Pairs
	Ask students to choose a photo of the animals and save it.		

→ This fact files will be printed and then used in Arts and Crafts to create an aquarium.



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